

**PROJECT :
« PROMOTING GIRLS’
ACCESS TO QUALITY
EDUCATION AND
VOCATIONAL TRAINING
IN THE SAHEL, NORTH,
EAST AND CENTRAL
NORTH REGIONS OF
BURKINA FASO »**

THE AFLATEEN PROGRAMME

EVALUATION REPORT: AFLATEEN+

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A U T H O R S

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E V A L U A T I O N P R O C E S S M A N A G E M E N T S U P P O R T

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A C K N O W L E D G E M E N T S

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LIST OF ACRONYMS AND ABBREVIATIONS

3C:	Confiance, Compétence et Confiance
APE:	Association des Parents d'Élèves
CCEB:	Cadre de Concertation des ONG et Associations actives en Éducation de Base au Burkina Faso
CEG:	Collège d'Enseignement Général
CLEAR-FA:	Centre for Learning on Evaluation and Results - Francophone Africa
ICTs:	Information and Communication Technologies
IDPs:	Internally Displaced Persons
NPK:	No Prior Knowledge
PK:	Prior Knowledge
PROMESSE-FP:	Promotion de l'accès des filles à un système Éducatif et de Formation Professionnelle de qualité dans les régions du Sahel, Nord, Centre-Nord, et Est du Burkina Faso
SHR:	Sexual Reproductive Health

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Executive summary

The security crisis in Burkina Faso has intensified the challenges associated with the socio-professional integration of young people, in particular girls and young women. In addition to graduates and individuals who have not completed their studies or are illiterate, internal displaced persons (IDPs) have been added to the category of residual unemployed individuals in areas experiencing a relative peace. Despite the government's considerable efforts, the issue of youth unemployment, including students remains a significant challenge in Burkina Faso.

In order to assist the Burkinabè government in effort against poverty and youth unemployment, Aflatoun is implementing its Aflateen+ project as part of the PROMESSE-FP. Aflateen+ project aims to improve the financial and life skills of students at the end of the secondary and post-primary education journey. As such, beneficiaries are expected to improve their financial and gender-related skills necessary to make informed decisions about their financial situations, education, future employment, sexual and reproductive health.

This evaluation report fulfills the requirements of Aflatoun International, which requested that CLEAR-FA conduct a qualitative study of the Aflateen+ project. The objective of this case study is to produce in-depth knowledge of the project's most effective practices. The case study also complements the quantitative analysis of the project, requested by Aflatoun, as to shed light on its findings.

Finding from the quantitative analysis

Two of three clubs saw similar positive impacts on life skills. The third school has a less pronounced effect. On the life skill training, beneficiaries demonstrated prior knowledge of most training topics, with the exception of soap making and self-confidence. From a gendered analysis perspective, there was a discrepancy in preferences: girls expressed a preference for training on child marriage, unwanted pregnancies, and related topics; boys indicated a preference for training on alcohol and drug use and violence.

The three case studies show that the Aflateen+ project had a significant impact on financial skills, with many beneficiaries finding saving training most useful.

The Aflateen+ project has had a noteworthy effect on the beneficiaries in terms of financial empowerment in the three case studies.

Recommendations

1

CCEB and Aflatoun should continue their discussions with the government with the goal of ensuring the full integration of the Aflateen+ curriculum into Burkina Faso's formal education system. This will require a strategic approach that could result in a reduction in the number of modules considered for integration. In this scenario, CCEB and Aflatoun should select the modules that have had the greatest effect, such as financial education.

2

The Aflateen+ project must highlight the importance of ICTs for financial savings, a key strategy for beneficiary's financial inclusion.

3

The project should include training on career plans and how to achieve them. This would help students in Burkina Faso pursue their career objectives.

Introduction

This report is part of the PROMESSE-FP (Promotion de l'Accès des Filles à un Système Éducatif et de Formation Professionnelle de Qualité) project evaluation. The PROMESSE-FP is an initiative of the international consortium AFLATOUN-SOLIDAR SUISSE-EDUCO, implemented in Burkina Faso in collaboration with the Ministry of National Education, Literacy, and the Promotion of National Languages. CLEAR-CESAG has been commissioned to evaluate the Aflatoun approach, namely Aflayouth and Aflateen+, whose implementing partner is CCEB. This report focuses on the Aflateen+ project. This report uses a qualitative case study method. Its findings will inform the development of PROMESSE-FP best practices to be disseminated at the national level and made available to relevant stakeholders in its network. Moreover, the report serves to complement the quantitative evaluation of the Aflateen+ project. In other words, the evaluation of the Aflateen+ project uses a mixed-method approach.

This report offers the findings of the evaluation conducted by the CLEAR-CESAG from March 11th to 28 June 2024 in collaboration with the implementing agency, CCEB.

1. Project description

1.1. Project context

Since late 2014, Burkina Faso has been experiencing a security and humanitarian crisis, which has given rise to terrorist violence. The country has become, to some extent, the epicenter of the deadly violence that has been ravaging Sahel countries, including Mali and Niger. Two thirds of the territory of Burkina Faso is severely affected by terrorism, and the country has experienced political turmoil due to several “coups d'état” over the past five years. These security challenges have hindered the implementation of the sustainable development goals. According to the World Bank (2023), 16.7 million people cannot afford a healthy diet in Burkina Faso. Of this population 6 million are living in extreme poverty poverty¹.

In addition to the thousands of deaths, some 2 million individuals were forced to flee their homes, creating an unprecedented humanitarian crisis. In response to this situation, the Burkinabe government, with the support of NGOs, has implemented a response strategy that is constrained by a lack of funding (Diallo, 2022). The majority of internally displaced persons (IDPs) are women and children, which presents a challenge of adaptation and resilience for these populations (Ajayi, 2020; Diallo, 2022).

1.2. Project components and expected results

The Aflateen+ aims to improve the financial and life skills of students at the end of the secondary and post-primary education journey . As such, beneficiaries are expected to improve their financial and gender-related skills necessary to make informed decisions about their financial situations, education, future employment, sexual and reproductive health following the training. The training is based on the 3C method developed by Aflatoun (Knowledge, Competence and Confidence).

