



**USAID**  
FROM THE AMERICAN PEOPLE



PHOTO 4-H CLUB ACTIVITY | MEL PLATFORM, 2022

# FEED THE FUTURE YOUTH IN AGRICULTURE FINAL PERFORMANCE EVALUATION

MONITORING, EVALUATION AND LEARNING IN  
SENEGAL

March 2023

This publication was produced at the request of the United States Agency for International Development. It was prepared independently by EnCompass LLC for the Monitoring, Evaluation and Learning in Senegal (Contract No. 720OAA20D00011 / Task Order No. 72068522F00003).

# ABSTRACT

The final performance evaluation of the Feed the Future (FtF) Youth in Agriculture (YIA) project used a mixed-methods approach to examine YIA's appropriateness in the context of the FtF Senegal strategy, the soundness of its implementation approach, the quality of its resource management, the adequacy and effectiveness of Virginia Tech's assistance delivery, the coverage and response to beneficiaries, and the potential for sustainability. The report's findings and conclusions describe positive outcomes, missed targets, and remaining challenges. The positive outcomes include the success of the 4-H clubs, positive impact felt by club members and leaders, the institutionalization of 4-H within the Ministry of Higher Education, Research, and Innovation (MESRI) and partner universities, and the development of curricula for the vocational training sector. However, YIA implementation encountered many delays that resulted in slow implementation and failure to achieve targets. High levels of commitment have contributed to sustainability, but challenges including insufficient collaboration with relevant ministries and agencies, low motivation at universities where committee members took on extra tasks without extra compensation, and administrative hurdles to dispense funds represent high risk threats for effective sustainability. The report presents recommendations for (1) USAID and the next implementing partner to increase efficiency, improve MEL systems, and increase private sector engagement; (2) MESRI and partner universities to further institutionalize 4-H programming and streamline financial procedures; (3) vocational training centers to develop and validate prioritized curricula; (4) the national 4-H association to increase private sector engagement; and (5) 4-H clubs to expand their reach and continue training.

# CONTENTS

- LIST OF EXHIBITS ..... III
- ACRONYMS AND ABBREVIATIONS..... IV
- EXECUTIVE SUMMARY ..... V
- EVALUATION PURPOSE AND EVALUATION QUESTIONS ..... I
  - Evaluation Purpose ..... I
  - Evaluation Questions ..... I
- PROJECT BACKGROUND ..... 2
- EVALUATION METHODS & LIMITATIONS..... 3
  - Methodology ..... 3
  - Limitations ..... 5
- FINDINGS..... 6
  - Question 1: Activity Effectiveness ..... 6
  - Question 2: Integration of the 4-H Program into the MESRI and the Universities..... 15
  - Question 3: Sustainability of the National 4-H PROGRAM..... 20
  - Question 4: Improvement and Adaptation of Vocational Training and Business Development Services.. 25
  - Question 5: YIA Activity’s Contribution to EGO Objectives and the FtF Strategy..... 27
- CONCLUSIONS ..... 29
- RECOMMENDATIONS..... 33
  - USAID..... 33
  - The Next Implementing Partner ..... 33
  - MESRI and the Universities ..... 34
  - Vocational Training..... 35
  - National 4-H Association..... 35
  - 4-H Clubs..... 35
- REFERENCES..... 36
- ANNEXES ..... 38
  - Annex A: Evaluation Team ..... 38
  - Annex B: Evaluation Statement of Work..... 39
  - Annex C: Detailed Evaluation Methodology ..... 49
  - Annex D: Information Sources..... 53
  - Annex E: Data Collection Instruments..... 55
  - Annex F: Conflict of Interest Disclosures ..... 91
  - Annex G: Additional Survey Data Tables ..... 93
  - Annex H: 4-H Regional Poles ..... I 12
  - Annex I: YIA Logical Framework, Indicator Targets and Results ..... I 13
  - Annex J: Vocational Training Curricula ..... I 16

# LIST OF EXHIBITS

Exhibit 1: YIA components and key activities.....	3
Exhibit 2: Number of data sources by type and region.....	5
Exhibit 3: Most clubs have implemented at least one activity, while leaders participate more frequently than members.....	6
Exhibit 4: Members' level of participation in 4-H clubs by region.....	6
Exhibit 5: Members and leaders acquired new skills as a result of YIA.....	7
Exhibit 6: Half of the new 4-H members enrolled in YIA's last two years.....	9
Exhibit 7: The percentage of members receiving training and participating in club activities declined as club membership increased.....	10
Exhibit 8: YIA indicator achievement rates, overall and by component.....	11
Exhibit 9: Framework for institutionalizing PYD (4-H) in MESRI and universities.....	15
Exhibit 10: 4-H members received less training than 4-H leaders.....	24
Exhibit 11: YIA FtF Indicator Achievement Rates.....	27
Exhibit 12: Summary of data sources by region and type of data source.....	53
Exhibit 13: Summary of data sources by type of organization and type of data.....	53
Exhibit 14: YIA logical framework.....	113
Exhibit 15: YIA indicator achievement rates.....	114
Exhibit 16: Priority training topics for vocational training.....	116

# ACRONYMS AND ABBREVIATIONS

ACP	Agent Comptable Principal, Principal Accounting Agent
AMELP	Activity Monitoring, Evaluation and Learning Plan
ANPEJ	Agence Nationale pour le Promotion de l'Emploi des Jeunes
CCIR	Cross-cutting intermediate result
CFP	Centre de Formation Professionnelle, vocational training center
CIPA	Centre d'Initiation et de Perfectionnement dans les Métiers de l'Agriculture
COP	Chief of Party
CRE	Centre de Recherche et d'Essai
DAIS	Data Analysis, Integration, and Synthesis
DECLIC	Développement-Citoyenneté-Leadership Intégré & Communautaire
DGRI	Directorate General of Research and Innovation
ERA	Education and Research in Agriculture
EG4ALL	Economic Growth for All
EGO	Economic Growth Office
FCFA	West African CFA franc
FGD	Focus group discussion
FtF	Feed the Future
GIE	Groupement d'intérêt économique, economic interest group
ISFAR	Institut Supérieur de Formation Agricole et Rurale
KII	Key informant interview
LTAEB	Lycée Technique Agricole Emile Badiane
MESRI	Ministère de l'Enseignement Supérieur, de la Recherche et de l'Innovation, Ministry of Higher Education, Research and Innovation
MFPAA	Ministère de la Formation Professionnelle, de l'Apprentissage et de l'Artisanat, Ministry of Vocational Training, Learning and Crafts
PPP	Public-Private Partnership
PYD	Positive Youth Development
UADB	Université Alioune Diop de Bambey
UAM	Université Ahmadou Makhtar Mbow de Diamniadio
UASZ	Université Assane Seck de Ziguinchor
UCAD	Université Cheikh Anta Diop
UGB	Université Gaston Berger de Saint-Louis
UIDT	Université Iba Der Thiam de Thiès
USAID	U.S. Agency for International Development
USG	U.S. Government
USSEIN	Université du Sine Saloum Elhadji Ibrahima Niassé
YIA	Youth in Agriculture

# EXECUTIVE SUMMARY

## PROJECT BACKGROUND

Feed the Future (FtF)/Youth in Agriculture (YIA) was a \$4 million project, funded by the U.S. Agency for International Development (USAID) in Senegal through the Economic Growth Office (EGO) from 2017 to 2022. It was implemented by Virginia Tech Institute and State University (Virginia Tech), in partnership with Senegalese ministries, universities, vocational training centers, and 4-H clubs. Its development hypothesis was that the institutionalization of a national Positive Youth Development (PYD) program, plus innovative approaches to bridging Technical and Vocational Education and Training (TVET) institutions with private sector value chain actors, can yield increased employment and enterprise development, increased youth engagement in Senegal's economic growth, and increased inclusive economic growth.

The implementation strategy relied on two key components, each with a specific orientation. Component 1 sought to establish and institutionalize a national PYD program in partnership with the Ministry of Higher Education, Research, and Innovation (MESRI) and six universities to implement and coordinate activities. It used a training of trainers (TOT) approach to encourage and support the growth of 4-H clubs and members. Component 2 sought to improve vocational training and business development services by pilot testing innovative approaches to strengthen training institutions' connections with private sector actors and markets. It included development of a vocational training curriculum based on an analysis of private sector needs.

## EVALUATION PURPOSE AND METHODOLOGY

The evaluation team examined the appropriateness of YIA's two components in the context of the FtF Senegal strategy, the soundness of the implementation approach, the quality of YIA's resource management, the adequacy and effectiveness of Virginia Tech's assistance delivery, the coverage and response to beneficiaries, and the potential for overall sustainability of YIA's results beyond its closing. USAID/Senegal EGO will use findings and recommendations from the evaluation to inform future programming related to youth in agriculture in Senegal.

## FINDINGS AND CONCLUSIONS

The evaluation addressed six questions, described below with associated findings and conclusions.

**I. To what extent has the Activity been implemented effectively, including the timely completion of planned activities, the efficient use of Activity resources, and the quality of partnerships and collaboration?**

Stakeholders, survey respondents, and project documents confirmed that YIA encountered many delays in launching activities with MESRI and the universities, which had a ripple effect on other activities and contributed to it falling short of most of its targets. YIA's team structure and configuration were not appropriate for optimal implementation as defined in its award document, suggesting that YIA was not implemented effectively, despite achieving important results.

These shortcomings notwithstanding, survey respondents reported that YIA training provided them with new knowledge and skills, which some of the active clubs have used to implement income generation or community service activities. These results demonstrate the value of PYD and its role in supporting youth engagement in economic growth. In its last two years, YIA established innovative partnerships with grassroots organizations and schools that accelerated the establishment of new clubs and club membership. The success of the 4-H clubs is one of the most important achievements of YIA, largely due to the high levels of motivation among leaders and members who benefited from trainings on several topics (leadership, entrepreneurship, etc.) and have taken ownership of the 4-H concept.

Overall, respondents reported the project had insufficient resources to implement the project as designed, and that the minimal resources afforded to the project were used ineffectively. Stakeholders at the universities indicated that delays in receiving disbursements meant they did not receive all planned funds, which especially affected support for 4-H clubs. Stakeholders observed that having the Chief of Party based in the United States instead of Senegal impeded operating procedures and relations with counterparts. They also reported that the YIA team was too small to effectively implement the program.

Stakeholders and project documents reveal that YIA lacked a functional and effective monitoring, evaluation, and learning (MEL) system, including qualified staff. YIA entrusted club monitoring and routine data collection to partner universities, but they were never able to perform these functions due to a lack of resources and qualified personnel. As a result, YIA did not effectively monitor 4-H club establishment, enrollment, and functionality.

As a result of these factors only 8 of YIA's 24 indicators achieved at least 75 percent of their assigned targets. The delays in reaching an agreement with MESRI and then the universities were a central cause for lack of results in many of these indicators, especially those related to public-private partnerships (PPPs) for Component 1 and curriculum development in Component 2. YIA fell short of its targets related to private sector engagement, entrepreneurship, and employment. The evaluation team did not find sufficient evidence of YIA efforts to engage the private sector. The YIA staffing plan did not include a private sector specialist to tackle these issues, which contributed to the lack of results.

## **2. To what extent has the national youth program governance structure been embedded within MESRI and the universities?**

Stakeholders and YIA reports confirm that MESRI successfully implemented the institutional framework and established YIA governance bodies with the Directorate General of Research and Innovation (DGRI) for steering and governance of the national PYD program. This commitment to incorporating the program governance resulted in a series of administrative acts (decrees) that have formalized hosting of the program within DGRI. Following these decrees, MESRI formally put in place several structures to ensure strategic governance of the program and established a national coordination team composed of MESRI staff and government officials. This process took longer than expected (a full year) because a new minister was appointed and YIA had to relaunch the process for establishing the agreement with MESRI, which was a prerequisite for establishing partnerships with the six universities selected for participation.

For YIA to sign grant agreements, the universities needed to meet USAID and U.S. government (USG) requirements, which took another year. Funds transferred to the university go into a single account, which added delays in disbursing funds. Universities also needed to account for the funds received before YIA could disburse additional tranches. As a result, no university received the full amount of its grant, further affecting implementation.

Partner universities have taken important steps to integrate 4-H into their structures and acknowledge its role in achieving their community service mission. Rectors from the six partner universities issued decrees to set up the regional poles and assigned staff to coordinate implementation of national 4-H program activities, including training of trainers, supporting leaders, and monitoring 4-H clubs, among other tasks. Members of the regional poles indicate that the 4-H club activities had a positive impact on the community service component of the partner universities, particularly in Bambey, Diamniadio, Saint-Louis, and Thiès.

YIA successfully embedded the 4-H program governance within MESRI and partner universities, which all have 4-H program coordination teams to support 4-H activity implementation. This achievement created strong foundations and fostered great ownership among national education institutions. Challenges remain due to unequal levels of commitment and political will, the limited duration of their collaboration with YIA, the lack of a transition plan, and limited staff motivation for the assigned public staff members in the universities.

### **3. What is the overall sustainability of the national 4-H program?**

YIA partners expressed their strong commitment to the program and its continuation, but additional steps are needed to further institutionalize the program and ensure long-term viability. Stakeholders at MESRI and the universities all consider the 4-H club spirit and philosophy to be in line with their community service mission. They report that various mechanisms and instruments that can support the sustainability of YIA's achievements and the national 4-H program are in place and can be used to ensure the continuity of the national program's PYD activities. DGRI plans for the Government of Senegal to set up a National Research and Innovation Development Fund that could contribute to the financing of the national 4-H program activities.

Some 4-H clubs have implemented self-sustaining initiatives with little or no outside financing that are likely to continue after YIA's end because they were financed mostly through small contributions from individual club members. Among 4-H club members surveyed, 6 percent had implemented an income-generating activity and 7 percent had implemented a community service activity.

Stakeholders confirmed there was no transition plan to ensure YIA efforts would continue past the program's end. Stakeholders also commented that they were not informed about the project's conclusion but they also noted their hope for an extension.

YIA followed a TOT model by providing grants to universities to train leaders who were expected to train members, but only 14 percent of members reported receiving any training and nearly one-third of the clubs visited are not functional. Club members and leaders attributed this to the lack of training and other support. The delays described above meant that YIA transferred fewer funds to universities, who provided less training than was planned.

### **4. To what extent have vocational training and business development services been improved, including tailoring to the needs of local communities?**

Stakeholders agree that YIA effectively supported an analysis of the supply and demand for vocational training and guided vocational training centers accordingly to revise their training curricula, some of which adopted new pedagogical approaches. Following a highly participatory process, YIA worked with agricultural production actors to prioritize training topics and course offerings, but did not initiate the process of developing the selected offerings before the project end date.

Working through national accreditation bodies, YIA supported the review of the training modules and the revision of certain training modules at the *Institut Supérieur de Formation Agricole et Rurale* (ISFAR), which stakeholders appreciated. The university in Bambey, the Lycée Technique Agricole Emile Badiane, and the vocational training center in Dagana have added new modules that were not included in their courses before their collaboration with YIA. The universities in Bambey and Diamniadio have changed the modules and content of their training courses. Pedagogical Coordinators involved in the process showed a strong appropriation for the pedagogical contributions supported by YIA. Curricula have yet to be validated, which is the next step in the process.

On the entrepreneurship side, YIA has supported micro-projects for youth entrepreneurial initiatives through six vocational training centers, providing each with grants of 11,000,000 FCFA. Stakeholders at the training centers and recipients provided anecdotal evidence of the activities implemented.

While vocational training was a YIA achievement with the potential for sustainability, opportunities for private sector collaboration included in the project design did not materialize. The evaluation team found insufficient evidence of YIA efforts to develop PPPs. The YIA staffing plan did not include a private sector specialist, which contributed to the lack of results.

## **5. How effectively has YIA contributed to the EGO objectives in Senegal and, more globally, the FtF strategy in Senegal?**

YIA activities align with EGO objectives and the FtF strategy. YIA's project goal is increased youth engagement in Senegal's economic growth, which aligns with four intermediate results in the Economic Growth for All (EG4ALL) project document: increased employment and small and medium enterprise development; improved human, organizational, and systemic performance; empowering youth and women; and increased access to finance. YIA had a higher achievement rate for indicators related to empowering youth and women and organizational performance, but YIA activities related to employment, enterprise development, and access to finance did not take hold, so few contributions were made in this area.

Eleven of YIA's 24 indicators are standard FtF indicators and all but one of these are included in the Mission's annual Program Performance Report (PPR). Of these only four achieved at least 75 percent of their target. Two of these focus on the number of jobs generated and the capacity of USG-supported institutions. Of the four indicators that reached less than 25 percent of their target, three measure the economic impact that YIA was intended to have: value of annual sales from farms or firms; value of agriculture-related financing accessed; and the number of individuals participating in group-based savings, microfinance, or lending programs.

The last part of YIA's development hypothesis links its activities to "increased employment and enterprise development, increased youth engagement in Senegal's economic growth, and finally increased inclusive economic growth." There is not enough evidence to either prove or disprove the hypothesis that planned activities would contribute to inclusive economic growth; the lack of results under YIA may be related more to poor implementation than the lack of sound development design.

## **RECOMMENDATIONS**

The recommendations below draw on the findings and conclusions listed above, as well as a recommendations co-creation workshop organized with stakeholders on January 10, 2023.

STAKEHOLDER	RECOMMENDATION
<b>USAID should...</b>	<ul style="list-style-type: none"> <li>• Encourage a more efficient, learning-focused, and sustainable approach (EQ1, EQ4).</li> <li>• Encourage more effective public-private partnerships, which are key to sustainability but did not materialize under YIA (EQ4).</li> <li>• Engage MESRI (or other government entities) in the design phase of any future programming or opt for co-creation workshops that will ensure their perspective is reflected, thereby demonstrating USAID's commitment to locally led development (EQ2).</li> </ul>
<b>The next implementing partner should...</b>	<ul style="list-style-type: none"> <li>• Establish an effective and adequately resourced MEL system to improve monitoring of program activities and introduce greater learning and adaptation (EQ1).</li> <li>• Engage MESRI and the universities upon award and be prepared to assist sub-awardees with all USG procedures related to receiving funds (EQ2).</li> </ul>
<b>MESRI and the universities should...</b>	<ul style="list-style-type: none"> <li>• Continue to institutionalize the 4-H program by creating a 4-H Coordinator position, developing periodic work plans, and organizing regular meetings to track progress, adapt activities and pivot as needed (EQ2, EQ3).</li> <li>• Increase their financial commitment to the 4-H program through greater investment in the university coordinating committees, integration of community service in work plans and budgets, establishment of dedicated accounts for project funds, and additional efforts to seek private sector contributions (EQ2, EQ3).</li> </ul>
<b>MESRI, the Ministry of Vocational Training, Learning, and Crafts should...</b>	<ul style="list-style-type: none"> <li>• Complete the process of validating the curricula developed with YIA support and developing the course offerings identified and prioritized with YIA support (EQ4).</li> <li>• Engage relevant sectoral ministries to expand the impact of the vocational training (EQ4).</li> </ul>
<b>Vocational training centers should...</b>	<ul style="list-style-type: none"> <li>• Strengthen their dialogue with the private sector, particularly to incorporate their needs into course offerings (EQ4, EQ5).</li> </ul>
<b>The National 4-H Association should...</b>	<ul style="list-style-type: none"> <li>• Develop a private sector engagement strategy to secure more internship, employment, and entrepreneurship opportunities for clubs and members (EQ3, EQ4).</li> <li>• Develop a strategy for expanding beyond the universities, drawing the success of working through secondary schools and local grassroots organizations (EQ3).</li> </ul>
<b>4-H clubs should...</b>	<ul style="list-style-type: none"> <li>• Develop more revenue-generating activities and implement additional training using the TOT model (EQ3).</li> <li>• Involve first and second year students in club management to lessen the activity slowdown that occurs when student leaders graduate (EQ3).</li> </ul>

# EVALUATION PURPOSE AND EVALUATION QUESTIONS

## EVALUATION PURPOSE

As Youth in Agriculture (YIA) came to an end after five years of implementation, USAID commissioned the Monitoring, Evaluation, and Learning in Senegal Platform (MEL Platform) to conduct the final performance evaluation. The evaluation team examined the appropriateness of YIA's two components in the context of the Feed the Future (FtF) Senegal strategy, the soundness of the implementation approach, the quality of YIA's resource management, the adequacy and effectiveness of Virginia Tech's assistance delivery, the coverage and response to beneficiaries, and the potential for overall sustainability of YIA's results beyond its closing. The USAID/Senegal Economic Growth Office (EGO) will use findings and recommendations from the evaluation to inform future youth in agriculture programming in Senegal.

