

WBF-PROJECT

THE PROJECT DESIGN DOCUMENT

The Project Description and information

I.1. Title of the project activity: WBF (Work for Bright Future) Project

Implementer: Enable our Capacities for Better Life /TENGAMARA RWANDA

Area of Implementation: Nyamagabe (Gasaka, Cyanika and Tare sectors)

Beneficiaries: Work for Bright Future project is now supporting **90 families, 160 children studying in ECDs and Primary, 12 Primary teachers (6 of lower Primary + 6 from upper Primary teachers), 4 caregivers, 6 Primary schools, 4 ECDs Centers, 6 Headteachers, 3 Sector Education Inspectors (SEIs) and District education Officers (DDE and DEO)**

Duration: Three years (From 2022 to 2024) including inception period

Cost: 142,405,570 RWF (USD 142,271) for Year 1

Funder: ECBL/TENGAMARA RWANDA

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I. Introduction

According to the observation made, the results indicated that children from poor families are the ones affected by the problems of stunting, malnutrition, school dropout, family conflict, lateness to schooling and vagabondage. The contribution is to invest in agriculture and animal husbandry, building the culture of saving and Early Childhood Education to solve the aforementioned problems.

Animal husbandry and farming are complementary because each need another to have preferable products. Technology will be also applied not to make the project expensive instead to modernize the farming sector and to make it cost- profitable. The production from both animal and crops will provide the practitioners a splendid income.

Pre-primary and primary children will gain from the project educational assistance in various ways. They will get learning and playing materials which will boost their learning. Through home visits and pupils village meetings the school attendance tracking form will help decreasing and eradicating pupils' absenteeism and drop-out at school. **The project will be implemented in three sectors of Nyamagabe District which are Gasaka, Tare and Cyanika according to the project design and budget.**

II. Purpose of the project:

To positively change the life of Gasaka, Cyanika and Tare communities by eradicating school dropout and absenteeism of pupils; to eliminate malnutrition and stunting to children and promoting the culture of saving.

III. The project target population

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The project is targeting the community of Gasaka, Cyanika and Tare. In Gasaka the project will work with Ngiriyi cell and specifically with Ngiriyi village, in Cyanika will work with Kiyumba cell specifically with Gishike village whereas in Tare will work with Gasarenda cell precisely with Murangara village. In Gasaka (182 families) of 1104 people and 740 children (386 female and 354 male). 78% of the children are aged to be to school from nursery to secondary, in Cyanika (121 families) of 963 people and 540 children (278 female and 262 male). 69% of the children are aged to be to school from nursery to secondary, in Tare (289 families) of 1789 people and 1003 children (542 female and 459 male). 82% of the children are aged to be to school from nursery to secondary.

IV. Technical description of the project

This project is being implemented in Nyamagabe District, Gasaka and Cyanika sectors. The project works with families which have children in primary and nursery. The selected families are assisted to have suitable skills that enable them to generate income to increase their financial means.

They supported families will get also skills on growing fruit-trees for home consumption to fight against malnutrition and have the balanced diet. The model field for grown fruit-trees is in Gasaka sector, Ngiriyi village (**AP&Y Garden**). Rabbits rearing will be found at this site.

The detailed information about the fruit-trees to plant



Tree tomatoes give good fruits and rich in nutrients. They are source of money and a good weapon in fighting against stunting. It has been found that, they can be grown in the project area though their trees are rarely found in some families and not grown for home consumption. Tree tomatoes last between two and three years. One tree tomatoes provides between 5-10 kgs in each season. Its fruits are locally needed by fruit sellers at market, juice processing factories and home consumption. The project will provide 900 trees of this kind of fruit. If a family grows at least two trees of them around the house or in the garden, the family members specially, children and the mother can no longer suffer from the shortage or lack of this fruit.



Passion fruits like tree tomatoes are easy to look after and don't need much work. This kind of fruits lasts two years in the field producing. They don't stop yielding fruits even in summer season if the ground is covered with dry herbs to avoid soil dryness. They are always needed at the market and good to make passion fruit juice and home consumption. We will supply 900 passion fruits as the project to families supported. Having a big crop of these fruits is widening the wallet. Passion fruit can be grown at the fence of the house

for home consumption.

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The project is planning to distribute 180 hass avocado trees to beneficiaries of the project. It is targeting to have the product of at least 200,000 avocado fruits each season from five coming years. These kind of avocado trees are needed at the market within the country and even abroad in such a way that the production from the provided avocado trees will undoubtedly have the market.