1 Individuals whose daily income is below 2.15 USD

2 Confiance, Compétence et Confiance

The objectives of the Aflateen+ project are:

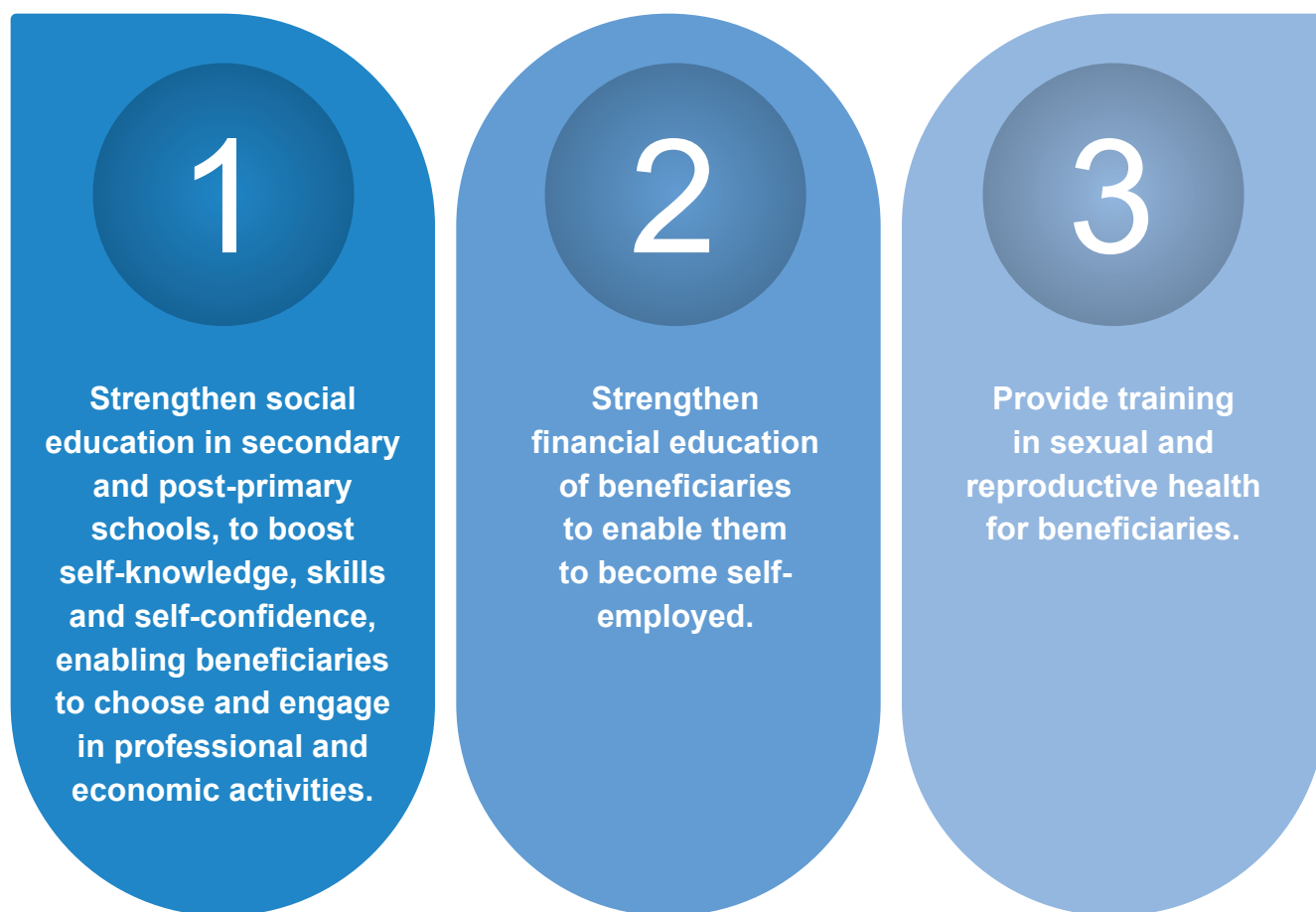


Table-1 provides the expected results of the Aflateen+ project.

Table 1: Aflateen+'s expected results

14000	▶	girls and boys from 40 secondary and post-primary schools have improved their life and financial skills, including aspects related to gender inequality.
14000	▶	girls and boys from 40 secondary and post-primary schools have better knowledge of their sexual and reproductive health and benefit from protection against child marriage, unwanted pregnancies, etc., with the support of their parents.
14000	▶	girls and boys have improved their entrepreneurship skills from a gender perspective

