

LEARNING REPORT OF IICD'S COUNTRY PROGRAMME IN ZAMBIA

Capacity Development results 2003 - 2005

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Submitted by

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The Quality Service

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MANAGEMENT SUMMARY

Going by the respondents' profile analysis, the capacity development programme Focus Group Meeting of International Institute for Communication and Development (IICD) supported projects in Zambia. There are about 17 IICD supported projects in Zambia; 7 in formulation and about 10 in implementation phase. The exercise involved filling in of capacity development I questionnaire by the trainees immediately after the training session and administering of capacity development II questionnaire 3-6 months after training. The collected data was entered onto the online tool, analyzed and presented to the project partners during the Focused Group Meeting convened on 7th July 2005 in Lusaka, Zambia. The task was executed by Travaillant Vers Une Economie Liberale (TEL), a local M&E partner for IICD.

The IICD monitoring and evaluation is meant to improve activities of participating partner projects. The institute has set up a participatory, self-learning and continuous M & E system. The system focuses on the collection of data by using questionnaires and discussions in bi-annual focus group meetings. Questionnaires are regularly filled in, entered in the online tool and analysed by a local IICD M&E partner. The results are then presented in a focus group meeting. During this meeting all partners present discuss the evaluation results through the guidance of the M&E partner as a way of finding solutions to critical issues identified. Through this system the satisfaction and development is evaluated. IICD's M&E system draws significantly from beneficiaries' experiences at project level.

From 2003 onwards participants from the Capacity Development Programme have contributed to a survey of the programme. The first part of the survey covers the opinions of the participants directly after the courses. The second part consists of an impact measurement 3-6 months later. What follows is a summary of the results of that survey over the years.

Going by the respondents' profile analysis, the country programme is working with persons with high literacy levels, earning an average income and residing in capital city. The reason for this group of participants that the train the trainer principle is applied in Zambia, meaning these educated participants need to transfer their knowledge to their organizations. Therefore the low score on impact on the organization (36%) can be worrying. This should be taken as learning point for the capacity development programme in Zambia, whose improvement requires serious attention. The high profile of respondents in terms of literacy levels, income levels and holding of influential positions could be considered as a plus in that participation of hosting institution is assured and developmental perceptions are bankable. The trend in the respondent's age distribution is quite positive and very encouraging as the majority of the respondents are still in their

youth. This age group is perceived to be very productive and determined to achieve goals.

On average the results have shown high levels of satisfaction regarding the capacity development programme. This can also be seen in the positive trend exhibited in the impact levels-capacity development. The high score on awareness implies that most participants are now more aware of the possibilities of ICTs in their sector. The high score on awareness is very encouraging, in that it is a prerequisite for development, hence the good starting point. Considering the time space after capacity development sessions; 3-6 months having half of the participants experience a personal positive economic is a great achievement. This implies that people are now more productive and they incur fewer costs for the same work as they did before. This is a very impressive trend, taking into consideration most of the courses were done conducted during formulation phase of the projects for novices in ICTs.

The discussions in the Focus Group Meeting were a fruitful exercise. The increased debate and interaction among participants led to in-depth information sharing and solution finding. The projects by way of representation shared their strengths and discussed solutions to common weaknesses. This is positive approach as it builds confidence among local partners which factor is very important in enhancing sustainability.

During the FGM three (3) cardinal concerns in the capacity development programme of IICD supported projects in Zambia were filtered from the suggestions made in the questionnaires. These concerns included the lengthy interval between capacity development training and follow up to capacity development sessions, inadequate training material provided to trainees and time allocated for courses was generally thought not to be adequate.

The participants drew a number of resolutions in order to improve the capacity development process. To lessen time between training and follow-ups to training participants indicated the need to create a strong linkage between needs assessment, training evaluation and follow-ups prior to training. The need to put up a budget aid training follow-ups was emphasized. In addressing the concern on inadequate training materials, participants felt the need to explore ways of making materials available to non-technical participants. Further, participants indicated the need to introduce a budget facilitate reproducing training materials.

From the proceedings of the FGM it was clear that workshop was not meant to evaluate the individual project s but rather facilitate closer interaction among participants so as to enable the teams find common solutions to capacity development programme.

Lastly but not the least, the Focused Group Discussions will also contribute to the enhancement of internal collaboration networking among IICD supported projects in Zambia

1 INTRODUCTION

This is the 2005 learning report for the International Institute for Communication and Development (IICD) supported country programme in Zambia. At the present time there are about 15 projects in the country. Five (5) of these projects are in the implementation phase whereas the rest are still in formulation phase. The report is based on the analyses of data gathered through questionnaire administration and the outcome of the Focus Group Meeting (FGM). The theme of this report is the evaluation of the Capacity Development Programme from 2003 onwards.

The FGM is held bi-annually, that is, in July and November every year. The overall objective of the FGM is to enhance individual project team steering by providing a forum for participants to exchange knowledge and share solutions and experiences. The FGM is a one-day participatory workshop facilitated by the IICD Monitoring and Evaluation partner, Travaillant Vers Une Économie Libérale Ltd (TEL). The FGM took place on 7th July 2005 in Lusaka, Zambia.

