



MONITORING REPORT

Monitoring reference MR-109105.01

Report date 16/10/2008

Project title FARMERS OF THE FUTURE INITIATIVE (FOFI)

I. INTERVENTION DATA

Monitoring Report Type:	Ongoing
Aid Modality:	Budget line
Project:	ONG-PVD/2005/113-545
CRIS Number:	113-545
Project Title according to Financing Agreement/Financing Decision/Contract:	FARMERS OF THE FUTURE INITIATIVE (FOFI)
Domain:	
DAC – CRS Sector:	41081 – Environmental education/training
Additional DAC-CRS code:	41081 – Environmental education/training
Geographical zone:	Rwanda
Keyword:	
Date Financing Agreement/Financing Decision/Contract signed:	09/12/2005
HQ responsible:	Patrima Frantzen
Delegation responsible:	Pascal Ledroit
Monitor:	Alain Blondel
Project Authority:	CARE OSTERREICH
Start date – planned:	01/01/2006
End date – planned:	30/06/2009
Start date – actual:	01/04/2006
End date – likely:	30/10/2009
Monitoring visit date:	
From: 19/09/2008	To: 08/10/2008

II. FINANCIAL DATA

Primary commitment (EC funding):	€	749,880
Secondary commitment (funds contracted of EC contribution):	€	749,880
Other funding (government and/or other donors):	€	249,960
Total budget of operation:	€	999,840
Total EC funds disbursed:	€	459,770
Financial data as at:		21/09/2008

III. GRADINGS

1. Relevance and quality of design	b
2. Efficiency of implementation to date	b
3. Effectiveness to date	b
4. Impact prospects	b
5. Potential sustainability	b

Note: a = very good; b = good; c = problems; d = serious deficiencies

IV. SUMMARY OF CONCLUSIONS

1. Relevance and quality of design.

The direct beneficiaries are the 67,500 members of 13,500 households living around 27 pilot primary schools in the 9 newly defined districts of the Southern (6 schools), Western (15 schools) and Eastern (6 schools) provinces of Rwanda. Direct beneficiaries include the children, their parents, the staff and progressive farmer associations linked to the 27 schools. Given the high level of rural poverty, the Specific Objective (SO) of increased technical skills in sustainable Natural Resources Management (NRM) and Rural Enterprise Development (RED) or Income Generating Activities (IGA) and the Overall Objective (OO) of improved livelihood security are particularly well chosen and relevant. The project's objectives are in line with Government policies represented by the Ministries of Education (MINEDUC) and Land (MINITERE), the National Curriculum Development Centre (NCCD) and environmental NGOs. The Logical Framework Matrix (LFM) was revised after the administrative reforms. The OO, PP and results are logically articulated and address well the needs of rural poverty. The PP is achievable because the application of new techniques, training and organisation will show their benefits within the project time frame. The designed coordination, management and financing arrangements are clear, given the multiplicity of partners involved. Grassroots involvement of local authorities will reinforce institutional partner capacity.

2. Efficiency of implementation to date.

Since its inception, the project has had the commitment of all the Ministries concerned, the NCCD and the environmental NGOs, the local district authorities and 27 of the 97 schools which had applied for selection. Steering committees were established locally. Three Project Results are delivered: (1) Design of a primary pedagogic programme (2) Primary schools test the Natural Resources Management (NRM) and Rural Entrepreneurial Development/Income generating activities (RED/IGA): 27 schools have produced their Annual Action Plan, over 500 headmasters and teachers were trained in NRM and RED techniques. The 27 selected schools have adopted the new curriculum. 26 schools are digging erosion ditches, 23 managing nurseries and planting trees, 25 using organic manure, 10 planting fodder crops and 5 constructing bench terraces. Food crops include cabbages, onions, carrots, eggplants, tomatoes, maize and beans, cattle are being reared, and all schools fertilize their fields with organic manure. NRM/RED activities are in turn also carried out by pupils in their homes, market gardening being the most prominent activity (in 22 schools). 27 schools have signed contracts with CARE in order to receive the RWF 54,300,247 from the Credit Fund system. Steering committees are involved in the regular monitoring of School Action Plans (SAP). All schools have started to sell their products in their communities. The integration of the participants' observations improved the 2nd draft which is now being tested before its validation by MINEDUC in 2009. The three LFM results can therefore be measured. The quality of results is high. The curricula are of high quality however the pedagogical material lacks visual tools. To date, inter-institutional structures have been adequate to implement the project efficiently.