1.3. Aflateen+'s beneficiaries

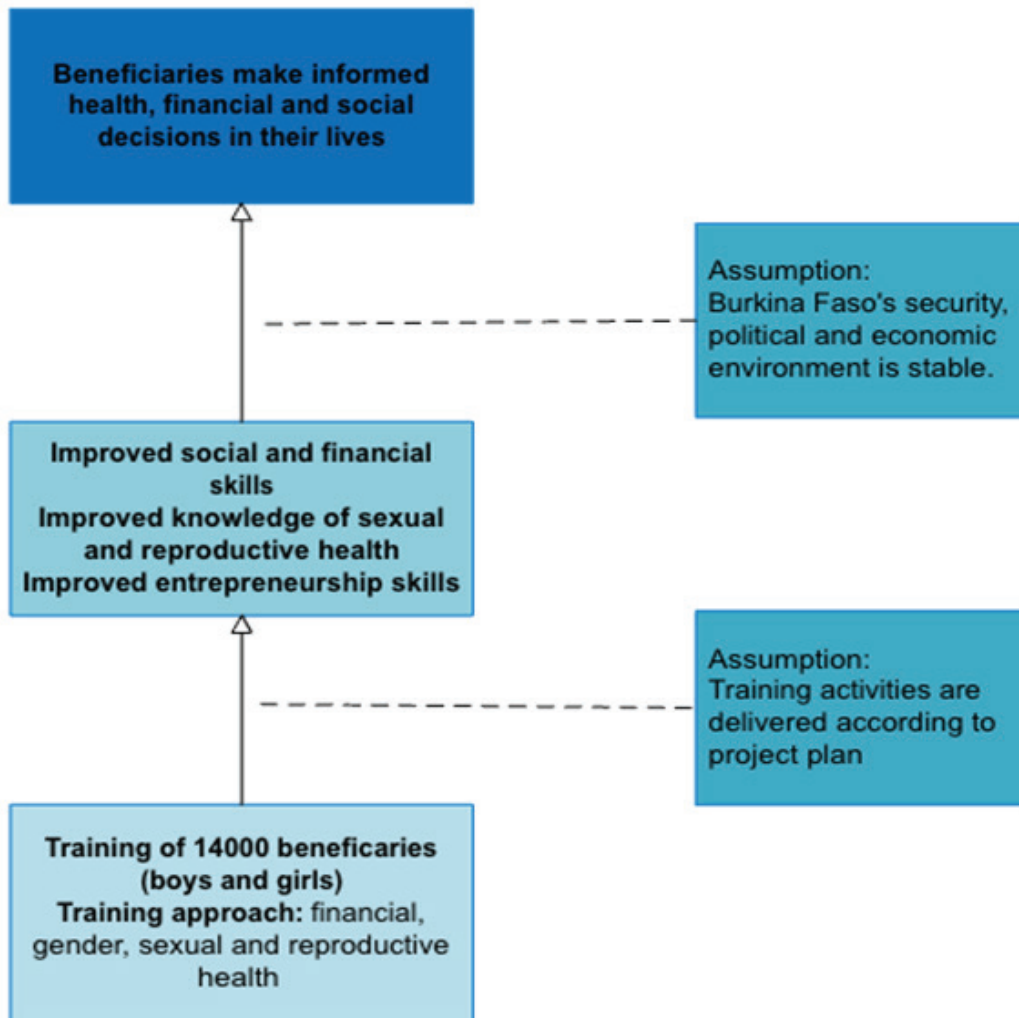
The Aflateen+ project intervenes through the formal secondary and post-primary secondary schools in Burkina Faso. It is implemented in 40 schools throughout the country in the project's 4 intervention regions: the Sahel, North, East, and Centre-North. The project targets 14 000 boys and girls aged between 15 and 19.

To facilitate the implementation, the project has set up clubs in each beneficiary school. These clubs have 50 members, chosen by the school management. A key requirement was that club members should not be enrolled in exam classes in order to ensure that their participation in club activities does not negatively impact their academic performance.

1.4. Theory of change

As the theory of change for the Aflateen+ project was not developed at the time of its conception (or has not been made available to us), we propose to develop it in this section. The theory of change presented below outlines the strategies, activities, outputs, outcomes, and impact of the project. The theory of change offers an overall view of the project and highlights its success factors according to the hypotheses (Funnell, 2000; Koleros et al., 2024).

Figure 1:Aflateen's theory of change



2. Purpose, criteria and evaluation questions

This section provides the rationale behind the evaluation, the specific elements of the project that are being assessed, and the methodology used in the evaluation process.

2.1. The purpose of the case study

The objective of this report is to present the qualitative case study, as part of the evaluation of the Aflateen+ project. It also serves as a complement to the quantitative study, offering a qualitative assessment of its findings. Accordingly, the case study will document the results, changes, and perceptions of the various stakeholders, as well as the lessons to be learned and the key messages to be communicated to stakeholders.

2.2. Evaluation criteria

The evaluation focuses on the effectiveness of the project. As Table -2 indicates, this criterion aimed to assess the extent to which the expected results the economic and social empowerment of post-primary and secondary school students were achieved.

Table 2: Evaluation criteria of the quantitative analysis

Criteria	Evaluation questions
Skill in general	What is the effect of the Aflateen+ program on the life skills of girls and boys in schools?
Financial skills	What is the effect of the Aflateen+ program on the financial skills of girls and boys?
Financial empowerment	What is the effect of the program on the financial empowerment of girls in the club?

3. Evaluation methodology

The proposed methodology is designed to address the project challenges, and thus contribute to a process of continuous improvement for future projects similar to Aflateen+.

3.1. The case study

As Yin (2018) points out, one of the justifications for a case study is whether the main research question is “how” or “why.” Indeed, case studies aim to assess the project implementation strategy in relations to its results. In addition, case studies are relevant method for this evaluation as it helps to “understand the perceptions and motivations of important actors” (Blatter & Haverland, 2012, p. 6). In this regard, the project uses a participatory approach as it aims to better understand the rationale behind the approach of the Aflateen+ project and the perceptions of the key stakeholders involved in its implementation, and the beneficiaries. In other words, the participatory approach is to “seeking to understand how change happens from diverse perspectives” (Cornwall & Aghajanian, 2017, p. 175).

In collaboration with the implementing partner (CCEB), the evaluation team chose to conduct case studies of three clubs at three different schools, namely the CEG Boussouma B, the Lycée départemental

de Kaya and the CEG Naba. The selection of these three schools was primarily based on security considerations. In addition, the decision was made to gather data from these schools, which were deemed to have comparable levels of implementation. As such, this evaluation is based on what Gerring (2016) calls a “within-case” approach, that is the exploitation of “inside” or “within” the case (p. 140). This approach allows the unit of analysis to be broken down so that evidence can be drawn from each subunit to provide important information for the main argument, which is made at the level of the primary case (Gerring, 2016). Thus, beneficiaries of each of these schools can be viewed as subunits, whose respective data serve to enhance the analysis and comparison of perspectives, in order to respond to the evaluation questions.

3.2. Data collection strategy

Data collection techniques

As for data collection, a participatory evaluation approach was used, whereby all stakeholders in the project were invited to participate in a semi-structured interview. It entails individual semi-directed interviews with a diverse range of stakeholders, including experts from both Aflatoun and CCEB, as well as facilitators, trainers, and beneficiaries. For different categories of stakeholders, distinct interview guides were developed in both French and English (see appendices).

Moreover, the evaluation method includes non-participant observation, which is a method of observation that removes the observer from the interactions or events being studied (Denzin, 2009, p. 260). This method helped us see how the beneficiaries interacted with each other, and with facilitators.