1.1 IICD PARTNERS

IICD works through a wide variety of local partners in Zambia from different backgrounds including public, private and Non Governmental Organizations (NGOs). These organizations/companies have devised suitable development and poverty-reducing interventions through the strategic use of Information and Communication Technologies (ICT). The role of IICD in this partnership is to strengthen and build the capacities of local partners in understanding and application of ICT in development.

1.2 IICD M&E SYSTEM

1.1.1 Overview of the IICD M & E system

The IICD M&E system is an integrated approach. It focuses on both qualitative and quantitative data. The system is supported by an online software package, which makes data entry and analyses faster and easier. The IICD M&E system is a continuous participatory process, which fosters self-learning through increased interaction among local project teams. Data collected through semi-structured self-administered questionnaires are enhanced by a one-day focused group meeting. The main aim of the FGM is to identify and discuss shared problems and find joint solutions to improve the methods, approaches and results of individual projects.

In addition to the participatory M&E process IICD and its partners also occasionally use an 'Output-to-Purpose-Review' process as an external evaluation. This review provides support to the projects at any stage, helps to redefine the project's direction, and when necessary helps to modify the

document containing the project partner's original formal description of the project.

In terms of reporting, projects prepare quarterly financial and progress reports. Additionally all projects prepare quarterly work-plans.

1.1.2 Objectives of the IICD M&E system

The IICD M&E system has three objectives, namely:

- a) To assess IICD's effectiveness arising from the assistance provided by IICD in development of capacities, identification of needs and creation of ownership among local project teams,
- b) To assess project success in terms of the internal process (institutionalization) and the level of satisfaction of the beneficiaries and
- c) To assess the impact in terms of awareness, empowerment and economic advancement both at micro (beneficiary level) and sector level.

1.3 RECAPITULATION OF ISSUES FROM THE NOVEMBER 2004 FGM

The FGM participants gained in-depth knowledge of the IICD monitoring and evaluation system, the methodology and its objectives.

The results from the evaluation brought out a number of lessons that are essential in project formulation. It was pointed out that beneficiary involvement in project formulation was essential in enhancing sustainability and ownership of project activities.

The participants in the focus group meeting indicated having undertaken the following actions in an effort to improve beneficiary involvement:

- Meetings with beneficiaries
- Seminars and sensitization workshops with beneficiaries
- Field visits including sharing of information and face-to-face informal chats with beneficiaries

Participants further agreed that there was need to take time in ensuring that all persons involved in the project and the organization hosting the project were educated on the details of the project. This would in turn foster prioritization of issues, which are IICD supported.

2 CAPACITY DEVELOPMENT RESULTS

2.1 INTRODUCTION

One hundred and seventy four (174) capacity development questionnaires were filled in by projects partners during the capacity development sessions held from 2003 to 2005. This questionnaire is filled in directly after the training session and is referred to as Capacity Development I. As a follow up to measure the impact of the capacity development training sessions 25 questionnaires were filled in by some of partners 3-6 months after the course. This questionnaire is referred to as Capacity Development II. It is important to note that only 25 out of 40 people targeted to fill in the capacity development II questionnaires, giving a response rate of about 60%. The reduced response rate was attributed to deaths, transfers, and resignations and in some cases withdrawal of services by IICD contact project persons from their initial employers for greener “pastures”. In general it is difficult to reach participants 3-6 months later in time when many changes could have occurred.

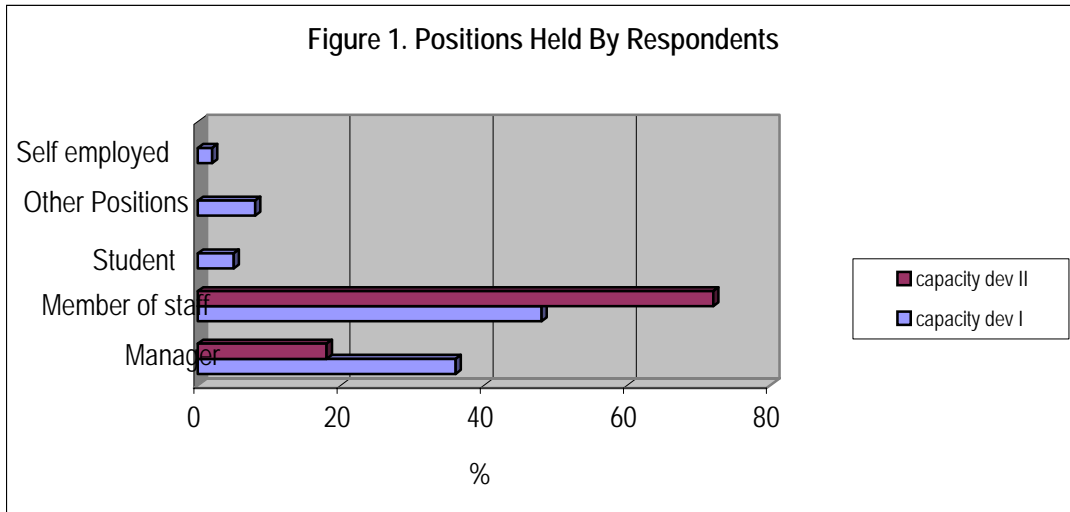
The major trainings that were integrated in the capacity development training programme were as follows: Schools sustainability Issues Session, Information management SIF/CCELC, Communities Of Practice/D-Groups Session, Information Management Livelihoods and Lifelong Learning Education. All together there were about 5 training sessions held.

