

Silvia L. Sarapura Escobar

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I am an interdisciplinary scholar with experience in intersectional feminist research in agriculture and international development. I have been familiar with formal, non-formal and informal teaching in diverse contexts. I have extensively worked in agricultural and food research programming in the Global South including South East Asia, Africa and Latin America. The focus of my work has been in the areas of food security, sustainable development, people centered development and gender programming as well as building evidence for policy influence and North-South partnerships.

Skills

- Extensive international experience in research for development.
 - Experience in quantitative and qualitative applied agricultural data collection and analysis.
 - Skills in research project management and development.
 - Bilingual (Spanish, Portuguese and English).
 - Skilled on Theory of Change, Monitoring and Evaluation.
 - Solid experience in participatory approaches, methods and tools.
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Education

2008 - 2013

Doctor of Philosophy (Rural Studies) / University of Guelph, ON

Dissertation Title: "Gender and Agricultural Innovation in Peasant Production of Native Potatoes in the Central Andes of Peru"

Synopsis: The study analyzed the interactions between the Andean Farming System and the innovative native potato market chain system, influenced by the Andean Cosmivision perspective. It drew upon indigenous feminism, social feminist perspectives and systems thinking. A sequential explanatory and mixed methods design were used to include quantitative, qualitative and participatory tools not only in the research process but also in knowledge co-creation, capacity strengthening and policy influence. Six case studies representing Andean producers in and outside agricultural market chains were analyzed and studied. The findings showed advance on women's access/control of resources (i.e. land, education, inputs, etc.) as they collectively accessed new spaces in the agri-food system. On the other hand, women struggled to relate and interact within innovated spaces and perceived their work was lumbering them due to culture and norms practiced in the Andean communities. Guardianship of potatoes diversity was not an option. It was the dilemma of profiting with one variety against preservation of emic knowledge and 400 varieties of native potato. Experiences were

shared with policymakers, academics and practitioners in Canada and Peru. These contributed to future actions for the CGIAR Research Program on Roots and Tubers in CIP.

Scholarships: Board of Graduate Studies Research Scholarship. March 2012. University of Guelph; Dean's Scholarship to Research and Leadership Skills, Ontario Agricultural College, January 2011. University of Guelph; LACREG – Grant. AUCC/IDRC. 2009. Government of Canada – IDRC/AUCC; Ontario Graduate Scholarship. January 2010. Government of Ontario, Canada. Information and Communication for Community Development Grant. October 2008. School of Environmental Design and Rural Planning and Development. University of Guelph; Pearl Lyons Memorial Scholarship. September 2008. Ontario Agricultural College. University of Guelph.

2006 - 2008

Master of Science / University of Guelph, ON

Thesis Title: “Microfinance and Feminist Capacity Development: A Case of Rural Women in the Central Andes of Peru”

Synopsis: The study analyzed the lives and trajectories of displaced and indigenous rural women in their struggle to escape terrorism and violence as they became microentrepreneurs. A constructivist feminist standpoint theory of knowledge that privileges women's voices was embedded in concepts of capacity development. Participatory tools (i.e. participatory video, photography and life stories) were used to gain women's insights and self-assessments. The research found that a small microfinance organization supported women's commercial and financial skills as they strengthened functional basic skills to rediscover the self and the relationship with female peers. The close relationship between the self with the collective served to position themselves, become not only successful in their microenterprises but also try for a more diversified vision. They embarked on economically feasible and sustainable activities in agriculture, livestock and informal commerce. Women's collective support, cohesion and action supported their learning processes in topics they did not learn in school such as mathematics and accounting. Women's groups constituted as safe spaces for emotional support and economic realization. Though, some social and gender norms changed in the groups, social norms and mental modes were more difficult to change in the inner space of the household and at societal level. Findings of the study were shared at national and regional level in municipalities and media.

Scholarship: Students for Development Program. 2006. Government of Canada. Undertaken by CIDA/AUCC.

1988 – 1990

Engineer in Agronomy / University of Central Peru and International Potato Center, Peru

Dissertation Title: “Correlation of Genotypic Differences in Root Morphology and Nutrient uptake in *Solanum tuberosum* L.”

Scholarship: National students' scholarship for emerging researchers. International Potato Center, CGIAR..

1984 – 1988

BSc in Agronomy / University of Central Peru

Dissertation Title: Community Development in the Mantaro River Watershed”

Major: Rural Sociology, Agro-ecology and Farming Systems.