Finally, we also conduct a document analysis in order to “ elicit meaning and gain understanding” of the project (Bowen, 2009, p. 27). For that purpose, we have gathered project documents¹ from the CCEB. But it is worth noting that we failed in our attempt to obtain other project documents from CCEB and Aflatoun, including the project concept and objectives, curricula, enterprises created as part of the project, etc.

Sampling

All stakeholder categories of the project were involved in data collection process. Data were collected from beneficiaries and trainers at the three schools through face-to-face semi-structured interviews. For the remaining categories of participants, data was collected via online meetings. The participants were selected based on a reasoned choice, which entailed their actual participation in the PROMESSE-FP project.

Thanks to CCEB and the director of the schools and facilitators, we had access to beneficiaries to interview, who freely participate until we reach data saturation; that is data “replication and redundancy” (Bowen, 2008, p. 140). The same approach was applied to online stakeholders, who provided a substantial amount of data that reached a point of data saturation. That said, we contacted some of the participants again, in particular the project manager, for further clarification.

¹ Two reports were gathered. [Plan de suivi-évaluation-apprentissage, janvier 2021](#) and [Projet « Promotion de l'accès des filles à un système éducatif et de formation professionnelle de qualité dans les régions du Sahel, du Nord, de l'Est et du Centre Nord du Burkina Faso, PROMESSE-FP », Rapport final, CERFODES, janvier 2022.](#)

Table 3: The list of participants

Codes	Age	Categories	Gender	Level of education	IDP?	Centres
BAT 1	16	Beneficiary	F	3ème	No	CEG Boussouma B
BAT 2	16	Beneficiary	F	3ème	No	CEG Boussouma B
BAT 3	17	Beneficiary	F	5ème	No	CEG Boussouma B
BAT 4	15	Beneficiary	F	4ème	No	CEG Boussouma B
BAT 5	16	Beneficiary	F	4ème	No	CEG Boussouma B
BAT 6	16	Beneficiary	F	5ème	Yes	Lycée départemental-Kaya
BAT 7	16	Beneficiary	M	4ème	Yes	Lycée départemental-Kaya
BAT 8	17	Beneficiary	F	5ème	No	Lycée départemental-Kaya
BAT 9	18	Beneficiary	F	1ère	No	Lycée départemental-Kaya
BAT 10	17	Beneficiary	F	4ème	No	Lycée départemental-Kaya
BAT 11	16	Beneficiary	F	3ème	No	CEG Naba
BAT 12	19	Beneficiary	F	4ème	No	CEG Naba
BAT 13	16	Beneficiary	F	3ème	No	CEG Naba
BAT 14	17	Beneficiary	F	5ème	No	CEG Naba
BAT 15	18	Beneficiary	M	3ème	No	CEG Naba
FAT 1	N/A	Facilitator	F	N/A	No	CEG Boussouma B
FAT 2	N/A	Facilitator	F	N/A	No	Lycée départemental-Kaya
IP 1	N/A	CCEB (project manager)	F	Master in project management	N/A	N/A
IP 2	N/A	CCEB (expert)	M	Master in project management	N/A	N/A
AF 1	N/A	Aflatoun (expert)	F	Master in project management	N/A	N/A
AF 2	N/A	Aflatoun (expert)	F	Master in sociology and education	N/A	N/A

3.3. Data analysis

Data from the audio recordings interviews were transcribed in full by the evaluator. The analysis was conducted using a qualitative, inductive approach, which involved the systematic classification, comparison, and interpretation of the data. This approach facilitated the interpretation of different viewpoints and perspectives on the various evaluation criteria (Rheinhardt et al., 2018). The transcriptions were analyzed using NVivo. In order to ensure “qualitative rigor” (Benaquisto, 2008; Rheinhardt et al., 2018), we began the open coding with the careful examination of data to find words, phrases, and paragraphs related to the project’s effectiveness codes, i.e. “effect on boys and girls,” “financial skill,” and “financial empowerment.” Some sentences and paragraphs seemed relevant, even though they didn’t fit the original codes. Thus, new codes were created, such as “future career” and “community engagement,” etc.

3.4. Evaluation matrix

The evaluation matrix is a comprehensive tool that links the evaluation criteria, key evaluation questions, indicators, sources of information, collection methods.

Table 4: Evaluation matrix

Evaluation criteria	Evaluation questions	Question types	Indicator	Data collection method	Sampling	Analysis plan
Effect on boys and girls	What is the effect of the Aflateen program on the life skills of girls and boys in schools?	Normative	The extent to which the Aflateen+ project improve skills and knowledge among beneficiaries	Semi-structured interviews, non-participant observations, document analysis	Reasoned choice of different categories of beneficiary	Qualitative analysis of transcripts and documents
Financial skill	What is the effect of the Aflateen program on the financial skills of girls and boys?	Normative	The extent to which the Aflateen+ project improve financial skill among beneficiaries	Semi-structured interviews, non-participant observations, document analysis	Reasoned choice of different categories of beneficiary	Qualitative analysis of transcripts and documents
Financial empowerment	What is the effect of the program on the financial empowerment of girls in the club?	Normative	The extent to which the Aflateen+ project beneficiaries are financially empowered	Semi-structured interviews, non-participant observations, document analysis	Reasoned choice of different categories of beneficiary	Qualitative analysis of transcripts and documents

4. Project implementation approach

The implementation strategy of the Aflateen+ project is based on the establishment of clubs, with each of the 50 beneficiaries per club expected to disseminate knowledge acquired to their non-member peers. For Aflatoun, the deployment of its project Aflateen+, as part of PROMESSE-FP, is intended to enhance access to sustainable livelihoods through the promotion of an innovative training program in the club. As an expert explains:



The objective of this curriculum is to guide young people into... to help them decide their career path. So, book one... in book one, we start talking about the social and financial components, so we want them to understand that the development that they need to have in the social path such as resilience getting to know oneself confidence in oneself and so on.

AF 1 (Aflatoun's expert) —

In a pragmatic perspective, beneficiaries of the various clubs were selected by the schools, as were the facilitators, who are, in essence, school life coaches, that is, members of the educational system in Burkina Faso.