### Evaluation Objectives

1. Assess overall performance of YIA
2. Assess the adequacy of YIA in the context of the Senegal FtF strategy
3. Assess overall potential for sustainability of project gains after project closure
4. Co-create practical recommendations to inform future programming

The final evaluation design and implementation process was highly participatory and collaborative, including:

- Co-creation of an evaluation scope of work (SOW) and design with USAID/Senegal EGO
- Validation of findings and participatory co-creation of practical, reasonable, and actionable recommendations that will be beneficial to future programming through a workshop with key stakeholders including representatives from Virginia Tech/YIA staff, officials from the *Direction Générale de la Recherche et de l'Innovation* (DGRI) at the Ministry of Higher Education Research and Innovation (MESRI), Regional Poles (described in more detail below), and 4-H club representatives.

The audience for the evaluation includes USAID/EGO, Virginia Tech, the implementing partner for any future activity, MESRI, partner universities, the National 4-H Association and 4-H clubs.

## EVALUATION QUESTIONS

USAID initially suggested six evaluation questions in its tasking request, which the evaluation team reformulated into five evaluation questions, listed below. See Annex B: Evaluation Statement of Work for a comprehensive discussion of the questions and sub-questions explored in the evaluation.

1. To what extent has the Activity been implemented effectively, including the timely completion of planned activities, the efficient use of Activity resources, and the quality of partnerships and collaboration?
2. To what extent has the national youth program governance structure been embedded within the Ministry of Higher Education, Research, and Innovation (MESRI) and the universities?
3. What is the overall sustainability of the national 4-H program?

4. To what extent have vocational training and business development services been improved, including tailoring to the needs of local communities?
5. How effectively has YIA contributed to the EGO objectives in Senegal and, more globally, the FtF strategy in Senegal?

## PROJECT BACKGROUND

Feed the Future (FtF)/Youth in Agriculture (YIA) is a \$4 million project funded by USAID/Senegal through the Economic Growth Office (EGO). FtF YIA is an Associate Cooperative Agreement that ran from November 2, 2017, through November 1, 2022, under Award Number AID-685-LA-17-00002. It was implemented by Virginia Tech Institute and State University (Virginia Tech), in partnership with MESRI and the Universities of Senegal and in collaboration with the *Ministère de la Formation Professionnelle, de l'Apprentissage et de l'Artisanat* (MFPAA) and the *Ministère de la Jeunesse et de l'Emploi*. Its objective was to increase youth engagement in driving economic growth by building young people's capacity and supporting the institutionalization of positive youth development and vocational training systems that create dynamic and profitable entrepreneurial and employment opportunities in agricultural value chains and markets. In coordination with other actors in the U.S. Agency for International Development (USAID) and Government of Senegal (GoS), this project addressed USAID/Senegal's Economic Growth for All (EG4ALL) Intervention Area 3: Entrepreneurship and Vocational Development Services, to contribute to increased inclusive economic growth and the reduction of poverty and undernourishment in Senegal.

According to Senegal's National Agency for Statistics and Demography (ANSD, 2016), 50 percent of Senegal's population is under the age of 18 and about half of these youth live in rural areas. Senegal has an estimated youth unemployment rate of nearly 32 percent (*Agence nationale pour la promotion de l'emploi des jeunes*—ANPEJ, 2016) with approximately 60 percent of all unemployed people in Senegal being under the age of 26 (ANSD, 2016). Each year, more than 100,000 young job seekers enter the labor market (*Plan Senegal Emergent*, 2019). These trends, perceived as challenges to economic development, can become real opportunities for quality human resources and a potential force for development.

The USAID/Senegal EG4ALL Program Activity Document raised several issues that hinder the integration of youth into modern agriculture, both on and off the farm in Senegal. The vision is clear on the critical role that positive youth development (PYD), youth employment, entrepreneurship, and innovative market-based vocational training must play in Senegal's emerging economic and community development. Thus USAID/Senegal funded Education and Research in Agriculture (ERA), a “4-H Senegal” PYD Program focused on agriculture and entrepreneurship for sustainable community development.<sup>1</sup>

To embed the 4-H Senegal program at the institutional and local levels, YIA provided funding for six regional 4-H consortia, or “poles,” each housed at a different university: Université Gaston Berger de Saint-Louis (UGB), Université Cheikh Anta Diop (UCAD) in Dakar, Université Iba Der Thiam (UIDT) in

---

<sup>1</sup> From its creation in the United States, 4-H (head, heart, hands, and health) promotes the active participation of universities and agricultural training centers in developing a new generation of agriculturists. 4-H Senegal links agricultural institutions and their pedagogical expertise with local youth who seek valuable knowledge and experience in agriculture. Source: [4-H Senegal Positive Youth Development Fact Sheet](https://cired.vt.edu/content/dam/cired_vt_edu/Youth%20in%20Agriculture%20-%204-H%20Fact%20Sheet.pdf) [https://cired.vt.edu/content/dam/cired\\_vt\\_edu/Youth%20in%20Agriculture%20-%204-H%20Fact%20Sheet.pdf](https://cired.vt.edu/content/dam/cired_vt_edu/Youth%20in%20Agriculture%20-%204-H%20Fact%20Sheet.pdf).

Thiès, Université du Sine Saloum Elhadji Ibrahima Niasse (USSEIN) in the Sine Saloum, Université Alioune Diop de Bambey (UADB) in Diourbel, and Université Assane Seck de Ziguinchor (UASZ) in Casamance. Each pole, although physically and administratively focused on the leading university, is constituted and managed in collaboration with a consortium of stakeholder institutions. A schematic diagram of the partners in each of the six regional poles is available in Annex H: 4-H Regional Poles.

The YIA development hypothesis is that the institutionalization of a national PYD program, plus innovative approaches to bridging Technical and Vocational Education and Training (TVET) institutions with private sector value chain actors, can yield increased employment and enterprise development, increased youth engagement in Senegal’s economic growth, and finally increased inclusive economic growth. YIA’s planned interventions are summarized in Exhibit I.

Exhibit I: YIA components and key activities

COMPONENTS	KEY ACTIVITIES
<b>Component 1:</b> Establish and institutionalize a national PYD program, building on the 4-H Senegal Positive Youth Development program of the USAID program Education and Research in Agriculture (ERA).	<ul style="list-style-type: none"> <li>• Training of trainers on 4-H and PYD</li> <li>• Creation and sharing of evidence-based pedagogical materials</li> <li>• Management of sub-awards for Regional 4-H Sites</li> <li>• Backstop creation, management, and evaluation of certified clubs</li> <li>• Facilitation of participatory youth evaluation and research</li> <li>• National 4-H program coordination meetings</li> <li>• National 4-H Youth Congress</li> <li>• Special agricultural, STEM, and entrepreneurship activities/events</li> </ul>
<b>Component 2:</b> Improve vocational training and business development services by pilot testing innovative approaches to strengthen training institutions’ connections with private sector actors and markets.	<ul style="list-style-type: none"> <li>• Training of trainers on youth employment and entrepreneurship</li> <li>• Workshops for integrated curricula co-creation</li> <li>• Management of sub-awards for TVET partnerships</li> <li>• Networking and exchange events for youth, employers, and investors</li> </ul>

YIA also implements crosscutting activities touching on both components, such as the facilitation of public-private partnerships (PPPs) and of a PYD/Youth Employment Community of Practice. YIA covered the regions of Dakar, Thiès, Saint-Louis, Dagana, Bambey, and the Sine Saloum zone including Kaolack, Ziguinchor, and Bignona.

## EVALUATION METHODS & LIMITATIONS

This section summarizes the evaluation methods and limitations. See Annex C: Detailed Evaluation Methodology for a more detailed description of the methodology.

### METHODOLOGY

The evaluation team used a mixed-methods approach combining quantitative and qualitative data collection to foster triangulation and increase the validity of the evaluation results. The team used a three-phase approach: (1) review and analysis of activity documents, (2) quantitative surveys with 4-H club leaders and members, and (3) key informant interviews (KIIs), group discussions (GDs), and focus group discussions (FGDs) with various activity stakeholders and beneficiaries. The evaluation time frame is from August 2022 through February 2023. Data collection took place from November 10—22, 2022.

## SAMPLING

For the survey of youth members of 4-H clubs, the team used a two-stage stratified random draw to select the clubs and then the members to be interviewed in those clubs. In each stratum, the team calculated the sample size based on the number of members per club in the stratum with a 90 percent confidence level, a 10 percent margin of error, and a design effect of 1.5. In the first stage, the team drew 10 clubs in four regions (Dakar, Diourbel, Saint-Louis, and Ziguinchor) from the list of clubs provided by YIA and selected 10 members from each club, distributed proportionally by sex according to the number of boys and girls in the club. In randomly selected clubs that did not have the expected number of members, the team interviewed all members to reach the maximum number of respondents in the club. For club leaders, the team calculated the sample for all four regions using the same statistical parameters, resulting in a sample of 140 leaders, which the team rounded to 200 leaders.

To identify stakeholders for the KIIs and FGDs, the team use purposive sampling, based on project activities, beneficiaries, and partners in each region. In addition to the fieldwork in four regions, the evaluation team met with all six university rectors. See Exhibit 2 for more details.

## PHASE 1: DOCUMENT REVIEW

The evaluation team reviewed YIA project documents to assess the conformity of implementation with what was planned, including the YIA award document, annual work plans, quarterly and annual performance reports, and the **Activity Monitoring, Evaluation and Learning Plan (AMELP)** for targets and actual results. The team consulted these documents to understand YIA's objectives, strategy, and implementation. Please refer to the References section for a complete list and the Limitations section for additional detail.

## PHASE 2: QUANTITATIVE DATA COLLECTION

- **Survey of 4-H leaders who have benefited from TOT:** The evaluation team surveyed 200 4-H leaders in 40 clubs who benefited from these trainings, in particular on the knowledge and skills acquired in PYD, leadership and youth engagement, to assess both the YIA contribution in setting up a critical mass of trainers and the sustainability of this approach.
- **Survey of youth 4-H club members:** The evaluation team surveyed 350 young 4-H members in 40 clubs who participated in or benefited from YIA project interventions in Senegal. The purpose was to gauge their participation in 4-H activities and trainings and what they gained from their participation.

## PHASE 3: QUALITATIVE DATA COLLECTION

- **Semi-structured KIIs and GDs:** The team conducted semi-structured KIIs and GDs with stakeholders at the central level, including representatives of MESRI, USAID, YIA, and ANPEJ, and with stakeholders representing organizations at the regional level such as regional university clusters, research centers, institutions, institutes and training centers, and club leaders. See Exhibit 2 for more details.
- **FGDs:** To complement the quantitative data collected through the youth survey, the team conducted FGDs with youth club members and participants in the 4-H program. The evaluation team conducted 19 FGDs across 4 regions: Dakar, Diourbel, Saint-Louis, and Ziguinchor. See Exhibit 2 for more details.

Exhibit 2: Number of data sources by type and region

REGION	KII	GD	FGD	SURVEY OF 4-H MEMBERS	SURVEY OF 4-H LEADERS
Dakar	18	4	4	85	50
Diourbel	9	1	5	88	50
Saint-Louis	11	3	5	84	50
Ziguinchor	12	2	5	93	50
Thiès	2	0	0	--	--
Kaolack	1	0	0	--	--
<b>Total</b>	<b>53</b>	<b>10</b>	<b>19</b>	<b>350</b>	<b>200</b>

## DATA SYNTHESIS, PROCESSING AND ANALYSIS

To analyze data captured from the surveys, KIIs, GDs, and FGDs, the evaluation team used the standard EnCompass approach, called Data Analysis, Integration, and Synthesis (DAIS). This approach allowed the evaluation team to integrate and interpret mixed-methods data (document review, qualitative and quantitative components) efficiently and rigorously.

## LIMITATIONS

Beyond the risks inherent to any research work, the team encountered some challenges and limitations during the implementation of this evaluation.

**TIME LIMITATIONS.** Given that USAID EGO intended to use the findings and recommendations of this evaluation for future programming, the evaluation team faced a tight timeline for implementation. To best meet these needs, the MEL Platform readjusted the evaluation implementation schedule and engaged its entire team at key stages to submit deliverables on time. In addition, schedule constraints and the unavailability of some institutional actors (university presidents and ministries) led to successive postponements of the interviews, thus extending the duration of the data collection, and resulting in a compressed time frame for analyzing data. The evaluation team adjusted by using meeting platforms like Teams to carry out some interviews and working closely to develop slightly phased data analysis.

**PROJECT DOCUMENT LIMITATIONS.** Documentation received from the implementing partner was often delayed, faulty, or unavailable. The delay in receipt of the database from the implementing partner greatly delayed preliminary analysis and the ability to develop a robust evaluation work plan. The database required considerable cleaning to be usable because the list of beneficiaries was not disaggregated by sex and included non-standard location definitions. In addition, the evaluation team was unable to access certain key documents (including activity financial information and partnership agreements signed with some partners) which greatly limited the team's ability to analyze certain aspects covered by the evaluation questions. The evaluation team used available sources to process the existing information, probing for additional details during KIIs.

**STAFFING.** The evaluation team leader withdrew the day before fieldwork was to begin. The Platform's Senior Monitoring and Evaluation Specialist replaced him, allowing the team to stay on schedule. For additional details on the team composition, please see Annex A: Evaluation Team.

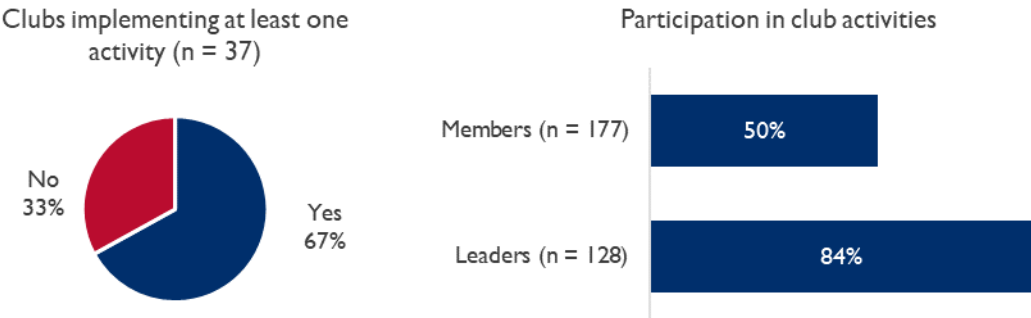
# FINDINGS

## QUESTION 1: ACTIVITY EFFECTIVENESS

**FINDING 1:** YIA training has provided 4-H leaders and members with new knowledge and skills, which they have used to implement income generation and community service activities.

Overall, the data show that most 4-H clubs are at least somewhat active; two-thirds of the 4-H clubs surveyed reported having conducted at least one activity since their charter. Leaders participated more actively than members (See Exhibit 3).

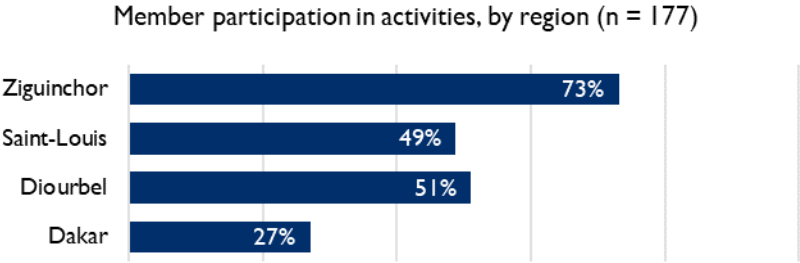
Exhibit 3: Most clubs have implemented at least one activity, while leaders participate more frequently than members



**BENEFITS OF TRAINING.** When surveyed about their involvement in 4-H clubs, leaders most frequently cited training activities (72 percent), followed by community interest activities (39 percent), while members cited community interest activities (40 percent), followed by market gardening activities (33 percent). The survey results show that 87 percent of leaders surveyed reported having received training from YIA, compared to only 17 percent of club members. Of the leaders surveyed, only 41 percent reported having replicated the training they received to their club members.

In addition, data from the survey of youth club members indicated a significant difference in member participation in club activities across regions ( $p < .001$ ). The Ziguinchor region had the highest proportion of youth who participated in club activities (73 percent), followed by Diourbel (51 percent) and Saint-Louis (48 percent). The Dakar region had the lowest level of participation in club activities (27 percent) (see Exhibit 5).