Please note that there was no randomization of the respondents. The respondents’ list comprised project managers and team members who were identified in the round table process by IICD. As a result, results may not be generalized to all projects but should be restricted to the projects that responded.

The data collected were entered online and analyzed by using the statistical package for social sciences (SPSS). The analyses were mainly focused on descriptive statistics. The summary is as follows.

2.2 INFORMATION ON USER PROFILE

The respondents’ profile was described using 6 factors namely, position held in the host organization, age, sex, location, education and income levels. The results are given in figures 1 through 6.



From the graphical presentation in figure 1 the majority of the respondents in capacity development I were managers and mere members staff. Whereas in capacity development II the majority were mere members of staff. Looking at their roles within the projects, we can see that 68% of the respondents are project team members, 23% project managers and 8% project users in capacity development I. For the capacity development II, 28% respondents were project managers and 72% were project team members. This tells us that some staff members are managers of the projects and vice versa, although the trend is that mostly staff members are also members of the project team.

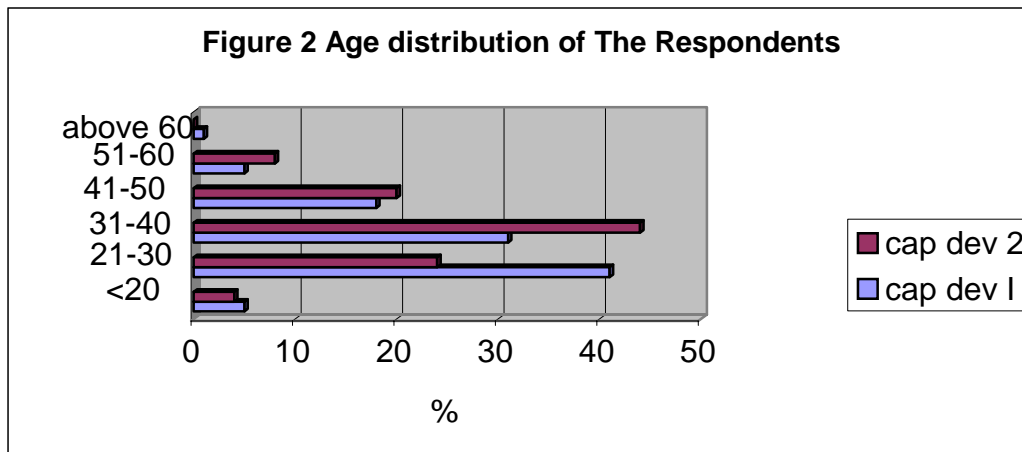


Figure 2 portrays a positive trend in the respondents' age distribution, in that the majority falls in the youth category (20-40years). This age group is considered as very important in any development undertaking.

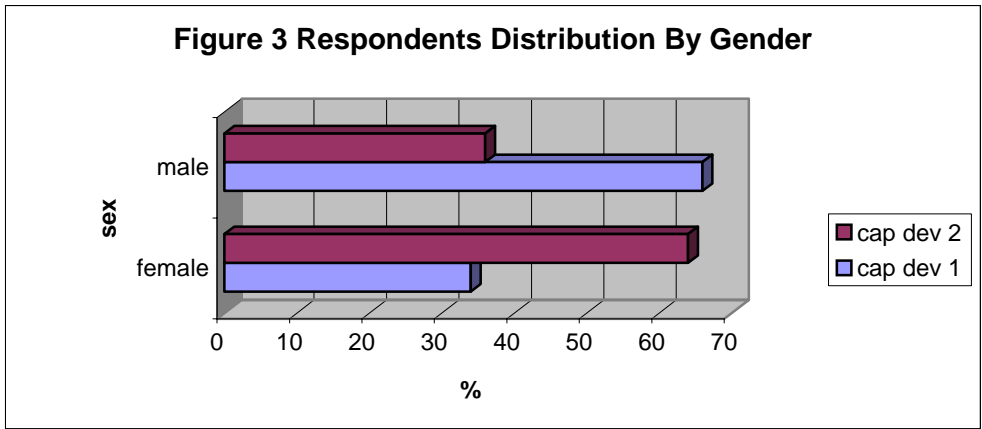


Figure 3 above indicates that from those who attended capacity development training sessions the majority were male. Whilst the respondents for the capacity development II comprised more of female than male. Please note that there was no criterion used. An explanation for this difference was not found. It should be noted that the survey for Capacity Development II 3-6 months after the training sessions, consisted of only 25 respondents.