As Figure-2 shows, the initial phase of the implementation strategy entailed the adaptation of Aflatoun curriculum according to the context of Burkina Faso. For this purpose, a national framework for the

production and validation of financial education modules was established which involved the Ministry of National Education, Literacy and Promotion of National Languages, the Ministry of Youth and Promotion of Youth Entrepreneurship and all the stakeholders involved in the project (CERFODES, 2022). This “integrated approach” (CERFODES, 2022) was a key to secure government approval through its relevant ministerial channels.

Figure 2: Project implementation approach



Following the approval of the government, an awareness campaign was initiated with the objective of raising awareness among the general public, with a particular focus on school parents' associations¹.



But then again, we had to communicate with the base, communicate about the content and everything else so that parents could be sure that we weren't bringing in things that would lose their children even more.

IP1 (Project manager) —

The facilitators underwent Aflatoun training. As stated, their role is to provide training at the clubs. Before training, CLEAR-CESAG conducted a quantitative baseline study. The second phase of the evaluation took place at the conclusion of the training period, with the collection of both quantitative and qualitative data to gain insights that will inform future Aflatoun projects.

The training period was synchronized with the academic year, spanning from October to June. However, there is no prescribed schedule for the program. Schools have autonomy in structuring their own arrangements, taking into account their respective constraints. Weekends and Wednesdays are frequently selected as optimal times, as students are not engaged in academic activities on these days.

However, this strategy is not optimal as it entails an additional workload for the beneficiaries.

1 APE: Associations des parents d'élèves



But to be honest, it's a lot for one school year. It's a lot to fit into a program that's already well developed; so, it's true that the themes are very interesting, but we feel that we've tried to put in a lot when that's not the objective.

IP1 (Project manager) —

To address this challenge, Aflateen+ project has proposed the integration of specific themes into the formal education curriculum in Burkina Faso. This approach aims to ensure that students are able to fully benefit from the curriculum without having to undertake additional work.



The fact that we've chosen a few modules that we've infused into a subject called ECM, Civic and Moral Education, will enable all students from the 6th grade up to the final year to benefit from this content. The integration will be effective.

IP1 (Project manager) —

According to another CCEB expert, talks with the government on integration are going well, but there is more work to be done in order to achieve complete integration to the formal education system.



For the moment, some partners think that it's a given, that we're at 100% for integration. But in my experience, I think we're at around 45 or 50%, because when it comes to changing behavior and policies, you can't do that in 2 years.

IP2 (expert) —

5. Evaluation results

5.1. Effect on girls and boys

In this section, we provide results on life skills defined as an individual's ability to take responsibility for his/her life and himself/herself (CERFODES, 2022). In the context of Aflateen+ project, life skills are provided through training so that beneficiaries are better prepared to live in a social environment from which they can realize their potential socially through health, education, relationships, etc. (CERFODES, 2022).

Table-5 summarizes the project's effect on beneficiaries. It should be noted that the table specifies different categories of effect in response to the following two questions: (1) What did you like most about the training? And (2) What will be most useful to you after the training? It does not take savings into account, discussed in the next section.

To clarify, PK¹ and NPK stand respectively for Prior Knowledge and No Prior Knowledge before the training. Moreover, the categories have been intentionally consolidated. In this context, the term "sexual and reproductive health" encompasses a range of issues, including unwanted pregnancy, early pregnancy, and sexually transmitted diseases, including HIV/AIDS. Similarly, respect for elders and the necessity of maintaining healthy friendships are subsumed under the umbrella of the community category. It should be noted, however, that certain categories, such as self-confidence, early marriage, alcohol and drug use, and school dropouts, are not aggregated with other categories.

Table 5: Summary of findings on life skills

	BAT1	BAT2	BAT3	BAT4	BAT5	BAT6	BAT7	BAT8	BAT9	BAT10	BAT11	BAT12	BAT13	BAT14	BAT15
Self-confidence		NPK		NPK	NPK					NPK					
School dropout											PK	NPK	PK		
SRH	NPK	NPK	PK		NPK	PK		PK*			PK*	PK	PK	PK	PK
Community	PK									PK	PK				
Alcohol and drug use												PK			PK
Child marriage				NPK		PK			NPK			NPK			PK
Soap making									NPK	NPK					

1 PK* suggests that the participant had limited knowledge before the project. Training helped clarify it. Empty fields indicate that the participant did not provide any data.

The data indicate that the project had a comparable impact on the three educational institutions, with a somewhat diminished effect observed for the Lycée Départemental de Kaya (BAT 6 - BAT 10). Moreover, the categories for which the participants demonstrated a lack of prior knowledge were self-confidence and soap making. This can be attributed to the fact that the beneficiaries have received prior training in specific categories, including SRH, or have been exposed to teachings within the family circle regarding respect for elders or school dropouts. But for a facilitator, this strategy is key to success:



Repetition is pedagogical. They know it's important, and that's why we come back to it.

FAT 1 (Facilitator) —

With regard to gender analysis, it is important to note that for girls, issues related to unwanted pregnancy and sexually transmitted diseases have a significantly greater impact than for boys.



I've learned to do a good job and avoid unwanted pregnancies.

BAT 11 (Beneficiary) —



We've learned that since we're children, we shouldn't watch pornographic videos. We shouldn't have sex when we're underage. That's what I remember.

BAT 1 (Beneficiary) —

With respect to boys, the effect pertains to cigarette and alcohol use, as well as violence-related concerns.



We also talked about the dangers of alcohol and drugs. We were shown a video of young people who were out drinking, but on the way home they had an accident which resulted in death.

BAT 15 (Beneficiary) —

5.2. Effect on financial skills

The concept of financial skill is an integral component of the broader concept of “financial literacy” defined as “knowledge and understanding of financial concepts and risks, as well as the skills and attitude to apply such knowledge and understanding in order to make effective decisions across a range of financial contexts, to improve the financial well-being of individuals and society, and to enable participation in economic life” (OECD, 2024). Financial skills are crucial for beneficiaries to make informed decisions about their future. As they become increasingly independent from their parents, the number and complexity of financial decisions increase (OECD, 2024).