The papaya is a nice fruit for facilitating the digestion and is a source of various drugs used in medicine. Like avocados it is used for lotion processing industries. This area is good for papaya as it does to the above fruit trees also. Once used in the families, it helps to improve their diet. One papaya tree can hold more than twenty papaya fruits at once. The price of one of them can not be less than five hundred frws. If a family has 2 papaya trees can earn good income from it. The project is planning to distribute 180 papaya trees to its beneficiaries.

GOSHENI CENTER is another site of ECBL/TENGAMARA RWANDA located in Cyanika sector, Kiyumba cell and Gishike village, where there will be chickens and cow rearing as role model.



Gosheni center is located in **Cyanika sector, Kiyumba cell and Gishike village.**

ECBL/TENGAMARA RWANDA, is preparing this center for holding all trainings which will focus on or told about Agro farming system “*Apprenticeship Field*” that will keep the farmers about:

- Cattle Farming training, targeted the meat, milk products and organic fertilizer;

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- Chicken farming targeted the eggs, meat products;
- Promotion of chicken Garden

GOSHENI CENTER will be a center of training for farmers where they will get more skills on their own activities basing on the models already established in the center.

Education is the mother of change. Parents will be sensitized on the significance and importance of education; parental engagement in their children education to support their children at home and play a big role to reduce absenteeism and drop-out. The project will provide trainings to parents on parental engagement and sensitise parents on child rights. Caregivers for Early Childhood and Care Education will be empowered technically in ECCE (Early Childhood and Care Education).

V. Objectives of the project:

V.1. General Objective:

The general objective of this project is to eliminate the barriers that prevent children from having access to education.

V.2. Specific Objectives

- Apply farming techniques to increase production
- Stimulate neighbouring families to invest in modern farming
- Fight against malnutrition and stunting to children
- Assist children from the supported families to have the culture of saving, self-esteem, ownership, planning.
- Build the culture of saving for poor families and help them having access to credits.
- Embed education in the family/community level to eradicate pupils' absenteeism and school dropout.
- Provide trainings to change poor mindset for vulnerable families towards education

This project is subdivided into four complementary parts agriculture, animal husbandry, education, saving and credits.

PART ONE. THE PROJECT ITSELF

1. FARMING

The purpose of planting fruit-trees

The project WBF Project in the journey of supporting the community to promote the agriculture in a modern way it has its own garden to grow fruit-trees and uses it as field of demonstration. The project will provide the work to the people in its vicinity, so they will get money to satisfy the family needs. Fruits sellers will have where to buy fruits for selling (availability of fruits). The community around the project site will get skills on fruits plantation and caring. They will be facilitated to plant

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their own trees by getting seedlings from the project. Children and mothers will have fruits to eat from their fields that they will have planted. Young generation will learn at early age how to generate income and valuing land by growing marketable crops.

2. LIVESTOCK

This part of livestock aims to support farming by providing manure that will be used to fertilize their land (a focus is made on kitchen garden), meat, milk, eggs and fiscal income to raise family income. The project will focus on rearing cows, rabbits in the beginning but later it will tackle on pigs, hens and fish farming as the project grows bigger. The cow will graze reeds and other herbs from the field to transform it into manure.

ACTIVITIES CARRIED OUT AT GOSHENI CENTER

There is a chicken sheds building which has the capacity of hosting over than 10,000 chickens, Cow sheds able to host 10 cows and space land of 4 ha approximately. This land is used by ECBL/TENGAMARA RWANDA in its Agro farming activities. Today, it rears over 100 chickens without counting 50 hens which will be distributed by ECBL/TENGAMARA RWANDA to support its beneficiaries.



ECBL/TENGAMARA RWANDA has the Agronomists and veterinarians in Agriculture and animal health (Veterinary medicine and Livestock) who helps the farmers and other beneficiaries in the following way:

- Beneficiaries get the training before and after chicken distribution about animal health care and chicken product management (eggs, meat and organic manure).
- The farmers reared cows and other domestic animals will be trained through evidence based (observation) on how to increase milk production.
- Conduct training about productive kitchen garden making and how to use small land with organic manure.

P&Y Garden has started rearing rabbits in modern hutches

ECBL/TENGAMARA RWANDA has already started growing the rabbits which are already in the hutches. ECBL will give some rabbits to children as a sign of encouragement to attend school. The

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rabbits are probably a source of family income and organic manure for fruits plants and others as well.