3. Effectiveness to date.

All planned beneficiaries have access to project services. The 34,000 pupils from the 27 schools, from 13,500 households are involved in the activities of the project both in the schools and at home where pupils have transferred the skills learned. This has increased home production mainly in vegetable gardens. School staff has acquired within two years intense training in NRM and in RED/IGA techniques and act as models for the community. All planned beneficiaries have access to the project services. The likelihood of the PP being achieved is high. Training has taken place in all pilot schools; the 2nd draft of the curriculum integrating NRM and RED techniques is being tested. A multiplier effect is visible as all beneficiaries involved are developing recommended food products and the new techniques in their own gardens. The PP should now be measured. The project did readjust to the unforeseen reforms and redefined its area of intervention without altering the budget. To date, no negative effects have occurred. Involvement and motivation are high. Project should begin to monitor the impact and develop IOVs to measure how the beneficiaries are improving the standard of food security and health, as well as their possible increase of incomes through the sales of their products.

4. Impact prospects.

The PP assumption of the LFM, that targeted stakeholders are participating and supporting the FOFI project, has materialised. All the stakeholders are involved in the project and provide their support, assistance and expertise. The overall result is the visibility of the first benefits. The commitment of the higher political authorities is assured as the long-term objectives of the Government of Rwanda (GoR) are to promote practice orientated curricula and education precisely to reduce poverty and unemployment. Similarly nature conservation efforts as expressed in the fight against erosion and the widespread planting

of adequate trees reinforce the assumption that the GoR supports NRM activities. Sector coordination is also adequate although the project should be monitoring the exact level and frequency of involvement of the District officers involved. Through the ongoing communication and coordination, the Project is attempting to consolidate the coordination of responsibilities of all stakeholders and beneficiaries in view of its future withdrawal.

5. Potential sustainability.

Sustainability is most likely as the whole community is benefiting from the new skills obtained. Agricultural inputs are affordable and the maintenance of the technology introduced is not costly. The project introduced techniques where traditional ones had shown their limits and their adoption and adaptation have been quick, the transfer effect being high. School principals, teachers, pupils and community members have been involved from the start, there is a high degree of ownership and beneficiaries will continue to participate in the various steering committees, request advice from local authorities and manage the Credit Fund. Given the high level of participation and the positive feedback, project objectives and activities are becoming embedded in local institutional structures. Policy support is high and reforms in educational policies are in line with project objectives. Beneficiaries are more than aware of their environmental responsibilities as one of the features of the new curriculum is precisely environmental preservation and management. By introducing NRM and RED to boys and girls in rural schools, the project is trying to keep boys involved with land activities. Technology introduced by project is easily accessible, flexible and maximises the use of local resources. The successful environmental practices of the project will become the reason for the State to widen the good practices of the 27 pilot schools to the whole country.

V. KEY OBSERVATIONS AND RECOMMENDATIONS

FOFI Project Coordination: (1) Project should now begin to monitor the impact and in particular develop OVIs to measure how the beneficiaries are improving the standard of food security and quality, as well as the possible increase of income through the sales of their products, (2) Initiate a thorough survey to measure the impact, particularly the social impact of the project on the wider community, (3) Given the no cost extension of the project, define a clear phase-out project strategy, defining the partners' specific responsibilities once the project has withdrawn, paying special attention to the capacity and commitment of the local authorities to guarantee that a national steering structure will function after the project has ended.

FOFI Project coordination and Schools: (1) Define OVIs which measure the transferability from school practices to home garden and husbandry.

FOFI Coordination and the three environmental NGOs REASON, ISAE and REMA: (1) Revise the pedagogical material to make it more visual, appropriate and modern.

FOFI Project Coordination and the NCDC: (1) Find out the precise criteria that will ensure the results of the 27 pilot schools are sufficient to apply to the new curricula on a country wide basis.