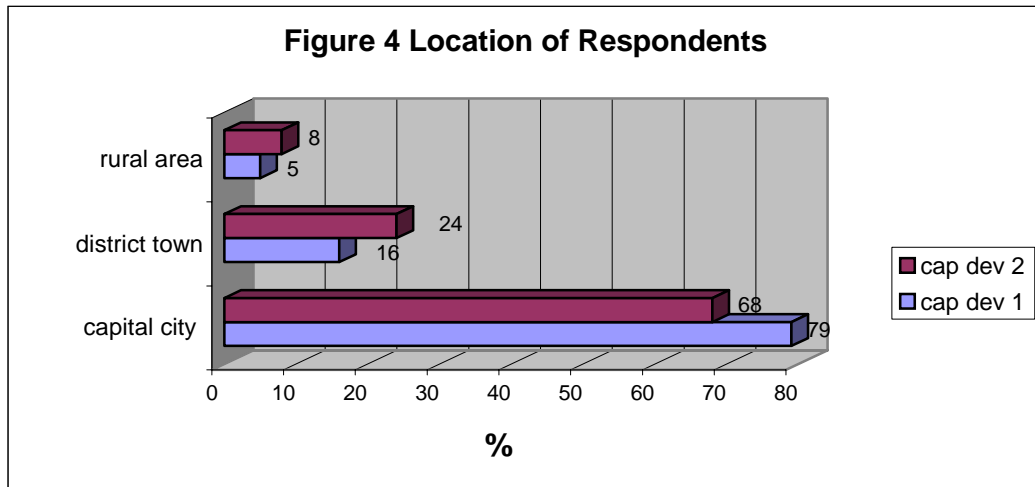
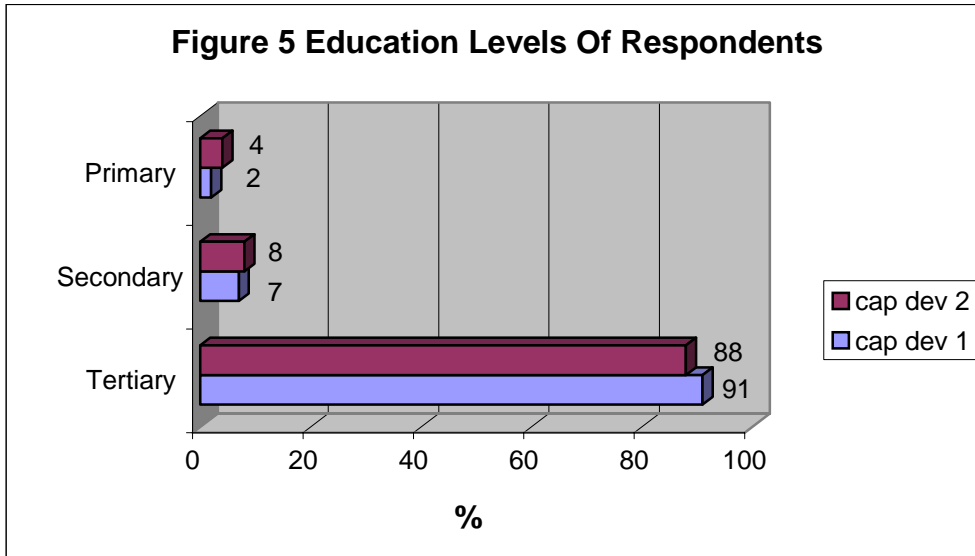


Figure 4 above shows that the majority of respondents both capacity development I and II live in capital city and district towns. These are project partners who are very instrumental in the design and formulation of projects. However the actual implementation is spearheaded by project owners located in the project sites.



From figure 5 above its clear indication that almost all the respondents have high literacy levels.

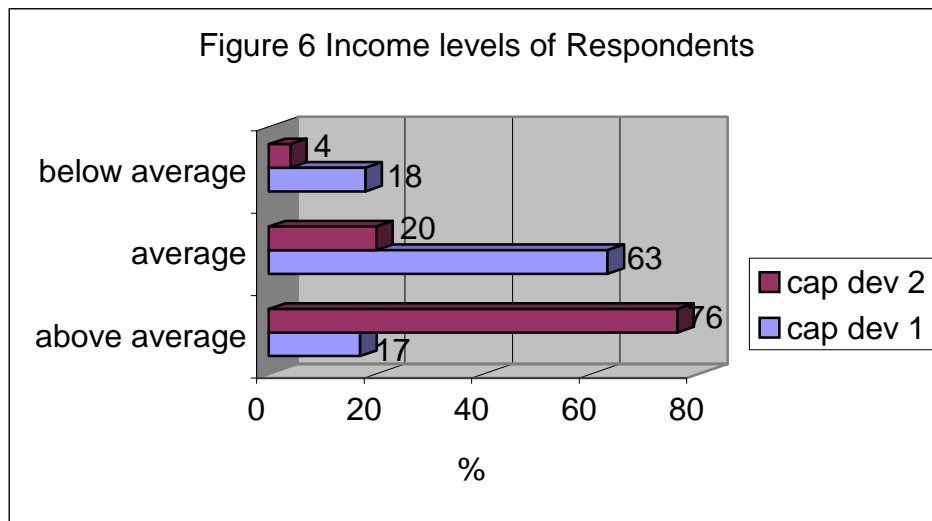


Figure 6 above shows that the majority of the respondents earn an average income. These are project partners who in full time employment in their various institutions.

