

**Meeting Overview: Building agricultural capacity in post-conflict countries:
case studies from South Sudan and Sub-Saharan Africa
Sheraton Kampala Hotel, Kampala, Uganda**

Day 1

Mardea Varkpeh: Case Study Liberia

Representative from Excellency of Higher Education for Liberian Development

- Focus: Impact of conflict on education, specifically agriculture
- Background: Rich in natural resources, but little management, decade of peace
- Challenges of Natural Resource Management (NRM) and Agricultural Capacity
 - Increased irrelevance of curriculum
 - Poor contribution of higher education to economic growth
 - No electricity
 - Mismanagement of natural resources
 - Lack of investment in the agricultural sector
 - No laboratories to support courses being offered
 - Lack of funding for student education
- Constraints and Approaches in addressing Challenges
 - Advocating for stricter laws and control measures, preventing exploitation of natural resources
 - Engage students in designing/developing these policies as classroom projects
 - Promoting sustainable use of forests and wildlife
 - Electricity is critical to rebuilding, #1 priority
- Successes of Implementing Agricultural Programming
 - Develop a new, relevant curriculum
 - Establish connections with companies to provide student internships
 - Main concern of enrolling students is job potential
 - Revised scholarship program, separating males and females
 - Rebuilding laboratories
 - Student Service Center established at each university
- Moving Forward:
 - Reach out to high school students, inform them of opportunities
 - Strive for sustainability

Ethiopia Case Study: Jemal Yousuf Hassen

- Challenges
 - Low motivation and level of skill (i.e. linking farmers to markets)
 - Missing links between extension, classroom and research
- Initiatives/Goals:
 - Establishment of stakeholder development partners
 - Linking curriculum to work situation of graduates

- RHEA support to initiate college organization with 8 departments
- Curriculum review to update with support of RHEA
- Support from Norwegian government to develop faculty capacity

South Sudan Case Study:

- Norwegian donors supporting capacity development and infrastructure in order to develop competitive grant applications
- Revisiting curriculum, need driven, focus on learning rather than teaching
- Attempt to come up with comprehensive document with regard to human resources

Day 2

Uganda Case Study

Sylvia, Training Officer: Experiences and Strategies for Building Capacity in Post-Conflict Countries

- Overview
 - RUFORUM, headquartered in Uganda
 - Foster integration of African universities, 18 countries, 32 universities
 - Provide platform for training quality graduates to support development processes
 - Enhance scale and scope of resources
 - Networking platform
- Strategies
 - Strengthening Capacity for Agricultural Research for Development in Africa (SCARDA)
 - Scoping studies to identify weaknesses in terms of research, scientists and management
 - Training on finance, as well as specific needs of departments
 - Training for technicians to refine skills to support researchers
 - Studies to determine what industries are demanding of graduates
- Achievements
 - 34 Embassy trainings
 - Technician training
 - Institutional changes
 - Built communities of practice
 - Development of joint proposals
- Lessons from the Process
 - In depth and participatory institutional analysis necessary as a baseline
 - Planning, partnerships and budgets are critical to success
 - Innovative teaching methods aid in training effectiveness
- Challenges
 - Formalization of working relationships
 - Sustaining the outcomes of SCARDA
- Moving Forward
 - Three demand-driven Masters programs
 - Trainings for the staff, including new teaching methods

- Current Efforts
 - Establishment of graduate studies in science
 - Increase the number of
 - Establish mechanisms for
 - Strengthening human resource capacity

Working Groups Discussion and Synthesis:

Three levels to consider: Government/Policy, Individual Institution, Development Partners

Priorities for Government:

1. Should have commitment to invest in agricultural education and training, particularly budget support for ag sector
2. Clear framework and investment plan
3. Policy making and planning processes should involve key stakeholders deciding priorities and actions
4. Creating alternative career paths for agricultural students
5. Conducive atmosphere for representative and advisory bodies, membership based on required skills and expertise
6. Process for dialogue especially for addressing grievances that may arise
7. Change mindsets to recognize contributions from all different groups involved in remediating post-conflict situation
8. Address gender issues with equal opportunity
9. Direct investment toward key areas of need

Challenges Identified:

- Defining what post-conflict means, one group's idea: period following violent destruction of physical, institutional, human and natural resources in a society. Characterized by specific stages: initial, peak, normal. Restoration, replacement of infrastructure and development to follow as a part of the recovery process.
- Human resource development
- Rebuilding destroyed infrastructure
- Creating relevant curriculum
- Unity and efforts for peace
- Institutional organization, loss of memory and scientific data
- Quality and competence
- Good advocacy to policy makers and other partners
- Agricultural techniques lost, especially indigenous technologies
- Linkages between farmers, extension, NGO lost
- Lost genetic material, plants adapted to specific areas
- Food security
- Brain drain, loss of resources
- Difficulty in effective volunteers
- Creating conducive environment for attracting volunteers
- Attracting and retaining trained staff
- Gender issue

- Climate change
- Poor links between policy makers

Approaches/Best Practices Identified:

- Monitoring of human resource programs, training follow-up
- Farm mobilization and partnership
- Establishment of documentation and database management, back up data
- Long-term and short-term strategic plans at institutional level
- Introduce new and attractive programs
- National policy implemented and clearly defined
- National planning involving all stakeholders
- Create incentives to attract qualified and committed staff
- Developing capacity is critical, competitive grants are key in order to do so
- Focus on partnership (international and regional) to achieve goals
- Establishment of an advisory board, with transparency to understand advice and decision making process
- Support investment in higher education
- Exchange of faculty between universities to share human resources and provide opportunities
- Clear Vision, updated objectives, and consensus based strategic plan established
- Transparency, communication and monitoring
- Consensus between all stakeholders
- Financial management

Achievements/Successful Scenarios:

- Increasing number of technicians involved in improved programs
- Rise in GDP, improvement of food security, and implementation of good agricultural policies (Rwanda)
- Good service through university of written technical assistance
- Linkages with effective leadership
- Establishment of partnerships (i.e. RUFORUM, RHEA)