

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

THE AFLAYOUTH PROGRAMME

EVALUATION REPORT

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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

CCEB:	Cadre de Concertation des ONG et Associations actives en Éducation de Base au Burkina Faso
CEFP:	Centre d'Éducation et de Formation Professionnelle
CLEAR-FA:	Centre for Learning on Evaluation and Results - Francophone Africa
ICT:	Information and Communication Technology
IDPs:	Internally Displaced Persons
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


Despite the government's considerable efforts, the issue of youth unemployment remains a significant challenge in Burkina Faso. The security crisis has intensified this challenge in particular for girls and young women, including internal displaced persons (IDPs).


The Aflayouth project, as part of the PROMESSE-FP project (Promotion de l'Accès des Filles à un Système Éducatif et de Formation Professionnelle de Qualité), aims to support the Government of Burkina Faso's effort to the socio-professional integration of young people. The objective of the Aflayouth project is to facilitate the social and economic empowerment of girls and young women (16-24) by equipping them with the social and financial skills, as well as the gender-related knowledge, necessary to make informed decisions about their financial situation, education, future employment.


To gather lessons learned from the implementation of the programme, a mixed-method evaluation was commissioned by Aflatoun. The evaluation should shed light on the effect of the program on expected results. It entails quantitative and qualitative components. While the quantitative component aims at measuring the effect of the program, the qualitative study explains the process of achieving the results. This report renders account of this qualitative component. Thus, a case study is used to provide with in-depth explanation of the project's results in line with the quantitative methods' findings. It uses a non-participatory observation, document analysis and semi-structured interviews to collect data from key project stakeholders.

Finding from the quantitative analysis

 The quantitative analysis shows that 90% of beneficiaries have improved their capacity to engage in income-generating activities. The Kaya case study posits that this finding is attributed to the project's approach that is centered on self-employability. Indeed, the case study shows that the project implementation was effective, as all planned activities were completed in accordance with the established schedule. Furthermore, most beneficiaries participated in all training modules.

 Furthermore, the quantitative analysis indicates that ICT use has a moderate effect on beneficiaries' economic activities. The Kaya case study demonstrates that, due to the majority of beneficiaries being illiterate, their use of cell phones is suboptimal, which limits their ability to reach a large audience and have a significant impact on businesses.

 In addition, the results of the quantitative analysis show an 80% increase in economic activity among the beneficiary group and a 77% increase in profit-making activities. The profile of the beneficiaries, who are internally displaced persons with no economic activity prior to the project, largely explains this result.

 Finally, a quantitative analysis of the data reveals that there has been no discernible improvement in income among the beneficiaries. As observed during the data collection process, the overwhelming majority of beneficiaries were awaiting the delivery of their installation kits. It is therefore premature to draw any definitive conclusions.

Finding using OECD criteria (effectiveness)

1

Aflatoun should collaborate more closely with the other consortium members and abandon its current strategy of operating in silos. In the current context, it is other consortium members who make the selection, and the selection is made according to the mandate of the organization, which overrides Aflatoun's benefits.

2

The sustainability of the project hinges on the ability of the beneficiaries to use the knowledge gained beyond the project. Therefore, the project's design must consider this aspect and recognize that training alone may not be a sufficient catalyst for change.

2

The duration of the project should be reassessed in order to enhance efficiency. In this case, it is beneficial to consider the level of knowledge of the beneficiaries when determining the duration of the modules according to the different modules.

Introduction

This report is part of the mixed-method evaluation of the Aflayouth project, a component of the PROMESSE-FP project (Promotion de l'Accès des Filles à un Système Éducatif et de Formation Professionnelle de Qualité) in Burkina Faso. It complements the quantitative evaluation report.

The PROMESSE-FP is an initiative of the international consortium AFLATOUN-SOLIDAR SUISSE-EDUCO. The project is being implemented in collaboration with the Ministry of National Education, Literacy, and the Promotion of National Languages. The PROMESSE has two components Aflateen+ and Aflayouth. This report focuses solely on Aflayouth.

Aflatoun International has requested a qualitative case study to gain an in-depth understanding of the project's performance. The qualitative case study aims to produce annual case studies on the most effective practices. The case studies will result in the production of PROMESSES-FP best practices, which will be disseminated at the national level and made available to relevant stakeholders in the network. The case studies will be disseminated through both formal and non-formal channels in order to highlight the successes, challenges, and opportunities that arise from the training courses.

Moreover, this report serves to complement Aflayouth's quantitative evaluation. It offers a qualitative perspective on its findings.

This report presents the findings of the evaluation conducted by the CLEAR-CESAG from 11 December 2023 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.

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).

The objective of Aflayouth is to assist girls and young women, both internally displaced and non-displaced persons, in adapting more effectively and becoming more resilient in their new living environments. This is to be achieved through training, which will enhance the literacy, empowerment, and income levels of target groups in Burkina Faso.