The three case studies show that the Aflateen+ project had a significant effect on financial skills, with many beneficiaries finding saving training most useful.



We were being taught, but I wasn't doing it. But, since last year we were taught, now I do it. I've started saving money.

BAT 1 (Beneficiary) —



When I earn money, I save some of it.

BAT 13 (Beneficiary) —

The project has also helped people think about how to manage their money in the long term.

5.3. Effect on financial empowerment

The Organisation for Economic Co-operation and Development (OECD) defines financial empowerment as the process of equipping individuals with the requisite knowledge, skills, and confidence to make informed financial decisions, manage resources effectively, and achieve financial stability. In other words, financial empowerment focuses on the process of constructive financial practices (OECD, 2024).

The Aflateen+ project has had a noteworthy effect on the beneficiaries in terms of financial empowerment in the three case studies. A considerable number of beneficiaries have indicated that they are now engaged in saving a portion of the funds they receive from their parents, with these savings enabling them to meet their needs and business.

”

Last Thursday was traditional dress day. As I have savings, I took the money out to buy a traditional dress to wear, but I still have some left over.

BAT 1 (Beneficiary) —

”

For example, I bought some shoes to sell and a blue Bic.

BAT 2 (Beneficiary) —

”

I'm planning to buy an animal, like a goat or a sheep, to raise.

BAT 14 (Beneficiary) —

However, the use of information and communication technologies (ICTs) as part of saving practices is not observed among the beneficiary population. All of the beneficiaries in our case studies sample who have savings indicated that they either keep their savings in a box (piggybank) or entrust them to a family member.

6. Analysis

Aflateen+ project strategy of empowering students in Burkina Faso is particularly relevant in a context marked by political and security instability, coupled with poverty. It is of the utmost importance that these students are equipped with the requisite financial and life skills in order to successfully transition into the workforce. Aflatoun's curriculum is therefore relevant for the needs of the Burkina Faso context, equipping young people with the skills to make informed career decisions.

With regard to this matter, data from the case studies indicate that the beneficiaries possess a relatively well-defined understanding of their prospective career paths. However, it is important to note that the Aflateen+ project does not provide training on career choices and the respective paths to attain them. While the Aflateen+ curriculum is in transition to be incorporated into the formal education system in Burkina Faso, from grade 6 to the terminal, it would be advisable to integrate training on career paths, in order to assist students in reaching their career objectives.

Integrating the Aflateen+ curriculum into formal education will have the advantage of resolving the current project implementation challenges. For instance, the beneficiaries are tasked with a significantly greater workload than their counterparts. As a result, training is perceived as a burdensome, prompting the project to provide food and refreshments to motivate beneficiaries. The case studies data indicate that beneficiaries will engage fully in activities when they receive something in return for their participation. Consequently, it is unlikely that beneficiaries will disseminate the knowledge they have acquired to their non-beneficiary peers, despite the project's intention to foster knowledge sharing (CERFODES, 2022).

Conclusion and recommendations

The Aflateen+ project has had a significant effect on its beneficiaries in the areas of life and financial skills. However, despite this impact, we believe that the project can be more impactful. To this end, we have put forth a number of recommendations designed to reinforce the project's achievements and ensure their sustainability.

1

CCEB and Aflatoun should continue their discussions with the government with the goal of ensuring the full integration of the Aflateen+ curriculum into Burkina Faso's formal education system. This will require a strategic approach that could result in a reduction in the number of modules considered for integration. CCEB and Aflatoun should select the modules that have had the greatest effect, such as financial education.

2

The Aflateen+ project must highlight the importance of ICTs for financial savings, a key strategy for beneficiary's financial inclusion.

3

The project should include training on career plans and how to achieve them. This would help students in Burkina Faso pursue their career objectives.

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Appendices

GUIDE D'INTERVIEW

Projet d'évaluation : Aflateen+

Date de l'interview : ----- Heure de l'interview : -----

Lieu de l'interview :

Interview conduit : en personne----- ou plateforme en ligne : -----

Salutations

Consentez-vous à participer à cette étude ? Oui Non

Aucune compensation n'est offerte : Accord Désaccord

Acceptez-vous que vous l'interview soit enregistré ? Oui Non

Avez-vous une ou des questions avant d'entamer l'interview ?

Information sur participant et le projet

Quel est ton âge ?

Sexe :

Es-tu membre de club Aflateen+?

Peux-tu donner le nom de ton club?

Quel est ton statut matrimonial ?

Quelle est ta classe?

Es-tu déplacé(e)?

Participation aux formations

Dans l'ensemble, quelle évaluation fais-tu de ton expérience au club Aflateen+?

Quelle était ta relation avec les formateurs/formatrices ?

Qu'as-tu particulièrement aimé dans cette formation ?

Penses-tu que la formation t'a apporté quelque chose en plus?

Communauté

Ton appartenance au club Aflateen+ a-t-il aidé à modifier ton attitude vis-à-vis de tes camarades?
Peux-tu élaborer?

Dans quelles circonstances, aperçois-tu de l'amélioration dans ton attitude?

Comment décris-tu ton rôle au sein de la communauté?

Comment décris-tu le rôle de la jeunesse au sein de la communauté?

Quelle différence fais-tu entre le rôle des filles et des garçons au sein de la communauté?

Penses-tu que les filles et les garçons ont les mêmes droits?

Pourquoi?

Peux-tu donner un exemple de maladie sexuellement transmissible?

Comment peux-tu te protéger contre les maladies sexuellement transmissibles?

Aimerais-tu créer ta propre entreprise?

De quelles compétences aurais-tu besoin pour créer ton entreprise?

Perspective de succès

Dans l'ensemble, comment évalues-tu la formation ?

Quel module vous sera le plus bénéfique après la formation ?

Qu'as-tu le plus apprécié dans cette formation ?

Quelles sont les lacunes que tu as constatées ?