Employment Experience

AUGUST 2019 – PRESENT

Assistant Professor / University of Guelph, OAC

1. Teaching activities (40%)

- Developing and instructing graduate courses in the Rural Planning and Development Program, SEDRD
 - RPD*6030 International Rural Development Planning: Principles and Practices;
 - RPD*6070 Project Development for Rural Planning: Principles, Procedures, and Selected Methods;
 - RPD*6291 Rural Development Administration; ➢ RPD*6290 Gender Planning and Development.
- Contribution to courses delivered in the SEDRD and the University of Guelph
 - Guest lecturer, course IDEV*6200, the Master's-level IDS seminar on Development Theory, Issues and Process (The Struggles and Gains of Andean People).
 - Guest lecturer, course IDEV*6300 - research in a development context (video interview on participatory research).
 - Guest lecturer, course, CDE*6070 Foundations of Capacity Building and Extension (Agri-food innovation in a global context).
- Developing tailored reading courses for students
 - RPD* 6410 Summer 2020 Building Project Management Skills;
 - RPD* 6410 Summer 2020 Putting in Practice Project Management and Development: Building a strategy for women's and girls' empowerment in India';
 - RPD* 6410 Summer 2020 Advanced Research Analysis Methods: Qualitative Research in a Developing Context.
- Member of examination committees
 - Examiner, MSc thesis defense - The Role of Trust and Gender in Mobile Money Adoption in Lusaka, Zambia: An Analysis Using the Technology Acceptance Model. SEDRD, CDE Program.
 - Examiner, MSC thesis defense - The Influence of Cash Transfers and Remittances on Children's Human Capital Accumulation, India. SEDRD, CDE Program.
 - Chair, MSc thesis defense - Understanding the Role of Youth Engagement in Scientific Research in Nunavut. SEDRD, RPD Program.
 - Examiner, Ph.D. Qualifying exam. Exploring the intersection: Decolonizing environmental governance for a rapidly changing climate, Canada, SEDRD, Rural Studies Program.

2. Research activities (40%)

- Advising and co-advising Master and Doctoral students
 - Advisor, MSc thesis - A study of knowledge systems used and accessed in root and tuber agrifood systems - creating a framework for integrating actors and scientific inquiry.
 - Advisor, MSc thesis - Facilitating Traditional Agroecological Erva- Mate Production Systems in Southern Brazil.

- Co-advisor, Master thesis - World Coffee Research's Response to Puerto Rico's Coffee Sustainability Crisis: Disaster, Development, and Corporate Social Responsibility. Steward Mc Cook and Silvia Sarapura.
- Co-advisor, MSc thesis - Heritage-led Development as a Way Forward for Sustainability: Potato Production Using Ancient Terraces in Peru.
- Co-advisor, MSc thesis - Canada and the Philippines: A comparative analysis of environmental corporate social responsibility practices and their associated impacts on rural communities.
- Co-advisor, MSc thesis - Adapting the Impoverishment Risks and Reconstruction Model in Climate-Induced Relocation in Small Islands: Comparative Case Studies of North Cape Coastal Drive, PEI, Canada and San Pedro, Belize.
- Co-advisor, PhD. The Experience of Female Social Entrepreneurs in Sustainable Rural Community Development – A Comparative Study between Rural Ontario and the Highlands and Islands of Scotland.
- Building partnerships and collaboration for international research
 - The Andean Initiative – International Potato Center, CIP – Peru, Ecuador, Bolivia and Colombia. (Latin America). The goal is to support the wellbeing of vulnerable rural communities in the Andes of Colombia, Peru, Bolivia and Ecuador and focuses on three components: Plants, Planet, People. Special attention is provided to the linkages, relationships and overlaps of the three components to design and investigate on the interventions: Agrobiodiversity, Climate Action, Healthy Diets & Livelihoods. Interventions are adapted, through a collaborative process and considers the local context and the needs of a specific landscape and population in the country. This project is in collaboration with the International Potato Centre - CGIAR, local and national partners in countries.
 - The Resilient Seed Systems for Climate Change Adaptation and Sustainable Livelihoods Project. Bioversity/CIAT Alliance (Rome). This project aims to combine and scale from the local to the global, successful strategies, methods and tools achieved in past years by the Alliance of Biodiversity International and CIAT (CGIAR). It aims to increase women and men farmers' and their communities' timely availability, affordability and improved access to good-quality seed of a portfolio of crops and crop varieties. This includes crops and varieties that are better adapted to current and future climate change. Such portfolios could also include traditional, farmer-improved and modern varieties that are of interest to and address the needs of socioeconomically and culturally diverse farming communities around the world. The project builds directly on the results of and lessons learned from a number of research for development initiatives that Bioversity International (now the Alliance of Bioversity International and CIAT), the Wageningen Centre for Development Innovation (WCDI), the Netherlands and the Community Technology Development Trust (CTDT) of Zimbabwe have carried out in recent years in a number of countries in Africa, Asia and Latin America. In collaboration with the University of Guelph of Canada, work is proposed in six sub-regions (Middle East and North Africa (MENA), East Africa, Southern Africa, West Africa/Sahel, the Andean region and South Asia) on three interrelated themes and activities: 1) Resilient seed systems; 2) Supportive policies and laws; and 3) National, sub-regional and global networking.
 - Scaling up the Food Neighborhoods Approach – Andes Peru and the Potato Park. The project focuses on preserving and rescuing food diversity, cultures and traditions of rural indigenous communities in 15 countries to create a more sustainable, resilient, equitable, and health- and enjoyment-providing global food system. The alliance foresees diverse food neighborhoods utilizing state of the art research, tools, and training that embrace multiple forms of knowledge,

expanding to be inclusive of the wide range of plant and animal foods, and becoming fully interconnected with one another and with food systems around the world. The project builds on the experience of the Potato park in Cuzco, Peru. The Global Crop Diversity Trust (Crop Trust), Asociación ANDES, the University of Guelph and the Center for Tropical Agriculture (CIAT) have established a partnership to develop and support the FOOD project.