1.2. Project components and expected results

The PROMESSE-FP is mainly a vocational training initiative led by SOLIDAR Suisse, a consortium member with a particular expertise in vocational training. In this context, Aflayouth offers to beneficiaries' life skills with the objective of facilitating the successful integration into society and the workplace upon completion of their training. The content of the training will be based on the 3C method developed by Aflatoun (Knowledge, Competence and Confidence).

The objectives of the Aflayouth project are



Table-1 provides the expected results of the Aflayouth project.

358



learners from 10 education and vocational training centers skills have been strengthened and have better socio-professional integration

358



beneficiaries of vocational training have better management of their sexual and reproductive health

358



beneficiaries benefit from protection against child marriage, unwanted pregnancies, etc. with the support of their parents.

1.3. Aflayouth's beneficiaries

The Aflayouth project intervenes through non-formal and vocational training centers. It aims to improve the income-generating capacities of 358 girls and young women, aged 16 to 24 and over. It provides access to training, support, mentoring, and apprenticeships throughout their transition into the formal job market or when launching entrepreneurial projects in the project's intervention zone: the Sahel, North, East, and Centre-North regions of Burkina Faso (See Table-2).

According to the consortium's agreement, the project entails Aflayouth's implementation in 40 of Educo's 200 educational institutions, with the objective of implementing the Aflatoun training. For the remaining 160 educational institutions, Aflatoun will provide training to Educo's SRH trainers, who will then be in charge of training beneficiaries. Overall, the project has a target population of 5,700 beneficiaries across its various intervention zones over the course of its four-year duration, from 2021 to 2024. This report focuses on the 40 CCEB intervention sites, with a total of 358 beneficiary girls and young women, insofar as it complements the quantitative analysis of the project. However, the case study focuses on Kaya's CEFP.

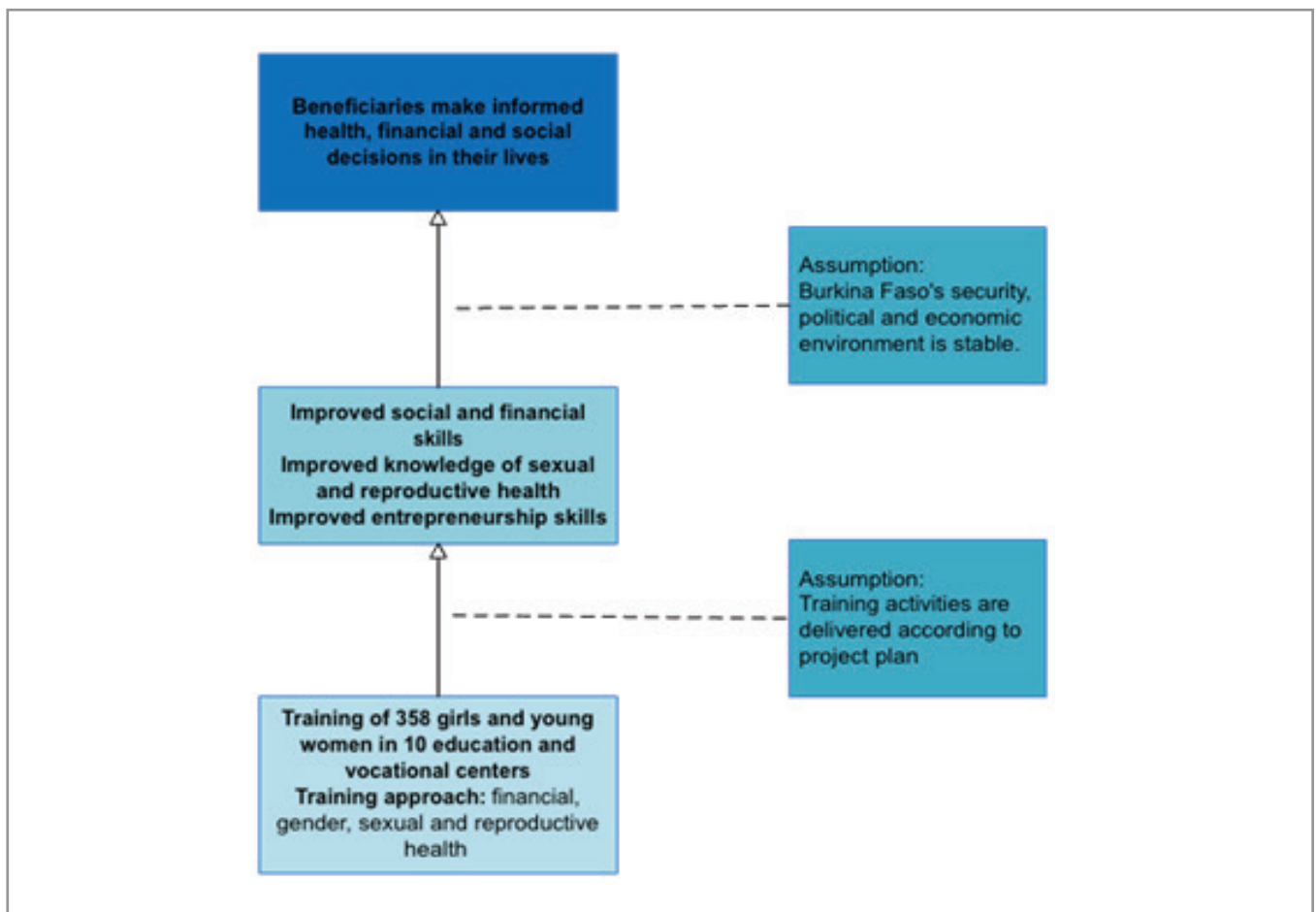
Table 2: The distribution of beneficiaries per centers