GUIDE D'INTERVIEW

Projet d'évaluation : CCEB

Code du participant :

Date de l'interview : ----- Heure de l'interview : -----

Lieu de l'interview :

Interview conduit : en personne----- ou plateforme en ligne : -----

Salutations _____

Consentez-vous à participer à cette étude ?	Oui	Non
Aucune compensation n'est offerte :	Accord	Désaccord
Acceptez-vous que vous l'interview soit enregistré ?	Oui	Non
Avez-vous une ou des questions avant d'entamer l'interview ?		

Information sur participant et le projet _____

Pouvez-vous nous parler brièvement de ce projet ?
Depuis combien de temps vous intervenez/participez à ce projet ?
Quelle formation universitaire avez-vous reçue ?
Avez-vous une expérience en matière de renforcement des capacités avant d'intégrer ce projet ?
Êtes-vous impliqué dans la mise en œuvre de ce projet ?
Dans l'affirmative, quel est son rôle ?
Avez-vous participé au développement du curriculum de la formation Aflateen+ ?
Dans l'affirmative, pouvez-vous spécifier votre rôle ?
Avez-vous participé à l'adaptation du curriculum d'Aflatoun pour la formation Aflateen+ ?
Dans l'affirmative, pouvez-vous spécifier votre rôle ?

Objectifs du projet _____

En quelques mots, pouvez-vous définir les objectifs stratégiques du projet Aflateen+ ?
Comment la formation contribue-t-elle à atteindre les objectifs stratégiques du projet ?
En quelques mots, pouvez-vous articuler le lien entre le curriculum (les modules) de la formation et les objectifs stratégiques du projet ?
Avez-vous participé à la conception des programmes de formation du projet Aflateen+ ?
Dans l'affirmative, pouvez-vous spécifier votre rôle ?
Les formateurs ont-ils été associés au développement du programme de formation ?
Avez-vous participé au développement du curriculum de la formation Aflateen+ ?

Dans l'affirmative, pouvez-vous spécifier votre rôle ?

Quelle a été la rationalité du choix des modules de la formation Aflateen+ ?

Dans quelle mesure ces modules sont-ils pertinents pour les bénéficiaires finaux ?

Mise en œuvre du projet _____

Quel est le rôle de votre structure, CCEB, dans la mise en œuvre du projet Aflateen+ ?

À titre personnel, quel est votre rôle dans la mise en œuvre du projet ?

Quels étaient les critères de sélection des formateurs/formatrices du projet Aflateen+ ?

Quels sont les critères utilisés pour déterminer la durée de la formation ?

Quels sont les critères utilisés pour déterminer la durée de chaque module de formation ?

Quels ont été les critères utilisés pour déterminer la qualité du matériel utilisé pour la formation ?

Les formateurs ont-ils été consultés avant de déterminer la durée des sessions et de la formation ?
(Pourquoi ?)

Comment avez-vous eu l'idée de création des entreprises dans les établissements ?

Comment les entreprises participent-elles à la poursuite

Avez-vous mis en place un mécanisme de suivi afin de procéder aux ajustements éventuels ?

Avez-vous procédé à des ajustements durant la mise en œuvre du projet ?

Dans l'affirmative, veuillez préciser.

Perspective de succès _____

Au vu de l'état d'avancement du projet, quelle est la probabilité de sa réussite ?

Comment évaluez-vous la réussite globale de ce projet ?

Un mécanisme de suivi a-t-il été mis en place pour évaluer le succès escompté du projet ?

Le projet a-t-il été réalisé dans les délais et dans les limites du budget ? Veuillez fournir plus de détails.

Y a-t-il des améliorations à apporter pour les prochaines éditions ?

GUIDE D'ENTRETIEN

Projet d'évaluation : Facilitateur

Code du participant :

Date de l'interview : ----- Heure de l'interview :-----

Lieu de l'interview :

Interview conduit :

Salutations

Consentez-vous à participer à cette étude? Oui Non

Aucune compensation n'est offerte : Accord Désaccord

Acceptez-vous que vous l'interview soit enregistré? Oui Non

Avez-vous une ou des questions avant d'entamer l'interview?

Information sur participant et le projet

Depuis combien de temps vous intervenez/participez à ce projet?

Par quel processus avez-vous été intégré à ce projet?

Aviez – vous une expérience en matière de renforcement des capacités avant d'intégrer ce projet?

Quelle formation universitaire avez – vous reçue?

Avez – vous participé au développement des modules de la formation Aflateen+?

Orientations stratégiques de la formation Aflateen+

En quelques mots, pouvez – vous décrire l'orientation stratégique de la formation Aflateen+?

Quelle est la particularité de chaque module?

Comment chaque module contribue-t-il à l'orientation stratégique de la formation?

Pouvez-vous décrire la pertinence des formations pour les bénéficiaires?

Le déroulement de la formation

Quelle a été la logique du déroulement des modules ?

En moyenne, quelle est la durée d'un module ?

Pensez – vous que le temps alloué à la mise en œuvre des modules est suffisant pour l'apprentissage des bénéficiaires ?

La formation prévoit – elle des travaux pratiques, la mise en pratique des connaissances acquises ?

Des modules ont – il été plus long que d'autres ?

Pourquoi ?

Performances et perspectives de succès

La stratégie de mise en œuvre a – t – elle favorisé l'intégralité de la formation Aflateen+ ?

Selon vous, la formation peut-elle contribuer à l'autonomisation des bénéficiaires ?

De quelle manière ?

Avez – vous des exemples de cas de succès ?

Explicitez davantage svp.

Quels sont les points forts de la formation ?

Quelles sont les lacunes constatées ?

Quelles sont les améliorations à apporter selon vous ?

INTERVIEW GUIDE

Project: Aflatoun

Participant code:

Interview date:

Interview time:

Data collection mode:

Greetings

Do you agree to participate in this study? Yes No

No compensation is offered: Agree Disagree

Do you agree to have the interview recorded? Yes No

Before we start the interview, do you have any questions?

Information about the participant and the project

Can you tell us briefly about this project?

When did you start working on this project?

What is your role in this project?

What have you studied or trained for?

Can you briefly describe your experience in capacity building projects?

Have you worked on development projects in Africa before? Please provide further details.

