

Rwanda

REBUILDING AGRICULTURE EDUCATION AFTER 1994 GENOCIDE

Case of the Higher Institute of Agriculture and Animal
Husbandry
(Institut Supérieur d'Agriculture et d'Élevage – ISAE)

By Prof. Dr NSHIMIYIMANA Juvénal

CONTENT

1. Brief presentation of the Republic of Rwanda;
2. Agricultural situation of the country;
3. Higher Education in Rwanda;
4. Agriculture Education in Rwanda;
5. The Higher Institute of Agriculture and Animal Husbandry Before and after the 1994 Genocide
6. Strategies to deal with the problem of the lack of teachers
7. Review and development of new programs
8. Infrastructure rehabilitation



RWANDA COMPARED WITH SOUTH SUDAN

Some data / Indicators	Rwanda	South Sudan	Comments
Land Area km2	26,338	664,329	Sudan is 25 time bigger
Population	10,500,000	8,260,000	Rwanda more populated
Population density/km2	416	2.9	Rwanda has 143 time the population density
Farmers	90%	78%	-
Relief	Thousands hills	--	-
Culture	-	-	-

Rwanda experience will help South Sudan population to find/ to think on/ solutions to their problems.
...as ..The same solutions are not always applicable.

AGRICULTURAL SITUATION OF THE COUNTRY /MAIN CONSTRAINTS

- ✖ Demographical pressure on the available land and use of land not suitable for agriculture activities;
- ✖ A strong dependence on agriculture in relation to climate and a very low level of use of water resources for irrigation;
- ✖ Serious land degradation due to erosion;