2.3 COURSE ATTENDED AND KNOWLEDGE USAGE

In this section the responses relating to courses attended, reasons for attending and knowledge usage are given. The results are presented in Tables 1-4.

Table 1: Courses Attended

Session	Courses Attended
Capacity Development I	<ul style="list-style-type: none"> ▪ Basic computer skills ▪ Communities of practice/D-groups session ▪ Effective integration of ICT tools in education ▪ ICT in education seminar ▪ IN soft skills workshop ▪ Information Management course ▪ Project planning and formulation ▪ Schools Sustainability' ▪ SIF basic ICT skills and Information management ▪ Train the trainer workshop ▪ Website development ▪ Technical Update seminar Licensing
Capacity Development II	<ul style="list-style-type: none"> ▪ ICT Life Long Learning ▪ Database design & simple web page design ▪ Communities of practice/D-groups session ▪ Information Management Livelihoods ▪ Information Management SIF ▪ Schools Sustainability

In the table above it indicated that there were some inconsistencies observed in responses regarding trainings sessions attended in capacity development training programme. Percentages could not be used in this case. Also, respondents filled in different names for the same training sessions, which made the production of this list of training names difficult. This list is to be seen as an overall overview, not as the official training names list. To avoid this problem in the future, adaptations have been made to the online survey tool. Respondents can now choose from a list of training sessions, instead of having to fill in the names themselves.

Table 2: Reasons For Attending Courses

Session	Reasons For Attending Course
Capacity Development I	<ul style="list-style-type: none"> ▪ Acquire and Improve ICT skills ▪ Learn about project proposal formulation, Project Formulation and Planning ▪ Learn about projects in other organizations and exchange ideas with other projects ▪ Gain And improve training and facilitation skills ▪ Get acquainted with IICD work

In the table above respondents' reasons for attending the training sessions were mainly to acquire and improve their skills in ICT, learn more about project management process, exchange ideas, improve their facilitation skills and familiarize themselves with IICD work.

Table 3: Reasons For Respondents' Achieving Or Not Achieving Goals

	Respondents' Reasons	
Session	Achieving goals	Not Achieving goals
Capacity Development I	<ul style="list-style-type: none"> ▪ Acquired knowledge and new skills such as computer skills (hardware assembling and soft ware installation), Internet & email, project planning and formulation, facilitation etc ▪ Able to identify problems & solutions ▪ Shared knowledge & Made contributions ▪ Learnt new developments such as powered tele-centers ▪ Feel more committed (motivated) 	<ul style="list-style-type: none"> ▪ Time was not adequate ▪ Level of training was so basic ▪ No proper conclusions was made on how best to deal with ICTs

In table 3 above, reasons given by respondents for achieving or not achieving their goals in the capacity development training sessions were quite diverse, hence analysis was limited to selection of clearer and notable points displayed in the table.

Table 4: Knowledge Usage In Organizations

Session	Knowledge Usage Indicated
Capacity Development I	<ul style="list-style-type: none"> ▪ Respondents using the knowledge acquired in the course as follows: <ul style="list-style-type: none"> ○ 48% on daily basis, ○ 20% weekly, and ○ 12% monthly and the rest more than monthly. ▪ Increased use of information as follows: <ul style="list-style-type: none"> ○ 76% electronic information, ○ 32% oral and ○ 20% written.
Capacity Development II	<ul style="list-style-type: none"> ▪ Involved in computer trouble shooting and Developed backup system including installation of anti-virus software, creation of backup files, creation of folders ▪ Prepared training schedule on ICT maintenance and Trained other members of staff in basic computers skills ▪ Through acquired Internet skills able to search for information, discuss and collaborate (using D-groups) with other organizations with similar interests on challenges and opportunities. ▪ Advised management regarding computer security, proposed design of simple website and assisted in computerizing the inventory and disbursement operations ▪ Revised strategic plan

In table 4 above indicated is a positive trend in knowledge usage the very fact that almost half of the participants indicated using knowledge acquired on daily basis. There is also a good indication that the majority is making use of electronic information. It was also observed that acquired knowledge is practically applied as respondents in capacity development II survey indicated their involvement in troubleshooting, installation of anti virus, back up files creation, use internet for information and communication, development of in house training schedules and reviewing of strategic plans.

