AFR/PD

PDBB7008

RWANDA AGRICULTURAL EDUCATION PROJECT
(USAID 696-0109)

Project Completion Report

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March 1987

ACRONYMS AND ABBREVIATIONS

CERAI:	Integrated Rural & Artisan Learning Center (Centre d'Engeignement Rurale et Artisanat Intégré)
DAC:	Development Assistance Corporation
CA:	Creative Associates
OAR/R:	Office of the AID Representative/Rwanda
PIL:	Project Implementation Letter
PP:	Project Paper
MINEPRISEC:	Ministry of Primary and Secondary Education
PACD:	Project Assistance Completion Date
HB:	Handbook
GOR:	Government of Rwanda

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FOREWORD

The purpose of this PACD report is not to study the CERAI or the problems they are currently encountering but is rather an assessment of the end of the "input phase" and of different activities accomplished in conformance with the project objectives as the USAID support for the Agricultural Education Project comes to an end. According to HB 3, Chapter 14, this report is due six months after the PACD, i.e., in October 1987. However, because of my early departure from Rwanda and having followed the project for the past two and one-half years, I believe it is my responsibility to prepare this document. Therefore, some chapters may have not been treated in depth. However, the information presented here highlights the major accomplishments and lessons of the project.

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TABLE OF CONTENTS

Page

Acronyms and Abbreviations ..... (i)
Foreword ..... (ii)
Table of Contents ..... (iii)

I. Project History ..... (1)

II. Status of Completion of Project Elements: ..... (2)
- Technical Assistance ..... (2)
- Training ..... (3)
- Commodities ..... (6)
- Construction ..... (7)
- Evaluation ..... (8)

III. Summary of Contributions: ..... (8)
- AID Contribution ..... (8)
- GOR Contribution ..... (8)

IV. Project Accomplishments: ..... (8)
- Conformance of Project Activities ..... (8)
- Achievements of Revised Objectives ..... (9)

V. Lesson Learned/Recommendations ..... (9)

VI. Conclusion ..... (11)

VII. Annexes:

Annex 1. List of the 30 CERAI Financed by USAID
Annex 2. Map of Rwanda Indicating the Locations of the CERAI
Annex 3. Activities Accomplished by the Technical Assistance Team
Annex 4. Actual outputs in the Training Area
Annex 5. Workshops
Annex 6. Commodities Purchased
Annex 7. CERAI Competition: Prizes bought
Annex 8. MINEPRISEC's Comments
Annex 9. List of Reports Published
Annex 10. Close-Out Plan

VII. Bibliography

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4

I. PROJECT HISTORY

The Agricultural Education Project (USAID 696-0109) was authorized in August 1979 in response to a GOR request for assistance in implementing its National Educational Reform. Total project funding of $5,126,000 for long- and short-term technical services, participant training, commodities, construction and evaluation have been provided incrementally in FY 1979, FY 1980, FY 1982 and FY 1983. The initial purpose of the project according to the Project Agreement (ProAg) was to: 1) extend and improve the coverage and quality of rural post-primary education for boys and girls through the Integrated Rural and Artisan Learning Centers (CERAI), and 2) to increase the number of women trained in agricultural sciences, their involvement and influence in rural agricultural life in Rwanda.

However, although the basic goals of the project remained the same, the late arrival of the technical assistance team, changing conditions in the Ministry and the local situation have necessitated a revision of focus for project activities. As originally conceived, the project called for the construction of 30 CERAIs and at the same time a technical team which would write a curriculum for these pilot schools and aid the Ministry in planning the expansion of this system. In reality, construction of the 30 schools was started in 1980, but the technical team did not arrive until March/April 1983. During this period the French wrote the curriculum and UNESCO became involved in planning. The Government of Rwanda (GOR) went ahead with an ambitious building program, bringing the total number of schools to 296 in 1983 and 10 more to be added each succeeding year. In addition, the Ministry was divided into the Ministry of Higher Education (MINISUPRES) and the Ministry of Primary and Secondary Education (MINEPRISEC). Adult education was transferred to the Ministry of Social Affairs. Thus when the team arrived, they were presented with a totally different situation than existed in 1979. Rather than duplicate work already done, the team focused on supporting activities. The major problems assessed during the first months of the technical assistance arrivals were: 1) unqualified teaching staff; 2) school directors with few management skills, and 3) curriculum which was untested and inappropriate.

As a result, the USAID evaluation team recommended a project amendement to align project activities and goals in context of the Project Paper Amendment. This happened very late in the life of the project in 1984 and primarily documented changes that had already been made.

However, the project goal and purpose remained unchanged. The purpose was to raise the levels of rural welfare and agricultural productivity and to assist GOR in implementing the agricultural component of the National Education Reform. The project sought to extend and improve both the coverage and quality of rural post-primary education for boys and girls through the CERAI mechanism and to provide technical support in developing the curriculum for the Nyagahanga Secondary Girls School. This later activity was significantly reduced from the original PP.

Now, at the end of the project (PACD March 31, 1987)* the following observations can be made regarding the achievements of the project purpose.

II. STATUS OF COMPLETION OF PROJECT ELEMENTS

Technical Assistance

Technical assistance services were provided to the Agricultural Education Project by the Development Assistance Corporation (DAC) through a direct contract with the United States Agency for International Development. Services were provided from October 1982 until September 1986. Creative Associates (CA) served as a sub-contractor during the final three years of the project. The original contract called for the services of long and short-term technical assistance to the Government of Rwanda to assist in accomplishment of major educational reform. The contractor provided the following long-term advisors: one Agricultural Education Policy, Planning and Management Advisor (Team Leader); one Agricultural Education Advisor; one Vocational Agricultural Construction/Mechanics Specialist; and 18 in addition person months of short-term specialists.

*extended to June 30, 1987 to complete residual project close-out actions

6

The project suffered from the early departure of the original Team Leader and the fact that this slot remained vacant from July to November 1984. A realignment of technical skills on the DAC contract took place after the PP amendment, which focussed attention on curriculum adaptation and skills training. The position of Educational Planning Advisor was dropped and the one of Vocational Education/Teacher Training Advisor established. As a result the DAC contract was amended to provide for the recruitment and assignment of this expert.

The contractor and sub-contractor provided services on a timely basis; advisors had good agricultural and agricultural education skills. The advisors were energetic, seeking appropriate points of involvement particularly with respect to providing in-service training. A frequent problem was the lack of communication between DAC's headquarters, OAR/Rwanda, the technical assistance team and the GOR on such issues as DAC's failure to submit detailed financial reports, educational and project objectives. For example, the technical assistence team beleived that the Nyagahanga School was not practically oriented and, therefore, chose not to work with the school. AID saw that the infrastructure and equipment activities for NS were done. However, the school never received the planned technical assistance. Furthermore, even with the inordinate delay which occurred between project approval and contracting for a technical assistance team (three years), and the fact that conditions had changed significantly between tbe design and the team arrival, neither AID nor the GOR rearticulated formally what project activities and inputs were therefore appropriate. As the formative evaluation pointed out, the technical assistance team therefore concentrated the time on the management, curriculum adaptation and skills training seminars. A summary of the activities accomplished by the technical assistance team is listed in Annex 3.

Training

The original training plan indicated the following:

- two participants were to go to the United States for one year of non-degree training in education and then were to serve as counterpart in the last two years of the project.

7

. twelve participants were to be sent for specialized training in African countries ; and

. in-country training was to be provided for teaching staff of Nyagahanga and CERAI.

The project encountered the following problems which have hampered the implementation of this component: (i) lack of a carefully thought-out plan of training directly linked to project activities and goals; (ii) GOR difficulties in nominating appropriate candidates for training programs; (iii) difficulty in finding Rwandans willing to leave for training for any length of time as a result of a discontinuation of their salary and lack of assurance of resuming their positions upon return; and (iii) lack of responsiveness of obtaining travel documents. The following table I shows the actual training that took place under the project.

8

TABLE I

Participant Training Accomplishment

Name	Type/ Field	Institution Location	Duration	Amount	FY Funding	Return Status
Pham Van Vinh	Construction Training	USAID/Dakar	3/4-30/82	$10,500	1981	OK
Francois Bizimana						
Justin Rwicaninyoni	In formal training	USC, Los Angeles	2/84-1/85	$56,477	1983	OK
Valens Gashayija						
Anastase Nzibonera	International Conference on Education	Lagos, Nigeria	8/16-18/84	$ 5,200	1983	OK
J. Chrysostome Nyirurugo						
Vincent Niyigaba	Study Tour for Pedagogy	U of Minn.	5/26-8/15/86	$11,144	1983	OK
Genevieve Mukaperezida	Soil Science	U of MD	4/85-4/88	$29,976	1985	Still in US. Transferred to FSIP Project.

Because a core curriculum had already been written in collaboration with the French and was poorly adapted to the actual conditions faced by the schools and their pupils, and the teaching staff of the CERAI was poorly trained both technically and pedagogically;

The project gave:

a) specific skills training and pedagogy training to teachers and directors; and

b) provided supplementary resource materials to aid teachers develop and adapt subject matter.