Rabbits' Hutch in a house



Why rearing rabbits?

Rabbits are among domestic animals which are easy to look after and they graze grasses that are simply found in the environment. They occupy a small space and produce many kits in a short time. Rabbits provide money, meat, manure and are harmless to play with. Rabbits rearing will create in these pupils the following values:

Comprehending the complementarity of agriculture and livestock activities: The pupil will be able to associate agriculture and farming by fertilizing the soil/land with rabbits/animals' manure and feed them with grass.

2.3. Strengthen EDUCATION at the family/community level.

Education is the main focus of this project on the side of project with the community. All other activities we do with the community are to strengthen and sustain Education of children of target population. In this component the first objective is to eradicate pupils' absenteeism and school dropout. The second objective is to promote pupils' performance at schools and scale up pupils' ability to utilize the knowledge and skills they acquire from school to their daily life. In this component we will work with pupils and parents.

Eradicating pupils' absenteeism and school dropout

The project in close collaboration with local leaders and school administration including teachers will have a list of all pupils of P1-P6 that will be used to follow up pupils' attendance/absenteeism at school. Once a month P4-P6 pupils will meet the project person in charge of primary pupils at the project site to discuss on their progress at school and issues they encountered to address them earlier. Pupils who will show the eagerness of loving school with no absenteeism, school performance and project's activities aiming to test their cognitive skills will be motivated with different incentives like getting notebooks, pens, washing soaps, masks, story books to read, etc.

These P4-P6 pupils will be assigned to support their young siblings in their families. It has been found that in many family's parents are illiterate and cannot assist their children. If such families have

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children in the advanced primary level, they will assist their young sisters and brothers. There are also some children of P4-P6 children who are weak or slow learners who will be supported by their strong colleagues under the control of the project person in charge.

As we will have the list of pupils from P1 to P6, we will organize co-learning system at the project site so that strong pupils support weak pupils. To ensure that this activity happens the project will avail a day per month that pupils of the same levels meet at the project site and discuss on other school related issues.

P1-P3 pupils we be given literacy, numeracy and other learning materials which will help them to systematically develop their skills. These materials will help these young pupils and even other children at home to be familiar with learning by playing with materials. The availability of learning materials at home and being accessible will be a big step to the children to learn from home. There will be remaining having a good or conducive learning environment for children from home that parents or family-mates will play a significant role.

Home based learning

Home based learning is an acquisition process which takes place at home after school. To be successful it required parents to play a significant role namely providing time to learn, creating conducive environment and taking time to support their children. The project will train parents/community on how to prepare and facilitate home learning. The project person in charge of education according to the schedule will conduct home visit to monitor how home learning activities take place. She/he will get an opportunity to discuss on the progress and challenges that the program encounters. WBF project will provide trainings to parents on the usage of learning materials that will be provided to children and how to take care of them so that they cannot be damaged and last longer.

Types of learning materials to be provided to children for home-based learning



To develop materials, we will need people and materials and tools to use. As we saw the above materials some learning materials are wooden others are made from clothes as well as plastics and papers. If we consider the durability of those materials wooden and textile materials last longer than banana leaves and paper made materials. All of those materials are differently important to help a child to develop his/her brain in different domains. To develop learning materials, we will obviously consider the levels of children we are making materials for.

Physical, cognitive, language, social and emotional developmental domains of a child (by Dianna Fryer)

Parents' engagement

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The project will buy the printer and reams of papers to facilitate the books and booklets production and printed. These printed materials will be delivered to primary students to encourage/ enable them reading stories/information about farming and animal rearing to incite their curiosity in agricultural practice. Literate parents will be facilitated by the project management to have skills on how to support their children at home and develop none cost/low-cost learning materials and home-based learning environment.

The project will facilitate home based learning activities by mobilizing and sensitizing parents/community to understand the importance of home-based learning so that they create good home-based learning environment.

It has been found that parents play a big role to make their children be absent at school in activities like helping their parents to carry crops to the market on school days, looking after their young siblings so that they mothers are doing farming activities.

Summary of beneficiaries

Types of beneficiaries	Year 1
	Number of beneficiaries
Children in Nursery and Primary	160
Families (Parents)	90
Caregivers	4
Teachers	12
Headteachers	6
Primary schools	6
ECDs Center	4
SEIs	3
District Officials (DDE, DEO and Vice Mayor Social Affairs	3
Chief of the Village	3
Total beneficiaries	291