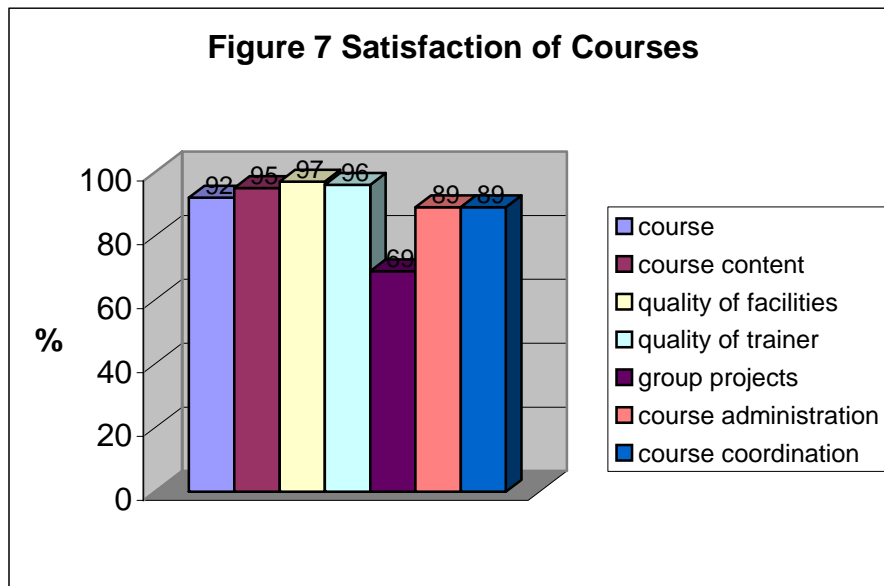
2.4 SATISFACTION AND BENEFITS ACRUING TO RESPONDENTS

In this section the levels of satisfaction and the benefits displayed in capacity development I are presented. The responses have been given as percentages

for either positive or negative answers. Notable, in a number of cases the total percentage does not add up to 100% because other responses were neutral or no response. Respondents indicated high satisfaction of the courses (see table 5 and figure 7 below)

Table 5: Level Of Satisfaction In Capacity Development I

S/N	Factor Investigated	% Of participants	
		Positive	Negative
1	Satisfied with the course	92	2
2	Satisfied with the course content	95	-
3	Satisfaction with the quality of facilities	97	2
4	Satisfied with quality of trainer	96	1
5	Satisfaction with quality of guest speaker	78	1
6	Satisfied with the group projects	69	3
7	Satisfied with administration of the course	89	2
8	Satisfied with course coordination	89	2



2.5 LEARNING POINTS FROM THE COURSE IN CAPACITY DEVELOPMENT I

From capacity development I the respondents gave the following observations as learning points:

Improvement of organization of the course:

- Time assigned for the courses was often not adequate
- There was need to improve quality of trainers and facilitators
- The respondents indicated that they required practical approaches in training, i.e., practical sessions and demonstrations.
- Respondents indicated that more interactions among participants should be encouraged
- Course participants ought to be thoroughly assessed so that the different levels of computer literacy are taken into consideration when training.
- There was need to consider holding workshops out of town to avoid disturbances from offices
- It was observed by the respondents that although the discussions were interesting there was need to arrive at concrete solutions/results

Improvement of the course content:

- It was observed that primary skills on project design and project proposal formulation needed to be included in phase 1
- There was need to add more content on Internet security
- There was need to relax the approach regarding technical aspects (simplification) e.g. operation of Linux
- The trainers should provide more literature for end users

Tips for the future:

- D-group discussions on ICTs in education should be created
- There should be more evaluation seminars- to guide progress
- Project members need to be updated regularly on current developments in the computer field through seminars and workshops
- Sustainability need to be critically addressed in the event that support from IICD ceases

2.6 SUGGESTIONS ON OVERALL IMPROVEMENT OF THE COURSE

The respondents made a number of suggestions for the overall improvement of the courses. The suggestions are given in Table 6.

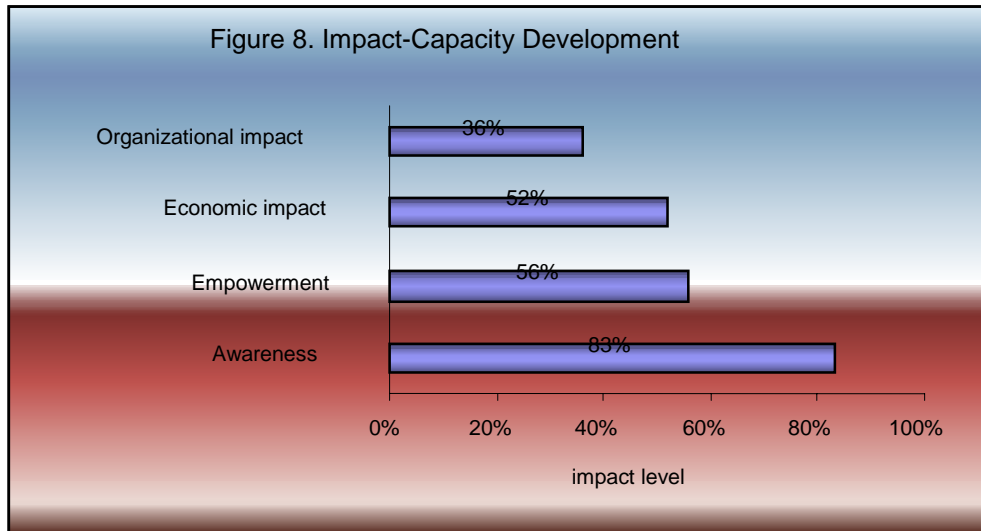
Table 6: Suggestions For Improvement In Capacity Development

