

# Management Summary Learning Report

## Burkina Faso 2006 – Education and Livelihoods

The objective of the present report is to provide a summary on the lessons learnt of Monitoring and Evaluation in Burkina Faso during the year 2006. For the first time in Burkina Faso, data were collected among end users; this was done for the projects in education and livelihoods opportunities. In 2006, two focus group meetings were organised for the team members of these projects to reflect upon the results and to derive lessons learnt for their own projects as well as on a broader level.

### Education project

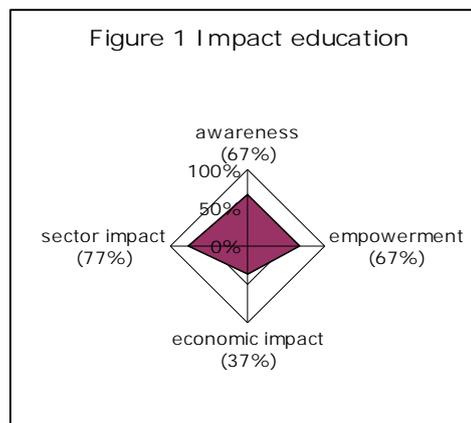
Forty three questionnaires were filled in and collected for the education project among 11 secondary schools in Burkina Faso. The overall objective of this project is to encourage the integration of ICT within secondary education in Burkina Faso by supporting initiatives to facilitate access to and sharing knowledge, resources, and pedagogic practices by using ICT.

### Women and ICT in education

Since women are of core relevance to social change and they are strongly participating in the livelihoods and education sector, IICD and its partners have chosen to strive for gender equality as a guiding principle for all its projects. The very high percentage of male participants (92% of all respondents) in the project therefore provided a reason to find out more about the causes during the focus group meeting. Time constraints, an under-representation of female personnel and a lack of awareness among women are the major impediments to female participation. Female participation can be encouraged by organising specific training sessions that take into account the time constraints of female teachers and the elaboration of an ICT-gender programme for the schools with the full participation of female teachers in developing this programme.

### User satisfaction

Most of the respondents stated they were satisfied with the (on-the-job) training and seminars as well as with the practical examples and solutions. The majority of the respondents had achieved their objectives. Students indicated they now do their



homework on the computer and are able to search on the internet for relevant learning resources, whereas teachers now use the computer to prepare course ware, making use of relevant e-resources, and now have a website for their course.

### Impact of the education project

Although overall impact (see also figure 1) was considered relatively high, one question for further exploration emerged during the focus group meeting: "which factors block the valorisation of knowledge within the establishment?" This can mainly be attributed to the fact that the ICT project is not always well integrated in the overall activities programme of the schools and that of the teachers. Therefore, more effort should be paid to sensitise all relevant actors (regional directors, the director of the establishment and inspectors) about the relevance of the project to support daily

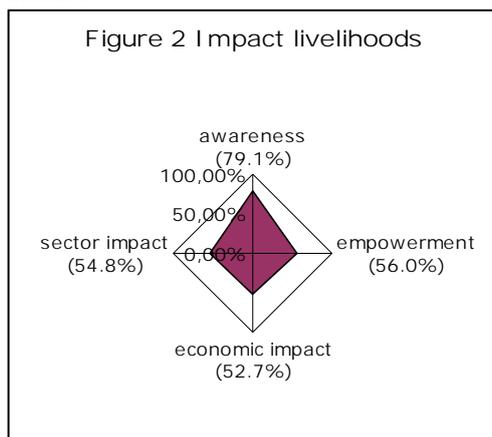
activities in the schools, as well as motivating (all) teachers to participate.

#### Livelihoods projects

The objective of the present section is to elaborate on the lessons learnt for the three livelihoods opportunities projects for which end user data were collected and analysed in 2006. For these projects 113 questionnaires were collected. The objectives of the three projects are respectively to provide information on local market prices to farmers, to provide information on the hygienic use of water to villagers and to improve farmers' information and knowledge on (new) production methods.

#### User satisfaction

Satisfaction with the training and seminar activities was very high. Participants of all projects were less satisfied with the website however: the quality of the website was not high enough and access to the web site was difficult.



The majority of the respondents had achieved their goals by participating in the project. The major outcomes of the project are better negotiation power of farmers,

improved awareness campaigns about hygiene to villagers, as well as improved capacities of farmers and a well functioning information system to maintain and share knowledge.

#### Impact of the livelihoods projects

Overall impact figures for the livelihoods projects are very positive (see also figure 2). Awareness is rated the highest, followed by empowerment, sector and economic impact. Since, awareness and empowerment are normally highest and most important in the beginning of projects, finding ways of improving these two indicators now seems to be a first priority. A higher level of awareness can be reached by targeting a larger public, which can be done when the radio is up and running. Awareness-raising among the current beneficiaries should also be strengthened, which can be done by organising meetings where all actors (like farmers, intermediaries and traders) can meet each other and share knowledge. Empowerment can be increased by encouraging farmers to develop a business spirit (e.g. by training in leadership) and to further strengthen the capacities of trainers and project team members so that they can deliver their services more effectively to the beneficiaries.

#### Conclusion and follow up

In 2007 focus group meetings for end users will be organised, during these meetings-organised at the venue of the project- end users will interpret the M&E results and formulate suggestions for improving their own project, but also to derive some general lessons learnt to facilitate learning among projects. The M&E partner in Burkina Faso will play an active role in building the capacities of project partners to help them organising these end user focus group meetings.

The International Institute for Communication and Development (IICD) assists developing countries to realise locally owned sustainable development by harnessing the potential of information and communication technologies (ICTs). IICD realises its mission through two strategic approaches. First, Country Programmes bring local organisations together and help them to formulate and execute ICT-supported development policies and projects. The approach aims to strengthen local institutional capacities to develop and manage Country Programmes, which are currently being implemented in Bolivia, Burkina Faso, Ghana, Ecuador, Jamaica, Mali, Tanzania, Uganda and Zambia. Second, Thematic Networking links local and international partners working in similar areas, connecting local knowledge with global knowledge and promoting South-South and South-North exchanges. Thematic Networking focuses on sectors and themes like education, health, governance, the environment, livelihood opportunities (especially agriculture), and training. These efforts are supported by various information and communication activities provided by IICD or its partners. IICD is an independent non-profit foundation, established by the Netherlands Ministry for Development Cooperation in 1997. Its core funders include the Directorate-General for Development Cooperation (DGIS), the UK Department for International Development (DFID) and the Swiss Agency for Development and Cooperation (SDC).