- PROLINNOVA Research Platform - The platform builds on and scales up farmer-led approaches to participatory development that start with finding out how family farmers create new and better ways of doing things. Understanding the rationale behind local innovation transforms how agricultural researchers and advisors view local people. This experience stimulates interest on both sides to enter into joint action. Local ideas are further developed in a process that integrates Indigenous knowledge and scientific knowledge. Joint action and analysis lead to social learning.

3. Outreach activities (20%)

- Building the strategy for Rural Planning and Development – International Stream
- Contribution to and working with other UoG Programs and Schools.
 - The Guelph Institute in Development Studies
 - The Arrell Food Institute
- Member of the Steering committee for the International Symposium “Interdisciplinary Approaches to Health and Development for a World Under Pressure”, May 3-5, 2022. A collaborative symposium for scholars in Global Health, Development Studies and One Health.
- Associate Member, The Guelph Institute for Environmental Research (GIER).
- Associate Faculty, One Health Institute.

JANUARY 2017 – JULY 2019

Senior Researcher / Royal Tropical Institute, Netherlands

1. Implementing, monitoring and evaluating applied research projects in agricultural development in climate change, nutrition and seed systems

- Out scaling a citizen science approach to test climate adaptation options on rural farms. KIT, CCAFSCGIAR, Mekelle University- Ethiopia and Genetic Research Center – Uganda 2018-2021. Funding: 3,5 Million Euros.
Main themes: climate change, participatory research, policy influence, business development, nutrition, seed systems and social inequalities – gender, class, race, ethnicity.
- Improving the productivity of forage systems. In Afghanistan. KIT, ICARDA, national partners in Afghanistan – MAIL and ARIA in the provinces of Nangarhar and Baghlan. 2017-2019. Funding: 250,000 Euros.
Main themes: innovation systems, climate change, multi-stakeholder platforms, governance and policy making, migration and intersecting inequalities in seed systems and participatory and community breeding.
- Upscaling of biofortified crop varieties in rural Guatemala. KIT, IICA, Harvest Plus, BioFort Platform and Semilla Nueva. 2019-2023. Funding: 1 Million Euros.
Main themes: Nutrition, biofortified crops, upscaling, multi-stakeholder platforms, business models.
- The Integrated Seed Sector Development – Africa operationalized by the Centre for Development Innovation of Wageningen UR and the Royal Tropical Institute (KIT), the Netherlands to guide in the design and implementation of seed sector interventions that are coherent with farmers’ agricultural practices. 2019-2021. Funding: 1.6 Million Euros.

Main Themes: Seed systems, informal, formal and semi-formal seed systems, quality seed, Africa, inclusion, agricultural research, climate change, partnerships and collaboration.

2. Course development and capacity strengthening agricultural research for development

- Enhancing capacity of African scientists and national researchers in agricultural research for development. African Women in Agricultural Research for Development (AWARD). Africa Region. AWARD. 2017 – 2019. Funding: 250,000 Euros.
- **Main Themes:** agricultural research for development, project management and planning, theory of change, indicators, monitoring and evaluation frameworks, integration of gender research and strategic gender research in research for development.
- Strengthening the seed sector knowledge and skills: the key to agricultural transformation. A partnership research between KIT and Faculté d’Agronomie et de Bio-Ingénierie (FABI), University of Bujumbura, Burundi. The Netherlands Fellowship Programmes (NFP). 2017-2018. Funding: 80,000 Euros.
Main Themes: breeding, integrated seed sector development, multi-stakeholder platforms, upscaling, business models.
- Catalysts for gender transformative change: Capacity Strengthening for Nespresso. To strengthen capacities of Nespresso’s agronomists as catalysts of gender transformative change in Nespresso coffee value chain in Colombia, Peru, Costa Rica, Nicaragua, Guatemala, Mexico, Brazil, India, Indonesia. **Main Themes:** Gender transformative change, gender in agricultural extension, coffee value chains. A partnership between Nespresso and KIT. 2018-2020. Funding: 390,000 Euros.

3. Managing, implementing, monitoring and evaluating large-scale, complex and multidisciplinary educational programmes for agricultural development.

- NUFFIC Project DISS/MOZ 230. Integrated seed systems of the Zambeze Valley. 7 educational institutes and universities, Mozambique. ADVZ, Royal Tropical Institute, Aeres Group, Wageningen UR, Agrarian Institute Chimoio, Agrarian Institute Mocuba, Agrarian Professional School Caia, Agrarian School Chidzolomondo, Faculty Agrarian Sciences, Unizambeze, Faculty Agro and Forest-Engineering, Unizambeze, Higher Polytechnic Institute Manica, Instituto Superior Politecnico de Manica. 2016-2019. Funding: 4 Million Euros.
Main Themes: integrated seed sector development, participatory action research, business development, educational quality systems, curricula development, gender responsiveness in higher education, STEMM programing.
- NUFFIC Project ZAMADZI MOZ 266. Gender in Integrated Water Resources Management with 12 higher education institutions in the Zambezi Valley, Mozambique. Delft University of Technology; Royal Tropical Institute, Unesco-IHE Institute for Water Education, Wageningen UR, ADVZ, Instituto Superior Politecnico de Manica, Instituto Superior Politécnico de Songo, Universidade Catolica de Mozambique, University of Zambeze. 2018-2021. Funding: 4 Million Euros.
Main Themes: Gender planning in IWRM, curricula development, gender responsiveness in higher education, STEMM programing.
- Gender component in Dutch Programmes – Developing the gender policy, strategy and action plans for the Dutch Embassy Program in Mozambique. A facility to access international knowledge and knowhow for agribusiness growth in the Zambeze Valley, Mozambique Project. Dutch Embassy, ADVZ, Wageningen University Research, KIT. 2018-2019. Funding: 100,000 Euros.
Main Themes: Gender planning in agricultural development organizations, gender auditing, theory of change, gendered project cycle, STEM programing.