As a result, for in-country training, during the last three years, the project utilized the workshop concept and "Formation à la Carte" (a Rwandan version of summer school and an open University) to transmit and gather information to and from the CERAI. Most of these workshops focussed on curriculum development and support of educational training. Annex 5 summarizes the different workshops which took place under the project. The impact of these workshops is unknown and perhaps questionable as it is not clear that CERAI principals have the authority to make changes in the national curriculum. Therefore skills learned inthe summer schools may not be fully applied.

Commodities

All major commodity procurement has been completed. Annex 6 provides a list of commodities purchased under this project. Despite the AID contribution, a major problem with the centers remains the lack of materials. The greatest problem was one of distribution and delivery. The following incidents illustrate the problems:

- the majority of GOR furnished texts and technical materials did not arrive at the centers until the middle of the second 1984 trimester;

- distribution of AID as well as GOR-furnished equipment is another serious constraint to the efficient functioning of the centers;

- While AID prepared numerous equipment lists, none of the parties -- AID, the contractor nor the GOR demonstrated an understanding of actual needs;

- some equipment made available to the centers was inappropriate. To avoid compounding this problem AID and the GOR organized a CERAI competition awarding in-kind prizes to each winner. Each winning CERAI submitted to USAID a list of articles considered necessary. This strategy gave the directors the widest possible latitude in deciding what his/her CERAI needed. The distribution of prizes was completed in March, 1987. Annex 7 reflects the prizes bought under this competition.

- delay in getting some of the equipment procured due to the slowness of the project support section of OAR/Rwanda.

Construction

The project has successfully completed the following outputs in the construction area:

- 30 CERAI schools plus equipment and supplies;

- Supplementary buildings for Nyagahanga Girls' School including a dorm, staff housing, an infirmary, 9 classrooms, a library, a store room, and a provision of books and equipment;

- Construction of 125 cisterns was a popular activity. Most of the CERAI which participated in this program achieved good results without encountering many difficulties. AID was slow in reimbursing FAR costs of $160 to each school.

11

Evaluation

Two evaluations were undertaken: one in June 1984 by a GOR interministerial committee, and a formative one in November 1984 by AID. A final evaluation of the project was supposed to take place six months before the PACD. Due to budget constraints, that evaluation was not conducted. In lieu thereof, the sub-contractor provided one consultant who assessed the overall educational reform.

Both evaluations supported the emphasis put on director/teacher training and curriculum support, and recommended that focus be kept on these activities for the remainder of the project.

III. SUMMARY OF CONTRIBUTIONS

AID Contributions

AID contributions totalled $5,126,000 to finance the TA, training, construction, commodities and evaluation component elements of the project.

GOR Contributions

GOR contributions consisted of providing land for construction of the 30 CERAI in addition to land for the purpose of training; the value of umuganda (voluntary labor), payment of salary to teachers at Nyagahanga and CERAI and the Rwandan counterparts assigned to the project.

IV. PROJECT ACCOMPLISHMENTS

Conformance of Project Activities with the PP

The long delay after the team's arrival before reexamining the Project Paper and developing an appropriate work plan reduced somewhat AID's potential role

in reshaping the project. This delay, however, gave time to the team to orient and acquaint itself with Ministry and CERAI operations. It saw that lack of technical and pedagogical training was a definite hindrance and thus organized itself and the Rwandan counterparts in MINEPRISEC to give full attention to on-the-job training for CERAI personnel in school management and curriculum adaptation. It is too early to judge the impact of this training.

Achievements of Revised Project Objectives

The main impact of the project has been on teacher training. According to the evaluation of the "Formation à la Carte" done by the teachers themselves, they acquired skills they need for teaching their specific subject. This method of disseminating information proved to be effective and one can say that the training objectives of the project have been met. (See Annex 3.) However, the emphasis on adult education in CERAI was dropped and only limited amount of technical support was provided to the Nyagahanga School in developing the school curriculum. Apparently these decisions stemmed from the findings and recommendations of an evaluation undertaken by a GOR interministerial commission in June, 1984. The AID formative evaluation which was undertaken in December, 1984 also provided ex-post endorsement of these decisions. Both evaluations endorsed the emphasis placed on director/teacher training and curriculum support and both recommended that activities related to this emphasis remain the focus of the project through its completion. One objective that has not been fully met is the computer training for Ministry personnel. In fact, although the microcomputer equipment furnished by the project provided MINEPRISEC the opportunity to increase the efficiency of many of its operations, the number of personnel trained is too small. To ensure success, it will be necessary to guarantee access to the computers and to provide administrative structures which will encourage employee use.

V. LESSONS LEARNED/RECOMMENDATIONS

1. This project offers several important lessons. Perhaps the most important and that which had the greatest effect on the project was the extreme delay in contracting for technical assistance services. The project was approved in August 1979, however, a contract was not signed until September 1982. It was

initially determined that the contract should be a set-aside for a land grant university. However, once proposals were received they were all determined to be non-responsive and the advertising and selection process had to be restarted. This delay led to a substantially changed environment when the technical assistance team finally arrived. The project should probably have been formally redesigned at the time of the team's arrival.

In making a determination that contracting for services should be set aside under certain procedures, such determination should be based on information which gives assurance that the required services are in fact available from the recommended source.

2. A second important lesson involves donor coordination and cooperation. In this case, one donor was already firmly entrenched and saw the sector as their domain. This, compounded by the fact that much progress had already been made when the technical assistance team arrived, made it difficult for the AID-financed advisors to be accepted as valuable contributors to the efforts being made by the Ministry. They, therefore, had little entree or impact on policy or institutional issues.

3. Third, the counterparts' low level in the MINEPRISEC hierarchy did not facilitate policy dialogue with the Mission to clarify the goals of the CERAI. It appears that this was seen by MINEPRISEC as one of the obstacles which did not lead to a second phase of the project.

4. Finally, although the technical assistance team proved highly capable and should be congratulated for their involvement and dedication to the project, they unfortunately could not go beyond project implementation issues. The lack of advisory assistance with policy analysis skills resulted in no effort to clarify issues and develop sound policy for rural education in Rwanda. The advisors were frequently frustrated. Furthermore, the project did not have key support staff, such as an accountant and the team did not delegate responsibilities to GOR personnel. There was no defined administrative structure and as a result, the technical assistance team was much too involved

in the administrative matters, forgetting that their role was to guide, so that after their departure there would be an institutional capability left in place.

OAR/Rwanda should make efforts in future projects to assure objectives are clear, facilitate communications between technical advisors, the GOR and OAR to ensure that the Government clearly has a role in the project and that the necessary policy dialogue is in place to support the attainment of the project purpose.

VI. CONCLUSION

From the foregoing, one concludes that the Agricultural Education Project was a limited success. Major emphasis was put on the training of agricultural teachers. However the impact of the skill training of the CERAI students remains uncertain. But the Agricultural Education Project did start to help the CERAIs identify problems and to find means to help them solve these problems. There were also some negative elements. As the study conducted in October 1985 by Dr. L. Ferrier pointed out, teachers, directors and inspectors should adapt the CERAI programs so that they meet local needs and development objectives. Interviews confirmed that parents are taking a "wait and see" attitude towards the centers and the education they offer. The single overwhelming obstacle these centers face in the minds of the community leaders is their doubt of the employability the CERAI graduates. In addition, a major constraint is that facilities at schools are not appropriate: many school farms are too small and there are insufficient agricultural teaching materials.

In conclusion, as the food situation becomes critical in Africa, the vitalization of agricultural education at all levels will go a long way in helping to increase food production on the continent. Since agriculture is rural based, advantage should also be taken of designing curricula in agriculture to show the interrelationships of population control and agricultural production and development.