Exhibit 4: Members' level of participation in 4-H clubs by region



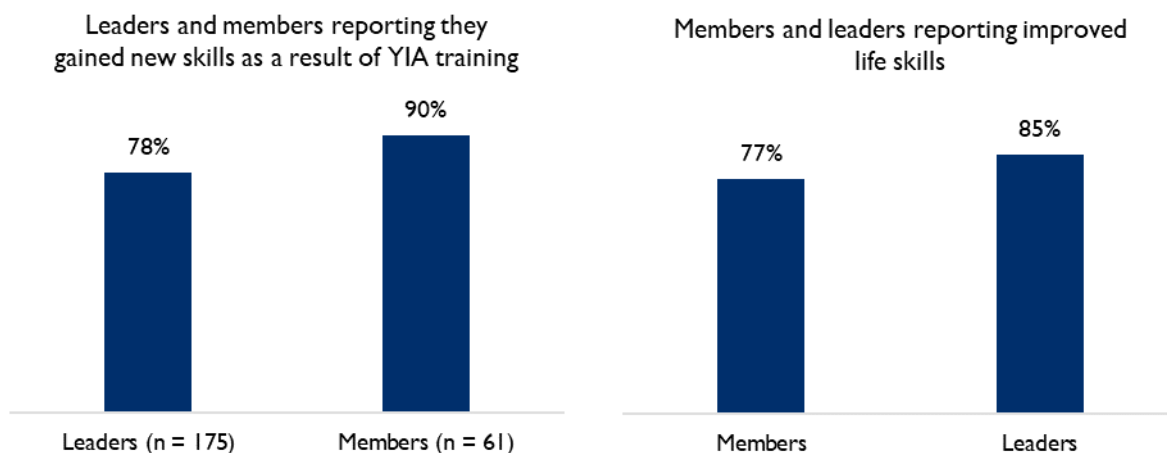
**PARTICIPATION IN ACTIVITIES.** Results from FGDs, KIIs, and surveys of club leaders and youth members indicate that leaders and members who participated in the 4-H program activities gained new knowledge and skills. Club members who participated in the focus groups held by the evaluation team agreed that the activities carried out in their 4-H clubs allowed them to consolidate the theoretical lessons learned in the field of agriculture and horticulture in their university or technical training courses.

*“The activity has helped us to better understand the spacing of plants. . . . Our club was designed to grow cucumbers, but there were also other crops like eggplant, so we also used spacing. . .” (Member, Bambey Club, Diourbel)*

*“I have seen a change in some of the people I know, because with the harvest of the onions they had grown, I could say that they have earned something from agriculture, whereas we, who have not been involved in any activities due to lack of training, have not had this opportunity, and yet we are in the same agricultural training school. . . . They can do some practical work, but we can’t, so it’s an advantage for them.” (Member, Club Dakar)*

As shown in Exhibit 5, the surveys showed that 90 percent of the trained club members and 78 percent of the trained leaders reported that they had acquired new skills as a result of their participation in these trainings. Surveyed leaders cited personal development (42 percent), group management (33.5 percent), and agricultural skills (10 percent) as the areas in which they gained the most skills, while younger club members cited agricultural skills (38 percent), communication and public speaking (24 percent), and computer skills (15 percent). The survey results also showed that participation in the 4-H trainings contributed to leadership development and confidence building among youth and 4-H club leaders. In addition, 85 percent of trained leaders and 77 percent of trained members reported improving their life skills as a result of their ongoing participation in the 4-H program.

Exhibit 5: Members and leaders acquired new skills as a result of YIA



Leaders cited changes in attitudes (58 percent) and changes in peer relationships (43 percent) as the areas in which they reported the most improvement, while club members cited building self-esteem (39 percent) and improving leadership skills (22 percent) as the two main areas of improvement. Leaders and club members confirmed these results during interviews, and most youth who participated in discussions held by the evaluation team in the clubs noted these changes.

*“I can say that after the training, you can have more self-confidence, put your ideas into practice and not be afraid of failure, because that’s part of life, you can’t succeed without failure.” (Leader, Club Dakar)*

**INCOME-GENERATION.** In addition, training to strengthen youth leadership has fostered an entrepreneurial spirit among youth that has led to the establishment of income-generating initiatives in a small number of cases. Surveys revealed that 6 percent of trained members (n = 177) reported having established an income-generating activity (IGA) on their own or in partnership with other youth. The interview data also revealed a very high level of commitment among a significant portion of the members who had received 4-H training, most of whom were developing autonomous initiatives on their own without depending on external support or assistance. The team identified various membership-based initiatives in more than one club across different regions.

*“The activity has given me the confidence to put forward the ideas I have, to try to implement them . . . Because this is an idea I had for a long time, but I did not know how to implement it . . . So they trained us on how to do business, how to implement our ideas . . .” (Leader, Club Dakar)*

*“We each contributed 1,000 francs to buy 15 chicks, then each added 500 francs to get the feed, we bought 10 kg of feed for the chicks. . . . We repeated the same thing each time we needed it until we reached 4500F per person . . . [then] we went to Bambey to sell the chickens. Afterwards, we bought 30 other chicks that we sold. . . . In the past, we used to go all the way to Bambey to buy chickens, but now if someone needs chickens, they buy them here at the Club.” (Leader, Club Ndialite)*

**COMMUNITY SERVICE.** The appropriation of the 4-H spirit has led to the development of community service initiatives among young club members in different localities. More than half of the clubs visited have developed community service activities. In several communities visited by the evaluation team, dynamic 4-H clubs are making an effective contribution to improving the living environment and public spaces (schools, mosques, reforestation, set-settal, etc.).

*“We agreed that we would not just focus on the money, but that we would try to do something to help the village, so our first activity was to clean up a school . . . At the village entrance, we also did some reforestation . . .” (Leader, Club Saint-Louis)*

*“Yes, they got together to do the activities together. . . . The cleaning of their high school, the painting of the front of a wall at the CEM, they made drawings, frescos on the 4-H, drawing the logo of the 4-H, on education, among other things. They were supported by the 4-H club at the UGB and by the director of the CEM, because one of the supervisors is a drawing teacher, so he assisted them in making these drawings at the CEM.” (Centre d’Initiation et de Perfectionnement dans les Métiers de l’Agriculture [CIPA] Manager)*

---

**FINDING 2:** YIA encountered significant delays in launching activities and providing funds to university-based poles, which affected implementation of work plan activities.

---

A comparison of the work plans and implementation reports shows that there are significant gaps between planned and actual implementation, which the team confirmed during interviews with relevant stakeholders. YIA executed key activities with significant delays, ranging from 6 to 30 months behind the original implementation dates.

Among the most delayed core activities of YIA were the establishment of partnership frameworks with MESRI to ensure institutional ownership of the activity and to coordinate the implementation of

interventions by the regional poles. YIA signed a hosting agreement with MESRI more than a year after YIA’s launch, delaying the establishment of partnership agreements with the universities and the creation of regional poles for an additional year. During interviews, implementing partners and stakeholders shared various factors that influenced or generated the observed delays, which included administrative delays related to complex procedures in establishing an award and receiving funds, as well as staff changes within the ministry. For example:

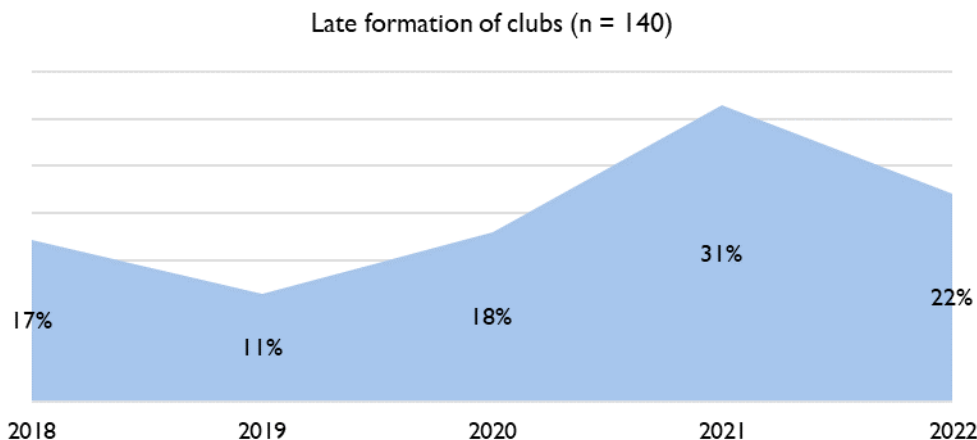
*“This activity also suffered from **administrative delays**, firstly because all the institutions had to complete all the procedures required to receive the funds from the United States. So they did that for almost a year, because there were a lot of delays related to the working language of the USAID documents, which were in English, but also with respect to university staff’s proficiency in these systems.” (YIA staff)*

*“We came in 2020, the hosting agreement was signed on June 20, 2020. and the activities could not start until 2021 . . . Before this . . . we did not work with the YIA team . . . **The Ministry as such did not join the program until June 2020**, with the General Directorate in charge of carrying out the activities and coordinating all the activities.” (MESRI Coordination Cell member)*

*“But it must be said that between February 2020 before the activities started concretely . . . in 2021 . . . there was a transitional phase between the administrative aspects of the activity as such, the files to be provided in order to receive the funds. . . . But before that, **we had to fill out a whole bunch of files before we could acquire these funds and launch the activities**. The activities therefore really started in 2021.” (Coordination team member of the UAM Pole)*

The late involvement of MESRI and the universities resulted in a shorter implementation time frame, dropping from 60 months to 18 or 22 months, with activities starting in YIA’s third year. Survey results indicate that 53 percent of clubs were chartered between 2021 and 2022 and 67 percent of club members were enrolled in the last two years of YIA, between 2021 and 2022. Exhibit 6 illustrates the accelerated pace in YIA’s last two years.

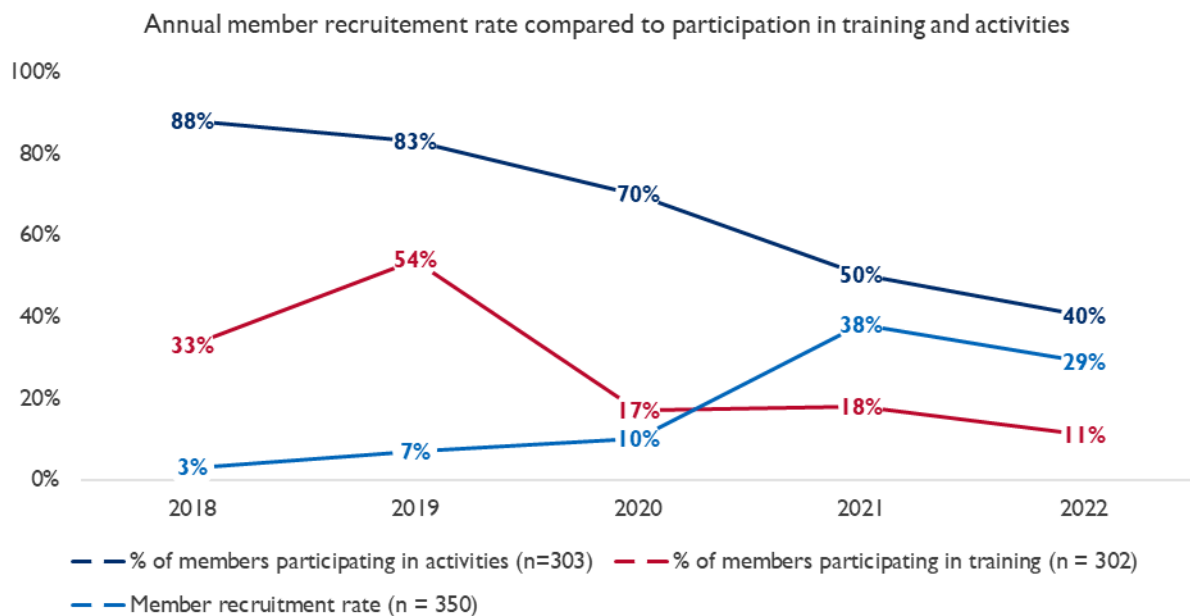
Exhibit 6: Half of the new 4-H members enrolled in YIA’s last two years



The late-stage growth of clubs was most intense in Dakar, where 85 percent of survey respondents were enrolled during this period, followed by Saint-Louis and Ziguinchor. Club leaders and members confirmed this trend.

There was a significant difference in participation between club members enrolled in the first two years and those enrolled in the last two years, as shown in Exhibit 7. More than 75 percent of members recruited into clubs between 2018 and 2020 participated in at least one club activity compared to only 45 percent of members enrolled between 2021 and 2022. This difference in participation between the two groups is significant ( $p < .001$ ) and there is a negative correlation between recruitment and participation in club activities. The number of members recruited into clubs between 2018 and 2020 was lower (20 percent of the total) but the quality of engagement appears to be higher and more sustained, whereas in the last two years (2021 and 2022) enrollment was higher, but the quality of engagement of these youth appears to be lower, with a lower proportion of respondents reporting having participated in at least one club activity.

Exhibit 7: The percentage of members receiving training and participating in club activities declined as club membership increased



The percentage of members who received 4-H training declined steadily over the five years of YIA implementation. A higher percentage of members recruited in the 2018 to 2020 period received training than those recruited in 2021 and 2022. The difference in training participation between these two groups is significant ( $p < .001$ ).

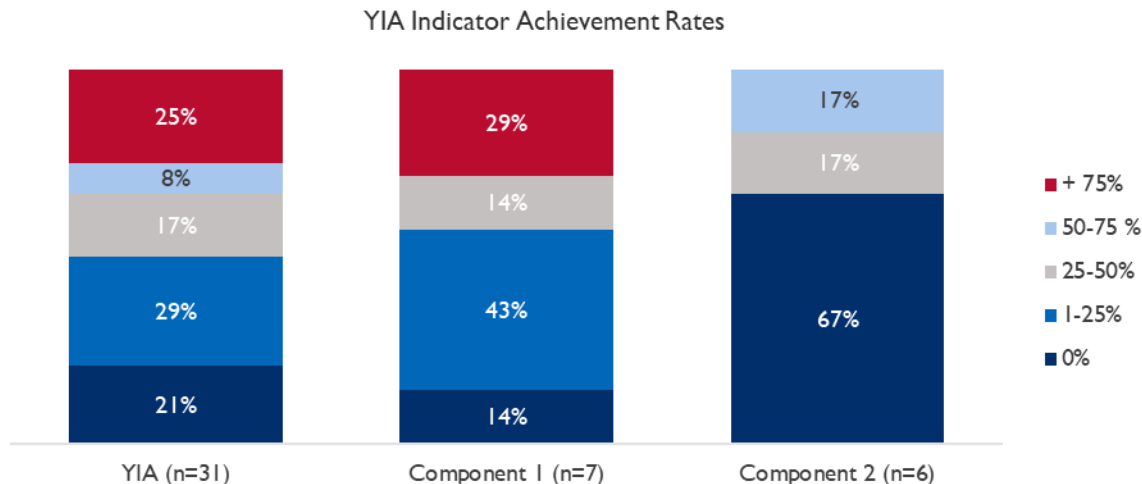
See Finding 8 for a detailed discussion on the reasons for the delays at the universities once the agreements were signed.

**FINDING 3:** YIA’s overall achievement rate for indicator targets was low, though Component 1 performance indicators had a higher achievement rate than those in Component 2.

Analysis of YIA documents and annual reports reveals very low achievement rates for its indicator targets. Of the 24 performance indicators, only eight (25 percent) reached an acceptable performance threshold, achieving at least 75 percent of the target, while five (21 percent) showed zero performance (i.e., 0 percent) and 16 (67 percent) achieved less than 50 percent of the expected target. See Exhibit 8

and Annex I: YIA Logical Framework, Indicator Targets and Results for the list of indicators and their achievement rates, and discussion under Finding #14 on FtF indicators.

Exhibit 8: YIA indicator achievement rates, overall and by component



Source: Annual Report, Year 5, November 2022

In Component 1, for example, YIA established only 421 of the 950 certified clubs it sought to create in its six regional intervention poles. Only 221 clubs are *active* (Annual Report, Year 5). Similarly, YIA expected to enroll 19,000 youth in 4-H clubs, but only enrolled 6,091 as of the end of YIA (Annual Report, Year 5, p. 8), or 32 percent of the target. A key Component 1 outcome indicator focused on the GoS budget dedicated to PYD surpassed its target (based on YIA estimates) but other key indicators fell short, including the number of enterprises benefitting from business development services and the private sector budget dedicated to PYD.

None of the Component 2 indicators met at least 75 percent of their target. Key outcome indicators measured the progress toward establishing the vocational curriculum, the number of persons benefitting from adapted materials, and the number of institutions with a new program adapted to local needs.

Stakeholders at MESRI, the universities, and the regional poles recognize the insufficient achievement of targets and objectives. Several respondents emphasized the existence of a gap to be filled in terms of demand at the youth and community levels, illustrated by the following remarks:

*“But first, we had to kick off the activities and create interest for others so that the demand would be strong. So honestly, that didn’t happen and that’s what hurt me the most. That’s because beyond the universities and the research and testing centers, there were also schools. As I had started with the schools, the creation of the scientific blocks etc., I knew that it was an objective that could be reached. But unfortunately, it did not work out that way.”* (MESRI Coordination Unit member)

*“The demand is there. For example, in the Kolda and Sédhiou areas, there is great demand. . . . We really want to go and provide this training.”* (UASZ Pole Coordination Team Member, Ziguinchor)

YIA never adjusted its targets, despite the delays encountered.

---

**FINDING 4: Respondents believed that YIA had insufficient resources to properly implement its interventions and used its limited resources inefficiently.**

---

Stakeholders at MESRI, universities, and vocational training centers also noted the insufficiency of the financial resources that YIA made available to properly implement planned activities. According to most regional pole facilitators, club support suffered the most from the lack of financial resources. The managers of the vocational training centers interviewed also cited the inadequacy of the financial resources made available to them, which limited their ability to support the beneficiaries they were accompanying (Centre de Formation Professionnelle (CFP) Dagana, CIPA Saint-Louis, the Institut Supérieur de Formation Agricole et Rurale (ISFAR) of Bambey, and Lycée Technique Agricole Emile Badiane (LTAEB) of Bignona). Stakeholders at universities reported that YIA planned to disburse four payments to each university, but none received all four payments because of the delays described above.

Stakeholders also observed that having the Chief of Party (COP) based in the United States instead of Senegal became a major constraint that impeded operating procedures and relations with counterparts (MESRI, Universities).

*“In addition to the slowness that we experienced, I believe that we had an internal steering problem, we really must have the courage to say it. . . . I was saying that the activity has too many directors, but in fact we don’t have a driving force, and this is just to say that the COP was at Virginia Tech, and when there were two of us here in Senegal, there were people who helped us who were always at Virginia Tech. So, we only met during meetings, it’s true that they were weekly meetings, but they lasted an hour and we had to talk about everything that was being prepared, that was going on and often there were problems. . . . And that, in hindsight, even before we completed the activity, we realized that somehow it was not working, we tried to mitigate it but we must admit that there were problems in terms of resource people” (YIA staff)*

*“There is also the fact that the top management team of the activity was not based here in Senegal. The COP, the activity director, was not based in Senegal . . . this also has a big impact on the decisions that had to be made, if agreements had to be signed, if negotiations had to take place.” (USAID/EGO Team member)*

Interviews with YIA staff and the document review confirm that the very small size of its operational team impeded effective management of activities by the team on the ground.

*“We were in charge of 10,000 administrative roles that they handled as well as the administration and the finances and managing the vehicle fleet, although we only had two official titles. So there was all of that, which was too much, which was a lot for just three people to handle.” (YIA team member)*

*“We had a severe lack of resource people, an activity like this needs 2 key people, who are not more key than us directors and program managers, they would handle monitoring and evaluation but also communication. These two important people were not present at the beginning of the program.” (YIA team member)*

---

**FINDING 5: Interviews with stakeholders and a review of project documents reveal that YIA lacked a functioning MEL system.**

---

A review of project documents identified several flaws in its MEL system. The database of beneficiaries provided to the evaluation team lack sex and regional disaggregation, which are USAID requirements.

Reports did not describe why YIA was falling short of its targets, and YIA did not appear to make any efforts to revise the targets once implementation delays were encountered. Stakeholders also commented on the lack of activity monitoring, especially of 4-H club activities.

Interviews with YIA staff indicate that the COP planned to manage all monitoring and evaluation (M&E) activities directly but realized he could not do so. YIA then decided to hire a junior M&E Specialist, but the person recruited did not meet the project's or USAID's technical requirements and soon left. As a result, the role of M&E Specialist was vacant for more of the implementation period.

---

**FINDING 6:** While YIA established operational partnerships with schools and local organizations that accelerated club formation and enrollment, the project did not work with line ministries relevant to vocational training or activate the PPP component.

---

Stakeholders reported that YIA established fruitful partnerships with colleges and elementary schools whose principals and teachers played an important role in raising awareness among young students and enrolling them in the clubs.

*“The school partnerships have allowed us to carry out some of the activities in some areas. Beyond that, the school principals where the clubs are located are very credible partners. They have made our task easier not only by mobilizing the members of the clubs in their schools but also by providing us with certain means, not financial but material, which have enabled us to carry out different activities in certain localities.” (UADB Pole Coordination team member)*

Project documents indicate that YIA also developed partnerships with the Centre de Recherche et d'Essais (CRE) and the Centres d'Initiation et de Perfectionnement Agricole (CIPA) in different regions, as well as collaboration with the NGO DECLIC in Ziguinchor, which allowed for a particularly rapid increase in club creation and enrollment and an extension of 4-H activities into the surrounding communities. The expansion of partnerships to these different structures made it possible to reach vulnerable groups such as talibés<sup>2</sup> and children excluded from the school system.

*“The involvement of the CREs represented an exponential phase in the training that allowed for an increase in the number of clubs that were formed because even though there were many leaders who were formed without a club, there were many clubs that were created after the clubs were formed.” (Member, MESRI Coordination Unit)*

*“So for us, we found them later along the way. But afterwards we did all the important activities they undertook and we carried them out with them.” (Head of CIPA)*

*“But I must praise the support of DÉCLIC for monitoring. Sincerely, even if you could not reach them, I will praise their support, because they helped us in the monitoring. When the clubs were created, they were able to go in depth, because DECLIC has a strong presence in Ziguinchor.” (Team member, UASZ Pole Coordination, Ziguinchor)*

Conversely, stakeholders confirmed that YIA had limited collaboration with the other sectoral ministries, such as the Ministry of Vocational Training and Handicrafts, the Ministry of Agriculture and

---

<sup>2</sup> Children whose parents send them to schools to study the Koran, but who often become street beggars.

Rural Equipment, the Ministry of Youth, and their decentralized technical services. The evaluation team approached sectoral ministries mentioned in YIA documents. Some ministry officials cited the absence of a formal administrative document establishing the links, roles and responsibilities of the various ministries in the implementation of the activity as a factor contributing to the lack of involvement and collaboration.

*“This activity is under the supervision of the Ministry of Higher Education, but in its governance phase there was no regulatory text linking the Ministry of Higher Education with the other ministries, namely the Ministry of Vocational Training and the Ministry of Agriculture. . . . This is what was lacking in order to have this document (entrepreneurship curriculum) carried by the relevant institutional actors.” (Official in one of the sectoral ministries that was not involved)*

*“I think it would have been the same for the curricula as well, it was really . . . this is the stumbling block of this activity. And if it is to be renewed, I think that from the beginning there should be a contractual document or a relationship between the different institutional actors to go towards implementation and execution. . . . Because there are training centers that depend on the Ministry of Technical Education, schools and structures that depend on the Ministry of Agriculture, and universities that work together at the operational level.” (Official in one of the sectoral ministries that was not involved)*

Technical services under the authority of the other ministries also emphasized their non-involvement in YIA’s activities, though some of the interventions fall within their functional competencies (Agriculture, Vocational Training, Youth). The regional branches of the ANPEJ in Ziguinchor, Saint-Louis, and Diourbel maintained that they had not participated in any YIA activities. In the agriculture sector as well, the various Agence Nationale de Conseil Agricole et Rurale (ANCAR) branches noted the same lack of collaboration in their respective regions.

*“I honestly did not know about the Youth in Agriculture program, I don’t think I participated in any of the activity’s activities.” (Regional ANPEJ manager)*

*“I must say that I don’t have much experience in this activity. I only attended one meeting but since then, I have not actually participated in the implementation of this very important activity for the Senegalese youth that we serve in the context of public service. So there is technical information that I cannot provide because I was not at the heart of the implementation of the activity.” (Youth Ministry official)*

Stakeholders, YIA staff and reports note that YIA did not establish partnerships with the private sector, more specifically the PPP, which was supposed to be the main lever for mobilizing funds to ensure the financial sustainability of the activity and was emphasized in all planning documents. YIA did not take major action to attract the interest of private sector companies that might be willing to make financial contributions to fund the national 4-H program activities. Stakeholders point to insufficient staffing and insufficient communication.

*“The other thing you mentioned about fundraising, right, that was our biggest failure. We have to admit that. There on component 1, on fundraising for the 4-H, I think there were several challenges, challenges related to that, that we faced in the conceptualization of the activity. We can say that we did not really anticipate this, despite the fact that the activity was designed by experts in the field . . . So for different reasons, among others, we had difficulties in mobilizing private funds to support 4-H.” (YIA team member)*

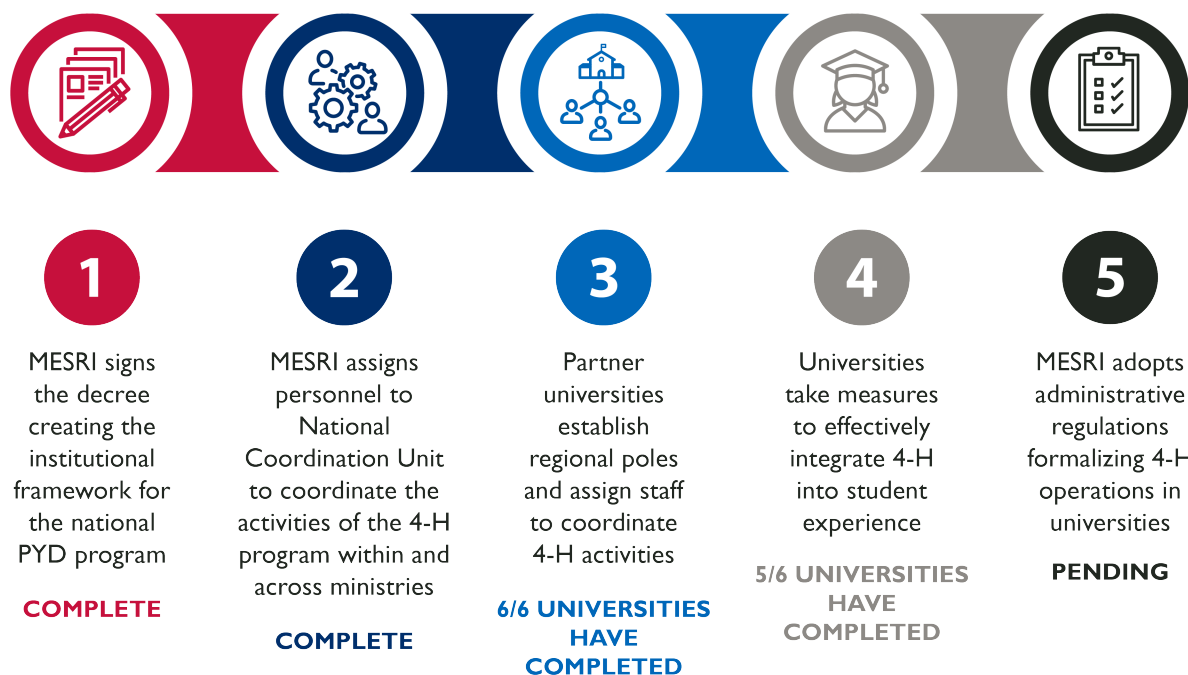
*“There was a meeting we held in Saly on fundraising. But unfortunately, we did not get to talk about raising funds. . . . There is a whole list of partners that was presented to us by the National Director, but . . . I*

would say that neither we nor they have ever made a trip to visit these partners. If we are not very well known, if there is not enough communication in the activity, it will be difficult to find sponsors to invest their money in it.” (MESRI Coordination Unit member)

Although they all agree on the relevance of using private sector funds to support the viability of the national 4-H program by exploiting the potential resources available through corporate social responsibility, the various actors interviewed emphasized the great lack of action taken in this area.

## QUESTION 2: INTEGRATION OF THE 4-H PROGRAM INTO THE MESRI AND THE UNIVERSITIES

Exhibit 9: Framework for institutionalizing PYD (4-H) in MESRI and universities



**FINDING 7:** MESRI has successfully implemented the institutional framework and established YIA governance bodies with the DGRI to coordinate YIA activities and resolve problems.

**CREATION OF STEERING COMMITTEES AND COORDINATION UNITS.** Stakeholders and YIA reports confirm that MESRI has established an institutional framework for steering and governance of the national PYD program. This commitment to institutionalization has resulted in a series of administrative acts (decrees) that have formalized hosting of the program within DGRI. In this sense, the first integration measure consisted of the Minister signing a hosting agreement to formalize the installation of the program within the Ministry and the provision of premises for YIA team (Step 1 in Exhibit 9).

*“The hosting agreement has been signed; it is an official document. . . . Setting up the committee is also a decree that was taken at the ministerial level to set up the steering committee . . . with all the ministries*

*involved. Setting up the national cell was also done by a ministerial decree to set up a national coordination cell and the appointment of its members was done by ministerial decision. . . . In other words, the institutionalization was really done, it was well implemented.” (MESRI Coordination Unit member)*

YIA reports indicate that this agreement made it possible to launch the process of integrating the program within the Ministry by creating instruments for program governance, including a Steering Committee and an Advisory Board. The Steering Committee’s main mission was to provide relevant guidance to YIA while the Advisory Board managed Component 2 strategic thinking, particularly on the vocational training pathways. Stakeholders report that these two bodies were only able to meet once during 2021. A second meeting of the Steering Committee scheduled for June 2022, on the eve of YIA’s closure, could not be held due to a lack of financial resources, according to the members of the Coordination Unit. YIA’s accounts were already blocked due to its administrative closing procedures.

*“When the new Director was appointed, the first thing he was interested in was this, and for him it was a priority that this activity be integrated into the Ministry. And when he was appointed, he was the one who signed the memorandum naming the activity coordinators at the Ministry level . . . . So that was a step, and in all our meetings at the Ministry, he talked about the 4-H activity. And his concern was really to integrate this activity at the Ministry level.” (MESRI Coordination Unit member)*

In 2021, MESRI signed the N°0049/MESRI/SG/DC/DGRI order on the creation of the National Coordination Unit, composed of eight members and whose mission was to coordinate the activities of the 4-H program within the Ministry and to pool the efforts of the different ministries (Step 2 in Exhibit 9). The establishment of this Coordination Unit, one of whose members is the national coordinator of the Research and Testing Centers, has facilitated the involvement of these structures at the different regional levels and their active involvement in the creation of 4-H clubs in their communities.

*“It was a Steering Committee that involved the highest authorities of the Ministries. This meant that the Ministers or the Directors General were involved in this steering committee . . . . There was a time when each Ministry would say that the program was better with them, that the program was better with some other Ministry . . . this steering committee solved all these issues. Because they would meet up, there was a framework for consultation where they could reflect on the program and give guidelines.” (MESRI Coordination Unit member)*

**COORDINATION MEETINGS.** Stakeholders and YIA reports indicate that the DGRI introduced monthly coordination meetings, chaired by its Director General and involving all activity actors (activity team, national coordination unit, and regional poles). These coordination meetings have helped to resolve many operational constraints and difficulties encountered by the poles in activity implementation. The most significant difficulty was most universities’ ability to access funds due to the single treasury used to manage their institutional accounts. In this regard, DGRI showed its commitment by advocating for the disbursement of funds by the universities involved, which made it possible to overcome this constraint.

*“And it is in this regard that many issues have been resolved. Because with the problem of the SAM Number at the university level, the single treasury and all of that, the funds were given to the universities, to the management teams that were at the university level, but they did not have access to their funds. The Director General had to talk to the Rectors so that the funds could be released so that people could carry out activities on the ground.” (MESRI Coordination Unit member)*

*“We can say that at the level of the Ministry of Higher Education, there is an anchoring, there is ownership, there is monitoring by the supervisory authority, with the support and involvement of the Director General of the DGRI who facilitated the creation of the cells, the signing of some decrees, etc.” (USAID/EGO Team member)*

Interviews with members of the coordination unit, YIA staff and members of the regional poles indicate that these measures were not taken until the third year of YIA’s implementation (2020), reflecting the significant delay in involving the Ministry and the universities. The COVID-19 pandemic also delayed the launch of activities such as the Steering Committee meeting and the relocation of the YIA team to the MESRI premises.

In addition, the Pedagogical Coordinators expressed regret that they did not have time to test and experiment with the curricula developed by YIA within the 4-H clubs. Interviews with members of the National Coordination Unit revealed that the Unit was very involved in Component 1, but had far less knowledge of and involvement in Component 2 activities.

*“We don’t have any information on this part, on this component. Because, although I said that we had to come and assess the situation with the Director General, unfortunately this did not happen . . . . We had already found that the process had been set in motion as training courses had already been chosen, validated and identified with the Professional Training Department before we joined the activity. Perhaps that’s why we didn’t have any control over the component, because everything had already been finalized before the ministry’s involvement in the Feed the Future program. This is perhaps the unfortunate part.” (MESRI Coordination Unit member).*

---

**FINDING 8:** While partner universities have taken important steps to integrate 4-H into their structures and acknowledge its role in achieving their community service mission, they encountered many delays because of the challenges in completing the administrative procedures required to receive funds and the single account principle used at the universities.

---

**CREATION OF REGIONAL POLES (COORDINATION CENTERS).** MESRI and the universities report that rectors of the six partner universities issued decrees to set up the regional poles and assigned staff to coordinate the activities (Step 3 in Exhibit 9). The objective assigned to these six regional poles was to ensure the coordination and implementation of Component 1 activities, including the training of trainers, the support of leaders and the monitoring of 4-H clubs among other tasks.

In each of the universities, the pole coordination team is composed of a Pedagogical Coordinator, an Administrative and Financial Coordinator and a Regional Facilitator, all of whom are university employees. University staff indicated that the roles of Pedagogical and Administrative Coordinator were assigned to faculty members, while the role of Regional Facilitator was assigned to one of the university’s administrative, technical, and service staff members. Appointed by the Rectors, stakeholders report that these teams were able to implement activities related to the enrollment and training of leaders, the establishment of 4-H clubs within and outside the universities and various other activities to benefit the communities as part of their community service mission.

*“The fact that the Ministry has taken ownership of this component with the establishment of dedicated bodies and mechanisms, appointing people to be in charge, and ensuring coordination by the Director General of Research and Innovation, and with the involvement of all the rectors in the activities and the*

*creation of poles in all the universities are all factors that attest to good ownership.” (USAID/IEGO Team member)*

Stakeholders at the central level, the members of the national Steering Committee, and the regional poles in the universities indicate that the management and coordination frameworks and bodies of the program are being effectively implemented at the various levels. All universities except UCAD have taken steps to integrate 4-H into the student experience (Step 4 in Exhibit 9). MESRI to adopt the administrative texts to formalize how the universities regulate and administer 4-H (Step 5 in Exhibit 9).

**CONSTRAINTS.** Stakeholders in the regional poles emphasized the many constraints they faced in implementing activities. The late availability of funds by the implementing partner, coupled with difficult access to funds due to the universities’ internal operating procedures based on the single account, as well as an overload of work due to their academic obligations are all factors that have hindered the optimal functioning of these regional poles.

The lack of financial compensation for this work, which takes up a large part of their personal time, has also been a source of demotivation for many regional pole members. In several cases, staff at the university poles who withdrew following their appointment appeared to do so because of this lack of financial support. Most pole members mentioned the absence of financial compensation as a shortfall to be corrected in the YIA implementation model.

*“It would take internal appointees at the university level, at least those appointees would have to be encouraged in some way. I mean, take a few hours off from teaching, a lot more recognition, you know, we don't even have an office for the 4-H club. We don't even have an office to meet up in.” (Pole Coordination Team member)*

*“Before I was even recruited, I was selected to be the facilitator . . . and something was planned, some kind of motivation at least for the coordinator. In the end, the coordination pole members did not receive this compensatory support to assist the program, it did not seem fair from this point of view. We know colleagues who were coordinators but who subsequently were not fully involved, we all know each other, we cannot single out people . . . these were blocking factors.” (Pole Coordination Team member)*

Stakeholders confirmed that the time it took YIA to make funds available to the university poles affected the pace of implementation. Several stakeholders described the delays:

*“Very difficult execution of the activities budget. We received the first installment in 2021 and the second in 2022, causing a lot of delay in the implementation of the other installments. . . . We started in 2021 to carry out 8 activities, with activities, making, sending reports, waiting for returns for 4 months, 6 months, which was very long. . . . We had to finish executing, to send the reports to the Activity Management in Dakar, and they sent them to Virginia Tech, etc. . . . There was a lot of delay.” (UGB Pole coordination team member, Saint-Louis)*

*“So because there is the procedure for setting up the registration at the level of what is called the SAM Régistration there. Uh, at the level of the USAID platform to benefit from USAID grants, it requires a long procedure and the activities actually started in May 2021, because it was in March 2021 that we received the first funding.” (UADB Pole coordination team member, Diourbel)*

The universities were also subject to specific USAID requirements (e.g., obtaining a SAM Number) before receiving funds.

*“It was our activity team that was a little slow and our HQ (headquarters) had several phases where the files had to go through, for tax checks and administrative checks. The activity was implemented by the Virginia Tech International Education and Development Research Center, but because we are a university and not an NGO, there are other steps for each file, each invoice paper and supporting documents had to go through, which also sometimes causes slowness, that is true.” (YIA Activity staff)*

*“The administrative red tape as well as the mismatch with USAID procedures sometimes made it difficult or even impossible to finance the activities programmed by the Universities, particularly the question of the single fund that is typical of the Universities.” (MESRI National Coordination Unit member)*

*“The first level is the USAID procedures and whether or not the Universities have mastered them. But regarding this, we had to build on the experience, on lived experience. So Virginia Tech has a long experience with USAID. They know that they cannot allocate a grant to a structure that does not have a SAM registration. . . . There were also internal procedures at Virginia Tech that slowed things down, and this was mainly related to the fact that the UCC was based in the United States and we didn’t really have a decision-maker with full authority on the ground in Senegal. . . .” (USAID/EGO Team member)*

The transfer of resources into the public accounts of the universities and their management by the Agent Comptable Principal (ACP) reflects the full integration of the 4-H instrument into the university operations. Due to the single account principle, the YIA implementation resources were paid into the universities’ accounts, which made it difficult and problematic to make them available in time for the implementation of activities. The special status of the ACP, which is subject to strict budget management rules, gives it relative autonomy in managing and prioritizing expenditures from university funds. In fact, this integration of activity resources into university accounts slowed quick access to activity resources. Stakeholders in the regional poles emphasized that the procedures for disbursing and justifying expenditures were cumbersome and complex, which also made it difficult to access activity resources quickly. To overcome these delays, some members of the regional poles pre-financed activities for which reimbursement was very difficult (UADB, UCAD).