Regions	Partners	Training Location	Centres	Number of beneficiaries (girls)
North	OCADES OHG	Ouahigouya	OCADES_OHG1	40
			OCADES_OHG2	40
Centre north	OCADES KAYA	Kaya	CEFP_Kaya1	40
			CEFP_Kaya2	40
		Boulsa	CEFP_Boulsa	40
Sahel	UFC DORI	Dori	CEFP_Dori1	40
			CEFP_Dori2	40
East	ARFA	Fada	CEFP_Fada1	38
			CEFP_Fada1	40
Total				358

1.4. Theory of change

As the theory of change for the Aflayouth 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 - Aflayouth theory of change



2. Purpose, criteria and evaluation questions

This section outlines the rationale behind the evaluation, the specific elements of the intervention 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 Aflayouth 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

Firstly, this case study offers a qualitative analysis to the findings of the quantitative analysis of the Aflayouth project. As such, this study reports on the following criteria: employability, economic activities, the use of ICTs, and income.

Table 3: Evaluation criteria of the quantitative analysis

Criteria	Evaluation questions
Employability	How does Aflayouth contribute to improving the paid employability and self-employability of beneficiaries?
Economic activities	How does Aflayouth contribute to improving the level of economic activity among beneficiaries?
The use of ICTs	How does ICT training contribute to the economic activities of beneficiaries?
Income	How does Aflayouth contribute to improving beneficiaries' incomes?

Secondly, the case study offers an analysis of the project based on the OECD's effectiveness (2019) evaluation criterion, thus enabling a linkage between the management approach and the results achieved. The effectiveness criterion aims to determine the extent to which the project met all its objectives.

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 Aflayouth.

3.1. The case study

In collaboration with the implementing partner (CCEB), the evaluation team chose to conduct a case study of one of the Centre d'Éducation et de Formation Professionnelle (CEFP) of Kaya (CEFP_Kaya 1). The center implemented the project as planned. Here, we are referring to the complete PROMESSE-FP project, including the training of Aflatoun and the other consortium members. As such, we believe that Kaya's training center is relevant to conduct a case study as part of this evaluation. Moreover, due to the nature of the project, data collection would have to occur immediately following the conclusion of the project, when the beneficiaries were awaiting the distribution of their kits.

As Yin (2018) points out, one of the justifications for a case study is whether the main research question is “how” or “why.” Indeed, this study tries to understand “how” the project was implemented, and the results achieved. In addition, the case study appears to be a 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, it may help to better understand the rationale behind the approach of the Aflayouth project and the perceptions of the key stakeholders involved in its implementation, as well as the beneficiaries.

3.2. Data collection strategy

Data collection techniques

As for data collection, a participatory evaluation approach was employed, 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). The objective of the participatory approach is to “seeking to understand how change happens from diverse perspectives” (Cornwall & Aghajanian, 2017, p. 175).

In addition, 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, but most importantly, it let us measure what they actually achieved, including the beaded bags.

Finally, we also conduct a document analysis in order to “ elicit meaning and gain understanding” (Bowen, 2009, p. 27) of the project. 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 Kaya Vocational Education and Training Center through 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 Kaya Center, 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.

Table-6 provides a comprehensive list of the individuals involved in the data collection process.

Table 4: The list of participants

Codes	Categories	Gender	Level of education	Marital status	IDP?
BAY 1	Beneficiary	Female	None	Married	Yes
BAY 2	Beneficiary	Female	None	Single	Yes
BAY 3	Beneficiary	Female	None	Married	Yes
BAY 4	Beneficiary	Female	4ème	Married	Yes
BAY 5	Beneficiary	Female	CM2	Single	No
BAY 6	Beneficiary	Female	None	Married	Yes
BAY 7	Beneficiary	Female	None	Married	Yes
BAY 8	Beneficiary	Female	CM2	Married	Yes
BAY 9	Beneficiary	Female	None	Married	Yes

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.