4. Evaluating multidisciplinary and complex programmes in agricultural research and development

- Gender Synthesis of the Canadian International Food Security Research Fund – IDRC. The evaluation considers 35 projects funded in the Second Phase of the CIFS RF in Africa, South East Asia and Latin America. IDRC, KIT. 2017-2019. Funding: 180,000 Euros.
Main Themes: Gender research, food security, community planning, typologies of gender, nutrition, climate change, research for development, governance.
- Rapid needs assessment for engaging youth in the Accelerated Value Chain Development program of potatoes, sweet potatoes, dairy, livestock and legumes. A USAID and CGIAR funded program in Kenya. 2018-2019. Funding: 60,000 Euros.
Main Themes: value chains, upscaling, innovation systems, business development; business models, capacity development, gender and social exclusion.

2015 – 2016

Senior Associate Researcher / SEDRD, University of Guelph and Research and Extension Unit (DDNR), Food and Agriculture Organization of the United Nations (FAO).

- Developing a conceptual framework and the methodology including tools for the research study developed and implemented. The fieldwork, analysis of data and reporting completed in the 4 countries.
- Evaluation of Farmer Field Schools in Peru, Bolivia, Costa Rica and Honduras. Recommendations include a policy and institutional framework for the institutionalization of farmer field schools.
- Working Paper on four country experiences summarizes the experiences of farmer field schools. Recommendations include aspects to institutionalize the farmer field schools in Latin America.
- Peer review paper on the 'Institutionalization of Farmer Field School in FAO countries is being reviewed and will be published in a major scientific journal in 2018.
- Strengthened platforms for knowledge generation and innovation dissemination with CATIE, Costa Rica; National University of Agriculture, Honduras; Ministry of Rural Affairs and Agriculture, Bolivia, INIA Peru and the Latin-American Network of Rural Extension.

2013 – 2015

Post-Doctoral Fellow / CGIAR Research Program on Aquatic Agricultural Systems, WorldFish, Malaysia

- Leader of the Gender Capacity Development and Organizational Culture Change (GCDOCC) Initiative
- Member of the Global Scientific Team of the Aquatic Agricultural Systems Research Program.
- Led the integration of social and gender themes in agricultural research for development at program level
- Implemented the GCDOCC in World Fish across five countries.
- Worked with hub research teams on integrating social and gender in research projects and programs. Collaboratively prepared and developed program theory of changes, action plans, monitoring tools and frameworks for integration of gender, gender transformative approaches, social inclusion and gender responsive research.

- Designed, planned and implemented the educational and capacity strengthening program in social and gender themes for social and bio-physical scientists, practitioners and post-doctoral fellows in countries and hubs across the CGIAR Research Program in AAS.
- Published reports, technical papers and policy briefs for different audiences.
- Contributed to the CGIAR Gender Network and Capacity Development CGIAR Platforms.

2008 – 2013

Teaching and Research Assistant / School of Environment Design and Rural Development, University of Guelph, Canada

- Managed a budget of C\$68,000 from the Canada-Latin America and the Caribbean Research Exchange Grants (LACREG) fund (IDRC/AUCC), the University of Guelph, Government of Ontario.
- Conducted applied research on Andean Farming Systems and value chain systems in Peru.
- Developed innovative methods and tools for gender learning and knowledge generation for applied research with the Papa Andina Initiative – International Potato Centre partners.
- Trained and produced participatory videos to share life experiences of peasant producers in Peru and Bolivia.
- Teaching the EDRD*3400 Sustainable Communities course and mentoring graduate students in the Capacity Development and Extension Program.

1990 – 2000

Research Assistant / True Potato Seed Program. International Potato Center, Peru

- Conducted on-farm research with peasant communities in the Central Andes of Peru for the testing of parental lines of the True Potato Seed Project.
- Contributed on research for selection and breeding of new accessions of potato derived from True Potato Seed for women's communal groups.
- Piloted on-station research of new potato accessions under controlled climatic conditions with families in the communities of Cochabamba and Comas in Peru.
- Led on-farm participatory research and including women to verify appropriateness of agro-climate, yield, resistance, and crop quality on farm experiments.