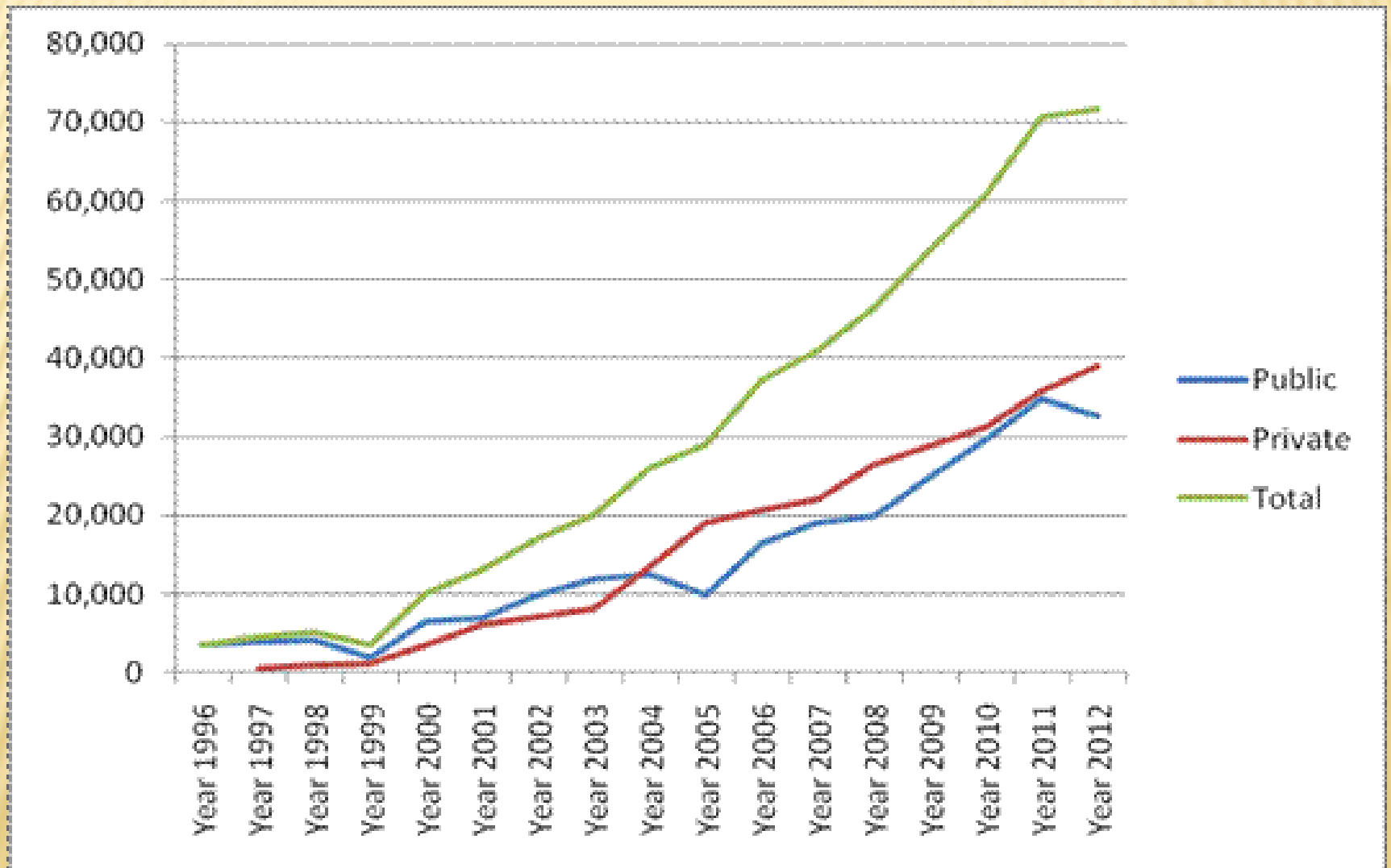


AGRICULTURAL SITUATION OF THE COUNTRY /MAIN CONSTRAINTS (CONT ..D)

- ✖ Low level of productivity for both crops and livestock due to the low input use and production techniques;
- ✖ Poor performance of extension services and research;
- ✖ Weak capacity of processing and higher value added products placed on the market;
- ✖ Insufficient and inadequate funding to the needs and specificities of the agricultural sector.