BAY 10	Beneficiary	Female	6ème	Married	Yes
BAY 11	Beneficiary	Female	None	Married	Yes
BAY 12	Beneficiary	Female	None	Single	Yes
BAY 13	Beneficiary	Female	None	Married	Yes
BAY 14	Beneficiary	Female	CE2	Married	Yes
BAY 15	Beneficiary	Female	None (Koranic education)	Single	Yes
FN 1	Facilitator	Male	Terminal	Not relevant	Not relevant
FN 2	Facilitator	Female	3ème	Not relevant	Not relevant
FN 3	Facilitator	Female	3ème	Not relevant	Not relevant
FN 4	Facilitator	Male	3ème	Not relevant	Not relevant
FN 5	Centre's supervisor	Male	Project manager; BA in economics	Not relevant	Not relevant
IP 1	CCEB	Female	Master in psychology and education	Not relevant	Not relevant
IP 2	CCEB	Male	Master in sociology and education	Not relevant	Not relevant
AF 1	Aflatoun	Female	Master in project management	Not relevant	Not relevant
AF 2	Aflatoun	Female	Master in project management	Not relevant	Not relevant
Total					22

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 a careful reading of the data to identify words, phrases or paragraphs relating to the evaluation objective.

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, and analysis plan.

Table 5: Evaluation matrix

Evaluation criteria	Evaluation questions	Question types	Indicator	Data collection method	Sampling	Analysis plan
Employability	How does Aflayouth contribute to improving the paid employability and self-employability of beneficiaries?	Normative	The extent to which the employability level changes between the pre- and post-intervention period among beneficiaries	Pre-post quantitative approach, semi-structured interviews, non-participant observations, document analysis	A proportional stratified sampling, Reasoned choice of different categories of beneficiary	Univariate and bivariate analysis, Qualitative analysis of transcripts and documents
Economic activities	How does Aflayouth contribute to improving the level of economic activity among beneficiaries?	Normative	The extent to which the Aflayouth project impact the economic activities among beneficiaries	Pre-post quantitative, semi-structured interviews, non-participant observations, document analysis	A proportional stratified sampling, Reasoned choice of different categories of beneficiary	Univariate and bivariate analysis, Qualitative analysis of transcripts and documents
The use of ICTs	How does ICT training contribute to the economic activities of beneficiaries?	Normative	The extent to which the use of ICTs impact beneficiaries' economic activities	Pre-post quantitative, semi-structured interviews, non-participant observations, document analysis	A proportional stratified sampling, Reasoned choice of different categories of beneficiary	Univariate and bivariate analysis, Qualitative analysis of transcripts and documents
Income	How does Aflayouth contribute to improving beneficiaries' incomes?	Normative	The extent to which the income has improved following the Aflayouth project	Pre-post quantitative, semi-structured interviews, non-participant observations, document analysis	A proportional stratified sampling, Reasoned choice of different categories of beneficiary	Univariate and bivariate analysis, Qualitative analysis of transcripts and documents
Effectiveness	In light of the current status of the project, what are the prospects for its success?	Descriptive	The extent to which project activities were implemented	Semi-structured interviews, non-participant observations, document analysis	Reasoned choice of different categories of beneficiary	Qualitative analysis of transcripts and documents
Efficiency	Was the project completed on time and on budget?	Descriptive	The extent to which project activities were implemented according to time and budget constraints	Semi-structured interviews, non-participant observations, document analysis	Reasoned choice of different categories of beneficiary	Qualitative analysis of transcripts and documents
Relevance	Does the selection of modules have any bearing on the specific context of Burkina Faso?	Descriptive	The extent to which the project is relevant for beneficiaries and	Semi-structured interviews, non-participant observations, document analysis	Reasoned choice of different categories of beneficiary	Qualitative analysis of transcripts and documents
Impact	Does the project have have impact?	Descriptive	The degree to which beneficiaries are able to articulate the benefits of the project.	Semi-structured interviews, non-participant observations, document analysis	Reasoned choice of different categories of beneficiary	Qualitative analysis of transcripts and documents
Sustainability	Can the training contribute to the empowerment of beneficiaries?	Descriptive	The extent to which beneficiaries, facilitators and project manager can articulate the benefits beyond the project	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 project management approach is, to a significant extent, a reflection of the PROMESSE - FP project, which is, in fact, the product of a consortium of three organizations, namely Aflatoun, SOLIDAR Suisse and EDUCO. For Aflatoun, the deployment of its project Aflayouth, as part of this project, is intended to enhance access to sustainable livelihoods through the promotion of an innovative vocational training program. 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) —

Figure 2, however, shows that Aflatoun was not involved in the selection of beneficiaries, who were selected by SOLIDAR Suisse for its occupational training program. As the project manager explains:

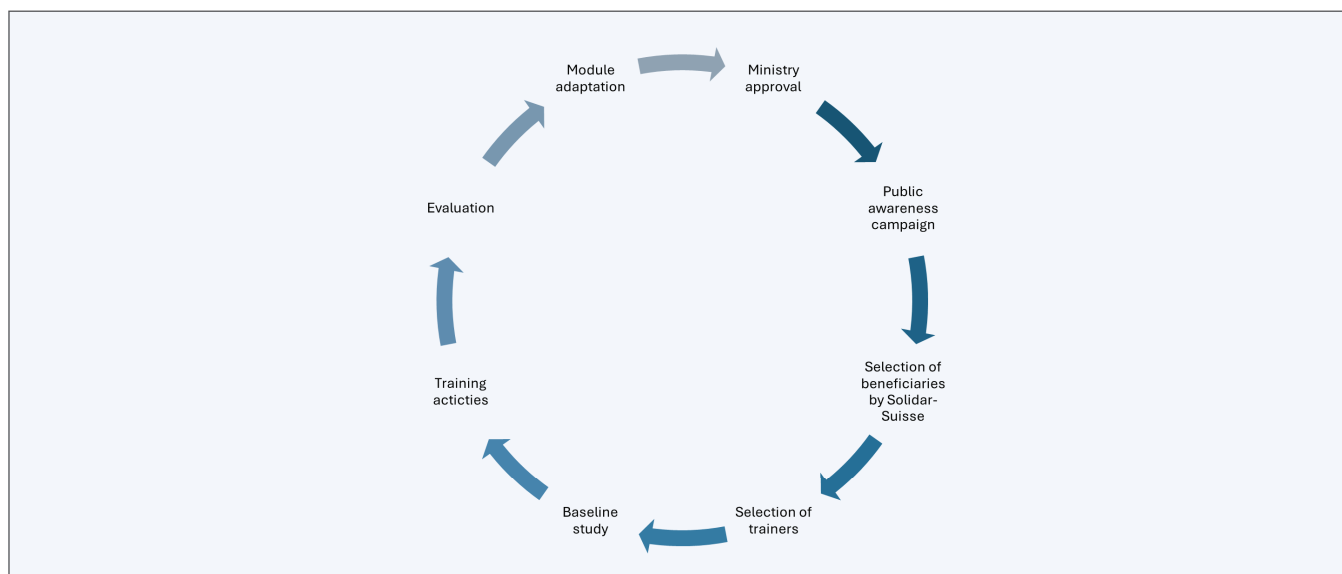


At the CCEB, we identified a need for this target group to develop life skills and resource management abilities. We proceeded to implement a module designed to address these challenges. However, all aspects of recruitment and beneficiary choice of employment are conducted with the beneficiaries themselves. It is up to SOLIDAR and the beneficiaries to determine the trades to be pursued by each beneficiary, and to determine the trades to be pursued by each beneficiary who has completed all the modules.

IP 1 (project manager, CCEB) —

In other words, Aflayouth serves to complement the occupational training program, which encompasses soap making, livestock breeding, beading, and hairdressing.

Figure 2: Project implementation approach



The Aflayouth training curriculum was developed by Aflatoun, a globally renowned organization in the field (CERFOES, 2022). However, to more accurately reflect the challenges of Burkina Faso, local partners contextualized the modules, incorporating additional modules in collaboration with the Ministry of National Education, Literacy, and the Promotion of National Languages and the Ministry of Youth and Promotion of Youth Entrepreneurship, whose approval was required for project implementation. For this purpose, a national framework, in collaboration with the aforementioned ministries and all the stakeholders were involved in the project. This national framework was in order for the development, validation and certification of social and financial education modules in Burkina Faso (CERFODES, 2022, p. 21). Furthermore, an awareness-raising campaign was initiated with the objective of fostering an

environment conducive to diversified and plural collaboration with decentralized government departments, non-governmental organizations (NGOs), and community-based organizations. This synergy appeared to be a key factor for the success of the project (CERFODES, 2022, pp. 23–24).

The trainers were selected and underwent training. As part of the consortium arrangement, Aflatoun was responsible for the training of Educo trainers, who will subsequently undertake the instruction of the Sexual Reproductive Health (SHR) modules. In addition to the Educo trainers, Aflatoun was tasked with the responsibility of training Solidar Suisse trainers in the ten vocational training schools (CERFODES, 2022).

The project evaluation was initiated prior to the training of beneficiaries, with 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. It is our hope that the insights gained from the evaluation will inform the development of similar projects at Aflatoun.

Furthermore, it is noteworthy that the training period spanned nine months. In terms of the daily training time allotted to beneficiaries, the program required their presence in the classroom from 8 a.m. to 3:30 p.m., which equates to a daily duration of six hours (6hrs), with a 30-minute break (excluding weekends). Aflayouth modules were scheduled to last for two and a half hours a day (2h30/day), with the schedule alternating between Aflatoun modules and those from other organizations within the consortium.