Were you involved in designing the curricula used in the Aflateen+ Project?

If so, in what role?

Are you involved in the implementation of this project?

If so, in what role?

Modules

In general terms, can you please discuss about the curriculum content for the Aflateen+ project?

What is the total number of modules covered by the project?

Could you please name some of the modules, if not all of them?

What is the rationale behind the choice of the modules?

Is there any connection between this choice and the specific context of Burkina Faso?

Could you please provide details about the team members who developed the curriculum?

Has CCBE, the implementation partner, been involved in the development of the curriculum?

Implementation strategy

Have you defined a trainer profile for each of these modules?

Were you involved in selecting the materials needed to implement the project modules?

In general terms, could you please explain the rationale behind the choice of material?

Were CCBE and the trainers involved in selecting the required materials?

Were you involved in determining the implementation time (duration) required for each module?

What is the rationale behind the choice of implementation time for each module?

Was the CCBE, as the implementing partner, involved in determining the implementation time of each module?

Is there a monitoring process in place to make adjustments to the modules if required?

Were any adjustments made during the implementation of the project? Please provide further details.

Prospect of success

Based on the project's progress, what is the likelihood of its success?

How would you rate the overall success of this project?

Has a monitoring mechanism been established to evaluate the expected success of the project?

Was the project delivered on time and within budget? Please provide further details.

Are there any improvements that need to be made for future editions?

Formulaire de consentement

Titre du projet : projet d'évaluation PROMESSE-FP

Invitation à participer: Je suis invité(e) à participer à l'évaluation citée en objet qui est menée par l'initiative CLEAR Afrique francophone pour le compte de Aflatoun.

But de l'étude: L'objectif principal de cette évaluation est de conduire une évaluation participative auprès des bénéficiaires et des formateurs du projet PROMESSE-FP au Burkina Faso. L'évaluation vise à apprécier la contribution du projet auprès des bénéficiaires à poursuivre leurs objectifs entrepreneurial et professionnel.

Participation: Ma participation consistera essentiellement à prendre part à un entretien d'environ une heure. Les questions porteront sur le projet PROMESSE-FP et sa contribution aux objectifs entrepreneurial et professionnel.

Risques: Je comprends que ma participation à cette évaluation pourrait comporter des risques d'inconfort émotionnel ou social en lien avec l'expression de mes impressions sur la réforme. J'ai reçu l'assurance de l'équipe d'évaluation que tout sera fait en vue de minimiser ces risques en : m'informant de la teneur de l'entretien; en ayant le droit de refuser de répondre à toute question ou d'arrêter l'entretien à tout moment; et en ayant le droit de demander à ce que soient retirées mes données d'entretien à tout moment. Par ailleurs, afin de minimiser les risques sociaux, toutes les informations que je partagerai avec l'équipe d'évaluation resteront strictement confidentielles. Elles ne seront accessibles qu'à l'équipe d'évaluation.

Bienfaits: Ma participation à cette évaluation aura pour effet de faire avancer nos connaissances sur le projet PROMESSE-FP et sa contribution aux objectifs entrepreneurial et professionnel.

Confidentialité et anonymat: J'ai reçu l'assurance de l'équipe d'évaluation que l'information que je partagerai avec elle restera strictement confidentielle. Je m'attends à ce que le contenu ne soit utilisé que pour les fins du projet (communications, publications) et selon le respect de la confidentialité. L'information que je fournirai dans le cadre de mon entretien ne sera partagée avec personne au-delà de l'équipe d'évaluation.

L'anonymat est garanti de la façon suivante : un pseudonyme me sera attribué, qui sera la seule information liée à mon entretien. Toutes les autres informations de contact que j'aurai fournies seront enregistrées dans un document séparé protégé par un mot de passe. Si des extraits de mon

entretien sont utilisés lors de conférences ou dans des publications, l'équipe d'évaluation ne fera référence qu'au pseudonyme qui m'aura été attribué et n'utilisera aucune information qui puisse m'identifier. On ne fera pas référence à mon poste ou mon employeur, par exemple, et l'équipe d'évaluation limitera les références à des expériences spécifiques qui pourraient m'identifier.

Conservation des données: Une fois l'entretien terminé, l'équipe d'évaluation enregistrera l'entretien ou les notes écrites sous forme de fichiers protégés par un mot de passe sur un ordinateur protégé par un mot de passe, et effacera l'enregistrement audio de l'enregistreuse, si j'accepte d'être enregistré(e). Le formulaire de consentement sera numérisé et enregistré dans un fichier séparé protégé par un mot de passe sur un ordinateur protégé par un mot de passe. De retour dans leur pays d'origine, les membres de l'équipe d'évaluation conserveront les données sur des ordinateurs protégés par un mot de passe, sur des disques durs externes encryptés, et/ou sur le cloud, dont l'accès est protégé par un mot de passe. Les données seront conservées pour une période de quinze ans. Après cette période, elles seront effacées de tous les appareils électroniques, et du cloud.

Participation volontaire: Ma participation à l'évaluation est volontaire et je suis libre de me retirer en tout temps, et/ou de refuser de répondre à certaines questions, sans subir de conséquences négatives. Mon employeur ne sera pas informé de ma décision. Si je choisis de me retirer du processus de l'évaluation, les données recueillies jusqu'à ce moment seront détruites.

Acceptation: Je, _____, accepte de participer à cette évaluation menée.

J'accepte que l'entretien soit enregistré : _____ oui _____ non

J'accepte d'être possiblement recontacté(e) pour une enquête de suivi : oui non

Pour tout renseignement additionnel concernant cette étude, je peux communiquer avec les évaluateurs.

Pour tout renseignement sur les aspects éthiques de cette évaluation, je peux m'adresser au
Coordonateur du CLEAR Afrique francophone, Dr. Edoé Djimitri Agbodjan, B.P. 3802, Dakar,
Sénégal, Tél: (+221) 33 839 75 72, edoe.agbodjan@cesag.edu.sn.

Il y a deux copies du formulaire de consentement, dont une copie que je peux garder.

Signature du participant:

Date:

Signature d'un membre de l'équipe d'évaluation:

Date:

