

Summary Learning Report 2008

Zambia Country Programme

This report is a summary of the Monitoring & Evaluation (M&E) report on the Zambia Country Programme in 2008. Summaries are published on the IICD website to show the work of our local project partners and the results that these partners and IICD have achieved. Important to point out is that evaluation reports are meant for learning, hence they focus on the outcomes and impact of the projects as well as their successes and challenges, rather than checking on project progress or money spent, which is done via progress reports.

Evaluations are based on questionnaires for different stakeholders. They include project teams (reflecting on IICD's support), participants of trainings (reflecting on capacity development) and end users (reflecting on the projects they take part in). Data from these questionnaires are analysed by a local M&E partner, who also facilitates a subsequent Focus Group meeting with the partners who implement the different projects. The discussions in this meeting result in more qualitative data from the projects (what is actually happening on the ground) as well as exchange of experiences (successes and challenges), and lessons learned for partners and IICD.

The evaluation report below is the unmodified original work of Travaillant Vers Une Économie Libérale Limited (TEL), the local M&E partner for IICD in Zambia. The report was compiled by Kelvin M. Luputa. It gives an overview of both the data collected and the discussions that followed in the Focus Group. Though sensitive information from specific partners has been removed to maintain a trust relationship with and between partners, M&E reports are an honest representation of the processes and lessons concerning the Country Programme. In 2008, the Country Programme in Zambia consisted of 15 projects on the ground. Three Hundred and Two (302) questionnaires have been collected so far in Zambia in 2008.

EDUCATION SECTOR

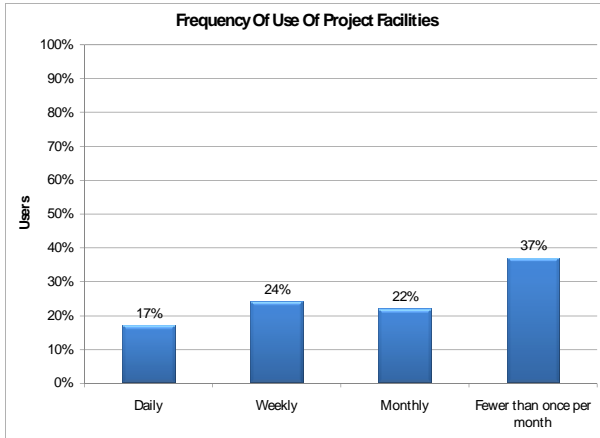
The Education Sector supported by IICD in Zambia has three major players namely Education Support Network (ESNet) implemented by One World Africa, Enhance the Visual Presentation of Education Content (ENEDCO) implemented by Mpelembe High School and the Copperbelt Teachers Training Education College (EBCE). In this sector more than half of the End-Users were satisfied with the services offered by the projects. Up to 80% of the users, who are mostly teachers, confirmed that the teaching materials facilitated by the project were relevant to their work; they also indicated that the project had significantly improved the quality of teaching notes.

However, the Users still felt that the project should work on improving access to information by marginalised groups such as women as well as find ways of making internet services easily accessible by all.



Participants suggested solutions to address this handicap which included having women trainers as models, holding workshops for women only and introducing user schedules to give chances to all. About 40% of them were of this view. In the same vein the analyses showed that male end-users used the facilities more frequent than their female counterparts.

It was verified from the evaluation that at least all users had had access to the project facilities though at varying rates of usage as shown in the figure "Frequency of use of project facilities".



The Education Sector showed a significant development impact reaching 88% of the users being in the affirmative of impact indicators namely: awareness, empowerment, economic, gender and sector level impact. One user noted: *"I have learnt how to effectively use ICT when teaching my pupils because I can use different computer programmes"*.

From the evaluation not more than 16% of the users attributed negative impact to the project facilities.

LIVELIHOODS SECTOR

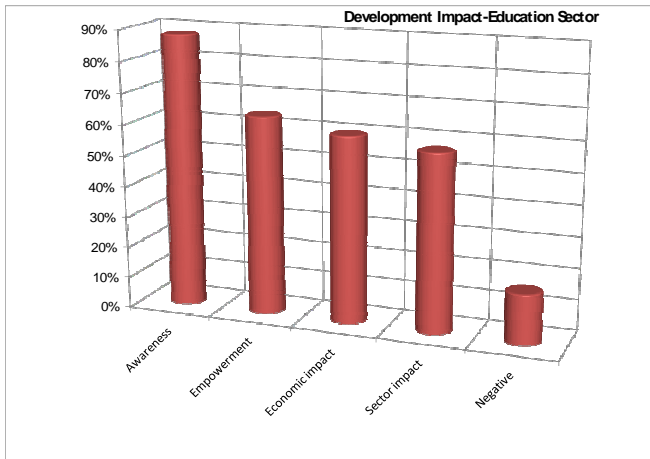
Users in the Livelihood Sector too, exhibited high satisfaction of project facilities. The evaluation showed that the overall rate of satisfaction was 80% beating the one for 2007. In this sector it was observed from

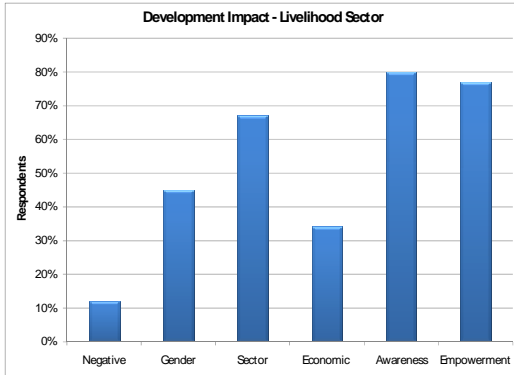
the evaluation that the marginalised groups like women had significantly high access; close to 70% of the users confirmed this position. Overall "Quality of Service" ranked highest at 97% followed by "Access to Electronic Information (DVD, CD)".

The Livelihood Sector showed high level of development impact; the maximum being 80% of the users confirming that they had high level of awareness.

The economic impact in the livelihood sector was quite low (34%); this was attributed to the fact that in Zambia the main sector also includes farmers but they never quite got to fill in the impact questionnaires due to the design of the projects. A possibility of including farmers to answer questionnaires was being considered by stakeholders by the end of 2008.

The livelihood sector recorded a very low negative impact of 12% compared to the Education Sector. In fact the level of negative impact was lower in 2008 than it was in 2007 (20%).





For seminars, all the above factors scored very high, the least being "Invitation procedures" at 87%. The satisfaction rate for the seminars was by 91% of the respondents.



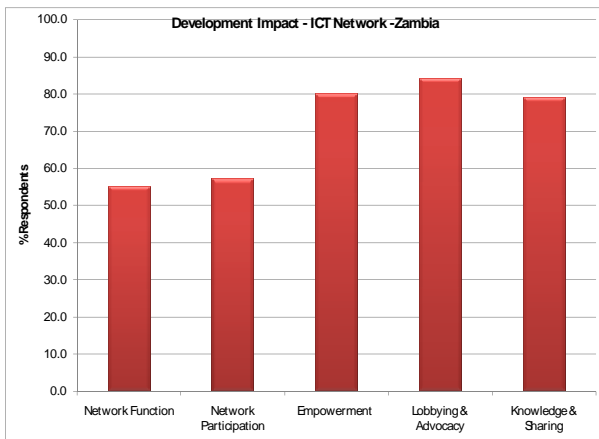
NATIONAL NETWORK: E-BRAIN

From the ICT Network in Zambia the overall score for satisfaction was 54%, i.e., respondents who were assertive. Least positive responses were attributed to "Moderation of Electronic Discussions and Electronic Newsletters". "Seminars" and "Website" ranked the highest. Suggestions for improvement included introducing remuneration for moderators and increased access to e-Brain facilities, D-Groups to be segmented into interest groups, events other than seminars to include ICT tours, newsletters to be on CDs. Development impact varied between 55% and 84%. In this sector respondents attributed very high success for empowerment and lobbying and advocacy.

CAPACITY DEVELOPMENT

From the survey the overall rate of satisfaction for Capacity development I was 95%. The least rated at 89% was "group Work" and the highest rated was "Administration of the course". Suggestions for improvements included:

- More well managed time and practical sessions to enhance understanding.
- There should be follow up on a projects or training we have been trained in
- Courses should be done at a venue different from the working place to avoid disturbances.
- Improve logistics and circulate invitations in good time.
- Have refresher and follow-up courses for participants of multi-media training courses.



CONCLUSION AND WAY FORWARD

It is clear from the evaluation of the 2008 that the period was a great challenge in M&E data capture and entry by the projects themselves. This emanated from the process of "handing over the stick" to the projects to manage their own M&E systems. Notwithstanding the difficulties faced projects demonstrated significant positive strides in using M&E process to improve performance. The Education Sector seemed to be doing very well in internalising the M&E process. Perhaps the level of education among users (mostly tertiary) had a bearing on this success. This calls for probably a new phase of challenge among projects with a high number of lower "educated" members as end users. In some cases where project facility-usage is being extended to farmers, the problem of online data entry will be magnified. This may be the case with all livelihood programmes. The frequent power disruptions affecting connectivity may even exacerbate the situation.



RECOMMENDATIONS

- From all sectors the process of invitation seemed to come out as a big concern from the training; it was recommended that the current invitation procedures be reviewed so as to accommodate the views of the clients.
- Projects must put in place measures to increase access to computers by all through introduction of the "thin client" concept, creating time limits for users, mobilize end users into groups at central points and find means to circumvent electricity shortages by using generators, solar panels, cranking radios and car batteries.
- In order to improve gender mainstreaming projects should be proactive on using "successful" women as models; training sessions should as much as possible include female trainers and facilitators
- Projects should allocate sufficient resources to support the process of internalising the IICD M&E process. This entails that the M&E focal persons must regularly make follow-ups to be updated on the data entry process.

With the right tools, people in developing countries can considerably improve their livelihoods and quality of life. Better access to information and communication technology (ICT) is particularly vital in enabling them to achieve their goals. This is why the International Institute for Communication and Development (IICD) creates practical and sustainable solutions that connect people and enable them to benefit from ICT. As an independent not-for-profit foundation, we put knowledge, innovation and finance to work with partners from the public, private and not-for-profit sectors. Together, we can make a world of difference.

IICD is active in Africa, Latin-America and the Caribbean, where we create and enhance development opportunities in education, good governance, livelihoods, health and the environment. Our approach includes linking local, national and international organisations as well as formulating and implementing ICT-supported development policies and projects.

IICD was established by the Netherlands Ministry of Foreign Affairs in 1996. Our core funders include the Dutch Directorate-General for Development Cooperation (DGIS) and the Swiss Agency for Development and Cooperation (SDC). For more information, please visit www.iicd.org.