5. Evaluation results

5.1. Discussing the quantitative results

5.1.1. Paid and self-employability

According to the quantitative analysis, the AflaYouth program is likely to improve the employability and self-employability of beneficiaries. Here, employability is defined as an individual's capacity to be assigned to a new job, whereas self-employability refers to the ability of an individual to engage in an income-generating activity. On average, AflaYouth beneficiaries exhibited a 5.93-point gain in terms of paid employability in the post-intervention period, a statistically significant increase at the 1% level. This result indicates a 32% improvement in the level of paid employability compared to the status quo. Notably, the self-employability (income-generating activities) level demonstrated the most significant improvement, with an increase of 90% over the status quo relative to paid employability.

These findings align with the project's approach. The Kaya's CEFP case study shows that while AflaYouth training offers a module on how to start a business, SOLIDAR Suisse is centered on vocational training, culminating in the provision of installation kits and a financial subsidy. In other words, the project's approach is essentially focused on self-employability. This approach is justified by the fact that only 35.1% of individuals in the target regions are engaged in income-generating activities. Furthermore, only 22.9% of internally displaced women are involved in those activities (CERFODES, 2022, pp. 40–41). Nevertheless, most beneficiaries are illiterate, which presents a significant challenge in the pursuit of employment. In some cases, beneficiaries may secure employment in the trade of their choice. For instance, beneficiaries may secure employment in hairdressing salons with the objective of acquiring further experience, which could prove beneficial when they ultimately decide to pursue a career in hairdressing, as this trainer notes.



48 days isn't enough. In any case, we've shown them what they can do in the meantime. Because it's not enough training to open a salon. Because hairdressing is so broad, you can't learn everything in 48 days. It's just the basics! Personally, I think that after the training, they can continue in the salons to improve and practice even more.

FN3 (Facilitator) —

However, our data do not provide evidence as to whether these positions are remunerated or merely internships.

Our data indicate that 93% of beneficiaries consider the module on soap making, beading, livestock breeding, and hairdressing to be the most useful, as it will enable them to become self-employed following the training.



She's learned how to make soap, which is beneficial. That's what she'll be doing after the training.

BAY 12 (Beneficiary) —



After this training, she plans to become a hairdresser!

BAY 5 (Beneficiary) —



She's going to implement what she's learned here: beading, soap making, breeding, hairdressing.

BAY 9 (Beneficiary) —



Soap making will help her. That's what she wants to do.

BAY 7 (Beneficiary) —

Therefore, the probability of pursuing self-employment is considerably higher than that of seeking paid employment. As the CERFODES study shows, thus far, the majority (65.2%) of individuals in target regions who have received funding from the national government or other non-governmental organizations have invested in small-scale commerce (CERFODES, 2022).

5.1.2. Income activities

In terms of income activities, defined as any activity performed for pay or profit, the quantitative analysis shows an 80% increase in the level of economic activity among the beneficiaries, with a 77% increase in profit activities. In other words, the training program has effectively established a favorable environment for economic activity among the beneficiary population.

As one participant notes:



80% of beneficiaries have income-generating activities after the training. In general, 20% of the participants marry after training or leave the region, making it impossible to assess their post-project trajectory.

FN5 (Centre's supervisor) —

As the Kaya's CEFP case study shows, these results are attributable to the fact that most beneficiaries are internally displaced persons (IDPs) (see Table-6), who, for the most part, did not engage in economic activities in the host localities. For the IPDs, economic integration requires a certain degree of resilience, as Diallo (2022) has shown. Training provides beneficiaries is a key. Training has two practical applications. For beneficiaries who possess a skill from another trade or business, financial education training helps for the management of their activities, maintenance of accounts, and the differentiation between capital and profit.

This, in turn, enables to streamline productivity.



Training has helped her streamline production and get more customers.

BAY 8 (Beneficiary) —

On the other hand, in the case of those who had no prior activity, trade training has facilitated the economic integration of some beneficiaries.



Before, she didn't have any activities, but since her training, she's been doing her own. So, at the end of the month, she makes an estimate and saves according to her point.

BAY 13 (Beneficiary) —



Works done by some beneficiaries at KAYA's CEFP.



For instance, some beneficiaries have initiated the production of beaded bags and soaps following the training, as evidenced by the images below taken at the Kaya's CEFP during our field mission.

As the saponification trainer notes, beneficiaries, including those in the current cohort, engage in the production and marketing of soap-related materials. This contributes to an increase in economic activity.



Many beneficiaries come to us to buy the equipment they need to produce. The trick is to have the raw material available locally. And that's what we've done; it's marketing.

FN 1 (Facilitator) —

5.1.3. The use of ICTs on economic activities

The results of the quantitative analysis indicate that the use of information and communication technologies (ICTs) has a moderate effect on economic activities. The use of ICTs includes the use of the telephone (with or without internet access), computers, Wi-Fi, e-finance, and mobile money services (transfers, savings, invoice payments, and online purchases, among others). This result is attributable to the fact that most beneficiaries are illiterate. During our field mission, we noticed that beneficiaries lack proficiency in French (the official language in Burkina Faso). We thus hired an interpreter for the purpose of data collection. Therefore, their ability to use a cellphone is quite limited. Accordingly, they adapted their use of smartphones. They have created a WhatsApp group among themselves for marketing purposes. As a centre's supervisor explains:



For instance, as part of their income-generating activities, beneficiaries establish WhatsApp groups through which they disseminate promotional content related to their businesses. Furthermore, they use voice notes judiciously, given that not all of them are able to read and/or write.