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Awards, Scholarships, Grants, and Honours

Research

- Board of Graduate Studies Research Scholarship. Gender Mainstreaming & Programming in Agricultural Development, March 2012, University of Guelph. 15,000 CD.
- Dean's Scholarship to Research and Leadership Skills, Ontario Agricultural College, January 2011. University of Guelph. Developing Capacities of Indigenous Women in Market Chains for Native Potatoes in the Central Andes of Peru. 10,000 CD.
- Craig Pearson International Research Scholarship F2010. October 2010. Ontario Agricultural College, University of Guelph. Gender Programming and Analysis of Market Development for Niche Crops in the Peruvian Altiplano. 10,000 CD.
- LACREG – Research Grant. AUCC/IDRC F2010. July 2010. Government Of Canada – IDRC/AUCC. Gender Analysis of Native Potatoes market Chains in Central Peru. 20,000 CD.
- Ontario Graduate Scholarship (Research). January 2010. Government of Ontario, Canada. Women in Agri-Food Chains in Peru. University of Guelph. 20,000 CD.
- Students for Development Internship Program – Summer 2007. June 2007 to June 2008. Government of Canada. Undertaken by CIDA/AUCC. 15,000 CD.
- Taffy Davison Memorial Research Travel Grant. May 2007. 5,000 CD
- Richard and Sophia Hungerford Graduate Travel Research Grants. (March 2007). 5000 CD
- Undergraduate Scholarship. Department of Physiology. International Potato Center, (CGIAR) Lima, Peru. 1986-1990. 60,000 USD.

Research Contributions

Publications

- Kamruzzaman, Md., Chowdhury, A., Odame, HH., and Sarapura, S. 2020. How do extension agents of DAE use social media for strengthening agricultural innovation in Bangladesh? *Rural Extension and Innovation Systems Journal*, 15 (1): 10-19.
- Sarapura Escobar, S. and Noris Mudege, N. 2020. Gender topics on potato research for development. In: *Fifty years of supporting poor famers in agricultural research for development*. International Potato Center. Book chapter. Taylor and Francis.
- Bråten, Y., Mur, R., Sarapura, S., Wong, F. 2019. Make hay while the sun shines - Gendered constraints and opportunities to innovation in forage production in Afghanistan. *KIT Working Paper 2019:02*.
- Sarapura, S., Chuluunbaatar, D., and Cofini, F. 2019. Institutionalizing Farmer Field Approach: Experiences from Latin America. *Occasional Papers on Innovation in Family Farming*. Food and Agriculture Organization of the United Nations, Rome, 2019.
- Sarapura-Escobar Silvia. 2019. Gender Strategy - Zambezi Valley Development Agency (ZVDA). Kingdom of the Netherlands, Maputo Embassy, CDI, University of Wageningen, Royal Tropical Institute (KIT) and the Zambezi Valley Development Agency (ZVDA). Sarapura Escobar, S. and Braaten, Y. 2019. Gender responsiveness in agricultural research for development. *Journal of Rural Studies*. Submitted in review.

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- Danielsen, K., Wong, F., McLachlin, D. Sarapura, S. 2018. Typologies of change: gender integration in agriculture and food security research. IDRC Canada and Amsterdam: Royal Tropical Institute (KIT).
- Wong, F., McLachlin, D., Sarapura, S. and Danielsen. 2018. Lessons learned synthesis paper: gender integration and the Canadian International Food Security Research Fund. IDRC Canada and Amsterdam: Royal Tropical Institute (KIT).
- Sarapura Escobar, S, Hambly Odame, H and Tegbaru A. 2017. Gender integration in agricultural systems: A holistic approach to empowerment and transformation. Book Chapter. In: IITA, CGIAR. 2017. "Sustainable Intensification in Smallholder Agriculture: An Integrated Systems Research Approach". Earthscan).
- Sarapura Escobar, S. 2017. Increasing Youth Engagement in the AVCD Programme. USAID, KIT and ILRICGIAR Working Paper. Pgs. 76.
- Sarapura, S. 2017. Report on the Evaluation of Farmer Field Schools in Peru. Recommendations include a policy and institutional framework for the institutionalization of farmer field schools in the country.
- Sarapura, S. 2017. Working Paper on four country experiences summarizes the experiences of farmer field schools in four countries. Recommendations include aspects to institutionalize the farmer field schools in Latin America.
- Sarapura Escobar, S. 2016. Fostering Institutional Innovation through Underutilized Crops: La Alianza Cocinero - Campesino in Peru. Farming Matters.
- Sarapura Escobar S, Hambly-Odame H. and Thiele G. 2016. Gender and Innovation in Peru's Native Potato Market Chains. Book Chapter. In: Transforming Gender and Food Systems in the Global South. IDRC, Canada (released in October 2016). Taylor and Francis.
- Rajaratnam S, Cole SM. Longley C, Kruijssen F and Sarapura Escobar S. 2016. Gender Inequalities in access to and benefits derived from the natural fishery in the Barotse FloodPlain, Western Province, Zambia. Special Issue of the Asian Fisheries Society Journal, Second Semester.
- Apgar M., Ekong J., Sarapura S. and Douthwaite B. 2015. Strengthening capacities for research in development in aquatic agricultural systems. Penang, Malaysia: CGIAR Research Program on Aquatic Agricultural Systems. Working Paper: AAS-2015-14.
- Sarapura Escobar S and Puskur R. 2014. Gender Capacity Development and Organizational Culture Change in the CGIAR Research Program on Aquatic Agricultural Systems: A Conceptual Framework. Penang, Malaysia: CGIAR Research Program on Aquatic Agricultural Systems. Working Paper: AAS2014-45.
- Cole SM, Kantor P, Sarapura S and Rajaratnam S. 2014. Gender-transformative approaches to address inequalities in food, nutrition and economic outcomes in aquatic agricultural systems. Penang, Malaysia: CGIAR Research Program on Aquatic Agricultural Systems. Working Paper: AAS-2014-42.
- Sarapura S. 2014. Women take the lead in agricultural innovation in Peru. New Agriculturalist. January 2014.
- Sarapura S. 2013. Gender and Agricultural Innovation in Peasant Production of Native Potatoes in the Central Andes of Peru. PhD Thesis. University of Guelph, Canada. p. 351.
- Sarapura S. 2013. Brain gain? Strengthening capacities to innovate and to facilitate innovation processes. Living Keynote pg. 196-199. In: Triomphe B, Waters-Bayer A, LeBorgne E, Klerkx L, Schut M, Cullen B & Kamau G (eds.): Innovation in smallholder farming in Africa: recent advances and

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- recommendations. Proceedings of the International Workshop on Agricultural Innovation Systems in Africa (AISA), 29-31 May 2013, Nairobi, Kenya. Montpellier: CIRAD.
- Tegbaru A, Sarapura S, Hambly Odame H., and Fitzsimons J. 2012. Training Manual for Gender Mainstreaming and Analysis Building Capacity for Agriculture Research for Development (R4D) and Innovation. IITA and University of Guelph Joint Collaboration.
- Sarapura S. 2012. Gender and Investment and Assessment Strategies – the Case of Papa Andina, Peru, Module 1- Innovative Activity Profile 6. The Agricultural Innovation Systems Sourcebook. World Bank, Washington DC.
- Sarapura S, Cunsolo Willox A, Harper S, Bridger D, Morton and S, Orbach A. 2010. Co-Creating Metaphor in the Classroom for Deeper Learning: Graduate Student Reflections. International Journal of Teaching and Learning in Higher Education, 22 (1), 71-79.
- Sarapura S and Hambly-Odame H. 2009. “Feminist Capacity Development a Pathway to Gender Equality”. Selected paper for the FAO, ILO & IFAD Technical Expert Workshop on: “Gaps, trends and current research in gender dimensions of agricultural and rural employment: differentiated pathways out of poverty”, Rome.
- Sarapura S. 2008. Microfinance and Feminist Capacity Development: A Case of Rural Women in the Central Andes of Peru. Thesis for the Degree of Master of Science. University of Guelph, Canada. p. 230.
- Sarapura S. 2008. The Feminist Capacity Development Approach: A Methodology to Gender Analysis in Development Programs. Impact Alliance November 2008 Newsletter.
- Sarapura S. 2000. Gene Evaluation of Genetic Male Sterility in CIP’s Accessions. TPS Department CIPPeru.
- Sarapura S. 1998. Qualitative Evaluation in Generated Hybrid Combinations of Solanum tuberosum and Solanum andigenum accessions. TPS Department. International Potato Centre. Peru.
- Sarapura S. 1990. Nutrients Intake and Root Morphological Characteristics on Eight Genotypes of Potato. International Potato Centre and Universidad Nacional del Centro del Peru. Thesis for the Eng. Degree, p.170.

Lectures and Conferences

- Sarapura-Escobar S. (Presenter). Protecting Global Food and Nutrition Security in the Context of COVID-19. Virtual Webinar and Policy Event. CARE Canada ad FAO North America. May 26, 2020. Ottawa, Canada.
- Sarapura S. (Presenter). Upscaling bio-fortified varieties in rural Guatemala. The Netherlands Enterprise Annual Event on Adding Nutrition Value. June 2019. The Hague.
- Sarapura S. (Lecturer). Planning Development through applied agricultural research. Rural and Agricultural Development in Emerging Countries Course; Master in Agribusiness Development Program. Winter Semester 2019. AERES University of Applied Sciences. Dronten, Netherlands.
- Sarapura S. (presenter). Impact Pathways and Inclusive Business Models in Citizen’s Science for climate smart nutritious varieties. GCP4 meeting. 20 May 2019. Ivory Coast.
- Sarapura S. (presenter). Climate Change - Research & Policy: two peas in a pod? A dialogue for food security impact. Netherlands Organisation for Scientific Research and Foreign Affairs Research Symposium. 1 February 2018, The Hague, Netherlands.