HIGHER EDUCATION IN RWANDA/ ENROLLMENT

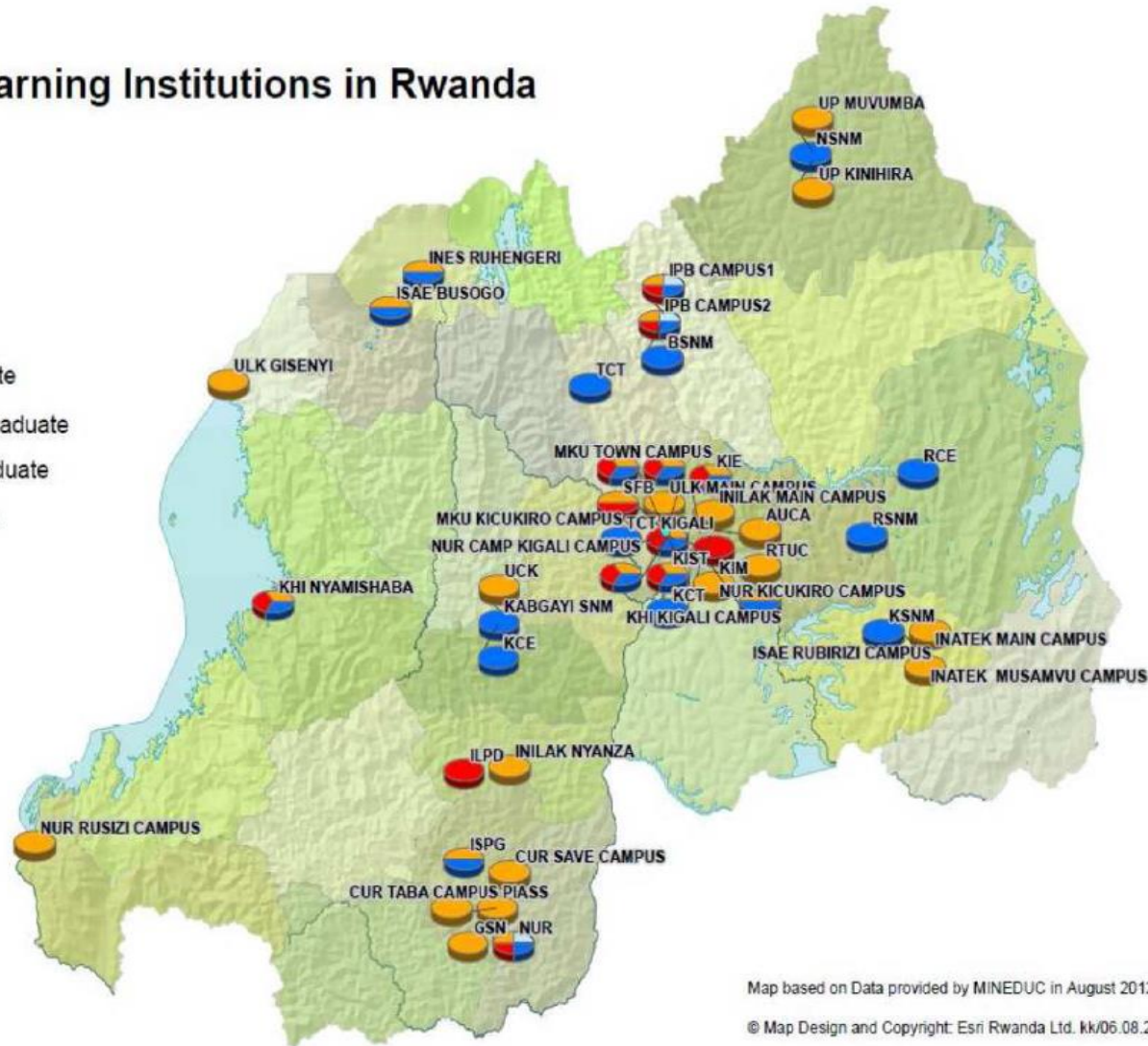
1996 - 2012



LOCATION OF HLI IN RWANDA

Higher Learning Institutions in Rwanda

Settings in HLI:



Map based on Data provided by MINEDUC in August 2012

© Map Design and Copyright: Esri Rwanda Ltd. kk/06.08.2012

AGRICULTURE EDUCATION IN RWANDA

- ✘ Before the war and 1994 Genocide perpetrated against Tutsi, the agriculture education system was built mainly on laureate from secondary school (6+3+3). (The last three years are professional)
- ✘ In 1989 the country opened a HLI for awarding an advanced diploma. The Higher Institute of Agriculture and Animal Husbandry (Institut Supérieur d'Agriculture et d'Élevage in French), with the mission of training an intermediate technician.
- ✘ In the same time The National University of Rwanda trained Engineers in the Faculty of Agronomy.

THE HIGHER INSTITUTE OF AGRICULTURE AND ANIMAL HUSBANDRY (ISAE – FRENCH ACRONYM)

✗ Mission:

- + Training higher qualified technicians in agriculture, which would make a link between the agronomist engineers (with degree level) and A2 level technicians,
- + These technicians with an intermediary level should have enough knowledge and skills giving them the ability to work independently and for supervising those of lower level.

✗ The Institute opened in 1989 with two departments:

- + The Department of Animal Production;
- + The Department of Crop Protection.

CONSEQUENCES OF THE WAR AND 1994 GENOCIDE ON THE INSTITUTION

- ✖ The staff and students of the Institute were killed,
- ✖ The infrastructure destroyed and all equipments stolen.
- ✖ The other part of staff and students who were not affected by the massacres took the road of exile,
- ✱ the Institute was planned to open in this situation .