In addition, the procedures and systems for prioritizing expenditures of funds managed by the university accounting officers are subject to arbitration that is beyond the control of YIA and puts the 4-H activity at a disadvantage in the order of expenditure priorities.

*“So every activity is placed in this account and there is a whole procedure that has to be followed in order to be able to make a disbursement to the university’s particular accounting officer. And so it is a cumbersome process that practically all the actors of the university are obliged to go through and it must be said that this really causes a problem.” (Pole Coordination Team member)*

*“But the problem is that there has been a pause caused by the university since there is a university common fund. When the funds would be made available, the university had priorities and it took time to release the money based on these priorities.” (CIPA Manager)*

Tying the release of funds to the production of reports and receipts resulted in none of the six partner universities receiving all the installments of the awarded grant. Universities received only a part of the grant, e.g., three out of the five or six installments planned, while UCAD did not receive any funds. Thus, the regional poles did not receive the full amount of the planned resources. Vocational training centers reported the same delays even if they did not suffer a reduction in funds as the universities did.

*“We had to wait for almost nine months, even a year, before receiving the second installment, and so that delayed our activities a little.” (UGB Pole coordination team member)*

*“The other aspect is in terms of releasing funds . . . this has an impact on the time frame for carrying out the various activities. Sometimes I admit, if we complete a program, if we complete an activity, we wait 2 or 3 months and there is nothing at all. . . . I think that if we did not manage to finish, it is because the implementation of the activities was not done in a continuous way, there were many breaks, periods of latency with an implementation that was too sequential with long waits . . . maybe the Manager worked on other activities and did not have the time.” (Steering Committee member)*

**POSITIVE EFFECTS OF 4-H ON THE UNIVERSITIES.** As part of YIA’s Component I activities, the 4-H clubs have enabled the universities to shape and give content to their institutional mission related to community service. Interviews with members of the regional poles indicate that the 4-H club activities have had a positive impact on the operation of the community service component of the partner universities, particularly in the universities in Thiès (UIDT), Bambey (UADB), Saint-Louis (UGB), and Diamniadio (UAM).

Academic authorities at UADB in Bambey stated that they have decided to implement a community service training module after observing positive results among students who have taken the 4-H training. Other examples of operationalizing community service are found at UGB in Saint-Louis and UIDT in Thiès, through strengthening relationships with youth in the surrounding neighborhoods and extending community service interventions to other regions such as Louga (activities benefiting the daara of Coki).

Stakeholders at universities report that they have been able to reach out to the communities, providing them with a framework to carry out their service mission to the communities, particularly on issues of personal development, health, environment, and improvement of the living environment.

*“We have already taken into account the concept of the activity at the university level this year by setting up a common component on training for community service.” (Pole Coordination Team member, UADB, Bambey)*

*“Actually, the university’s community-based approach limited our activities in Thiès until now; it is with 4-H that we have expanded to other departments, we have even been able to go to Louga.” (UIDT Pole Coordination Team member, Thiès)*

## QUESTION 3: SUSTAINABILITY OF THE NATIONAL 4-H PROGRAM

---

**FINDING 9:** YIA partners expressed their strong commitment to the program and its continuation, but additional steps are needed to further institutionalize the program and ensure long-term viability.

---

**COMMITMENT.** Stakeholders at MESRI and the universities all consider the 4-H club spirit and philosophy to be in line with their community service mission. They report that various mechanisms and instruments that can support the sustainability of YIA’s achievements and the national 4-H program are in place and could be used to ensure the continuity of the national program’s PYD activities. Among these instruments, the establishment of a revolving fund to support entrepreneurial initiatives and

activities of young graduates of the LTAEB from YIA funding through a fixed amount agreement (FAA) to vocational training centers.

To support the mobilization of private sector funds, YIA supported the creation of a National 4-H Association with the aim of making it a sustainable instrument for engaging and mobilizing the private sector and mobilizing its resources. However, the functionality of this association remains a real challenge.

At the institutional level, the DGRI plans for the Government of Senegal to set up a National Research and Innovation Development Fund that could contribute to the financing of the national 4-H program activities. The existence of this fund could also mobilize other partners to finance the national PYD program in Senegal.

*“The ED talked about a national fund for research and innovation. So that’s the item that’s going to take over the 4-H program. It is an ambitious program, the President spoke of the strategic plan for research 2023–2032. So it is in this strategic plan that the 4-H program is taken into account and will therefore be funded. We don’t know if it will be funded for this year or if it will be funded later, but it is already taken into account in the strategic plan for research and innovation.” (MESRI Coordination Cell member)*

MESRI, universities, the implementing partner, and USAID all described the commitment they have seen from the academic authorities, which has led to the implementation of initiatives to ensure the continuity of the 4-H program’s activities, including the creation of an office dedicated to 4-H at UIDT and the integration of the systematic presentation of 4-H into the procedures for the reception of new students at UAM.

Stakeholders at ISFAR, LTAEB, and the Dagana CFP described their willingness to continue the 4-H initiatives by integrating training modules on 4-H, community service and PYD. Representatives from the Dagana CFP described the establishment of a mechanism to support women involved in income-generating activities and management commitment to continue this support beyond the end. Interviews with activity actors show that there are several sustainability initiatives implemented by 4-H clubs and structures. Their comments include:

*“Yes, in terms of our reorganization perspectives, because until then we had a community service office and when we witnessed the launch of 4-H, and today, this is the option we have taken beyond the activity, we must keep the 4-H spirit alive and to keep it alive, we need an institutional anchor and the institutional anchor allows us today to foresee and to simultaneously bring about the co-location of the community service office and 4-H in order to mutualize their actions.” (UIDT Pole Coordination Team member, Thiès)*

*“We can continue all of our activities, for the moment we are doing very well. . . . We carry out these activities without support: weeding, cleaning, etc.” (Leader, Saint-Louis Club)*

**LEGAL FRAMEWORK.** However, regional poles revealed the nonexistence of a legal framework in accordance with the texts governing universities (laws and regulations) which sets the operating modalities of 4-H clubs within universities.

*“We introduced the 4-H concept in the first year. Right in the first year through two courses on personal development. We have a course on citizenship and leadership and a course on community service. Because it’s a new mission of the university, of community service, it should not only be of interest to faculty and staff, but it should be of interest to students to do community service. . . . That’s the biggest impact, to have*

*integrated it in the training program. We integrated it because we saw that with the clubs, that it had a very positive impact on the club members.” (UADB Pole Coordination Team member, Bambey, Diourbel)*

*“So when we talk about institutionalizing a activity, we mean integrating it into our legal corpus, but from the point of view of formalization and integration, it’s already done, in all the establishments there are 4-H clubs, even at [centre régional des œuvres universitaires et sociales de Thiès] CROUST, which is a separate, autonomous establishment, there are 4-H clubs, so this has been formalized and integrated, now we need to institutionalize it, provide a legal framework.” (UIDT Pole Coordination Team member, Thiès)*

---

**FINDING 10: According to respondents, some 4-H clubs have implemented self-sustaining initiatives with little or no outside financing that are likely to continue after YIA’s end because they do not require outside support.**

---

Interviews with club leaders and members confirm that some 4-H clubs implemented several initiatives independently and with their own resources, regardless of support from any partner. In the areas visited, various clubs have implemented income-generating activities with their own resources, most often from individual contributions from club members, who each contributed 100 FCFA, 500 FCFA, or 1,500 FCFA depending on the investment needs for the planned activity. In Bambey, Ziguinchor, and Saint-Louis, clubs have launched market gardening, poultry farming, and the production of bleach, which they sell to the local population.

*“The activity ended in November but we are waiting for January to gather what we have to start poultry farming activities again.” (Club Leader, Diourbel)*

*“I have no plans to stop the activities for the School Club [NAME], because as I told you, even if it were not 4-H, I would have tried by other means to achieve the activity in question. So, I intend to continue the activity, even if there are some obstacles . . . .” (Leader, Club)*

In Bambey, the Nebeday and Aviculture clubs of Ndialite have been active in processing nebeday into juice, producing seedlings for reforestation, and farming poultry on a self-financing basis, through membership fees.

*“Sometimes if we organize an activity, we allocate an amount of money to carry it out. Even prior to that, each month we each contribute 500 francs for a total of 37,500 francs, which is part of the group’s charter. Sometimes, for spontaneous activities, we also contribute according to our capacity.” (Member, Bambey Club)*

*“When the club was created, each of us contributed 1,000 francs to buy chicks, and I asked that each of us contribute an additional 500 francs so that we could have chicks and feed, and we repeated the same thing each time we needed to until we reached 4,500 francs in contributions.” (Leader, Poultry Club, Diourbel)*

In Saint-Louis, the Abou Hanifa Islamic Institute club set up a school garden on the Institute’s premises to grow market garden produce using their own funds.

*“When we came from the center for the training, we were on our own, when we arrived we bought everything with our own means. They found us a well with a pump, that’s where we get our water. The children themselves worked in the field, planting crops and so on, growing okra, chili peppers and so on.” (Leader, Abou Hanifa Islamic Club, Saint-Louis)*

In other areas, clubs have developed community service activities that, for the most part, do not require significant material or financial resources (e.g., cleanup, sanitation, tutoring for disadvantaged students). Some activities require essential inputs, for instance, seedlings for reforestation activities or shovels, rakes, and wheelbarrows for cleanup activities in cemeteries, schools, or neighborhood or village streets. In several cases, the clubs welcomed support from the decentralized Water and Forestry Services, particularly in the context of reforestation activities initiated by the 4-H clubs in some localities (Ziguinchor, Bambey, Diourbel, and Saint-Louis).

*“We can continue all of our activities, for the moment we are doing very well. . . . We carry out these activities without support: weeding, cleaning, etc.” (Leader, Saint-Louis Club)*

In Saint-Louis and Ziguinchor, the clubs “And Liguey Mpal” and “Ninky Nanka” implement activities that benefit their communities in the areas of reforestation, public space cleaning, and social solidarity.

*“I have already been trained on the environment, but it was not enough, we went to see the water and forestry agents, to learn more about reforestation, because it is not so straightforward . . . In the absence of support, we must not stop contributing, even if it is only small sums, in the long term it could be useful for the realization of our activities.” (Club Leader, Saint-Louis)*

*“When we left, there was some money in the cash box, we gave each member 5,000 francs to buy sports clothes. Before leaving we give them something as compensation because they have worked well, the school sells sports gear and the club has bought some.” (Club Leader, Ziguinchor)*

*“We got together with the other clubs that are at the school, we did reforestation, they planted fruit trees, trees to provide shade, we even have a video of these activities.” (Club Leader, Ziguinchor)*

As part of its social work, the “Ninky Nanka” club occasionally donates a portion of the proceeds from its activities (10 percent) to the school where the club is located to support community services.

---

## **FINDING 11: Stakeholders confirm there was no transition plan to ensure YIA efforts would continue past the program’s end and several hoped for an extension.**

---

Stakeholders from MESRI, universities, and vocational training centers indicated they were not prepared for the end of YIA and lacked a transition plan. Most indicated that they were surprised by the announcement of the project’s end. Some indicated that they were not prepared, and others claimed that they were not informed of its closure. Several also indicated they hoped for an extension.

*“We were not able to accomplish everything we wanted to, the activity stopped abruptly which explains the failure of the 4-H week that was supposed to bring together the National Unit, the universities (UCAD and UAM) and the university and community clubs due to the lack of mobilization of partners and the activity.” (MESRI Coordination Cell member)*

*“I did not like the activity’s approach. I wished for them to fund a second round after having funded a first round. This is to say that the termination of the activity really leaves much to be desired.” (Head of Vocational Training Center)*

**FINDING 12: YIA provided limited training to members, which limits clubs' capacity, ownership of the 4-H concept, and the initiatives they can implement. As a result only one-third of established clubs are functional.**

A survey of club members revealed that only one-third of the clubs visited are functional, which club members and leaders traced back to the lack of training received.

*"We didn't work, so we don't know what the difficulties or mistakes would have been if we had worked. . . . We don't know, we haven't been properly tested. That's it, we start from scratch, we have no experience of that. . . ." (Dakar Club Leader)*

Exhibit 10: 4-H members received less training than 4-H leaders



Several constraints emerge from the data to explain why some clubs have struggled. Of all the club members surveyed, only 17 percent had received 4-H training. YIA followed a TOT model by providing grants to universities to train leaders who were then expected to train members, but the delays described above meant that less training was completed than anticipated. See Exhibit 10.

This reflects a low level of training among members as well as a lack of ownership of the 4-H concept, which was confirmed by stakeholders. The lack of training among club members reveals the fragility of their adherence to the 4-H concept, which very few of them have had the opportunity to discover.

*"When we started the club, we filled out the information sheets that we sent in. After that, we were supposed to receive training, the leaders were supposed to be trained first, followed by the members. But we didn't receive this training, and now the club is in dissolution. . . . There were very dynamic members who were willing to carry out activities, and I think that if we had received training and so on, we would have been able to carry out activities." (Leader Club, Dakar)*

This constraint dampened the initial commitment and reduced youth enthusiasm and motivation for the activities promoted through 4-H. The lack of resources and support was identified as a major constraint by leaders and members of all clubs, including those in dynamic clubs that had initiated activities independently.

This lack of resources and support inhibits the potential of some clubs that have remained lethargic since their inception, while for the dynamic clubs, the lack of resources limits the scope of activities and initiatives to those that members are able to implement autonomously.

*"We have planned many activities that we have not been able to carry out due to lack of means, we are only students, and we already have a lot of expenses for the school. So we limited the activities and we worked with the means at hand to carry out some of them." (Leader Club, Dakar)*

*"Because when there is no funding, the 4-H clubs cannot always carry out their activities. The reason is simple: some activities require materials; some materials must be purchased. Some activities require traveling." (MESRI Coordination Unit member)*

## QUESTION 4: IMPROVEMENT AND ADAPTATION OF VOCATIONAL TRAINING AND BUSINESS DEVELOPMENT SERVICES

**FINDING 13:** Stakeholders agree that YIA effectively supported an analysis of the supply and demand for vocational training and guided vocational training centers to prioritize course offerings, which need to be validated and written. Some centers adopted new pedagogical approaches.

**CURRICULA DEVELOPMENT.** Stakeholders at the vocational training centers confirm that YIA supported the mapping of existing vocational training curricula and assessed their content, while also mapping the skills needed in the private sector. They also confirm that YIA supported the development of training curricula in the agricultural sector based on this cross analysis of curricula and market needs.

Following a diagnostic study of agricultural training carried out in 2020, stakeholders in the MFPA and YIA confirm that YIA supported curricula co-creation workshops with agricultural production actors in each of its five intervention zones. The workshops resulted in 16 priority topics across five regions. YIA then worked with agricultural production actors to identify and prioritize five fields of qualification (Annex J). YIA was not able to start the process of developing the curricula before the project ended.

**TRAINING MODULES.** YIA supported the review of the training modules and the revision of certain training modules at ISFAR in accordance with the instructions of the National Authority for Quality Assurance in Higher Education (ANAQ-Sup), which recommends a review of learning tools every three years based on an accreditation process, as described by a stakeholder.

*“During the accreditation process, there are standards that are met and others that are not met. In their recommendations, they had suggested the introduction of new subjects. We cannot introduce them just like that, we must go to a review and then validate them. It is in this process that we called upon [YIA], which supported us.” (Official at ISFAR in Bamby)*

Beyond this support to ISFAR, several other centers (UADB, LTAEB, CFP Dagana) have made changes and adapted their training programs by adding new modules that were not included in their courses before their collaboration with YIA.

*“There was also a module on leadership, because we thought that these young people . . . lacked a certain leadership and they had to learn to approach people, to explain to people their difficulties and to be able to grab opportunities. The other module that we added is the business administration. . . . That’s how to manage a business, especially in terms of accounting, administrative aspects, etc. All this was necessary so that young people could really be trained in these areas.” (LTAEB, Bignona)*

Some of the universities, such as UADB and UAM, have also made changes in the modules and content of their training courses. Pedagogical Coordinators involved in the process of producing the curricula showed a strong appropriation for the pedagogical contributions supported by YIA.

*“We introduced the 4-H concept in the first year . . . We have a course on citizenship and leadership and a course on community service because it is a new mission of the university . . . and it should not only interest the teachers and other staff, but it should interest the students too to do service to the community. That’s*

*the biggest impact, I can say, of having been able to integrate it into the training program.” (Member of the Diourbel Pole Coordination team)*

**MARGINALIZED GROUPS.** To adapt the courses to YIA participants’ different profiles, including talibés and non-literate women, the vocational training centers have adopted pedagogical strategies that emphasize practical training to adapt their courses to all categories of learners. The CIPAs of Diourbel, Mbao, and Saint-Louis, and the CFP of Dagana have adjusted their pedagogical practices. Trainers from these centers have received training in writing syllabi and preparing courses. At the CFP in Dagana, the entrepreneurship trainer has been reinforced in the use of the Entrepreneurship Guide developed with the support of the project. The trainers in these centers have been reinforced in the use of participatory approaches in the teaching/learning process.

*“The way we prepare the courses . . . has changed because we have done training [on] syllabus level preparation. And even when we call for temporary workers or people who should intervene for courses, we ask them to send syllabuses first and according to that, we see if it is exactly what we want or if there is something to modify.” (CIPA Manager, Diourbel)*

*“So together we put this document together, this Guide. After the training, they sent us the Guide. We shared it with the entrepreneurship trainer at the institution who was training women, women’s groups and others in entrepreneurship.” (Manager, CFP, Dagana)*

*“Moreover, this year we are even considering . . . [for] the oral presentation of the reports, we would like that instead of these reports, the projects be put together by the students and presented before a jury where there will be organizations that are responsible for financing young people among the members of the jury.” (CFPH Manager, Camberene, Dakar)*

**LOCAL NEEDS.** However, among the vocational training centers visited, none has developed modules based on their local community’s needs. Although real changes are being made to existing training offerings and modules, along with new modules initiated by YIA (Leadership, Personal Development, Entrepreneurship for some facilities, etc.), the development of modules tailored to the needs of local communities has been less well developed.

