Agricultural Education and Training in Post-Conflict Environments

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It’s personal for me

• Grew up in DRC in the turmoil years after independence
• Did my agricultural education and training later on a “post-conflict” environment
• Eastern DRC today in unending conflicts again
• So is my USAID ERA adopted region of Ziguinchor/Casamance in Senegal
Sub-Saharan Perspective

- Over 9 million refugees and internally displaced people from conflicts in Africa
- Hundreds and thousands of people slaughtered from a number of conflicts and civil wars
- If this scale of destruction and fighting was in Europe, then people would be calling it World War III
Political in Nature: Power and Scarcity of Resources

• Multiple and interconnected causes

• Distributed over time; may subside and escalate again, so that sporadic violence and its threat become the accepted norm
Political in Nature: Power and Scarcity of Resources (cont.)

• Embedded and are expressions of divisions within existing social, political, economic and cultural differences

• Involve predatory social formations based on ethnic/tribal groups, religions, etc., and can be mobilized and violently manipulated by conflict entrepreneurs and political leaders who gain power, money and other favors
Impacts of Conflicts

- Poverty rates are 20 percent higher in countries affected by repeated cycles of violence.
- Most countries with conflicted situations either are off track or seriously off track to meet the MDGs by 2015.
- High levels of sexual violence and proportions of female headed-households.
Impacts of Conflicts (cont.)

• Many children were forced as soldiers
• Country’s infrastructure destroyed
• Education affected with higher percentages of the public schools completely destroyed and many left unusable
Agriculture & AET in Post-Conflict Situations

• Rebuilding education is a critical aspect of recovery efforts and post-conflict development strategies
• The education system can shape or provoke conflict
• Post-conflict education can be used for peace building
Agriculture & AET in Post-Conflict Situations (cont.)

• Need to balance **short-term vs. long term & effective vs. efficient** interventions

• The education system maybe extremely weakened; even if not, there may be a rupture in cohorts of students

• Need to include **youth of military age** and **ex-child soldiers**

• **Well-trained teachers** at all levels, an immediate need, although a pre-conflict problem as well
Agriculture & AET in Post-Conflict Situations (cont.)

• Agriculture frequently offers the most promising immediate source of livelihood for most folks

• Dominance of *agriculture & jobs skills* related training
Agriculture & AET in Post-Conflict Situations (cont.)

• Self-employment is critical: training in support of business and entrepreneurship relevant to the opportunities

• Include strong support to science and technology foundations

• An opportunity to promote fundamental change!
Selected Examples from SSA

• Sierra Leone
- YouthWorks micro-franchising pilot project provided self-employment opportunities for youth
- Facilitating franchise business relationships with existing companies, general training on entrepreneurship, business plan development, mentoring, etc.
- Promotion of urban and peri-urban agriculture with training involvement of Njala University and Fouah Bay College
Selected Examples from SSA (cont.)

• Liberia
  - Decentralization plans in place in 2011
  - A Technology Transfer Center will show farmers how to use machines and other farming implements
  - Community Knowledge Centers being considered for increased success in education, sustainable agriculture practices, health and nutrition, etc.
  - Focus on libraries being developed on several fonts
Selected Examples from SSA (cont.)

• Rwanda
- Commitment to developing a strong education system: more than 25% of the federal spending (teacher development, school leadership, and strategic support)
- Technical and Vocational Education and Training Program
- Development of a gender-sensitive Masters of Science in Agribusiness
- Preparation of highly employable staff with emphasis in export of agricultural products
What’s Happening at InnovATE?

• Interested in post-conflict countries (Rwanda, Burma, Cambodia, Liberia, Mali, etc.)
• Review of literature, reports, etc.
• AgroLinks Consultation: May 7-9, 2013
• August 20-21, 2013 workshop in Kampala, Uganda on “Building AET Capacity in Post-Conflict Countries: South Sudan and SSA”
• September 18-20, 2013 AET Symposium
AgroLinks Consultation Comments on Post-Conflict Interventions

• (1) systematic & comprehensive (include key stakeholders)
• (2) locally owned, and still away from perceived individual “gains from this project and that project”)
• (3) relevant (take into account critical environmental factors in history, politics, environment, etc.)
• (4) strategically value-adding
• (5) sustainable (developing countries and development specialists/advocates ought to demand for no less than 10 year initiatives)
Kampala Workshop

- Consequences and strategies to AET caused by post-conflict situations
- Guidelines on post-conflict agricultural capacity building
- List of priority researchable topics for AET capacity building
Desired Outcomes

• Learn from all of these exercises, processes and resources about what works best
• Design innovative ways for agricultural education and training systems in post-conflict environments
• Train each other so that we can tap into youth energies and others in order to contribute to stability, agricultural development, and food security in developing nations
Contact Information

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