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- Sarapura, S. (presenter). Gender Dynamics in Integrated Seed Sector Development. Annual Scientific Conference and Capacity Development Workshop. 7 December 2017. Amsterdam, Netherlands.
- Sarapura S. (presenter). Gender research in forage systems. Research framework. Afghanistan forage initiative. Knowledge focused event. April 29-May 6, 2017. Amman, Jordan.
- Sarapura, S. (presenter). Gender Dynamics in Integrated Seed Sector Development. Annual Scientific Conference and Capacity Development Workshop. 7 December 2017. Amsterdam, Netherlands.
- Sarapura S. (presenter). Gender integration in agricultural innovation systems: some considerations to move forward from South-South experiences in the CGIAR. Integrated Systems Research for Sustainable Intensification in Smallholder Agriculture. CGIAR Research program on Humid Tropics. 3 - 6 March 2015. Ibadan, Nigeria.
- Sarapura S. (presenter). Gender and Investment and Assessment Strategies in Innovation Systems – the Case of Papa Andina, Peru. Integrated Systems Research for Sustainable Intensification in Smallholder Agriculture. CGIAR Research program on Humid Tropics. 3 - 6 March 2015. Ibadan, Nigeria.
- Sarapura S. (presenter). Gender and Agricultural Innovation in peasant production of native potatoes in the Central Andes of Peru. Workshop on sharing South-South experiences on approaches, practices and lessons learnt in mainstreaming gender in agricultural value chains. CGIAR Research Program Roots, Tubers and Bananas. March 24-26, 2014. Entebbe, Uganda.
- Sarapura S. Social Analysis Systems (presenter). Methods and Standards for Research on Gender and Agri-food complex systems. CGIAR Gender Research Network. 17-19 July 2013. Montpellier, France.
- Sarapura S. (Main Speaker). Gender, Innovation and Development in Agriculture. Segundo Foro Nuestra América – October 7. Metro Hall, Toronto, Ontario.
- Sarapura S. (Presenter). Video-mediated Communication for Environmental and Gender Equality: Present and Future Scenarios across Asia, Latin America and Canada. Environmental Studies Association of Canada Annual Conference "Environmental Knowledge: People and Change" - May 30th to June 1st. University of Waterloo, Canada.
- Sarapura S. (Presenter). Female Small Producers Innovating Andean Agriculture: Adding Value to Native Potatoes in Peru. Critical Links between Human and Animal Health. Global Development Symposium. OVC. 10 May 2012. University of Guelph.
- Sarapura S. (Presenter). Where are female farmers in the Production of Native Potatoes in Peru? Critical Links between Human and Animal Health. Global Development Symposium. OVC, 10 May 2012. University of Guelph.
- Sarapura S. (Poster Presentation). Female small producers in the native potatoes market chain in the Andes of Peru - LWM 12. 'Global Conference on 'Women in Agriculture'. March 20, 2012. New, Delhi, India.
- Sarapura S. (Presenter). Peasant Women Preserving Native Potatoes in the Andes of Peru. 9th Annual Earth Day Colloquium. April 2012. University of Western Ontario, Canada.
- Sarapura S. (Lecturer). Gender Research Methods Course; Graduate Level, SEDRD, Fall Semester 2011. University of Guelph, Ontario, Canada.
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- Sarapura S. "Incorporating Gender in Agriculture Production" –Conference – Feria de Yauris - Huancayo and it was organized by the National Institute of Agricultural Innovation – Government of Peru. July 29 2010. <http://www.inia.gob.pe/eventos/evento0594/triptico.pdf>
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Sarapura S. Department of Sociology. Lecture "Microfinance in Peru and Women's empowerment. February 2008. University of Guelph.
Sarapura S. International Education Week. Lecture "Researching Abroad". November 2007. University of Guelph.
- Sarapura S. Plan de Desarrollo Integral de Concepción. Forum "Rural and Urban Sustainable Development for the Province of Concepcion in 2020". August 2007. Concepcion, Peru.
- Sarapura S. Desarrollo de Capacidades para Gobernar Satisfactoriamente. Visión del Gobierno Canadiense para el desarrollo sostenible en la Sierra Central del Perú. Mesa de Dialogo, Madres de la Oroya and other Peruvian Organizations. July 2007. Huancayo, Peru.

Research Products

- Set of videos produced by the participants in the study (Participatory and collaborative videos) – Joint production and editing (Silvia Sarapura and Guillermo Yupanqui). The videos can be accessed through either one of the links:
- <https://silviasarapuraescobar.com/media/>
- <http://www.youtube.com/user/silviasarapura>

Interviews, presentations and Articles

- Preparing for the Food and Nutrition Security Impacts of COVID-19. 26 May 2020. Ottawa. [webinar presentation](#)
- Integrated Systems Research for Sustainable Intensification in Smallholder Agriculture. CGIAR Research program on Humid Tropics. 3 - 6 March 2015. Ibadan, Nigeria. <https://vimeo.com/121973123>
- International Potato Center – Centro Internacional de la Papa, Peru. How to make women take the lead in agricultural innovation: The Papa Andina experience in Peru. February 2014. In: <http://cipotato.org/press-room/blogs/how-to-make-women-take-the-lead-in-agricultural-innovationthe-papa-andina-experience-in-peru>
- Anuario 2011 – 2012. LARO – Latin American Researchers of Ontario, Canada. Feminist Analysis of the Native Potato Production in the Central Andes of Peru. pg. 28.
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- <http://atguelph.uoguelph.ca/2011/01/potatoes-are-key-to-prosperity-in-peruvian-andes/>
- <http://www.uoguelph.ca/oac/>
- <http://www.youtube.com/watch?v=pWFvpn2Dtwl>
- Potatoes Are Key to Prosperity in Peruvian Andes <http://fb.me/A7cTf31H>
- http://www.facebook.com/uofguelph?v=box_3

Teaching

Teaching Philosophy

My teaching philosophy is constructed on my former professor's statement in the Foundations of Capacity Development course when he introduced us the session on learning theories:

“...problem-posing education involves a constant unveiling of reality and not the one that engenders a “*passive perception*” of the existing circumstances taken as immutable or natural.”
(Paulo Freire).