FN5 (Centre's supervisor) —

While this is a strategic move, it is nevertheless limited because of its limited audience. In other words, a WhatsApp group is an effective to advertise, but to make the most of it, there is a need to use other strategies in conjunction. Yet, this is where a major issue lies. As the trainer notes, beneficiaries lack the funding required to lease a location to expose their products, which would have provided them with a much better exposition to sell their products.



The shortcomings of the project lie in the integration of beneficiaries through working capital. Here, rent is expensive, and some beneficiaries are unable to display their products. For some, it's at home; for others, it's online.

FN5 (Centre's supervisor) —

On the other hand, the use of ICTs has had a considerable effect on savings. As a result of the training, a number of beneficiaries are now engaged in savings. 79% of beneficiaries in our data now possess savings that can be used in the event of an emergency.



She really liked the training; it was really beneficial, especially the financial education. Because before, when she was saving, the husband could take her money without her knowing. But now, she requires her consent before the husband takes it.

BAY 10 (Beneficiary) _____

For the majority, mobile banking (orange money) is the preferred modality. In addition, 11% of beneficiaries express a desire to have savings, yet they lack the necessary income to do so. In other words, they acknowledge the benefit of savings.

5.1.4. Income

The results of the quantitative analysis indicate that the training program had no significant impact on the incomes of the beneficiaries. In other words, there has been no improvement in the incomes of the beneficiaries. This is partially attributable to the fact that most beneficiaries were awaiting the delivery of their installation kits and the subsidies that would facilitate their establishment at the time of data collection. Therefore, it is premature to draw any definitive conclusions with regard to this particular aspect of the project.

5.2. Analyzing the effectiveness of Aflayouth

5.2.1. Level of success

The heat map illustrates the various levels of project success. The map establishes a nexus between the criteria and the levels of success, based on the evaluator's subjective assessment.

Table 6: Heat map: explanation of the level of project success

	Low level of success	Moderate level of success	High level of success
Effectiveness	Project failed to meet its objectives	Project met some of its objectives	Project met all its objectives

5.2.2. Effectiveness

In general, the planned activities of the Aflatoun project were implemented in a satisfactory manner at the Kaya's CEF. This includes the adaptation of Aflatoun's curriculum and its subsequent implementation, the training of trainers and training of facilitators. Following the contextualization phase, one of the subsequent activities was to provide training for the trainers and facilitators. With regard to the training of beneficiaries, all modules were delivered according to project schedule.

From the perspective of the beneficiaries, 87% of those in our sample completed all the modules. The two exceptions were participants who were absent due to childbirth and illness.

Thus, the project met all its objectives.

Table 7: Effectiveness criterion summary table

Criteria	Activities	Results
Effectiveness	Development of curriculum	Objective met
	Contextualization	Objective met
	Training of trainers	Objective met
	Training of facilitators	Objective met
	Implementation	Objective met

6. Analysis

Aflayouth's strategy of equipping PROMESSE-FP beneficiaries with social and financial skills is a sound one. On the one hand, it enables beneficiaries to become better members of their respective communities. On the other hand, it creates the conditions for them to be more productive in their income-generating activities. In this sense, the project is having some impact. The lives of the beneficiaries, most of whom are IDPs, are being transformed. They now possess the capacity to engage in income-generating activities and, concomitantly, become empowered. From this perspective, the association of various organizations within the context of this consortium appears to be a logical and beneficial arrangement, particularly in light of Aflatoun's capacity to provide complementary training that enhances the efficacy of vocational education.

However, what appears to be the project's strength may also be its Achilles' heel. For most beneficiaries, the four vocational courses appear to be of greater importance than the Aflayouth's training. Data indicate that they have a strong preference for these courses, believing that they will be more useful beyond the project. This is not surprising given the profile of the beneficiaries, who are predominantly illiterate. In this context, Aflayouth's training may appear theoretical to these beneficiaries and therefore of limited utility, especially if they are not engaged in an income-generating activities. As Blackman et al.(2016) show, 70% of knowledge is acquired through practical learning; if Aflayouth training content is not put into practice, it is likely to be of no use to beneficiaries. As the CERFODES (2022) shows, prior to Aflayouth's training, a considerable proportion of IDPs and host populations had received comparable training in

financial education, including financial management, management accounting, bookkeeping, product stock management, and marketing. It implies that the relevance of the Aflayouth project pertaining to financial education, as previously discussed, indicates a lack of long-term sustainability of these earlier training.

