

# CIEA 2008

## **Varied methodological approaches for teaching and extension**

**Project „BUS“ in Burkina Faso**

Wednesday, 20 August 2008

**26<sup>th</sup> International Course on vocational Training  
and Education in Agriculture**



## BUS in Burkina Faso

**Period: September 2006 to June 2007**

**“Agricultural Development” Programme (Programme Développement de l’Agriculture) PDA**

**Consortium:**

**GEFAK-Marburg &  
Andreas Hermes Akademie-Bonn**

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**B**auern (farmers)

**U**nternehmer (Entrepreneurs)

**S**chulung (Training)

Training for the development of individuals and businesses  
(especially in agriculture)

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### **Aim of the project:**

Overall aim of the PDA = to increase the income of producers in selected rural areas.

South West = Gaoua / South East = Fada N’Gourma



Testing the ‘BUS’ method in Burkina Faso as part of the PDA

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### **Participants**

PDA/GTZ Office – Burkina Faso

Ingo Binnewerg – Short-term specialist, Gefak

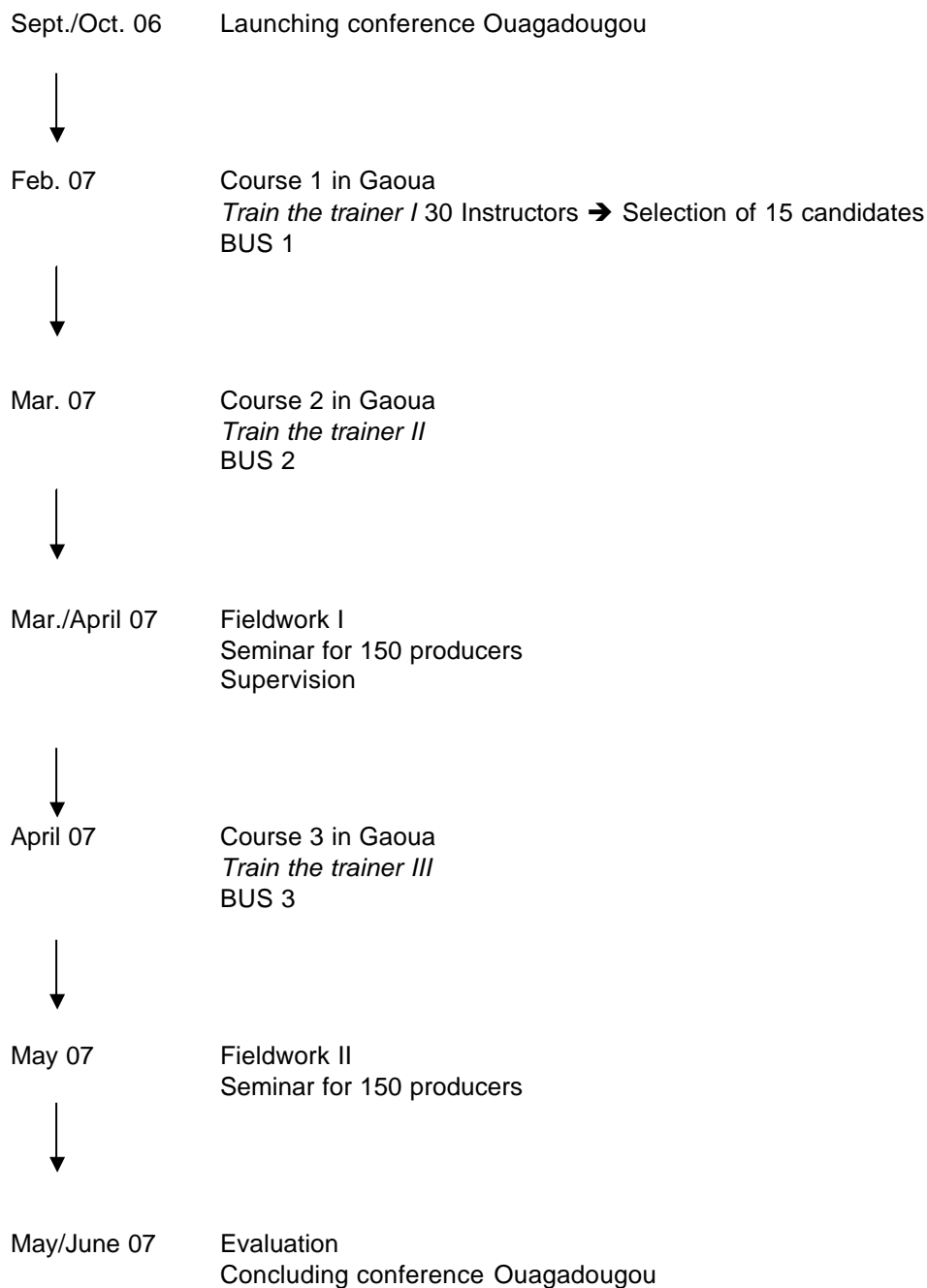
Carl E. Krug – Backstopper, Gefak

Ralf Arning – PDA/GTZ in BF

Reinhold Meisterjahn – Backstopper, Andreas-Hermes-Akademie

Anton P. Bojanovsky – Short-term specialist, Andreas-Hermes-Akademie

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## Project schedule

### Stage 1 Sept./Oct 06

#### Launching conference

- Sounding out the terrain
  - Deployment organisation
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**Stage 2 Feb 07 Gaoua**