Session	Suggestion for improving sessions
Capacity Development	<ul style="list-style-type: none">▪ More training sessions in ICTS, training the trainer and at all times include practical sessions▪ Observation of Time during training and when administering capacity development II questionnaires six months after training is too long to remember to remember nearly everything captured during training.▪ Incorporating some social events (training sessions too packed)▪ Encouraging Local Content that is appropriate technology and material to suit the location situation.▪ Update on ICTs in the region▪ IICD's Approach to Project cycle management including proposal writing (IICD format).▪ Gender balance in selection of facilitators and participants

In table 6 above highlighted are suggestions for improvement in capacity development. The participants indicated time management, additional of more training sessions, incorporating of social events in the training programme, gender consideration and promotion of local content.

3 IMPACT- CAPACITY DEVELOPMENT

Looking at the results of the training participants 3 to 6 months after the training, the following impact scores (figure 8) can be found:



The high score on awareness means that most participants are now more aware of the possibilities of ICTs in their sector. This is encouraging and a good starting point. Awareness is a prerequisite for empowerment and therefore a lower score on empowerment can be expected. Half of the participants feel really empowered by the courses, even 3 - 6 months after the sessions. Half of the participants also experience a personal positive economic impact, meaning they are now more productive and they make fewer costs for the same work as they did before. This is actually a very impressive score, taking into consideration most of the courses were done during the formulation phase of the projects for newcomers in ICTs.

Most participants are well educated, earn an average income and live in the capital city. The reason for this group of participants is that the train the trainer principle is applied in Zambia, meaning these educated participants need to transfer their knowledge to their organizations. Therefore the low score on impact on the organization (36%) is worrying. Even so, half of the participants agree that they have been able to transfer the knowledge and skills they acquired from the course to other people in their organizations. This is the learning point for the capacity development programme in Zambia. However the low score on impact on the organization is an area of improvement that requires serious attention.

4 THE FOCUS GROUP DISCUSSION (FGD)

From the data presentation three themes were developed in plenary. These themes were filtered from the suggestions made in the questionnaires. To enhance effective participation in the discussions, the participants were divided into three (3) groups of not more than 7. Each group was given a specific theme to discuss. The themes developed were as follows:

- 1. The time between training and follow-up was too wide*
- 2. The trainers should provide more literature for end users*
- 3. Time assigned for the courses was often not adequate*

The purpose of the group discussion exercise was to enable the project teams to have an interactive discussion in order to generate joint solutions that would improve the operations of their projects, considering that capacity development programme is aimed at empowering participants with skills that enable them execute project activities with a view to produce results. The specific objectives of the focused group discussions were threefold:

1. Share possible solutions and exchange knowledge
2. Have an overview of possible solutions
3. Use this evaluation report to find the way forward for the projects, after the FGD.

The group discussions were guided by the following principles:

1. Trust, openness and honesty
2. Problems are shared within the room not outside
3. Partners are there to help each other
4. Everybody makes mistakes, the important thing is to face them and overcome them
5. The results are there to help projects improve their operations
6. Improvement should be viewed as benefiting the target group and not the donors.

4.1 GROUP DISCUSSIONS ON THEMES

After the identification of themes to be discussed in plenary, the participants were divided into 3 groups. Members of the groups were randomly identified. The outcomes of the discussions are detailed in the following passages.

1. The time between training and follow-up was too wide

- **Effects and root courses**
 - There is no budget for training follow-ups
 - The gap between training and follow-up was too wide. As a result participants tended to forget what they learnt
 - There was inadequate planning on how the needs assessment would be linked to training evaluation and follow-ups.
 - There were some tailor made topics, which did not tally with expectations for some participants.
- **Possible Solutions/Remedies**
 - There is need for putting forward a budget for training follow-ups
 - There was need to create a strong linkage between needs assessment, training evaluation and follow-ups prior to training.
 - Storyboards should be introduced as a basis for follow-ups.