---

#### **FINDING 14: YIA has supported micro-projects for youth entrepreneurial initiatives through these vocational training centers.**

---

YIA planned to provide 11,000,000 FCFA to each of the six vocational training centers<sup>3</sup> to support young people and to accompany them in setting up of micro-projects and developing their entrepreneurial initiatives as part of the improvement of business development services. Thanks to the financial resources provided by YIA, the LTAEB financed five young people to set up and develop micro-enterprises in agriculture and processing of agricultural products.

YIA also supported women’s groups to establish income-generating activities and develop initiatives in the Ziguinchor and Saint-Louis regions. In Ziguinchor, YIA’s support enabled the Ecole des Eaux et Forêts to assist the *Groupement d’Intérêt Economique (GIE) de Goudiamouran*, which is composed of 48 women, in developing their income-generating activities. The Vocational Training Center of Dagana

---

<sup>3</sup> The six training structures that received a grant are: CIPA of Saint-Louis, ISFAR of Bambey, CFP of Dagana, CFP of Fissel, Ecole des Eaux et Forêts of Ziguinchor, and LTAEB of Bignona

provided the same type of support to three women’s groups, with 207 members, by revitalizing their market gardens, formalizing them into GIEs, and strengthening their financial governance capacities through functional literacy training.

*“The GIE de Goudiamouran was supported by the School of Water and Forests. The GIE is composed of 48 women and many other women want to join the GIE, the village is growing more and more. The harvest is distributed to the members, each one leaves with a quantity weighed beforehand, and brings the revenue back to the GIE.” (GIE de Goudiamouran)*

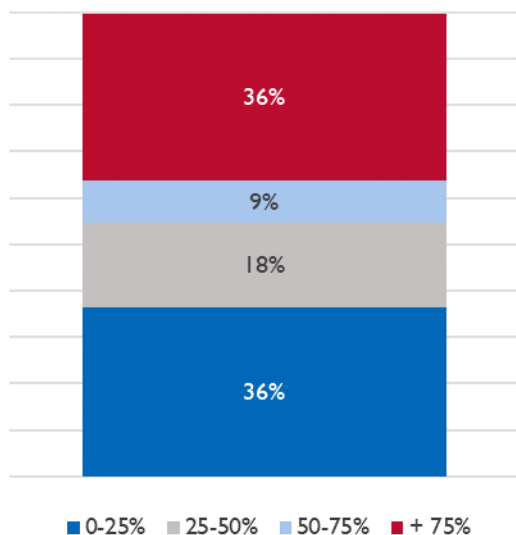
*“So, in this project, we had to train, to accompany 207 women and also young people. We also formalized three women’s groups that currently have the NINEA and the trade register. We have trained these women’s groups in . . . in financial governance. We also trained these women’s groups in soap making, bleach, and soap powder. In any case, detergents. These women are now making detergents and selling them in the markets to strengthen their finances.” (CFP Dagana)*

## QUESTION 5: YIA ACTIVITY’S CONTRIBUTION TO EGO OBJECTIVES AND THE FTF STRATEGY

**FINDING 15:** YIA activities align with EGO objectives and the FtF strategy, but the achievement rate for FtF indicators was very low.

The evaluation team compared the YIA results framework to the cross-cutting intermediate results (CCIR) and the sub-intermediate results (SIR) targeting youth in the EGO’s project appraisal document, known as EG4ALL, as well as the objectives of the FtF strategy. YIA’s results framework references the EG4ALL intermediate results and establishes a close link to EGO objectives and the FtF strategy. More specifically, the team found alignment among the YIA objective *“Increased youth engagement in Senegal’s economic growth,”* the EG4ALL intermediate result *“Increased employment and small and medium enterprise development (SIR3),”* and the cross-cutting intermediate result *“Improved human, organizational, and systemic performance (CCIR2) and empowering youth and women (CCIR7).”* The YIA results framework also mentions that its activities contribute to *“Increased access to finance (CCIR1).”*

Exhibit 11: YIA FtF Indicator Achievement Rates



YIA had a higher achievement rate for indicators related to empowering youth and women and organizational performance, but YIA activities related to PPP, employment, enterprise development, and access to finance did not take hold, so few contributions were made in this area. The results framework does not specifically mention private sector engagement, employment and entrepreneurship, which are central to the development hypothesis. YIA developed indicators for these areas but did not meet any of the targets it established.

Similar to the approach noted under Finding 1, the evaluation team compared the targets and results for the FtF indicators in YIA’s AMELP, which are a subset

of all indicators. Eleven of YIA's 24 indicators are standard FtF indicators of which only one-third achieved at least 75 percent of their target while more than half (54 percent) achieved less than 50 percent of their target, demonstrating that results are far below expectations, as shown in Exhibit 11.

Only four of the 11 indicators achieved at least 75 percent or more of their target:

- Number of full-time equivalent jobs created with USG assistance (EG.3-9).
- Number of individuals who have received USG-supported degree-granting food safety training (EG.3.2-2).
- Percentage of female participants in USG programs designed to increase access to productive economic resource (GNDR-2).
- Percentage of USG-assisted organizations with improved performance [MI Level] (CBLD-9).

Similarly, only the indicator "Percentage of participants in USG-assisted programs designed to increase access to productive economic resources who are youth (15–29) (YOUTH-3)" achieved a performance threshold between 50 and 75 percent of the target.

Two FtF indicators achieved between 25 and 50 percent of their targets.

- Number of individuals participating in USG food security programs (EG.3-2).
- Number of public-private partnerships formed as a result of USG assistance (EG.3.2-5).

Four FtF indicators (36 percent) achieved less than 25 percent of their target, of which three measure the economic impact that YIA was intended to have.

- Value of annual sales of farms and firms receiving USG assistance (EG.3.2-26).
- Value of agriculture-related financing accessed as a result of USG assistance (EG.3.2-27).
- Value of new USG commitments and private sector investment leveraged by the USG to support food safety and nutrition (EG.3.1-14)
- Number of individuals participating in group-based savings, microfinance, or lending programs with USG (EG.4.2-7).

# CONCLUSIONS

---

***Conclusion 1: Despite a series of challenges and delays to project implementation, the success of the 4-H clubs stands out as one of the most important achievements of YIA, largely due to the high motivation levels of leaders and members who have taken ownership of the 4-H concept.***

---

There was a sustained dynamism in the clubs and a high level of commitment from leaders and youth, which led to encouraging results in terms of empowerment, leadership, and initiative-taking by youth involved in the 4-H clubs and who benefited from YIA's interventions.

Indeed, the personal development that took place as a result of participating in 4-H activities is intangible. It did not stem from any single training, but rather a series of trainings and activities through which youth could develop themselves as human beings. The trainings built technical knowledge and competencies, but also strengthened leadership and improved self-esteem and self-confidence among the youth beneficiaries. Through these trainings on personal development, leadership, and entrepreneurship, YIA enhanced the personal resources of the youth to better exploit the social, environmental, and economic resources in their communities and beyond. There was a clear progression of their skills in leadership, group management, and entrepreneurship, which has led to the implementation of numerous initiatives, including income-generating and community service activities. Through these results, although still limited in scope, YIA has contributed to improving the social role of youth as well as their economic role as development actors within their respective communities.

---

***Conclusion 2: YIA's team structure and configuration were not appropriate for optimal implementation as defined in its award document and contributed to the delays in launching with MESRI and the universities, which affected YIA's ability to meet targets.***

---

The YIA team was very small, and the COP was based outside of Senegal, which hampered YIA's operational coordination, diligence of procedures, and overall management activities. The absence of a well-structured MEL system and of a person dedicated to this function was a major weakness, limiting the opportunities for learning and adjustments that this would have allowed. The two components were compartmentalized, with insufficient synergy and collaboration between them.

YIA did not implement activities according to plan, due to important delays in start-up that spilled over into implementation. These delays were mainly caused by the late involvement of MESRI and the universities and the time they required to complete procedures allowing YIA to transfer funds to the universities. The procedures themselves are cumbersome, but there was insufficient support from YIA to overcome these administrative obstacles. The immediate consequence was a frequent postponement and systematic reprogramming of activities, some of which were not carried out before YIA ended. The quality of some interventions also suffered due to an acceleration of activities at the end of YIA, with less emphasis on quality, particularly in the establishment and enrollment of youth in 4-H clubs.

YIA managed to implement a significant portion of its planned activities, but its overall performance was quite low. YIA was not able to achieve set targets, either in terms of the number of clubs to be established or the number of youths enrolled in 4-H clubs. After five years of implementation, most of the performance indicators are below target. These targets may have been overly ambitious given the

limited resources, but the MEL system and resources were inadequate to give YIA the data it needed to propose adjustments.

YIA implementation and performance were hampered by several contextual factors beyond YIA's control, including COVID-19 and the resulting restrictions on travel and meetings, frequent university strikes accompanied by multiple closures of campuses, and leadership and staff changes at MESRI and DGRI.

---

***Conclusion 3: In the last two years of the program, YIA established innovative partnerships with grassroots organizations and schools that accelerated the establishment of new clubs and club membership, but YIA was not able to mobilize the PPP component due to lack of planning and technical capacity.***

---

YIA established dynamic and effective partnerships that have made a significant contribution to improving the establishment of clubs and the enrollment of youth at critical times when the rates of club formation and membership recruitment were relatively low and stagnant. The extension of the partnership to structures such as CREs, CIPAs, DECLIC, and the involvement of schools played a key role in popularizing the 4-H program and expanding coverage of different target categories, particularly in elementary and middle schools and at the community level. Engaging these structures also made it possible to increase both the number of clubs and members within a short time frame. The partnerships with these grassroots organizations expanded the reach of the 4-H clubs, but they were put in place very late in YIA's implementation period.

The PPP, intended to organize the mobilization of private sector funds for the financial sustainability of the national 4-H program, has not been successful, because of a lack of communication and the absence of a clear and elaborate resource mobilization strategy. YIA did not appear to have a plan or the technical capacity to effectively implement a PPP strategy.

---

***Conclusion 4: MESRI and partner universities have taken most of the steps needed to establish an institutional framework for PYD, which has created strong foundations and fostered great ownership among students. Challenges remain due to varying degrees of commitment and political will, the limited duration of their collaboration with YIA, the lack of a transition plan, and limited staff motivation.***

---

The establishment of program management bodies and mechanisms within MESRI and the six universities involved in YIA reflects a genuine commitment to ensure that YIA has institutional support. Both the formal procedures adopted and the composition of the bodies set up at the central level (National Coordination Unit, Steering Committee, Advisory Board) and in the universities (regional pole coordination teams), all composed of permanent civil servants, are the expression of a formal institutional anchoring of the program management structures within MESRI and the partner universities and their commitment to ensure that YIA has institutional support.

Some universities involved in YIA effectively integrated the PYD approach. The dynamism of certain clubs and the positive effects noted among students trained in the 4-H concept have contributed to the gradual adoption of the 4-H PYD approach by some of the universities (UADB, UAM). The students

who have benefited from the 4-H training have taken ownership of the concept by becoming leaders at the university and community levels.

However, this integration varies greatly and seems to depend on the commitment and political will of the academic authorities, because of the universities and their Rectors' autonomy in administration. At the institutional and programmatic levels, the existence of government programs and mechanisms targeting young people and/or youth entrepreneurship constitutes a very favorable opportunity for the integration of the national 4-H program into existing national instruments for its overall sustainability.

There are several factors that could affect the sustainability of the national 4-H program. These include the lack of preparation for YIA's end, the absence of a transition, and the lack of motivation for university-based regional pole coordinators who take on extra tasks without additional compensation and in addition to their regular duties. For the 4-H clubs, the lack of training for some leaders and members and the lack of support for the clubs could weaken their sustainability.

---

***Conclusion 5: While vocational training was a YIA achievement with potential for sustainability, many opportunities for private sector collaboration as per the project design did not materialize because of inadequate planning and technical capacity within YIA.***

---

YIA support to vocational training centers has globally contributed to the improvement in the quality of their training services, in terms of offerings and content, as well as the improvement of pedagogical approaches and practices. The availability of pedagogical tools, such as the Entrepreneurship Guide, to training centers as well as the adoption and appropriation of certain modules promoted by the 4-H program such as Leadership, Personal Development, and Entrepreneurship, among others, attest to YIA's contribution to improving the quality of vocational training services for the training centers involved in the project. In addition, ISFAR, LTAEB and the Dagona CFP demonstrated a commitment to continuing the 4-H initiatives, offering good potential for sustainability.

YIA also helped to open the training centers to vulnerable groups (talibés, children in Action Educative en Milieu Ouvert, non-literate women) who were not the traditional targets of these institutions. However, the adaptation of training offerings and modules to the needs of local communities was not emphasized in the activities and products supported by YIA in its collaboration with the vocational training centers.

In addition, YIA's support has enabled young people and women's groups to develop micro-projects and set up income-generating activities that allow them to become self-employed by creating their own activities. YIA incorrectly labelled these as PPPs, when they are more accurately described as small grants to GIEs. The evaluation team could not find evidence of an effective PPP strategy. YIA did not appear to have the technical capacity to develop a strategy for private sector collaboration.

Engaging line ministries was a missed opportunity because of their ability to either reinforce 4-H efforts or integrate 4-H into their own ministries. For example, the Ministry of Youth offers youth employment and training programs and could add PYD to its approach and offerings. Clubs that implemented agriculture and reforestation activities would benefit from technical support from the Ministries of Agriculture and Environment, respectively. Several of these line ministries already participate in the MESRI Steering Committee so engaging them is a feasible and logical next step.

---

***Conclusion 6: YIA contributed to EGO objectives and the FtF strategy, but the low achievement rate suggests a limited contribution and makes it difficult to determine if the planned activities would contribute to inclusive economic growth as articulated in the YIA development hypothesis.***

---

YIA objectives and activities aligned with those of the EGO and the FtF strategy. The review of the targets and current results of YIA's standard indicators established a relatively low level of performance, suggesting that YIA's contribution may have been limited. However, the absence of targets in the reference documents (EG4ALL PAD, FtF strategy) does not allow the evaluation team to establish the precise level of this contribution.

The YIA development hypothesis is that the institutionalization of a national PYD program, plus innovative approaches to bridging Technical and Vocational Education and Training (TVET) institutions with private sector value chain actors, can yield increased employment and enterprise development, increased youth engagement in Senegal's economic growth, and finally increased inclusive economic growth.

The team found few signs of YIA activities related to private sector engagement, employment, and entrepreneurship, suggesting that the team did not have the skillset to tackle these issues. The last part of YIA's development hypothesis links its activities to "increased employment and enterprise development, increased youth engagement in Senegal's economic growth, and finally increased inclusive economic growth." There is not enough evidence to either prove or disprove the hypothesis; the lack of results under YIA may be related more to poor implementation than the lack of sound development design.

# RECOMMENDATIONS

The evaluation team held a workshop on January 10, 2023, with stakeholders from MESRI, USAID, YIA, and 4-H clubs to share findings and co-create recommendations. Drawing on the insights of the evaluation team, this section builds on the findings and conclusions in the report and expands on the recommendations offered during the co-creation workshop, organizing them by responsible stakeholder and theme.

## USAID

**USAID should encourage a more efficient, learning-focused, and sustainable approach.** This includes a requirement that the Chief of Party be present in Senegal to facilitate relationship building with key partners, ensure efficient decision-making, and keep the program moving. A second aspect is to ensure that MEL best practices are followed and encourage greater learning and adaptation. A midterm evaluation would also help to uncover needed improvements and adjustments. The final 12–18 months of the program should be dedicated to transition, so that partner institutions can plan for taking over program activities.

**USAID should encourage more effective efforts to mobilize public-private partnerships, which are key to sustainability but did not materialize under YIA.** Access to resources is key for the future success of the 4-H program and vocational training. These may include revisiting the private sector strategy, asking potential applicants to offer creative approaches, and/or including criteria in the solicitation that evaluate the rigor and realism of the approach. Technical criteria in any future opportunity should emphasize innovative strategies to mobilize government and private sector resources that will support the 4-H program and its objectives. These might include co-financing of youth entrepreneurship opportunities and sponsoring vocational training programs or graduates. Participants in the co-creation workshop also suggested National 4-H Association and youth advocacy initiatives to engage the private sector in the 4-H program and club activities. In particular, a future program could support the National 4-H Association to develop a strategic plan to mobilize resources from civil society and the private sector and develop training on entrepreneurship.

**Following the principles of locally led development, USAID should consider engaging government entities charged with taking over project activities from the design stage, working in partnership with them to design the project.** Another option is for USAID to use co-creation workshops to identify objectives, expected results, and potential obstacles. For example, the delays and administrative hurdles that YIA experienced could be the subject of discussion so that solutions could be identified from the outset to facilitate implementation. This would serve to carry over important lessons from YIA to any follow-on activity that is discussed.

## THE NEXT IMPLEMENTING PARTNER

**The implementing partner should establish an effective and adequately resourced MEL system to improve monitoring of program activities and introduce greater learning and adaptation.** USAID and the implementing partner should be more realistic about what can be accomplished with the resources available, adjusting targets accordingly. The implementing partner should recruit experienced personnel to develop targets, systematically monitor activities, track results, develop learning questions, and organize regular “pause and reflect” sessions to address challenges. YIA

was slow to get started and fell far short of its established targets, but the targets may have been overly ambitious. Better monitoring of all components would allow for understanding why targets are not being met, making adjustments, and generating ideas on how to be more effective.

**The implementing partner should engage MESRI and the universities upon award and be prepared to assist sub-awardees with all USG procedures related to receiving funds.** As noted, YIA was slow to sign partnership agreements with MESRI and universities, resulting in significant delays in launching activities because of the different procedures and administrative hurdles. The implementing partner should make technical assistance available to support sub-awardees in addressing these procedures, e.g., obtaining a DUNS number, registering in SAM, and understanding the requirements for receiving funds. The implementing partner should train the Administrative and Financial Coordinators on the administrative procedures for requests, management, and justification of funds, which will speed the process. The implementing partner should also consider a co-creation approach, to develop programs in partnership with MESRI and the regional poles, to increase ownership and brainstorm on ways to overcome administrative hurdles that delayed YIA in its first two years.

## MESRI AND THE UNIVERSITIES

**Building on the success in establishing governance centers, MESRI and partner universities should continue to institutionalize the 4-H program by creating a 4-H Coordinator position, developing work plans, and organizing regular meetings to track progress, adapt activities, and pivot as needed.** Both MESRI and partner universities should create a 4-H Coordinator position, charged with supporting the 4-H program, including the PYD approach and the clubs. The coordinators should develop regular work plans to describe all tasks related to activity implementation and the governance units with MESRI and the universities. Both should organize quarterly meetings to monitor implementation, resource allocation, and disbursement. These steps will further institutionalize the 4-H program by monitoring progress and addressing challenges as needed.