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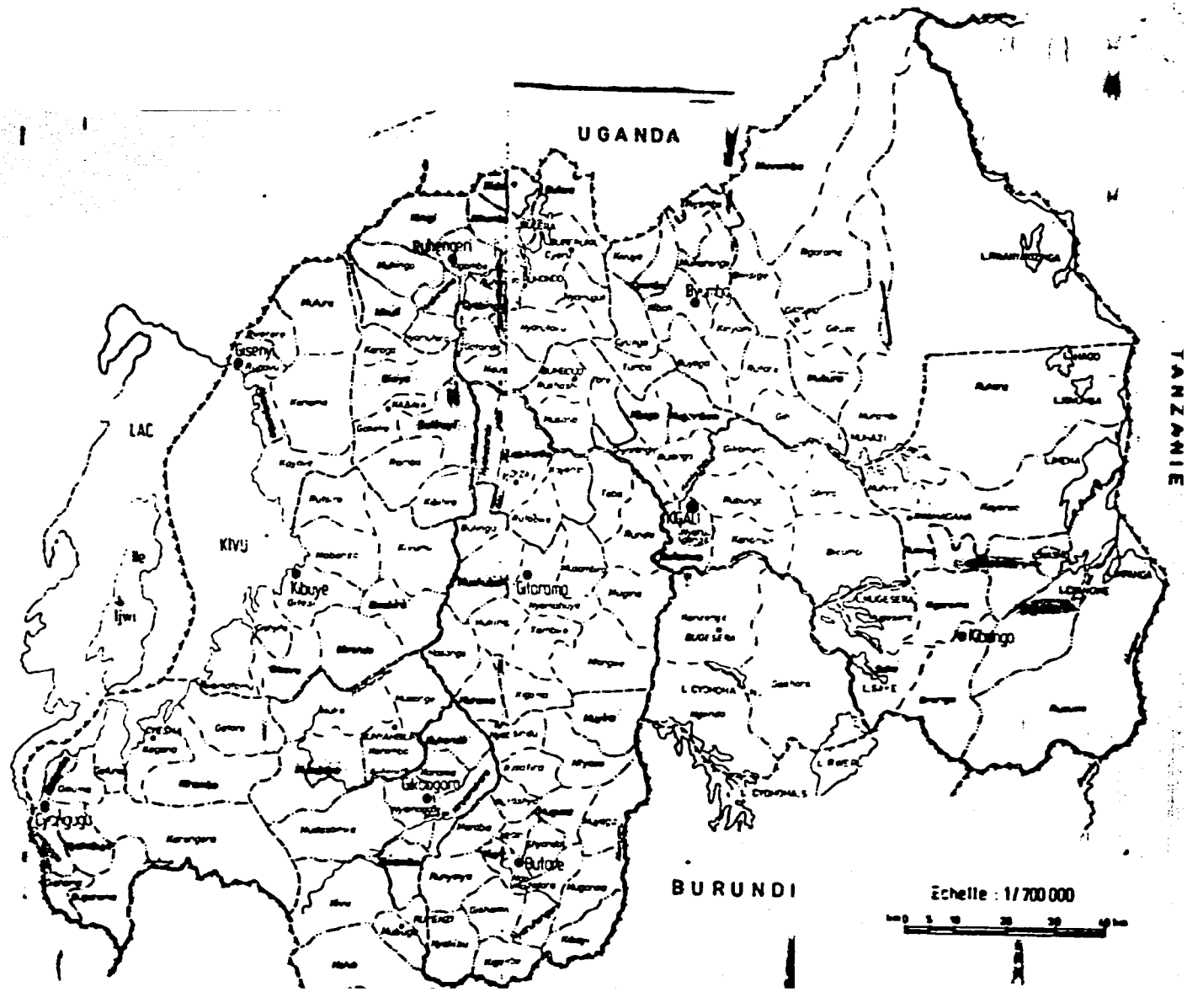
Liste des CERAI et leur programme de formation

Préfecture	Commune	Centre	Options
Kigali	Butamwa	Butamwa	Agriculture; menuiserie; maçonnerie; économie domestique
	Mugambazi	Kayenzi	Agriculture; menuiserie; maçonnerie; économie domestique; forge
	Mbogo	Mbogo	Agriculture; menuiserie; maçonnerie; économie domestique
Gitarama	Mushubati	Mutara	Agriculture; menuiserie; maçonnerie; économie domestique; plomberie
	Nyabikenke	Kanyanza	Agriculture; menuiserie; maçonnerie; économie domestique; forge
	Murama	Murama	Agriculture; menuiserie; maçonnerie; économie domestique; forge
Butare	Muyira	Nyagasozi	Agriculture; menuiserie; maçonnerie; économie domestique; forge
	Muyira	Nyagasozi	Agriculture; menuiserie; maçonnerie; économie domestique
	Huye	Sovu	Agriculture; menuiserie; maçonnerie; économie domestique
Gikongoro	Rwamiko	Mata	Agriculture; menuiserie; maçonnerie; économie domestique
	Rukondo	Mbazi	Agriculture; menuiserie; maçonnerie; économie domestique
	Musebeya	Gifurwe	Agriculture; menuiserie; maçonnerie; économie domestique
Cyangugu	Kirambo	Rangiro	Agriculture; menuiserie; maçonnerie; économie domestique
	Kamembe	Nkaka	Agriculture; menuiserie; maçonnerie; économie domestique; électricité
	Nyakabuye	Matare	Agriculture; menuiserie; maçonnerie; économie domestique
Kibuye	Bwakira	Mubuga	Agriculture; menuiserie; maçonnerie; économie domestique
	Mwendo	Mwendo	Agriculture; menuiserie; maçonnerie; économie domestique
	Gisovu	Mukungu	Agriculture; menuiserie; maçonnerie; économie domestique
Kibungo	Nyamyumba	Kivumu	Agriculture; menuiserie; maçonnerie; économie domestique
	Satinsyi	Rususa	Agriculture; menuiserie; maçonnerie; économie domestique
	Giciye	Jomba	Agriculture; menuiserie; maçonnerie; économie domestique
Ruhengo	Rukira	Rukira	Agriculture; menuiserie; maçonnerie; économie domestique
	Sake	Rwintashya	Agriculture; menuiserie; maçonnerie; économie domestique
	Kabarondo	Kinyanzovu	Agriculture; menuiserie; maçonnerie; économie domestique

CERAIs suite.

Byumba	Muvumba	Rukomo I	Agriculture, menuiserie, maçonnerie; économie domestique
	Muhura	Bugarura	Agriculture; menuiserie, maçonnerie; économie domestique
	Cyumba	Cyumba	Agriculture; menuiserie; maçonnerie; économie domestique
Ruhengeri	Cyabingo	Muvamba	Agriculture, menuiserie, maçonnerie; économie domestique
	Nkuli	Jinda	Agriculture; menuiserie; maçonnerie; économie domestique
	Butaro	Runabu	Agriculture; menuiserie; maçonnerie; économie domestique


UGANDA
TANZANIE
BURUNDI
LAC
KIVU
Ruhengeri
Gisenyi
Byumba
Kigali
Gitarama
Kibuye
Ijwi
Cyangugu
Gikongoro
Butare
Ile Kibango
Echelle : 1/700 000

Activities Accomplished by the Technical Assistance Team

1.- Réalisations du Projet Enseignement Agricole

Annex 3

* Phase I : construction et équipement de 30 CERAI à travers le pays.
* Phase II :

- formation des enseignants de maçonnerie à la construction de citernes d'eau de 10 m3 dans 125 CERAI qui ont signalé leurs besoins en eau. Une fiche technique reprenant toutes les étapes de la construction des citernes a été produite et distribuée tous les CERAI.

- appui matériel à l'Ecole Féminine d'Agronomie de Nyagahanga

- formation de tous les directeurs de CERAI en gestion - livres comptables, fiches de gestion et budgets - (enseignement dispensé au CFP de Butare en 1984) et suivi annuel au cours d'ateliers sur place (1985) et de séminaires au niveau des arrondissements (1986). Le Projet a produit et diffusé tous les documents de gestion nécessaires. Ces documents sont, à partir de 1986, regroupés en un "Guide de gestion" actuellement en cours de rédaction.

- formation de tous les enseignants d'agri-élevage (ateliers 1985) :

  . aménagement des terrains agricoles des Centres (démonstrations de terrassement radical),

  . conseils sur l'association agriculture/élevage en utilisant les matériels et animaux disponibles localement, après que la fourniture d'animaux exotiques ait été déconseillée par Heifer International,

  . mise en place d'archives agricoles,

  . conseils pédagogiques (donnés à tous mais un cours pilote d'un mois a été dispensé au cours de la Formation à la Carte à 26 d'entre eux en août 1985, cf. plus bas).

enseignants de CERAI qui désirent se perfectionner. Une série de cours leur est offerte, pendant les vacances scolaires, dont la durée peut varier de une à quatre semaines. PEA sollicite pour cette formule l'aide de tous les professionnels actuellement au Rwanda (enseignants des établissements secondaires, animateurs de Projets, autres services gouvernementaux, etc) pour dispenser un cours pour lequel ils sont compétents. Pour héberger les stagiaires, ce sont les structures existantes qui sont utilisées: écoles secondaires, homes d'accueil, infrastructures de projets, etc. Les enseignants sont libres de choisir le/les sujets qui les intéressent le plus.

En 1985, suivant cette formule, 650 enseignants environ ont particip à la "Formation à la Carte" dans les domaines de l'agriculture (petit élevage, élevage du gros bétail, cultures vivrières, café, jardinage,etc), l'artisanat (fabrication de meubles, maçonnerie, électricité, plomberie, soudure, etc), les arts ménagers (coupe et couture, cuisine, etc) et la pédagogie.

Pour 1986, le Projet PEA prévoit d'assurer la formation de 1.200 enseignants.

- Etudes sociologiques :

  - 1984-1985 : "L'intégration des CERAI dans le milieu communal : les résultats d'une enquête conduite dans huit communes du Rwanda en 1984".

  - 1986 : On prévoit de suivre l'évolution des CERAI et des lauréats dans les huit mêmes communes.

- Documentation et modules audio-visuels (en collaboration avec le DPEPERAI) :

  - le Projet rassemble et reproduit documents et informations utiles pour les CERAI pour appuyer les programmes actuels, en fonction des carences en documentation ou en possibilité de se documenter signalées par les enseignants.