2. The trainers should provide more literature for end users

- **Effects and root courses**
 - Training materials were often not enough and in other cases supporting facilities were either not available or not accessible
 - CD-Roms containing course materials which were promised should be distributed to participants with CD drives.
 - Although smart face CD Roms were provided some participants did not have computers with CD drives.
 - Some aspects of the CD Roms distributed require additional software, which is often not available on many computers.
 - Training materials are often bulky hence not printed for all participants
 - Non technical material for use to teach is not available

- There are limited finances to produce training materials
- **Possible Solutions/Remedies**
 - IICD should explore ways of making course materials for non technical participants
 - Ensure that all CD-ROMs promised are distributed
 - Appropriate media should be considered for participants without CD drives.
 - The additional software for CD-ROMs should be facilitated for participants who don't have
 - There should be sufficient budget to cover printing material

3. Time assigned for the courses was often not adequate

- **Effects and root courses**
 - Lack of time management by both trainers and participants, e.g., late coming for participants and failure to keep to scheduled time by trainers
 - Project often have limited staff to be trained
 - Trainings are often un coordinated
 - Participants do not give correct information on their computer competence sometimes
 - Sometimes trailers assume that the trainees are of the same computer background
 - Inadequate needs assessment done
- **Possible Solutions/Remedies**
 - Needs assessment should be enhanced
 - Training should be structured according to the needs assessment
 - Proper records of people trained and trainers should be maintained
 - Trainees (partners) should suggest the type of training to be taken

4.2 USER DEFINITION

Participants were taken through the process of identifying and defining users in their various projects. This process was deemed important during the focused group meeting, as user definition was a common concern in all projects. Participants were asked to make a diagrammatic presentation of their users, which was followed by a presentation on User Definition by the Country Manager.

Users (also referred to as end-users) were defined as those persons that directly use the indented information service of the project. This is the direct target group as mentioned in the project document. They do not necessarily have access to a computer, but they are aware of the project and use the services. Beneficiaries are defined as those people that experience impact through the users, so not directly. They are not direct users of the information services themselves.

The whole process was very practical and participatory such that the participants were made to understand whom their users were. Participants were also able to differentiate between users and beneficiaries. The exercise also helped to them distinguish between direct and indirect users.

Considering that programme impact is all dependent on how users have appreciated the services and goods rendered to them by the individual projects and to what extent their lifestyles have been positively influenced by the same projects it critical that participants needed to be clear on who user is.

This exercise could not come at a more opportune time than this, as this was time when collection of livelihoods opportunities-project user questionnaires commenced.

5 CONCLUSIONS

Going by the respondents' profile analysis, the capacity development programme is working with persons with high literacy levels, earning an average income and residing in capital city. The reason for this group of participants that the train the trainer principle is applied in Zambia, meaning these educated participants need to transfer their knowledge to their organizations. Therefore the low score on impact on the organization (36%) can be worrying. This should be taken as learning point for the capacity development programme in Zambia, whose improvement requires serious attention. The high profile of respondents in terms of literacy levels, income levels and holding of influential positions could be considered as a plus in that participation of hosting institution is assured and developmental perceptions are bankable. The trend in the respondent's age distribution is quite positive and very encouraging as the majority of the respondents are still in their youth. This age group is perceived to be very productive and determined to achieve goals.

On average the results have shown high levels of satisfaction regarding the capacity development programme. This can also be seen in the positive trend exhibited in the impact levels-capacity development. The high score on awareness implies that most participants are now more aware of the possibilities of ICTs in their sector. The high score on awareness is very encouraging, in that it is a prerequisite for development, hence the good starting point. Considering the time space after capacity development sessions; 3-6 months having half of the participants experience a personal positive economic is a great achievement. This implies that people are now more productive and they incur fewer costs for the same work as they did before. This is a very impressive trend, taking into consideration most of the courses were done conducted during formulation phase of the projects for novices in ICTs.

The discussions in the Focus Group Meeting were a fruitful exercise. The increased debate and interaction among participants led to in-depth information sharing and solution finding. The projects by way of representation shared their strengths and discussed solutions to common weaknesses. This is positive approach as it builds confidence among local partners which factor is very important in enhancing sustainability.

During the FGM three (3) cardinal concerns in the capacity development programme of IICD supported projects in Zambia were filtered from the suggestions made in the questionnaires. These concerns included the lengthy interval between capacity development training and follow up to capacity development sessions, inadequate training material provided to trainees and time allocated for courses was generally thought not to be adequate.

The participants drew a number of resolutions in order to improve the capacity development process. To lessen time between training and follow-ups to training participants indicated the need to create a strong linkage between needs assessment, training evaluation and follow-ups prior to training. The need to put up a budget aid training follow-ups was emphasized. In addressing the concern on inadequate training materials, participants felt the need to explore ways of making materials available to non-technical participants. Further, participants indicated the need to introduce a budget facilitate reproducing training materials.

From the proceedings of the FGM it was clear that workshop was not meant to evaluate the individual project s but rather facilitate closer interaction among participants so as to enable the teams find common solutions to capacity development programme.

Lastly but not the least, the Focused Group Discussions will also contribute to the enhancement of internal collaboration networking among IICD supported projects in Zambia

ANNEX 1: PARTICIPANTS LIST

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