- Trainer selection
  - Training I Train the trainer
  - Module 1 BUS
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**Module 1 BUS in BF  
Focus on the Person**

- Problem or solution-oriented reasoning
  - Success criteria
  - Bird's eye view
  - Self-direction
  - Developing good and clear relationships
  - Principle of personal responsibility
  - Operation analyses
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**Stage 2 Feb 07 Gaoua**

- Training I Train the trainer
  - Module 1- Contents
  - Field visits 3 operations (vegetables, rice, bananas)
  - Practising the instruments learned
  - Selection of 15 out of 30 trainers
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**Module 2 BUS in BF  
The Company**

- Limits of my world
  - Gap analysis
  - Portfolio
  - Targets
  - Niche or mass
  - 'Power-Team' - a feedback method
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**Stage 3 March 07 Gaoua**

- Fieldwork phase I – Allocation Trainers / Seminar locations
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**Stage 4 April/May 07 South West & South East**

- Fieldwork phase II
  - Training III Train the trainer
  - Module 3 BUS
  - Fieldwork phase II
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Avril	Centre / groupe de				
	Gaoua	Dano	Batié	Diébougou	Fada
02		Module 1			
03	Module 1	Module 1			Module 1
04	Module 1				Module 1
05	Module 1				Module 1
06	Module 1	Module 1			Module 1
07		Module 1			
08					
09					
10		Module 2	Module 1		
11		Module 2	Module 1		
12			Module 1	Module 1	
13			Module 1	Module 1	
14				Module 1	
15				Module 1	
16	Module 2				Module 2
17	Module 2	Module 2			Module 2
18	Module 2	Module 2			Module 2
19	Module 2				Module 2
20			Module 2		
21			Module 2	Module 2	
22				Module 2	
23			Module 2	Module 2	
24			Module 2	Module 2	

### Module 3 BUS in BF My Development Strategy

- Ceremonial address - vision for the RTB
- Alternative routes
- Decision matrix
- Decision
- The obstacles along my path
- My BUS concept
- Action plan

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#### Stage 4 April/May 07 South West & South East

- Fieldwork phase II

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#### Stage 5 May/June 07 Evaluation, internal

- Concluding conference Ouga

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### Evaluation

- Basis = Evaluation by the participants after each of Modules 1 – 3
- Survey after Module 3 → qualitative statements
- External evaluation Nov. 2007

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### Concluding conference Ouaga 06/2007

	Positive (%)	Neutral (%)	Negative (%)
<b>1. Contents</b>			
• I profited from the seminare	99,2	0,52	0,26
<b>2. Trainers</b>			
• Profesional competence	99,7	0	0,26
• Working methods	98,2	1,55	0,26
• Response to the group	97,9	1,55	0,52
<b>3. Working documents</b>	<b>92,3</b>	<b>7,16</b>	<b>0,53</b>
<b>4. Organization</b>			
• Seminar's location	90,7	6,99	2,33
• Seminars' schedule	93,8	4,91	1,29
<b>5. Mood within the group</b>	<b>98,2</b>	<b>1,55</b>	<b>0,26</b>

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### Participant's opinions

- «I now know that, if I have an aim, I cannot spend money in an uncontrolled fashion, otherwise I will never achieve my aim.»
- «I used to make dolo for another woman in her guesthouse. I saw that she was not running her business well. I therefore decided to open my own business. I have therefore registered my children in school.»

- «Before the training, I used to prepare the food at home. I threw away anything that was left over – and that was often a great deal. Today, I first count how many people are coming. I try to plan the quantities – I have saved a great deal of rice up to now.»
- «I've established that I do too many things at once. You can't be successful though, if you spread your energy over too many things. I've stopped doing the activities where I don't earn very much, or don't earn anything at all. That is a step in the right direction. And I think that, with fewer activities, I will be more successful.»
- «Everyone here goes about their work independently of the others. During the training (group work) we saw that everyone can benefit from joint activities. We have therefore set up a shared field in our village where we are growing rice this year and which also serves as a meeting point.»
- «I have decided to stop growing cotton and to plant peanuts instead.»
- «I never knew how much money I had taken and how much I had spent. Today, I note down my takings and expenditure in a book, because it interests me. This means that I can save money to buy a bicycle.»

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## The impact of BUS

According to what the participants have to say:

- They find it easier to manage their income and expenditure: They keep records of the amounts involved
- Less is wasted (Example = rice for the meals) → Professional work becomes more efficient, since the financial resources are deployed on a more selective basis.
- The second impact: **improved management of income** would seem to be just as important as the first one: **increasing income**. ...and, according to the results of this evaluation, they would seem to be easier to attain

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**Thank you!!**

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