  - production de modules audio-visuels (diapositives + cassettes) dont chaque série (couvrant les cours généraux comme les cours techniques) sera remise au niveau de chaque arrondissement.

  - le Projet déposera au niveau de chaque arrondissement deux projecteurs à diapositives (fonctionnant sur batteries) et deux magnétophones qui seront à la disposition des directeurs et enseignants de CERAI pour la projection des modules en cours de fabrication.

1.- Réalisations du Projet Enseignement Agricole

* Phase I : construction et équipement de 30 CERAI à travers le pays.
* Phase II :

- formation des enseignants de maçonnerie à la construction de citernes d'eau de 10 m3 dans 125 CERAI qui ont signalé leurs besoins en eau. Une fiche technique reprenant toutes les étapes de la construction des citernes a été produite et distribuée tous les CERAI.

- appui matériel à l'Ecole Féminine d'Agronomie de Nyagahanga

- formation de tous les directeurs de CERAI en gestion - livres comptables, fiches de gestion et budgets - (enseignement dispensé au CFP de Butare en 1984) et suivi annuel au cours d'ateliers sur place (1985) et de séminaires au niveau des arrondissements (1986). Le Projet a produit et diffusé tous les documents de gestion nécessaires. Ces documents sont, à partir de 1986, regroupés en un "Guide de gestion" actuellement en cours de rédaction.

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ACTUAL OUTPUTS IN THE TRAINING AREA

The following table shows the actual outputs that have been accomplished in the training area for long and short-term:

Participant Training

Name	Type/ Field	Institution Location	Duration	Amount	FY Funding	Return Status
Pham Van Vinh	Construction Training	USAID/Dakar	3/4-30/82	$10,500	1981	OK
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Genevieve Mukaperezida	Soil Science	U of MD	4/85-4/88	$29,976	1985	Still in US. Transferred to FSIP Project.

WORKSHOPS

During the last three years, the Agricultural Education Project utilized the workshop concept to transmit and gather information to and from the CERAIs. Each workshop, while different from the previous one, was nonetheless designed to maintain continuity by building on the earlier experience.

A. RESULTS:

1. 1983 Planning Workshops
(September 1983)

These workshops were organized in the two pilot zones of Gisenyi (7 CERAIs) and Kibungo (8 CERAIs) immediately preceding the beginning of the 1983 school year. Representatives of the Pedagogical Bureau assisted the instructors from these 15 CERAIs in planning their courses and identifying problems for the 1983-1984 school year in the following subjects: French, Kinyarwanda, home economics, handicrafts, agriculture/livestock, management/administration.

Through this exchange of ideas between designers and practicians, the two workshops made it possible to identify gaps in school programs for possible later adjustments.

This type of workshop enabled the project to familiarize itself with realities in the field and identify possible sectors of future intervention within the areas of training and information.

2. In-service training in management for CERAI directors at the Butare-CFP (September 1983 - May 1984)

Mr. Vincent NIYIGABA and Mr. Roger STEINKAMP designed the management module (one week of the four weeks of in-service training) and taught the module in collaboration with Mrs. Elisabeth BANKUNDIYE of the CFP.

- The justification for this module was based on the fact that:

  - 78% of the directors had never drawn up a budget,
  - 18% had never kept a record of accounts,
  - 92% had never filled out management worksheets using the concepts of inventory and depreciation.

The overall objective of this module was thus to provide CERAI directors with basic skills in these areas.

3. Workshop on planning and on making CERAI agricultural lands profitable in the pilot zones (January - February 1984)

This workshop was based on an earlier study conducted in one CERAI from each of the two pilot zones which was designed to test different ways of utilizing agricultural lands. After the workshop, the project monitored the progress of the CERAIs: it was observed, for example, that the centers in the pilot zones had established cropping maps and a livestock program and that three Gisenyi CERAIs had begun the construction of improved terraces, since they had identified erosion as the number one problem in agriculture.

4. Workshop on developing agricultural lands and on education/curriculum development/management (November 1984 - March 1985)

In July 1984, MINEPRISEC sent out an evaluation mission which looked closely at the two pilot zones and compared the CERAIs in these zones with those in the surrounding areas. Based on the highly positive results obtained, MINEPRISEC asked the project to extend the workshop method of work to the entire country.

The subjects covered in these workshops included: the keeping of agricultural records, erosion control by means of constructing improved terraces, pedagogical advice pertaining to agriculture, the keeping of management documentation, discussions with commune officials.

In total, 27 two-day workshops were conducted with the directors and the agriculture instructors from all the CERAIs, with burgomasters present for the second day. More than 700 people participated in these workshops, with lodging provided at the CERAIs themselves, thereby reducing the cost per participant to 450 RF -- a little more than $5.00 at mid-1986 exchange rates -- per day (not including transportation costs).

5. Workshop on CERAI and staff management, administration, and CERAI self-financing (February - March 1986)

These workshops were organized for the CERAI directors and the Sector Inspectors in order to discuss and provide them with information, on the one hand, as well as to obtain their input. The discussions focused on techniques of financial and personnel management, the legal statutes governing education in Rwanda, the auditing of records of accounts, learning how to use projectors and tape recorders, and self-financing of the CERAIs.

During these same workshops, the directors worked in groups to discuss the following subjects: the CERAI infrastructure, administration, problems encountered by instructors, students, materials and, finally, the results of the "CERAI Performance and Outlook" Seminar. All that was observed and/or recommended was faithfully reproduced in the report entitled "Compilation of Remarks by CERAI Directors Concerning their Functions." This document was published by the Agricultural Education Project and distributed throughout the country to authorities involved with the CERAIs.

COMMODITIES PURCHASED

ITEMS	
AMEUBLEMENT	
Banc - Pupitre - Local	
Tables de Maitre	
Chaises	
Armoires	
Etageres	
Cones de rangement d'outil	
Tables-etageres	1.50 x 80 cm non rabotees
Tables-etageres	2.40 x 1.20
Tabourets	
Tables de Couture	
Etablis	
Panneaux D'accrochement d'outils	
Tables-etageres	2m x 60 cm
AGRI-ELEVAGE	
Arrosoirs	
Scies	
Secateurs	
Semoirs	
Rayonneur Manuel	
Pioches	
Hanches	
Pulverusateurs	
Poudreuses	
Metre Pliant Metallique	
Bascules a curseur	
Brouettes	
Termometre Min.	
Niveaux de Maconnerie	
Scie de long	
Pluviometre	
Croc trident	
Houes	
Machettes	

ITEMS
MACONNERIE
Regles
Niveaux
Fils a plomb
Truelles a lisser
Marteaux
Machettes
Equerres
Sceaux
Langue de chat
Tamis
Pioches
Pelles
Brouettes
Griffe
Decametre de 10 m
Serre-Joints de macon
Bourni de 30 cm de long
Double metre pliant
Barre a mine
Pied de biche
Tenaille
Marteaux de charpentier
Auges
Truelle a maconner

ITEMS

MENUISERIE

Varlopes
Rabots
Ciseaux 11mm
Ciseaux 12mm
Ciseaux 18mm
Bedanes 6mm
Bedanes 8mm
Bedanes 10mm
Scie St. Joseph
Scies a dos
Tournevis
Equerres
Compas
Metre double
Trusquin
Crayon de charpentier
Presses 1m
Serre-joints 2m
Valets
Vilebriquins
Bovet
Feuilleret
Tenailles
Rape
Limes tiers-points
Meule pierre
Outils a moulures
Scies a metaux
Outils a plate bande
Tourne a gauche
Pinces universelle
Pinces coupante
Scies a chantourner
Scies a guichet
Lime a bois
Rape demi-ronde
Lame de Scie
Mechez a fraiser
Herminettes

ITEMS
MENUISERIE
Lot de Pinceaux
Compas a pointe
Lot de tarriere
Equerres
Fausses equerres
Etant a mors parallels
Marteaux
Points a tracer
Racloirs
Fourches de fumier
Pelles Cuenes ...