**Universities should increase their financial commitment to the 4-H program through greater investment in the coordinating committees, integration of community service in work plans and budgets, establishment of dedicated accounts for project funds, and additional efforts to seek private sector contributions.** Once established, the regional poles were integral to program success. One step the universities should take is to offer nominal compensation to the individuals that form the Steering Committee, if only to acknowledge the extra tasks they manage in addition to their regular duties. The amount should be enough to reward a willing and dedicated individual to take the assignment but not so much as to overshadow that dedication with financial gain. Universities should use the 4-H program to expand their community service plans and consider allocating a line item for community service in their budgets. Universities should also consider increasing the number of committee members and designating a 4-H Coordinator to support club development and activities. The university should also designate an MEL Coordinator to monitor 4-H activities, track challenges and achievements, and support learning and adaptation across clubs based on the results of this monitoring.

The universities should consider creating a dedicated account to receive program funds, to speed up implementation and improve accountability. This includes establishing a specific sub-account dedicated to 4-H resources. This will facilitate the financing of activities and help to overcome the difficulties of disbursement linked to the principle of the single account.

## VOCATIONAL TRAINING

**MESRI and MFPAA should complete the process of validating the curricula developed under YIA and continue developing new course offerings identified and prioritized by agricultural production actors.** Stakeholders saw great value in the curricula developed for the vocational training centers and recommend greater involvement of the Steering Committee as well as the sectoral ministries who are also Committee members. A final step is to validate the curricula so they are fully institutionalized within the centers and then evaluate them over time. An additional step is to develop the curricula for the five prioritized certificate/diploma programs. Involving ministries such as agriculture and youth is important because they have relevant programs that can enhance 4-H activities. Stakeholders at the recommendations co-creation workshop also suggest that the centers establish a curriculum unit on citizenship and PYD with a course on community service, develop training modules related to the needs identified in the job identification activity, identify pilot implementation centers, and strengthen the capacity of teachers in the development of syllabi. Others suggested creating a framework for training centers to share the pedagogical approaches they have tested.

**MESRI and MFPAA should engage relevant sectoral ministries to expand the impact of the vocational training.** Regional poles engaged technical services, but this outreach did not take place at the national level. For example, coordinating with ANPEJ, which was tasked with promoting youth employment, could offer additional opportunities for youth graduates of vocational training programs. The Ministry of Youth has programs for entrepreneurship and could add 4-H to its program. The Ministry of Agriculture has training programs that could benefit 4-H agriculture activities. The Ministry of Environment can support 4-H reforestation activities. The Coordination or Steering Committee should initiate this outreach to relevant entities, encouraging them to establish a focal point for future collaboration and a schedule for periodic meetings.

**The vocational training centers should strengthen their dialogue with the private sector, particularly to incorporate their needs into course offerings.** The private sector engagement of YIA never took hold, and the training centers did not take steps to identify community needs. Greater dialogue with the private sector could help to address both issues.

## NATIONAL 4-H ASSOCIATION

**The National 4-H Association should develop a private sector engagement strategy to secure more internship, employment, and entrepreneurship opportunities for clubs and members.**

**The National 4-H Association should develop a strategy for expanding beyond the universities, drawing on the success of working through secondary schools and local grassroots organizations.**

## 4-H CLUBS

**4-H clubs should involve first and second year students in club management to lessen the activity slowdown that occurs when student leaders graduate.** Club leaders are often in their final year of schooling, so their departure results in a leadership vacuum at the clubs. If clubs were to involve more students who are in their early years of school, they would have a greater continuity in club management.

# REFERENCES

Annex II. Ministerial Decision Creating National 4-H Coordination Cell (in Feed the Future Senegal Youth in Agriculture Annual Report Y4 2021)

Feed the Future Senegal Youth in Agriculture, Activity Monitoring, Evaluation and Learning Plan, 2019

Feed the Future Senegal Youth in Agriculture, Activity Monitoring, Evaluation and Learning Plan, 2020

Feed the Future Senegal Youth in Agriculture, Activity Monitoring, Evaluation and Learning Plan, 2021

Feed the Future Senegal Youth in Agriculture, Activity Monitoring, Evaluation and Learning Plan, 2022

Feed the Future Senegal Youth in Agriculture, Mid-Year Report Year 1, Semester 1, Fiscal Year 2018

Feed the Future Senegal Youth in Agriculture, Annual Report Year 2, Fiscal Year 2019

Feed the Future Senegal Youth in Agriculture, Annual Report Year 3, Fiscal Year 2020

Feed the Future Senegal Youth in Agriculture, Annual Report Year 4, Fiscal Year 2021

Feed the Future Senegal Youth in Agriculture, Annual Report Year 5, Fiscal Year 2022

Feed the Future Senegal Youth in Agriculture, Booklet

Feed the Future Senegal Youth in Agriculture, Newsletter #3, December 2021

Feed the Future Senegal Youth in Agriculture, Positive Youth Development in Senegal: A Case Study of 4-H Senegal, 2021

Feed the Future Senegal Youth in Agriculture, Quarterly Report Year 1, Quarter 2, Fiscal Year 2018

Feed the Future Senegal Youth in Agriculture, Quarterly Report Year 1, Quarter 3, Fiscal Year 2018

Feed the Future Senegal Youth in Agriculture, Quarterly Report Year 1, Quarter 4, Fiscal Year 2018

Feed the Future Senegal Youth in Agriculture, Quarterly Report Year 2, Quarter 1, Fiscal Year 2019

Feed the Future Senegal Youth in Agriculture, Quarterly Report Year 2, Quarter 2, Fiscal Year 2019

Feed the Future Senegal Youth in Agriculture, Quarterly Report Year 2, Quarter 3, Fiscal Year 2019

Feed the Future Senegal Youth in Agriculture, Quarterly Report Year 3, Quarter 1, Fiscal Year 2020

Feed the Future Senegal Youth in Agriculture, Quarterly Report Year 3, Quarter 2, Fiscal Year 2020

Feed the Future Senegal Youth in Agriculture, Quarterly Report Year 3, Quarter 3, Fiscal Year 2020

Feed the Future Senegal Youth in Agriculture, Quarterly Report Year 4, Quarter 1, Fiscal Year 2021

Feed the Future Senegal Youth in Agriculture, Quarterly Report Year 4, Quarter 2, Fiscal Year 2021

Feed the Future Senegal Youth in Agriculture, Quarterly Report Year 4, Quarter 3, Fiscal Year 2021

Feed the Future Senegal Youth in Agriculture, Quarterly Report Year 5, Quarter 1, Fiscal Year 2022

Feed the Future Senegal Youth in Agriculture, Quarterly Report Year 5, Quarter 2, Fiscal Year 2022

Feed the Future Senegal Youth in Agriculture, Technical Application

Feed the Future Senegal Youth in Agriculture, Work Plan Year 3, Fiscal Year 2020

Feed the Future Senegal Youth in Agriculture, Work Plan Year 4, Fiscal Year 2021

Feed the Future Senegal Youth in Agriculture, Work Plan Year 5, Fiscal Year 2022

National Agency for Statistics and Demography, ANSD 2016, Economic and Social Situation in Senegal

National Agency for the Promotion of Youth Employment, ANPEJ 2016, Presentation Report

USAID Senegal, Economic Growth for All, Project Appraisal Document, 2017

# ANNEXES

## ANNEX A: EVALUATION TEAM

**Mr. Souleymane Barry**, the MEL Platform Senior Monitoring and Evaluation Specialist, served as the Team Leader of this evaluation. Mr. Barry is a sociologist with 15 years of experience in designing, managing and conducting evaluation and field research in Senegal and neighboring countries. He has expertise in the design of research protocols, quantitative and qualitative data collection tools, the management of data collection teams and statistical and qualitative analysis. Mr. Barry has strong skills in field team coordination, communication with institutional partners and capacity building. His long field experience has allowed him to conduct several evaluations and studies throughout the 14 regions of Senegal in the areas of health, education, gender, agriculture and poverty. Mr. Barry has conducted several baselines, midterm and final evaluations of projects funded by USAID, as well as for various international bodies and nongovernmental organizations. Mr. Barry holds a Master's of Sociology from Cheikh Anta Diop University and Masters of Advance Studies in Development Sociology from the Sorbonne University and in Engineering of Social Surveys from University of Lille.

**Souleymane Sarr**, the vocational training specialist, has more than 30 years of experience in the vocational training sector. He has participated in the development and evaluation of several agricultural projects and programs in Senegal and in the sub-region. Mr. Sarr has developed vocational training frameworks in agriculture and project documents for agricultural, horticultural, and livestock training institutes. As Head of Mission at the AFD agency in Kinshasa, he carried out the diagnosis of agricultural and rural training. He also worked with UNESCO Madagascar on a study of the feasibility of networking agricultural and rural training institutions in 4 regions of Madagascar. Mr. Sarr is an expert for Senegal and The Gambia in the study of agro-ecology training centers and agro-ecology platforms or networks. These numerous experiences give him the ability to understand and evaluate the issues and strategies of implementation and sustainability of agricultural training projects and programs. Mr. Sarr has a Diploma in Agricultural Engineering from the Ecole Nationale des Cadres Ruraux of Bambey (Senegal) and a Diploma in Horticultural and Landscape Engineering from the Ecole Nationale des Ingénieurs des Techniques de l'Horticulture et du Paysage of Angers (France).

**Abdou Diallo**, an M&E Manager, is a specialist in monitoring, evaluation, research, learning and community health. He has nearly 10 years of experience working with international organizations in Senegal and the West Africa region. His expertise includes project evaluation, research, and learning; project design and management (e.g., health, nutrition, HIV, food security, WASH, gender); qualitative and quantitative research; statistics; and data collection systems development. Mr. Diallo has a Master 2 in Monitoring and evaluation from the Alioune Diop University of Bambey (Senegal).

**Ndate Gueye**, a MEL Assistant, is a monitoring and evaluation specialist. An active community activist, Ms. Gueye is a member of several organizations, including the Senegalese Evaluation Association (SenEval), of which she was the permanent secretary. She was an intern at the USAID/Monitoring and Evaluation Project and has participated in several project performance evaluations. She holds a master's degree in project management from Ecole Supérieur de Management de Projet in Dakar. and studied economics at UCAD.

The team was supported by ten enumerators who collected data in the field.

# ANNEX B: EVALUATION STATEMENT OF WORK

## STATEMENT OF WORK (SOW) DETAIL

<b>USAID SOW MANAGER</b>	Seydou Kane
<b>MEL PLATFORM COR</b>	Fatou Thiam
<b>MEL PLATFORM SOW MANAGER</b>	Souleymane Barry
<b>ACTIVITY TITLE</b>	Feed the Future Senegal Youth in Agriculture
<b>ACTIVITY PERIOD</b>	November 2, 2017 - November 1, 2022
<b>AWARD/CONTRACT #</b>	AID-685-LA-17-00002
<b>FUNDING</b>	\$4,000,000
<b>IMPLEMENTING ORGANIZATION</b>	Virginia Polytechnic Institute and State University (Virginia Tech)
<b>GEOGRAPHIC COVERAGE</b>	Dakar, Thiès, St Louis, Dagana, Bambey, Sine Saloum zone including Kaolack, Ziguinchor and Bignona
<b>TASK</b>	Feed the Future Senegal Youth in Agriculture
<b>TASK START AND END DATES</b>	August 2022-January 2023

## ACTIVITY DESCRIPTION

The Feed the Future (FtF) Youth in Agriculture (YIA) is an activity implemented by Virginia Polytechnic Institute and State University (Virginia Tech) in partnership with its Senegalese institutional partners. The purpose of FtF YIA is to increase youth engagement in Senegal's economic growth. More specifically, this project aims to build the capacity and support the institutionalization of sustainable positive youth development and vocational training systems that create dynamic and profitable entrepreneurship and employment opportunities for youth focusing especially on agricultural value chains and markets. In coordination with other actors in the U.S. Agency for International Development (USAID) and Government of Senegal (GoS), this project addresses USAID/Senegal's Economic Growth for All (EG4ALL) Intervention Area 3: Entrepreneurship and Vocational Development Services, to contribute to increased inclusive economic growth and the reduction of poverty and undernourishment in Senegal. Going beyond purely economic and employment outcomes, the project's focus on positive youth development (PYD) will promote holistic development of young people to help them gain life skills and become more engaged as positive change agents in their communities.

## DEVELOPMENT HYPOTHESIS AND IMPLEMENTATION

The FtF YIA development hypothesis is that the institutionalization of a national PYD program, plus innovative approaches to bridging Technical and Vocational Education and Training (TVET) institutions with private sector value chain actors, can yield increased employment and enterprise development, increased youth engagement in Senegal's economic growth, and finally increased inclusive economic growth. The FtF YIA evidence-based approach guides out planned interventions, presented by Component below.

Component I: Establish and institutionalize a national PYD program, building on the 4-H Senegal Positive Youth Development program of USAID/Education and Research in Agriculture.

- Training of trainers on 4-H and PYD

- Creation and sharing of evidence-based pedagogical materials
- Management of sub-awards for Regional 4-H Sites
- Backstopping creation, management, and evaluation of certified clubs
- Facilitation of participatory youth evaluation and research
- National 4-H program coordination meetings
- National 4-H Youth Congress
- Special agricultural, STEM, and entrepreneurship activities/events

Component 2: Improve vocational training and business development services by pilot testing innovative approaches to strengthen training institutions' connections with private sector actors and markets.

- Training of trainers on youth employment and entrepreneurship
- Workshops for integrated curricula co-creation
- Management of sub-awards for TVET partnerships
- Networking and exchange events for youth, employers, and investors

The FtF YIA also implements crosscutting activities touching on both Components, such as the facilitation of Public-Private Partnerships (PPPs) and of a PYD/Youth Employment Community of Practice.

## **EXISTING PERFORMANCE INFORMATION SOURCES**

USAID/Economic Growth Office (EGO) will provide the evaluation team with a package of Activity background materials, including:

- Section C of the YIA award
- Activity Monitoring, Evaluation, and Learning Plan (AMELP), with targets, latest results, and Performance Indicator Reference Sheets
- Annual workplans
- Annual and quarterly reports
- Special studies (e.g., baseline data collection, periodic participant surveys of participants)
- Success stories.

## **TASK PURPOSE, AUDIENCE, AND INTENDED USES**

The objective of this final evaluation is to assess the performance achieved by the FtF Senegal YIA Activity after 5 years of implementation. Specifically, the evaluation team will examine and assess the

adequacy of the activity's two components in the context of the Senegal FtF strategy, the soundness of the project's approach, the quality of YIA management, the adequacy and effectiveness of Virginia Tech assistance delivery, beneficiary coverage and response, and the overall potential for sustainability of project gains after November 2022.

The audience for this evaluation is the USAID/Senegal EGO. Key stakeholders for the evaluation include Virginia Tech and the *Direction Générale de la Recherche et de l'Innovation* (DGRI) at the Ministry of Higher Education Research and Innovation (MERSI) because of their participation in YIA but also because of their direct interest in assessing progress and capacity built so they can carry it forward. The findings from the evaluation will be validated with USAID/Senegal EGO, DGRI officials, Virginia Tech and FtF YIA staff. The MEL Platform will facilitate a co-creation recommendations workshop with all stakeholders to develop practical, reasonable, and actionable recommendations beneficial to future programming.

## TASK REQUIREMENT

USAID provided six research questions in its tasking request, some of which were more narrowly focused than others. USAID evaluation guidelines recommend 3-5 evaluation questions (EQ).<sup>1</sup> We have revised and reformulated the six research questions into five evaluation questions, described below. We have also included a summary of how we interpret the questions and how they address USAID's original research questions. The evaluation team may further refine the evaluation questions during the design phase. The FtF YIA final evaluation will seek to answer the following:

1. To what extent has the activity been implemented effectively, including the timely completion of planned activities, the efficient use of project resources, and the quality of partnerships and collaboration?

*Summary interpretation:* This question focuses on implementation effectiveness, retaining much of USAID's first research question while separating out its contribution to EGO's overall objectives (see EQ 5 below). Through this question we seek to identify how Virginia Tech operationalized the project. Timely completion of planned activities, efficient use of project resources and the quality of partnerships and collaboration are all relevant. USAID questions about how curricula have been developed and disseminated (question 4) and the tailoring of vocational development to needs at the local level (question 5) speak both to efficiency and quality of partnerships, and thus are relevant to include in EQ 1. Other issues may also emerge.

2. To what extent has the national youth program governance structure been embedded within the Ministry of Higher Education, Research and Innovation (MESRI) and the universities?

*Summary interpretation:* This question corresponds closely to Result 1.1 in the YIA results framework, as indicated in the AMELP from November 2021. Component 1 aims to establish and institutionalize a national youth program, part of which involves embedding a governance structure within the ministry and in universities. It necessarily links to Component 2, which aims to improve vocational training and business development services. The evaluation will explore how MESRI, university and YIA staff perceive the progress and sustainability of how MESRI and the universities have established an internal structure to support youth programs.

3. What is the overall sustainability of the National 4-H program?

*Summary interpretation:* USAID has been supporting the development of a national 4-H<sup>2</sup> program in Senegal for several years, through YIA and its predecessor program. We will look at the extent to which

YIA has laid a foundation to ensure fundraising and partnership development, how it will be sustained, and how the curriculum has contributed to long-term sustainability of the 4-H program. Other elements may emerge during the evaluation, either in the document review or the fieldwork.

4. To what extent have vocational training and business development services been improved, including tailoring to the needs of local communities?

*Summary interpretation:* This question corresponds to the second component of the YIA Activity, which sought to pilot test innovative approaches to strengthen training institutions' connections with private sector actors and markets. The evaluation team will examine how these programs were tailored to local markets, and thus the needs of local communities. Vocational training also links to Component I in terms of the relationship with MESRI and the universities.

5. How effectively has YIA contributed to the EGO objectives in Senegal and more globally the FtF strategy in Senegal?

*Summary interpretation:* The tasking request references the desire to understand YIA's contribution to the FtF strategy in Senegal, whereas the wording of the first research question in the tasking request refers to YIA's contribution to EGO objectives. These are slightly different because FtF is an important—but not exclusive—element of EGO objectives in Senegal. Objectives are also typically a subset of a strategy. The evaluation will address how advancing youth participation in agriculture contributes to FtF strategy and EGO objectives, prioritizing based on USAID's preferences for recommendations that will help it decide what to emphasize in future programming to maximize results for both FtF and EGO.

## **GENDER DISAGGREGATION AND GENDER DIFFERENTIAL EFFECTS**

ADS 205 requires sex-disaggregation for all person-level data and strongly recommends evaluations include a detailed examination of gender issues relevant to the sectors being addressed and relevant gender gaps that could hinder overall project outcomes. As such, the ET will look at any differences between male and female participants in terms of progress of how the FtF YIA has collaborated with them, both in terms of planned and actual activities across each of the evaluation questions. For example, effective Activity implementation may include efforts to reach both female and male participants, with targets determined in the YIA AMELP and annual workplan. This analysis will also explore reasons for gender differentials identified in terms of any lessons learned. For example, when determining sustainable improvements across program activities [e.g., 4-H program, vocational training], we will also examine the extent to which male and female participants were able to access, participate, and benefit from these interventions and the potential reasons behind any differences. As part of EQ 5, the ET will examine the gender components of the FtF Strategy to understand YIA's has contributed. The evaluation will also consider how other social factors and the intersection of those social factors may have also contributed to effectiveness and outcomes of the Activity. These may include geography, ethnicity or age (e.g., adolescence vs. young adult).