This statement has guided my work with international communities and students who will work internationally. Working in international agriculture is challenging, complex as there is a diversity of actors with different perspectives and education. Communities encounter and experience conflict and tension while working with new actors or international professionals. Dilemmas arise when deciding to adopt new learning or resisting to adapt to new knowledge. Several times, local actors perceive agricultural projects as imposition from outside. Local realities, knowledge and context have not been fully considered when working in international agricultural development. New knowledge may not be going to add any value to communities if these aspects are not considered. In agricultural research for development, there is a need to build on the different sources of knowledge, those that include traditional, scientific and technological knowledge. There is a need to build interdisciplinary teams that are inclusive, representative and transformative. Those teams can learn and share knowledge considering the diversity of actors. Teams need to learn and understand that it is not only about science or technology but also and importantly are social and gender norms, worldviews, mental models that determine how agriculture is done. There is a need to strengthen capacity of those who have not had any chance to be involved in formal education. It is also a need to support those less favoured to participate and have a voice. This requires a type of education that is

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critical and transformative, and be formal, non-formal and informal. Education needs to educate people to be critical thinkers and be involved in transformative learning. Ideally, the learning processes bring about learners who will be able to act upon the realities and conditions they have to confront. Agriculture in developing countries is a dynamic process that embeds social and cultural systems. These are not separated of technical and scientific systems. They influence the context and its dynamics that result of the interaction of normativity, morality and ethics. My role as an instructor is to support students to explore these unknown dynamics and foster spaces where concepts and theories strengthen knowledge for capacities and skills to recognize human values as prerequisites for learning. Students should be able to foster spaces for people to empower themselves and actively solve their own problems by fostering representation, diversity and inclusion of these less represented in communities. This is not only knowing about concepts but also knowing on how to manage (including planning) the context and the historical, ethical and normative aspects that involve the concepts. Paying special attention to the root causes of inequality and poverty is crucial for people working and engaged in agriculture in developing countries.

I put in practice the above and I implemented an educational program (2013-2015). I developed a strategy, conceptual framework for implementing the gender transformative change in agricultural research in development for natural and social scientists at Doctorate level in 5 countries where World Fish was operating. In the conceptual framework I proposed three specific steps for learning, so professionals not only know how to work in diverse groups as capacities and skills are enhanced as well as behaviors and attitudes are challenged. The first component is **Learning for action**. It focuses on obtaining new information, new knowledge, concepts and theories and match this new information to current belief systems, practices and norms of behaviour. The methods used for this purpose included lectures, workshops and assignments. **Learning in action** focuses on application of the acquired knowledge and skills in practice. It involves reflection in order to understand the problem or situation from a *new angle*.

This type of learning involves 'thinking outside the box'. It also requires creativity and critical thinking engendering new possibilities, choices and actions. The methods used for this purpose include engagement with scholarly communities of practice, internships, work placement and field visits. **Learning from action** supports learners to identify and work on challenging areas and gaps they may have identified in learning in action. This represents the highest form of structural self-examination and self-actualization in relation to the being and the world. In this stage transformative learning becomes evident. The learning from action phase involves a move to a new inclusive 'way of thinking and acting'. It is not only challenging our thinking or mental models, learning from action helps to realize how we see and position ourselves in the world. The methods used for this purpose include mentoring and course projects. The learning processes are very important to me as I work with students. They support my own development. I assess what worked well, what needs to be improved and how these need to be improved to serve better my students.

Teaching Experience

Formal context

- Teaching all four courses of the RPD Program
- Included themes of Social inequalities, Gender, Gender Transformative Approaches in agricultural research for development. Course EDRD 4020 Rural extension for change and development.
- Restructured and instructed EDRD*4020 Rural Extension in Change and Development (fourth year course).

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- Teaching the EDRD*3400 Sustainable Communities course in the Capacity Development and Extension Program.

Non-formal context

- Course development and implementation on 'Early Generation Seed Production and Rapid in-vitro Propagation' for undergraduate professors at Faculté d'Agronomie et de Bio-Ingénierie (FABI), University of Bujumbura, Burundi.
- Course development and capacity strengthening on Gender Transformative Change for agronomists in coffee value chains in Colombia, Costa Rica, Peru and Brazil.
- Course development and capacity strengthening on 'Gender Responsiveness in Agricultural Research for Development' for African scientists and national researchers in the African Region.
- Developed and delivered Training of Trainers on Capacity for Agricultural Innovation in PLWHA - Southern Africa: The MIRACLE Project.
- Developed a toolkit on 'Agricultural Innovation in small-agriculture to HIV/AIDS, sustainable livelihoods and food security'.
- Designed, planned and implemented the educational and capacity strengthening program in social and gender themes for social and bio-physical scientists, practitioners and post-doctoral fellows in countries and hubs across the CGIAR Research Program in AAS.

Informal context

- Trained indigenous farmers in the Andes of Peru on participatory action research tools and participatory videos to share life experiences of peasant producers in Peru and Bolivia.

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