Therefore, the sustainability of Aflayouth's training depends on the capacity of beneficiaries to initiate an income-generating activity (with some exceptions, e.g., child marriage); otherwise, the knowledge may become obsolete. Of course, obtaining the kit (from vocational training) creates the conditions for engaging in an income-generating activity. Yet, the criteria for obtaining the kits do not necessarily guarantee that the beneficiaries will be able to engage in those activities. These kits are distributed based on in-class performance, rather than personal preferences. Thus, some beneficiaries may perform well in trade training without necessarily intending to pursue a career in that field. In fact, some beneficiaries have indicated that their preferences (e.g., sewing) were not provided in the context of PROMESSE-FP.

The effort of Aflatoun to establish financial enterprises to further assist beneficiaries beyond training are commendable. Such endeavors will undoubtedly further empower beneficiaries. However, to be more impactful, Aflatoun's contents must be further contextualized in order to meet the needs of beneficiaries (Kacou et al., 2022). To achieve this, it will need to collaborate more closely with other member organizations of the consortium, facilitators, beneficiaries, etc.

Conclusion and recommendations

The Aflayouth project has had positive effect on its beneficiaries. For example, quantitative evidence shows that 90% of beneficiaries have improved their ability to engage in income-generating activities, while the level of paid employability of beneficiaries has improved by 32%. However, the effect could be even more improved, especially on paid employability and self-employability. Thus, we put forth a number of recommendations designed to reinforce the project's achievements and ensure their sustainability.

1

Aflatoun should collaborate more closely with the other consortium members and abandon its current strategy of operating in silos. In the current context, it is other consortium members who make the selection of beneficiaries, and the selection is made according to the mandate of the organization, which overrides Aflayouth's benefits.

2

The sustainability of the project hinges on the ability of the beneficiaries to use the knowledge gained beyond the project. Therefore, the project's design must consider this aspect and recognize that training alone may not be a sufficient catalyst for change.

3

The duration of the project should be reassessed in order to enhance efficiency. In this case, it is beneficial to consider the level of knowledge of the beneficiaries when determining the duration of the modules.

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Appendices

GUIDE D'INTERVIEW

Projet d'évaluation : Aflayouth

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

Quel est votre âge?

Sexe :

Quel est votre village?

Êtes – vous un déplacé?

Quel est votre statut matrimonial?

Quel est le plus haut niveau d'éducation formelle que vous avez atteint?

Participation aux formations

Avez-vous suivi l'ensemble de la formation?

Dans l'ensemble, quelle évaluation faites – vous de ce module?

Qu'avez – vous aimé dans cette formation?

Quelles sont les améliorations que vous souhaiteriez – vous voir apporter ?

Module social

De tous les sujets abordés dans le module social, tels que les droits de l'homme, l'égalité entre les hommes et les femmes et le changement communautaire, lequel vous a été le plus bénéfique ?

Fournir une élaboration.

Pourquoi?

Attitude

Dans quelle mesure, la formation Aflayouth vous a aidé à mieux comprendre vos forces et vos faiblesses?

Fournir quelques exemples « concrets » (la connaissance de soi, la santé sexuelle, la gestion financière, etc.).

Quelle compétence avez – vous acquis au cours de la formation? (Donnez quelques exemples)

De quelle manière ces compétences vous aident à participer au changement dans votre communauté ?

Épargne

Qu'avez – vous appris de la formation en matière d'épargne ?

Avez – vous une épargne?

Quels sont vos objectifs en matière d'épargne?

Quelles sont les modalités de votre épargne?

Module financier et employabilité

Quelles sont les compétences financières acquises au cours de la formation?

Les compétences acquises peuvent – ils vous aider à atteindre vos objectifs professionnels?

Élaborez davantage!

Les compétences acquises peuvent – ils vous aider à atteindre vos objectifs en termes d'entrepreneuriat?

Élaborez davantage!

Les compétences acquises peuvent – ils vous aider à atteindre vos objectifs en termes d'activité génératrice de revenus?

Élaborez davantage!

Perspective Succès

Dans l'ensemble, comment évaluez – vous la formations?

Quel module vous aidera le plus après la formation?

Qu'avez-vous le plus apprécié dans cette formation ?

Quelles sont les lacunes que vous avez constatées ?

Quelles sont les améliorations que vous souhaiteriez voir apporter aux prochaines éditions ?

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 ?

Aviez-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 Aflayouth ?

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

Avez-vous participé à l'adaptation du curriculum d'Aflatoun pour la formation Aflayouth ?

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

Objectifs du projet

En quelques mots, pouvez-vous définir les objectifs stratégiques du projet Aflayouth ?

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 Aflayouth ?

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 Aflayouth ?

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

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

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 Aflayouth ?

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 Aflayouth ?

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'INTERVIEW

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 Aflayouth ?

Orientations stratégiques de la formation Aflayouth _____

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

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 Aflayouth ?

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 Aflayouth 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 Aflayouth 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?