ITEMS	
ARTS MENAGERS	DES
Plants a gratins avec manche	
Casseroles en aluminium	
Poele a frire	
Passoires passe-vite	
Assiettes plates en plastique	
Assiettes creuse	
Gobelets - verres a boire	
Louche	
Cuillere en bois	
Plat de service plats	
Plat de service Creux	
Tasses sous-tasses	
Cafeiere	
Thieire de cuisine	
Cruche a eau	
Fouets de cuisine	
Cuillere de cuisine	
Fourch. Cuisine	
Rape	
Presse-fruits	
Ouvre-boites	
Tamis	
Ecumoire	
Baignoire	
Fer a repasser a braises	
Couverture en coton drap de repassage en coton blanc	
Bassin en plastique	
Seaux en plastique	

ITEMS
ART MENAGERS (CONTINUATION)
Seaux galvanises
Brosses a laver
Brosses en acier
Raclettes
Sepilieres
Machine a main
Crochets
Epingles
Metre Ruban
Craies taille
GD Latte de couture
Pte latte de Couture
Ciseaux de Couture
Aimant
Boite en plastiques

32

ITEMS

LIVRES

Microbiologie Hygiène
Larousse Agricole
Chimie Minérale
Chimie Organique
Cotonnier et ses Produits
Manuel d'Hydraulique Générale
Irrigation
Aménagement Agricole
Biologie Terminale D
Principes Fondamentaux d'Agriculture Générale
Animation Rurale
Engrais: Guide Pratique de la Fertilisation
Pratique du BBZ
Corre - Introduction à la Comptabilité et au nouveau plan comptable
JENNY : Initiation à la microéconomie
GARNIER - 8Problèmes de Comptabilité analytique
PHILIPPS: Comptabilité générale
TIROUFLET: Eléments d'économie Politique
Mouton: Matières Premières et échanges internationaux
DAHMANI: Occidentalisation des pays du tiers-monde
Comprendre la gestion de la production
Rapport sur le développement dans le monde 1984
ESSEBAG : Plan comptable révisé
VIZIER: Travaux et documents de l'ORSTOM
SALVATORE: Principes d'économie
Produits de la Ruche
Biologie Appliquée
Histoire [illegible]rbiologie
Mécanique Digestive
Médicament Vétérinaire
Méthodes statistiques
Les eaux Terrestres
Ruralité Education Développt
Dictionnaire de Biochimie

12 SEPTEMBRE 1986

ITEMS

LIVRES

Précis de Zoologie
Physiologie Animale
Pédologie
Obstacles à la germination
Pédogène & Classification
Constituants & Propriétés du Sol
Absorption chez les végétaux
Ruralité éducation Développt
Principes de conservation
Précis de Climatologie
Intoxications par les Pesticides
Maladies. Vermineuses
Maladies Vermineuses
Maladies Vermineuses
Biologie & Phisiologie
Système Nerveux
Connaissances Scientifiques
Processus de l'Homonisation
Exercises de Probabilités
Probabilités & Statistiques
Abrégé de statistique
Initiation Aux Méthodes
Statistiques résumé de Cours
Exercices P.C.E.M.
Climatologie Pratique
Structure des Atomes
Exercices Corrigés Chimie
Climats de la terre
Précis d'Hydrologie
Ecologie Animale
L'Occidentalisation
Exercices avec solutions 1
Exercices avec solutions 2
Exercices de Statistique

ITEMS
Tabourets
Pupitres
Bureaux Professeurs
Bureaux Dactylo
Table 1.20 x 0.60
Tables 1.50 x 0.80
Tables 0.65 x 0.40
Buffets
Petites étagères
Armoires
Fauteuils avec coussins
Canapes
Placard Cuisine
Lits Doubles
Placards à 3 portes
Placards à 2 portes
Placards levier
Matelas (190cm x 140) Densité 25
Matelas (190cm x 90) Densité 18
Etagère
Bureau
Armoire Fichier
Chaises
Fauteuil
Lit (Métal)
Machine à écrire Olympia SG3N 46 Cms

groupe électrogène 5HR.

12 SEPTEMBRE 1986

ITEMS

MATERIEL POUR LES COURS DE FORMATION FEMININE

CUISINE

Cuisinière à gaz ; BAUKNECHT
Bonbonne à gaz
Verres
Batteurs à oeufs
Passe-vite
Moulinettes à légumes
Rapé à fromage
Entonnoirs de différenms tailles (en plastique)
Louches
Ecumoire
Cuvettes en plastique
Seaux en plastique
Couvertures à repasser
Fers électrique à repasser
CAR: Hiace Plaque A4288
Groupe; Couleur vert pas de numéro
Lits , local

Date: Le 17 octobre 1986

C = Bonne

ITEM
HUILE DE VASELINE
PARAFFINE 500 G
APPAREIL ET.REFRACTION-REFLEXION
COFFRET D'OPTIQUE GEOMETRIQUE
AMPOULE P COF. 202003 et Sce 2010
AMPOULE POUR 202002
AQUAONDE
ENSEMBLE GIGAONDE 3
MANOSCOPE SANS PIED
POMPE AVEC CLOCHE
CALORIMETRE SIMPLIFIE
COUVERCLE ET AGITATEUR
APPAREIL LOI DE MARIOTTE TP
DISPOS.P. ECHAUF. MASSES
THERMOMETRE - 10 + 60
THERMOMETRE -10+110
THERMOMETRE- 10+150
THERMOMETRE GDR DIMENSION
LOT 2 AIMANTS FER A CHEVAL
ELECTROSCOPE
MACHINE A INFLUENCE: WIMSHURST
ENSEMBLE ELECTROSTATIQUE
ACCU ALCALIN 6V. 10 AH.
ALIMENTATION 6 - 12V.
PILE DE VOLTA
FIL SOUPLE 9/10 5 metres
TUBE EN U TUB. INFERIEURE
LOT 12 FICHES BANANE MALE
LOT 12 FICHES BANANES FEMELLES
LOT 25 AMPOULES E10 12 V.50 MA

*2 manquant
** 4 usagés

ITEM
OSCILLOGRAPHE PC774
MICROAMPEREMETRE ZERO CENTRAL
LOT 12 POLYTRONIC 2000
LOT 2 Supports "Magnet-Meca"
LOT 2 AXES "MAGNET-MECA"
LOT 2 POULIES ETAGEES "Magnet- Me
TABLEAU MAGNET MECA
MECA III
CORDONNET 25 M.
OEIL DEMONTABLE
ENCEPHALE DEMONTABLE
CARTON A INSECTES
LOT 100 EPINGLES INSECTES NO.1
LOT 6 Boites PIEGES
LOT 2 THERMOMETRES D'AQUARIUM
AQUARIUM VERRE COLLE 48 LITRES
AQUARIUM PLASTIQUE 2,6 LITRES
AQUARIUM VERRE COLLE 122 LITRES
AQUARIUM PLASTIQUE 5,2 LITRES
AQUARIUM PLASTIQUE 14 LITRE
AQUARIUM PLASTIC 24 LITRES
AQUARIUM PLASTIC 7 LITRES
VIVARIUM
BOITE DE PETRI DIAM. 80 MM
LOT 5 CHAMBRES OBSERV. COMPORTEM
APPAREIL PHOTOSYNTHESE
LOT DE 3 OSMOMETRES
TROUSSE P.C.B.
RASOIR

ITEM
FOND CAOUTCHOUC BLANC P. 566009
CUVETTE A DISSECTION
BOITE 100 LAMES 76 x 26 x 1,1 MM
BOITE 100 LAMELLES 20 x 20 MM
MOELLE DE SUREAU
TESTICULE BAT. UR. SPERMATOGENE
INFUSOIRES(PARAMOECIUM)
LIBERO VIGNE C.T.
PAPIER P. CHROMATOGRAPHIE
SOCLE EN AV. TIGE O 16 MM
SUPPORT COMPLET EN FONTE
SUPPORT BOIS 1 BURETTE
LOT 3 SUP. BOIS 6 TUB. A ESSAIS
LOT DE 3 LAMPES ALCOOL VERRE
ENSEMBLE LABOGAZ
COLLECTION MINOLGA I
COLLECTION MINOLGAII
BOITE MASSES A CROCHETS 500 G
BOUCHON CAOUT. N.1 - PLEIN
BOUCHON CAOUT. N.1 - 1TROU
BOUCHON CAOUT. N.2 - PLEIN
BOUCHON CAOUT. N.2 - TROU
BOUCHON CAOUT. N.4 - PLEIN
BOUCHON CAOUT. N. 4 - 1 TROU
BOUCHON CAOUT. N.4 - 2 TROUS
BOUCHON CAOUT. N.5 - PLEIN
BOUCHON CAOUT. N. 5 - 1 TROU
BOUCHON CAOUT. N. 5-2 TROUS
BOUCHON CAOUT. N. 8 PLEIN

*** 20 usagés

ITEM
BOUCHON CAOUT. NO. 8 - 1 TROU
BOUCHON CAOUT. N.8-2 TROUS
BOUCHON CAOUT. N.9 - PLEIN
BOUCHON CAOUT. N.9 -1 TROU
BOUCHON CAOUT. N.9-2 TROUS
TUBE CAOUTCHOUC 5mm EN 5M.
TUBE CAOUTCHOUC 5 mm EN 5M.
TUBE CAOUTCHOUC 8 mm. 5m.
TUBE CAOUTCHOUC 8 mm 5m.
TUYAU A GAZ 8 x 12 - 5 METRES
LOT DE 50 BOUCHONS LIEGE
LOT 24 BOITES PLAST. 40x40
LOT 100 FILTRES PLISSES 3 B
LOT 100 FILTRES PLISSES 2 B
LOT 25 FEUIL.PAPIER FILTRE
LOT100 FILTRES PLISSES N.1
LOT 6 TOILES FER 15 x 15 CM
LOT 6 PINCES BOIS PT. MODELE
LOT 3 PINCES METAL P.TUBE ES.
PERCE BOUCHONS A AILETTES
CUILLER A COMBUSTION
BEC BUNSEN GAZ BUTANE
SUPPORT BEC BUNSEN
LOT 3 NOIX DE SERRAGE
LOT 12 AGITATEURS 200 X 5 MM
APPAREIL DE KIPP 1000 ML
BURETTE DE MOHR 25 ML
CLOCHE A BOUTON 200 MM
CLOCHE A GAZ GRAND 1/10 50 ML
BURETTE DE MOUR 25 ML
CLOCHE A BOUTON 200 MM
CLOCHE A GAZ GRAND. 1/10 50 ML
CRISTALLISOIR 500 ML