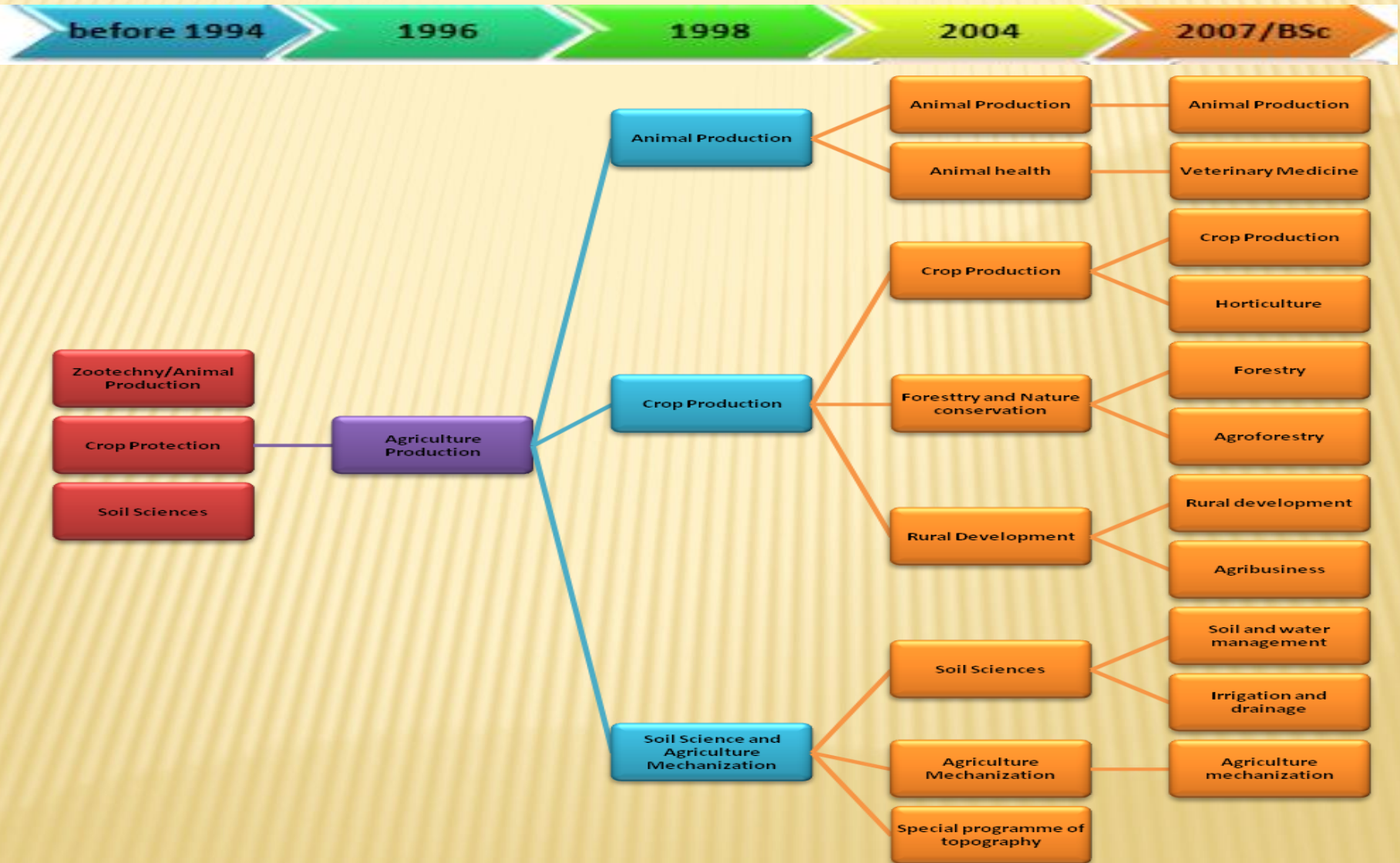
REOPENING AFTER 1994 / CHALLENGES

- ✗ Lack of qualified teachers;
- ✗ Programs no longer adapted to the new realities;
- ✗ Students returning from different countries followed different programs;
- ✗ Use of different languages (English mainly those from Tanzania, Uganda and Kenya..., French for those from Burundi and Democratic Republic of Congo (DRC)). Before 1994 the teaching language in Rwanda was French;
- ✗ The infrastructure was insufficient;
- ✗ No equipment especially in laboratories;
- ✗ No books and other didactical materials;

STRATEGIES TO DEAL WITH THE PROBLEM OF THE LACK OF TEACHERS

- ✗ Hiring of expatriates lecturers;
- ✗ Agreement between countries for sending volunteers;
- ✗ Hiring part-time lecturers from leading universities;
- ✗ Hiring qualified Rwandan living outside the country with special contracts
- ✗ Recruitment of tutorial assistant
- ✗ Training
- ✗ Sharing lecturers

REVIEW AND DEVELOPMENT OF NEW PROGRAMS ACCORDING TO THE NEED OF THE COUNTRY



REHABILITATION OF INFRASTRUCTURE / LIBRARY AND LABORATORIES

- ✖ Using different fund:
 - + World Bank
 - + African Development Bank
- ✖ Connecting institution via Satellite to internet/
Access to different documents online
- ✖ Sharing laboratories/ Equipments,
- ✖ Sharing books between institutions

CONCLUSION

In post conflict situation,

- ✖ To be optimistic but in the same time realistic;
- ✖ To take in consideration the real situation of the country and region;
- ✖ To put in place strategies” a strategic plan for the Institution is very important”;
- ✖ To develop programs responding to the challenges and needs of the country.

Thank you