ITEM
CRISTALLISOIR 1000 ML
CRISTALLISOIR 2000 ML
CRISTALLISOIR 3000 ML
CRISTALLISOIR 5000 ML
ENTONNOIR 250 ML
ENTONNOIR A MERCURE
EPPROUVETTE GRADUEE A BEC 60 ML
EPROUVETTE GRADUEE A BEC 250 ML
PIPETTE 1 TRAIT 5 ML
PIPETTE 1 TRAIT DE 10 ML.
PIPETTE JAUGEE 2 TRAITS 1 ML
PIPETTE 2 TRAITS 10 ML
PIPETTE 2 TRAITS 25 ML
PIPETTE GRADUEE AU 1.10 10 ML
PIPETTE GRADUEE AU 1.10 25 ML
CUVE CYLIND. 200 MM 5000 ML
FLACON ROND A VIS 60 ML
FLACON ROND A VIS 125 ML
FLACON ROND A VIS 250 ML
EUDIOMETRE 200 MM
BALLON FOND PLAT 250 ML
CRISTALLISOIR 300 ML
CRISTALLISOIR 1000 ML
CRISTALLISOIR 2500 ML
ERLENMEYER 100 ML
REFRIGERAND LIEBIG
TUBE A REDUCTION DROIT
AMPOULE POUR 554027
TUBE FIN POUR 554027
LOT 10 ERLENMEYERS ET. OUV. 50 M

A REPORTER:

**** 5 fournis; 2 disponibles

***** 2 fournis; 0 disponible

****** 1 fourni; 0 disponible

ITEM
LOT 10 ERLENMEYERS ET. OUV. 100 M
LOT 10 ERLENMEYERS ETR. OUV. 250 M
LOT 10 ERLENMEYERS ETR. OUV. 500 M
PIPETTE 1 TRAIT 20 ML
PIPETTE GRADUEE 1/10 5 ML
LOT 10 TUBES VERRE BOROSIL. 6/7
LOT 100 TUBES ESSAIS VB BE 130 ML
MORTIER 100 ML
MORTIER 500 ML
PILON 100 MM
PILON 150 MM
LOT 6 ENTONNOIRS 30 ML
LOT 6 ENTONNOIRS 30 ML
LOT 6 ENTONNOIRS 100 ML
LOT 6 ENTONNOIRS 100 ML
LOT 6 ENTONNOIRS 250 ML
LOT 6 ENTONNOIRS 250 ML
TABLEAU DE MENDELEEV

ITEM
GENE DE FONCTION AV. AMPLI GF1
CRANE HUMAIN
COEUR AVEC VAISSEAUX
SERIE DE 4 TAMIS
MICROSCOPE PCEM 1350
BALANCE ELECTRONIQUE 200 G
FL. WOOLF 1TUB.EN HT&TUB. EN BAS
LOT 10 VERRES MONTRE 80 MM

Date: Le 17 octobre 1986

B = Bonne

C = Cassée

PROJET ENSEIGNEMENT AGRICOLE

USAID B.P 28 KIGALI

MATERIEL SOLLICITE:CONCOURS CERAI 1986

DESIGNATION	QUANTITE	PRIX UNIT. FRWS	PRIX TOTAL FRWS
Sockets inclines	11	115	1265
Passoir passe-vit	2	1600	3200
Tridents	43	500	21500
Seaux galvanises	146	450	65700
Tissu popeline rose	14 rouleaux	4480	62720
Scies St Joseph	112	529	59248
Niveaux pour macons	41	1130	46330
Tuyau d'arrosage	50m	200	10000
Serres-joints	18	9000	162000
Pelles	23	650	14950
Bouvets a rainure	11	4441	48851
Varlopes en bois	3	2885	8655
Pulverisateur	1	7422	7422
Houes chillington	234	325	76050
Rabots metalliques no 4	81	3670	297270
Assiettes creuses	37	160	5920
Sciseaux de coupe	52	247	12844
Casseroles sans couv.	42	700	14400
Casserole a couvercle	1	1472	1472
Machine sulfileuse	1	29500	29500
Machine aecrire	1	32465	32465
Pesse s mains1,5m	1	2388	2388
Trusquins	6	394	2364
Metres pliants	52	509	26468
Decametres pliant	20	1001	20020
Lime ronde	1	232	232
Arroseur turniquet	2	2471	4942
Marteaux pour macons	24	327	7848
Bedanes de 10mm	18	612	11016
Valets	1	1035	1035
Machines a crepir	3	2778	8334
Guillaumes	3	972	2916
Bouvets reglables	6	3591	21546
Rabots a rainures	6	1138	6828
		TOTAL	1097699FRWS

PROJET ENSEIGNEMENT AGRICOLE

USAID B.P 28 KIGALI

MATERIEL SOLLICITE:CONCOURS CERAI 1986

DESIGNATION	QUANTITE	PRIX UNIT.FRWS	PRIX TOTAL FRWS
Livres comptables	5	2280	11400
Perforateurs	1	630	630
Serres- joints	5	1950	9750
Virebrequins	5	1500	7500
Fausse equerre	5	1000	5000
Pinces universelles	12	750	9000
Pinces coupantes	4	750	3000
Pinces a rond bec	5	650	3250
Vastringues	19	1175	22325
Secateurs	34	415	14110
Scie d'arc	1	561	561
Scies de jardinier	21	605	12705
Scie a cadre reglable	1	1836	1836
Rabots metalliquesno 3	2	1958	3916
Rabots metalloques no 4	32	2934	93888
Rabot metallique no 7	1	4972	4972
Niveaux d'eau	20	1085	21700
Rabots en bois no 5	9	1296	11664
Varlopes en bois	1	2800	2800
Presse a mains70mm	1	1381	1381
Presse a mains 1m	23	1543	35489
Brouettes	42	4000	168000
Sacs de ciment	96	1650	158000
Toles galvanises	143	450	64350
Tissu coton bleu	16 rouleaux	6000	96000
Rabots metalliques no 7	6	5900	35400
Decametre ruban	5	1500	7500
Treillis a poiles	1	15000	15000
Bedanes de 10mmm	15	650	9750
Sucre cristallise	10	3500	35000
Tissu kaki mercerise	2 rouleaux	7200	14400
Farine de ble	8	3000	24000
Arrosoires	14	1000	14000
Pioches	11	600	6600
Bassins en plastique	30	400	12000
Epingles pour la coupe	2pqts	1500	3000
Fil VGBUB	1	2050	2050
Interupteurs	10	400	4000
Sockets inclines	11	415	[illegible]
		TOTAL	945927 FRWS

PROJET ENSEIGNEMENT AGRICOLE

USAID B.P 28 KIGALI

MATERIEL SOLLICITE: CONCOURS CERAI 1986

DESIGNATION	QUANTITE	PRIX UNIT.FRWS	PRIX TOTALFRWS
Sacs de ciment	51	1650	84150
Toles galvanises	155	450	69750
Crochets pour toles	70	30	2100
Seaux galvanises	110	420	46200
Arrosoirs	72	1000	72000
Tubes cornieres	10	2000	20000
Tubes pour clotures	10	1750	17500
Bobines de fil a broder	173	60	10380
Tissu jinja "	212m	145	30740
Tissu popel fleuri	48m	180	8640
Fil nuances	11	100	1100
Tissu kaki mercerise	123m	300	36900
Tissu coton bleu	329m	200	65800
Tissu divers	210m	180	37800
Crochets a crochetter	146	250	36500
Metres de couturiere	20	200	4000
Petits sciseaux de coup	26	550	14300
Grands sciseaux de coup	57	250	14250
Nappes de table en pl	7	1000	7000
Fil a tricoter	579	250	144750
Aiguilles a coudre	10 pqt	70	700
Casserole fisceler	1	10000	10000
Casseroles avec couv	11	1500	16500
Casseroles sans couv	20	700	14000
Casseroles inoxydable	6	4000	24000
Casseroles a pression	1	10000	10000
Assiettes en porcelaine	8	200	1600
Bols de service	5	170	850
Plats a gratin	6	1300	7800
Plats de service	12	800	9600
Soupieres	8	2100	16800
Saladier	1	655	655
Essui-mains	2	615	1230
Sucriere	1	415	415
Bassin galvanise	4	700	2800
		TOTAL	840810FRWS

45

PROJET ENSEIGNEMENT AGRICOLE

USAID B.P 28 KIGALI

MATERIEL SOLLICITE:CONCOURS CERAI 1986

DESIGNATION	QUANTITE	PRIX UNIT.FRWS	PRIX TOTALFRWS
Interupteurs inverseurs	10	500	5000
Scies St Joseph	31	600	18600
Scie a debiter	1	800	800
Scie a dos	16	1100	17600
Machine a ecrire	8	29500	236000
Machine a ecrire	1	55000	55000
Calculatricw de poche	2	1350	2700
Boite blanco pelican	3	250	750
Carnet facturier	1	260	260
Carnet quittancier	1	145	145
Ruban pour machine	1	150	150
Boite colle uhu	2	110	220
Abrevoires pour poules	5	1200	6000
Toles en acier	1	7144	7144
Semences choux	40	20	800
Semences oignons	25	20	500
Semences carrottes	42	20	840
Brouettes	47	3600	169200
Tridents	103	450	46350
Pelles	49	600	29400
Pioches	36	600	21600
Truelles a lisser	181	280	50680
Haches	17	450	7650
Tenailles	13	320	4160
Cle Anglaise	1	750	750
Marteaux de charpentier	16	600	9600
Coupe-coupe	12	250	3000
Alimenent 2 Age	400kgs	33	13200
Cahiers quadriers	124	33	4092
Cahiers de coupe	30	33	990
Pqpiers bristoles	50	23	1150
Alimenent pondeuses	50kgs	35	1750
Poules	57	300	17100
Classeurs a leviers	17	350	5950
Agrafeuse pt Format	3	1361	4083
		TOTAL	743214 FRWS

46

PROJET ENSEIGNEMENT AGRICOLE

USAID B.P 28 KIGALI

MATERIEL SOLLICITE: CONCOURS CERAI 1986

DESIGNATION	QUANTITE	PRIX UNIT.FRWS	PRIX TOTAL FRWS.
Houes	498	280	139440
Sacs de farine	9	3000	27000
Sacs de sucre	5	3150	15750
Tissu popeline rose	53m	150	7950
Tissu popeline bl.	160m	150	24000
Clous pour toles	4kgs	223	892
Savons de lessive	156	18	2808
Machine sulfileuse	2	29500	59000
Poste radio Mers	1	4500	4500
		TOTAL.	281340 FRWS

47

PROJET ENSEIGNEMENT AGRICOLE

USAID B.P 28 KIGALI

MATERIEL SOLLICITE: CONCOURS CERAI 1986

DESIGNATION	QUANTITE	PRIX UNIT.FRWS	PRIX TOTAL FRWS
Bassins en plastique	22	300	6600
Moules a tartes	8	650	5200
Moules a cakes	5	600	3000
Moule a viande	1	900	900
Esui-vaisselles	5	130	650
Saliere	1	130	130
Poeles	11	1600	17600
Ecumoires	3	200	600
Ouvre-boites	1	300	300
Canettes a the	7	1100	7700
Fouets batteurs	13	420	5460
Rapes a legumes	2	900	1800
Passoires passe-vite	21	1100	23100
Couteaux de table	25	150	3750
Tamis a the	8	300	2400
Gobelet	2	180	360
Couteaux a viande	1	280	280
Assiettes plates	89	280	24920
Assiettes creuses	72	280	20160
Panier a frire	1	1500	1500
Presse- fruit	12	300	3600
Plats de soupe en pilex	3	1700	5100
Douilles	2	150	300
Cafetieres inoxydables	5	2500	12500
Moules a biscuits	5	250	1250
Scies a metaux	9	650	5850
Niveaux d'eau en bois	5	650	3250
Rateaux	82	350	28700
Paquet de meches	59	72	4248
Balais dur	1	500	500
Sockets inclines	20	120	2400
Boites de derivation	3	80	240
Formica	2	1800	3600
Crayon de menuisier	20	50	1000
		TOTAL	198948 FRWS

48

PROJET ENSEIGNEMENT AGRICOLE

USAID B.P 28 KIGALI

MATERIEL SOLLICITE: CONCOURS CERAI 1986

DESIGNATION	QUANTITE	PRIX UNITFRWS	PRIX TOTALFRWS
Rabots a joindre	1	2691	2691
Rabots a languettes	1	1552	1552
Fil a plomb	2	208	416
Tamponoir	4	2265	9060
Tourne-vismoyens	13	308	4004
Interupteurs DD	10	245	2450
Interupteurs DA	8	340	2720
Tourne-vis gros	1	428	428
		TOTAL	23321 FRWS

ANNEX 8

REPUBLIQUE RWANDAISE

MINISTERE DE L'ENSEIGNEMENT
PRIMAIRE ET SECONDAIRE
B.P. 622 KIGALI

Kigali, le 27 FEV. 1987

N° 13.03/02/780

Madame M. bernadel
AID KIGALI.

Madame,

Suite à votre demande, j'ai l'honneur de vous envoyer en annexe de la présente une note concernant mes impressions, observations et souhaits en rapport avec les activités du Projet Enseignement Agricole expiré en septembre 1986.

La présente note est succinte puisque le rapport final de ce projet qui date de septembre 1986 détaille les activités de ce projet spécialement celles de sa deuxième phase.

Colonel Aloys NSEKALIJE
Ministre de l'Enseignement
Primaire et Secondaire

NDAGIJIMANA Emmanuel, PhD
Directeur Général
de l'Administration

MINISTERE DE L'ENS. PRIMAIRE

50

IMPRESSIONS DU MINISTERE DE L'ENSEIGNEMENT PRIMAIRE ET SECONDAIRE SUR LE PROJET ENSEIGNEMENT AGRICOLE (AID N° 696-0109).

Le but du Projet tel qu'il est défini par le protocole d'accord était "d'aider à l'amélioration et à l'extension du programme d'enseignement post-primaire et d'étendre et améliorer la formation féminine au niveau secondaire en sciences agricoles."
Ce projet qui date des mois août 1979 s'est déroulé en deux phases :
La première phase (août 79-août 83) a consisté à la construction et à l'équipement de 30 CERAI à raison de 3 par arrondissement et à l'extension de l'école féminine d'agronomie de Nyagahanga.

La deuxième phase (août 83-septembre 86) a mis l'accent sur l'encadrement des directeurs et enseignants des CERAI.

I. Quelles appréciations pouvons-nous porter sur ces deux phases ?

La construction de 30 CERAI et leur équipement a été une contribution fort appréciable du gouvernement des Etats-Unies d'Amérique au Gouvernement Rwandais. Il a été un soutien réel à l'effort du Rwanda dans la mise en place de la Réforme scolaire. Spécialement au degré de l'enseignement rural et artisanal intégré.

En effet les 30 CERAI construits et équipés permettent et permettront encore d'absorber annuellement 1200 ressortissants du primaire pour recevoir une formation agricole et artisanale adaptée à leur milieu.

Les activités relatives à l'extension et à l'équipement de l'école féminine d'agronomie de Nyagahanga ont permis grandement à l'amélioration des conditions de travail des enseignants et des élèves pour une meilleure formation. Ainsi cette intervention du gouvernement des Etats Unis d'Amérique a largement contribué à solutionner les problèmes du personnel de cadre agricole féminin de niveau A2 sollicité aussi bien dans l'enseignement que dans la vulgarisation.

Dans l'ensemble les objectifs d'encadrement visés par le Projet-Enseignement Agricole ont été atteints grâce à l'approche méthodologique adoptée par les techniciens dudit projet.

- des séminaires - ateliers
- la formation à la carte
- des formations intensives.

Il est sans nul doute important d'affirmer que dans le cadre de la formation permanente, cette méthodologie d'encadrement a amélioré la qualification des enseignants et directeurs des CERAI.

Le secteur agricole étant la principale ressource des recettes monétaires du CERAI, les activités d'encadrement étaient axées à ce cours. Ainsi la formation des enseignants dans la rentabilisation des terrains agricoles scolaires a permis aux CERAI de s'autofinancer.

Dans le domaine de la gestion et la comptabilité, une structure plus ou moins permanente a été réalisée et le travail accompli est nettement louable bien que besoin est de le soutenir ou plutôt l'entretenir.

Ainsi les directeur des CERAI ont pu maîtrisé un système uniformisé de gestion d'un établissement scolaire leur confié qui est le CERAI.
Certains CERAI ont pu mettre sur pied des précoopératives scolaires de production, de vente ou de production et de vente permettant de doter aux lauréats des CERAI des moyens leur permettant de s'établir et de participer activement à la vie socio-économique de la communauté locale.

L'expérience de la formation à la carte introduite par le projet enseignement agricole a suscité un grand intérêt que les enseignants n'ont pas hésité à manifester.

En effet ce genre de formation permanente répondant aux besoins mêmes des enseignan a pu élargir les connaissances de nos cadres de terrain. C'est par la rentabilisat. des ressources humaines expérimentées disponibles ainsi que des infrastructures existantes que revêt le caractère particulier de cette formation.
La leçon tirée de cette activité combien enrichissante consiste à la création des liaisons CERAI-projet agricole ou d'artisanat.

C'est grâce à ces liaisons que peuvent démarrer des options nouvelles des CERAI répondant aux possibilités du milieu et aux besoins de la population locale.

II. Observations-critiques-souhaits

Au fil des années les gens gagnent de l'expérience. De même après 3 années que dure la deuxième phase du projet, celui-ci avait acquis énormement d'expériences de plus en plus utiles pour le bon fonctionnement des CERAI et pour l'intégration des lauréats dans le milieu.

Juste au moment où un certain nombre d'activités importantes venaient de démarrer et avaient besoin d'être poursuivi, le projet expirait sans espoir de reconduction ou de renouvellement. Ceci a été un coup de poignards sur plusieurs gens de différente niveaux : les élèves des CERAI, les enseignants sans oublier le Ministère lui-même pour lequel le projet était un outil appréciable dans le domaine d'encadrement. C'est donc avec beaucoup de regret que nous avons assisté à la fermeture des portes de ce projet.

Parmi les activités qui risquent beaucoup de souffrir de cette coupure nous pouvons citer :
- Le suivi sectoriel et la formation à la carte
- L'analyse de sol
- L'informatique

Le suivi sectoriel

Le volet "Suivi Sectoriel" du Projet a été créé en octobre 1985 pour initier de nouvelles activités dans les CERAI. Ses objectifs étaient basés sur les recommandations du rapport de Bettie CRIGLER, conseillère en technologie appropriée au Projet Agricole en 1984.

Les besoins les plus urgents dans ce domaine ont été soulignés par le Séminaire national "Bilan et Perspectives de l'ERAI" organisé par le MINEPRISE en novembre 1985.

L'équipe du Suivi Sectoriel a fixé un programme répondant aux objectifs suivants :

1. - Diversifier et élargir les options offertes aux CERAI pour tenir davantage compte des possibilités des débouchés locaux,

2. - Créer des liaisons entre les CERAI, les projets agro-pastoraux et d'autres agences de soutien technique et financier en vue de renforcer l'intégration des CERAI dans le développement communal.

3. - Encadrer les enseignants en nouvelles techniques de production et de gestion.

De ce programme il en est résulté une proposition des nouvelles activités au sein des options existantes ou d'options nouvelles.

Donc, de ces nouvelles activités identifiées, une petite formation a été réalisée (durant la formation à la carte 1986) mais beaucoup reste encore à faire.

- l'approvisionnement en documentation technique appropriée ;
- développement d'un programme d' enseignement
- l'amélioration de la production
- identification des meilleurs moyens pour l'écoulement.

Afin que les CERAI puissent continuer de prospecter des nouvelles activités, ils devront sûrement bénéficier de l'encouragement du Ministère et de l'appui extérieur tel le projet enseignement agricole.
L'appui extérieur serait surtout indispensable dans la formation des enseignants en matière de nouvelles techniques de production et de vente et éventuellement en aidant les CERAI, dans l'accès aux crédits et au matériel.

Analyse des sols

Le Projet a analysé 426 échantillons de sol en provenance de tous les CERAI qui en ont exprimé le désir. Pour cela, on a utilisé un "Simplex Soil Testing Kit" ; bien qu'il ne s'agisse pas d'une analyse poussée ni sophistiquée, il a été possible de dégager les grandes lignes des carences éventuelles des sols analysés.

.../...

Bien que ces analyses constituent une aide non négligeable pour les enseignants afin d'améliorer leurs productions dans le futur proche, il n'en reste pas moins nécessaire de répéter régulièrement cet exercice pour qu'ils puissent suivre l'évolution des sols.

Informatique

L'introduction de l'informatique au sein du Ministère avait entre autre pour objectif de l'aider à informatiser la gestion du personnel de l'ERAI. L'acquisition de 2 ordinateurs fut la 1ère étape dans ce domaine important.

Mais il reste toujours une lacune dans la formation assez convenable des utilisateurs car le projet n'a pas eu le temps d' accomplir cet objectif. Il est encore plus important maintenant de rationaliser la collecte l'utilisation et la coordination des informations. Pour cela un appui considérable s'avère nécessaire dans ce domaine.

III. Contribution du Gouvernement Rwandais

Comme convenu dans le protocole d'accord, la contribution du Gouvernement Rwandais a porté :

- à la fourniture d'un terrain de construction des 30 CERAI
- aux travaux communautaires de terrassement, de creusement des fondations, de transport de pierres, gravier et sable ainsi qu'à la coupe du bois et au transport de bois pour la charpente,
- à la rémunération des enseignants affectés dans les 30 CERAI ainsi que ceux de l'école féminine d'agronomie de Nyagahanga ;
- à la rémunération des homologues affectés au sein du projet.

ANNEX 9

List of Reports Published

"Rapport sur les Besoins d'Equipement pour 30 Centres d'Enseignement Rural et Artisanal Intégré (CERAI)", May 1982 by Mr. Philippe Michaud, Consultant.

"Consultation en Illustration des Manuels Scolaires" in November 1983 by Jean Bello, Consultant.

Baseline Study Survey of CERAI in 1984 by Dr. L. Ferrier, Consultant. (This study includes global data on numbers of CERAI, administrators and teachers in the country and other pertinent historical background material).

Mission Report Agriculture Reform Project in July 1984 by Bettie Crigler, Consultant (This report is a survey of artisan activities which identifies both human and material resources available to project staff and counterparts for new activities, and also proposes a means of introducing craft instruction into the existing curriculum).

Short Term Consultant Needs - Trip Report in February 1984 by David W. Kahler of Creative Associates.

"Rapport de Mission Effectuée du 15 octobre au 3 décembre 1984" by Louise Filion, Consultant.

Agricultural Education Project - Evaluation Report in December 1984, by Jones, Norris and Popper.

"Les CERAI et le Milieu Communal", produced by Dr. Ferrier, Consultant, in October 1985, (Presents the perceptions of students, their parents and local authorities of the CERAI system. Eight communes were selected for the sample fo students and parents, and all bourgmasters were sent questionnaires.)

- "Projets Proposés par les CERAI" (Summary document of over 200 projects developed and proposed by CERAI directors. This document helped the Ministry seek out financing for specific shool projects).

Curriculum and Design Reports in two volumes by Louise Filion, Consultant. (Review of training modules for in-service training of CERA administrators, also review of "fiches techniques").

- Final Report of Consultant Activities in September 1986 by C. Pardy, Consultant.

- "La Situation de l'ERAI: Analyse, Diagnostic et Recommandations in September 1986 by R. Sack, Consultant.

- Final Report Rwanda Agricultural Education Project in September 1986 by Development Assistance Corporation.

- La Rentabilité des Travaux Pratiques des CERAI et les Perspectives d'Emploi des Lauréats Céraistes" in September 1986 by Dr. Ndengejeho.

CLOSE-OUT PLAN

RWANDA AGRICULTURAL EDUCATION PROJECT (696-0109)

Checklist	Date	Completed	Responsible
- PIO/P Action(finalization of study tour	05/01/86	v	OAR/Gustave/Bernadel
Review of PIL 14 (liquidation rept., no-pay vouchers)	05/13/86	v	OAR/Depp/Bernadell/ Steinkamp/Lerner
- DAC contract No AFR-0109-c-00-2064-00: demobilization and phase out plan (follow-up cable)	05/20/86	✓	DAC OAR/Bernadel
- Review of all commitment docts. (L/C) (status of all PIO/cs)	05/30/86		OAR/JMV Gatabazi/ Bernadel
- 1st de-earmarking actions (all PIO/Ts, CS, PS and PILs	05/30/86	v	OAR/Rita/Apollinaire/ Tom/Bernadel/C.Dupras
- Developing inventory plan and site visits schedule	07/76.86	v	OAR/Bernadel
- Meeting to discuss phase out plan	07/16/86	v	OAR/Bernadel/Sisson
- Approval of Budget redistribution	07/31/86	v	OAR/Sisson/Depp/ Bernadel
- Submission of remaining budget (by categories of line items) - New PIL	07/30/86	v	OAR/Bernadel/Sisson Steinkamp
- Review of PROAG	07/31/86	✓	OAR/Sisson/Bernadel
- Agreement w/GOR on turn-over	07/31/86	✓	OAR/Bernadel/Sisson
- Site visits (achievement of outputs)	05/07/86	✓	OAR/Sisson/ Bernadel/Williams
- Review of implementation of close-out plan	08/15/86	✓	OAR/Sisson/Bernadel
- Second de-earmarking actions	08/15/86		OAR/Sisson/Bernadel
- Clean up of Project Files	08/09/86	✓	Dancilla/Bernadel
- New procurement actions (CERAI competition)	09/01/86		Steinkamp
- Inventory (physical) - Equipment (CERAI) - MINEPRISEC (office) - Housings - Nyagahanga	09/15/86	✓	OAR/Genevieve Bernadel/Steinkamp

- Final Draft end of project report	09/25/86	✓	DAC/TAS
- End of project report	09/30/86	✓	DAC/TAS
- Departure schedule (TAS team)	09/30/86	✓	OAR/Bernadel
Preparation of PACD report	03/30/87	✓	OAR/Bernadel/Sisson