## **APPROACH**

### **DESIGN**

This final performance evaluation will combine different sources and mixed methods to foster triangulation and increase the validity of the evaluation results. The EnCompass Institutional Review Board (IRB) will review the design and data collection tools to protect the rights of all participants engaging in the evaluation.

## DATA COLLECTION METHODS

The evaluation will apply three methods: secondary document review, quantitative data collection through two quantitative surveys of YIA participants and beneficiaries, and qualitative data collection through key informant interviews (KII) and focus groups discussions (FGD) with YIA beneficiaries and relevant stakeholders.

### PHASE I: DOCUMENT REVIEW

The ET will review YIA project documents to assess the conformity of implementation with what was planned, including the AMELP targets and actual results. It will allow the ET to fully absorb and analyze the different parameters of YIA planning, implementation, and achievements. This document review will cover all YIA project documentation, including the Award with Virginia Tech, all quarterly and annual reports, the AMELP, baseline studies or other sources of data, success stories, and any other relevant documentation made available by USAID, Virginia Tech, or project partners and stakeholders.

The ET will use the document review to identify the relevant actors and stakeholders for the quantitative and qualitative data collection and develop the data collection tools (surveys and interview guides). The document review will continue throughout the data collection period and will consider any additional documentation provided by the government entities involved in YIA implementation.

### PHASE 2: QUANTITATIVE AND QUALITATIVE FIELD RESEARCH

The ET will complement the data from the document review with field data collection from project actors, stakeholders, and beneficiaries in the different YIA intervention zones in Senegal.

This data collection will use a combination of quantitative and qualitative approaches to capture the perspectives and opinions of the different actors. Triangulating across data sources will increase the validity of the evaluation findings, allowing for an objective assessment of the performance of the project's different components and its expected results.

#### Quantitative data collection

The ET will collect quantitative data from two categories of program participants: beneficiaries of training of trainers and young people enrolled in 4-H clubs set up with the support of YIA.

- Survey of leaders who have benefited from training of trainers (TOT)

The TOT offered to youth leaders on PYD and 4-H was a key element in the deployment of activities for the benefit of youth enrolled in the 4-H clubs. The ET will conduct a quantitative survey of the leaders who have benefited from these trainings, in particular on the knowledge and skills acquired in PYD, leadership and youth engagement, to assess both the YIA contribution in setting up a critical mass of trainers and the sustainability of this approach. The survey will address the profile of the trained leaders, their professional profile or government affiliation, the knowledge and skills acquired, and the application of the knowledge and skills acquired. Though quantitative in nature, the survey may include open-ended questions to collect additional insights, thus adding a qualitative aspect.

- Survey of young beneficiaries of project interventions

As the priority target and ultimate beneficiaries of YIA project interventions, youth remain a key source of information for the analysis of project results and achievements. The ET will capture the experience

of young YIA participants and beneficiaries through a quantitative survey, semi-structured interviews, and focus group discussions detailed below.

To strengthen the quality of the data that will inform the project performance evaluation, the ET will conduct a quantitative survey among young people who have participated in or benefited from YIA project interventions in the different regions of Senegal. The ET will build a sample frame for this quantitative from the YIA database of youth who have been involved in the project. The ET will draw a statistically valid sample from this database to guide the collection of data from young people engaged in 4-H activities and enrolled in clubs. The sample will depend on the number of beneficiaries, which we will identify based on information provided by YIA and include in the workplan.

### **Qualitative data collection**

In addition to the document review and quantitative surveys described above, the evaluation will use qualitative methods to purposefully gather information from stakeholders and beneficiaries. In this context, the ET will use two data collection techniques: semi-structured KIIs and FGDs. The data and information collected will deepen and supplement the data from the document review and quantitative surveys to better report on the achievements and performance of the YIA Activity in Senegal. The workplan will describe the full list of stakeholders for participation in the evaluation.

- Semi-structured KIIs

The ET will conduct semi-structured KIIs with a variety of actors, including institutional stakeholders (e.g., MESRI/DGRI, MFP, Rectorates of Universities) involved in YIA implementation and 4-H leaders in the different implementation regions. The ET will conduct KII with YIA coordination entities, both at central and regional level, as well as private sector actors involved in YIA. The ET will identify the informants and interview guides for each group of informants in the work plan. The ET will conduct these interviews around the themes related to the YIA activities, the implementation approach, the content of the activities, the knowledge and skills acquired through these activities as well as the potential for sustainability of the achievements beyond the implementation period.

- Focus Group Discussions

As part of the qualitative survey and to complement the quantitative data collected through the youth survey, the ET will conduct FGDs with youth club members and participants in the 4-H program. These discussions will capture the youth's group perspective and deepen the aspects that would emerge from these exchanges with young people. The ET will conduct FGD from a sample of clubs from the different regions where site visits will take place. Throughout the participant selection and FGD coordination process, the ET will pay particular attention to participant characteristics to foster active participation and to involve a variety of perspectives.

### **GEOGRAPHIC SCOPE**

The ET will identify the geographic coverage of the evaluation in the workplan, including site visits outside of Dakar for KIIs and FGDs and survey participants.

### **STRENGTHS AND LIMITATIONS**

The work plan will include a discussion on limitations of the methodology and approach, as well as limitations in the data to be used, whether primary or secondary data, as part of the evaluation. The

evaluation report will clearly outline methodological limitations and challenges encountered in the field, focusing on ways in which the ET mitigated these limitations.

## **DELIVERABLES**

The deliverables for this evaluation include:

- Work Plan: A detailed work plan will indicate methodology, data sources, data analysis plan, and detailed calendar. The workplan will also include data collection tools and a report outline as annexes. The MEL Platform will submit the work plan to the COR and Technical Point of Contact (POC) for approval prior to fieldwork.
- Progress Reports: As needed, a brief written report of progress made in the field will describe key scheduled activities, status of completion, and constraints encountered during field work. The progress report will also highlight key takeaways and lessons learned from ongoing work.
- Data Walk: A discussion with USAID/EGO after the data collection to review the preliminary findings and the supporting evidence and data collected. Input from this discussion will help guide the ET as they move forward with the report writing process.
- Recommendations matrix: The team will organize a workshop to create recommendations with USAID, the YIA staff, DGRI staff and any other relevant stakeholders.
- Draft Evaluation Report: The ET will submit a draft report to the MEL Platform COR and Technical POC, who will provide comments for revision and finalization of the report within ten working days following the draft submission. The Activity COR may also share with the implementing partner for comment.
- Final Report: A written report will follow USAID evaluation report guidelines, and include a table of contents, introduction, purpose, methodology, findings, conclusions, and recommendations sections. Unless discussed and approved in advance, the MEL Platform will submit the final report in English. If submitted in French, it will be translated into English once finalized. The report will include the following elements:
  - A 30-page report with a clear discussion of the data and evidence, the subsequent findings to each evaluation question prompted by analysis of the data and evidence, conclusions driven by the findings, and recommendations (if applicable) generated from the conclusions.
  - Annexes<sup>3</sup> will include the timeline, SOW, methods and limitations, data collection and analysis tools, sources of information, disclosure of any conflict of interest, team members, and statement of differences (as applicable). Other items may be added as relevant.
  - A three-page executive summary that provides a brief discussion of methodology, findings, conclusions, and recommendations.
  - An Abstract: A short description of the purpose, questions, methodology and outcome of the evaluation/research; i.e., findings, conclusions and recommendations.

- Other learning products and events may be developed during the evaluation based on availability of funds and interest (e.g., a one-page infographic representing critical lessons learned from the evaluation).
- Mission-wide Presentation: Depending on Mission preferences, the team can offer a final presentation to all interested parties in the Mission, up to and including the Mission Director.

## TEAM COMPOSITION

The team will include a Team Leader and a PPP Specialist.<sup>4</sup>

The **Team Leader** is responsible for leading the FtF YIA Evaluation in all phases (desk review, identifying respondents, workplan development, data collection and analysis, report writing and presentations) and managing the work of the ET. The Team Leader should be a Vocational Training Specialist with a good knowledge of vocational development services.

The **PPP Specialist** contributes to the FtF YIA Evaluation in all phases, focusing on PPP systems. He/she should be familiar with youth development issues, in particular in the agriculture sector.

The Senior Monitoring & Evaluation Specialist (SMES), Souleymane Barry, will serve as the task manager, overseeing the evaluation, ensuring that the methodology used by the team is adequate to respond to research questions and deliverables are of high quality, and supporting the team as needed. A Monitoring & Evaluation Manager will support scheduling of interviews, participate in interviews, and contribute to data analysis and report writing. Ten (10) enumerators will support qualitative interviews and administer surveys during quantitative data collection. The Chief of Party (COP) and Deputy Chief of Party (DCOP) will review the findings, conclusions, and recommendations matrix as well as the draft and final reports for technical quality. All team members are required to provide a signed statement attesting either that they have no conflict of interest or describing any existing conflict of interest.

### Illustrative Tasks/Deliverables, Timeline, and Level of Effort (LOE)

DATES	TASKS/ DELIVERABLES	ESTIMATED LOE			
		TEAM LEADER (PPP SPECIALIST)	VOCATIONAL TRAINING SPECIALIST	ENUMERATORS (10)	TOTAL
September 14, 2022	SOW Approval	-	-	-	-
September 30, 2022	Finalize team leader, members	-	-	-	-
October 3, 2022	Team coordination meeting	1	1	-	2
October 4 –7, 2022	Desk review, identify key informants	4	2	-	6
October 10-14, 2022	Develop detailed work plan for primary field research and tools	5	4	-	9
October 14, 2022	Submit workplan to the MEL Platform	-	-	-	-
October 19, 2022	Submit work plan to USAID	-	-	-	-
October 20-26, 2022	USAID reviews the workplan	-	-	-	-
October 24-26, 2022	Coordinate fieldwork interviews and logistics	-	-	-	-
October 28, 2022	Fieldwork Planning Meeting	1	1	-	2

DATES	TASKS/ DELIVERABLES	ESTIMATED LOE			
		TEAM LEADER (PPP SPECIALIST)	VOCATIONAL TRAINING SPECIALIST	ENUMERATORS (10)	TOTAL
October 19-21, 2022	Develop enumerator training guide	2	2	-	4
October 31- November 1, 2022	Train enumerators	2	2	-	4
November 2-19, 2022	Field work	10	15	15	40
November 14-25, 2022	Data analysis and preparation of initial findings	10	5	-	15
November 3-22, 2022	Transcribe focus groups and interviews			5	5
November 29, 2022	Data walk with technical office	1	1	-	2
November 30-December 1, 2022	Finalize FC table and prepare recommendation workshop	2	2	-	4
December 6, 2022	Recommendations workshop	1	1	-	2
December 7-13, 2022	Develop draft report	5	3	-	8
December 16-23, 2022	Translate draft report into English and review translation	-	-	-	-
December 27, 2022	Submission of draft report	-	-	-	-
January 10, 2023	USAID feedback on draft report	-	-	-	-
January 16-20, 2023	Finalize report based on USAID feedback and develop abstract	2	1	-	3
January 24, 2023	Mission wide presentation	1	1	-	2
January 26, 2023	Learning workshop	1	1	-	2
January 30, 2023	Post-evaluation action plan	1	1	-	2
TBD	Submission of report to DEC	-	-	-	-
<b>Total Estimated LOE</b>		<b>49</b>	<b>43</b>	<b>20*10=200</b>	<b>292</b>

## PARTICIPATION OF USAID STAFF AND PARTNERS

The ET will work with the USAID/Senegal EGO team to flesh out elements of the detailed workplan, including the site visit locations, government key informants, and data collection tools. The EGO Team will also participate in an initial in-brief with the ET during the Field Planning Meeting. Upon completion of the work plan and tool development, the EGO Team will be expected to review and approve the work plan and tools. To ensure USAID-MEL Platform communication remains open, bi-weekly check-ins will take place, either by phone or in-person. The ET will interview USAID/EGO staff familiar with YIA. At the completion of the fieldwork, it is expected that USAID/EGO staff will participate in a data walk to present initial findings. Once the findings and conclusions are finalized, the ET will present them to the Ftf YIA staff and GoS officials in a co-creation workshop to develop recommendations.

## SCHEDULING AND LOGISTICS

The MEL platform will arrange all logistics for fieldwork. The team will request introductory communications from USAID/EGO for the ET. MEL platform staff will develop draft introductory letters in French for USAID review and signature. Staff and team members will make all appointments.

## **DISSEMINATION**

The team anticipates that the findings, conclusions, and recommendations from this evaluation will be shared with a Mission-wide audience, as well as the Ftf YIA staff. Copies of the report in French will be shared with any relevant stakeholders.

## **REPORTING REQUIREMENTS**

The MEL Platform anticipates translating the final report into French. The report itself should not be longer than 20 pages total, excluding the Annexes. The MEL Platform will brand the report with the standard USAID branding requirements and formally submit it to the USAID Development Experience Clearinghouse (DEC) upon approval. Additional copies of the final report in French will be made available to all stakeholders participating in the recommendations workshop. Copies in English will be shared with relevant USG offices within USAID/Senegal and any other relevant USG agencies.

# ANNEX C: DETAILED EVALUATION METHODOLOGY

## METHODOLOGY

The evaluation team used a mixed-methods approach combining quantitative and qualitative data collection to foster triangulation and increase the validity of the evaluation results. The evaluation team used a three-phased approach: 1) review and analysis of activity documents, 2) quantitative surveys with youth leaders who have benefited from training of trainers (TOT) and young beneficiaries of project interventions, and 3) key informant interviews (KIIs), group discussions (GDs) and focus group discussions (FGD) with various activity stakeholders and beneficiaries. The Team Leader and Agricultural Vocational Training Expert led fieldwork, supported by a Monitoring and Evaluation Manager, a MEL Assistant, and ten enumerators who collected data during fieldwork.

### PHASE I: DOCUMENT REVIEW

The team reviewed YIA project documents to assess the conformity of implementation with what was planned, including the AMELP targets and actual results. During the review, the team built a solid foundational understanding of the different parameters of YIA planning, implementation, and achievements. The desk review also allowed the evaluation team to identify the various stakeholders and actors for the qualitative and quantitative phases of the evaluation. The team also used the review to help develop and hone data collection tools and processes. Document review began as phase I but carried on through subsequent phases as new documents were received. Below is a list of documents reviewed by the ET:

- YIA Annual Report 2020-2021
- YIA Annual Report 2020-2021
- YIA Quarterly Reports for year 4
- YIA Quarterly Reports for year 5
- YIA AMELP
- YIA Agriculture Sector Assessment 2016
- YIA Success stories
- USAID YIA Award document
- USAID/Senegal Economic Growth for All (Project Appraisal Document)

### PHASE 2: QUANTITATIVE DATA COLLECTION

#### I. Survey of 4-H leaders who have benefited from training of trainers (TOT)

The TOT offered to youth leaders on PYD and 4-H was a key element in the deployment of activities for the benefit of youth enrolled in the 4-H clubs. The ET conducted a quantitative survey of the leaders who benefited from these trainings, in particular on the knowledge and skills acquired in PYD, leadership and youth engagement, to assess both the YIA contribution in setting up a critical mass of trainers and the sustainability of this approach. The survey collected data on the profile of the trained leaders, their professional profile or government affiliation, the knowledge and skills acquired, and the application of the knowledge and skills acquired.

To conduct the survey, the team used tablets configured with Kobo, a survey and data collection application. The surveys of leaders covered four of the six YIA regional poles: Dakar (UCAD & UAM), Saint-Louis (UGB), Diourbel (UADB) and Ziguinchor (UASZ). To select leaders to that would take part

in the survey, the team used a two-stage stratified random draw to select the clubs and then the leaders to be interviewed in those clubs. In each stratum, the team calculated the sample size based on the number of leaders per club in the stratum with a 90% confidence level, a 10% margin of error, and a design effect of 1.5. In the first stage, the team drew 10 clubs in each region from the list of clubs provided by YIA. At the second level, the team selected 10 leaders from each club, divided proportionally between males and females based on club members. In total, the evaluation team visited 40 clubs, surveying 200 leaders. The team centralized and processed all data collected in the Kobo Toolbox server and analyzed the data with SPSS and Excel software.

## 2. Survey of 4-H members

As the priority target and ultimate beneficiaries of YIA project interventions, youth were a key source of information for the analysis of project results and achievements. To strengthen the quality of the data that informed the performance evaluation, the evaluation team conducted a survey of youth 4-H club members in the same regions described above, to complement the survey conducted with leaders.

The team constructed a sample frame for this quantitative survey from the YIA database of youth who have been involved in the activity. Similar to the sampling strategy used in the survey of club leaders, the team used a two-stage stratified random draw to select the clubs and then the members to be interviewed in those clubs. In each stratum, the team calculated the sample size based on the number of members per club in the stratum with a 90% confidence level, a 10% margin of error, and a design effect of 1.5. In the first stage, the team drew 10 clubs in each region from the list of clubs provided by YIA. At the second level, the team selected 10 members from each club, divided proportionally between males and females based on their representation in the club. As with the survey of club leaders, team centralized and processed all data collected in the Kobo Toolbox server and analyzed the data with SPSS and Excel software for the survey of the club members. In total, the evaluation team visited 40 clubs, surveying 350 members.

## PHASE 3: QUALITATIVE DATA COLLECTION

In addition to the document review and quantitative surveys, the team used qualitative methods to purposefully gather information from stakeholders and beneficiaries. To collect detailed descriptive information, the evaluation team used three data collection techniques: semi-structured key informant interviews (KIIs), group discussions (GDs), and focus group discussions (FGDs). The team used the data and information collected to deepen their understanding of data collected through the surveys and better report on the achievements and performance of the YIA Activity.

### **Semi-structured Key Informant Interviews and Group Discussions**

The evaluation team conducted semi-structured KIIs and GDs with stakeholders at the central level including representatives of MESRI, USAID, YIA, and ANPEJ. Additionally, the team conducted KIIs and group discussions with stakeholders representing organizations at the regional level including regional university clusters, research centers, institutions, institutes and training centers, club leaders, GIEs, NGOs, etc. The team conducted interviews and discussions around the themes related to the YIA activities, the implementation approach, the content of the activities, the knowledge and skills acquired through these activities as well as the potential for sustainability of the achievements beyond the implementation period. The group discussion format was used for convenience when meeting with stakeholders individually was not possible or practical. The team used the same interview guide for both

individual interviews and group discussions. In total, the evaluation team conducted 53 KIIs and 10 GDs across six different regions:

Region	Number of KIIs	Number of GDs
Dakar	18	4
Diourbel	9	1
Saint-Louis	11	3
Ziguinchor	12	2
Thiès	2	0
Kaolack	1	0
<b>Total</b>	<b>53</b>	<b>10</b>

### Focus Group Discussions

To complement the data collected through the youth survey, the team conducted FGDs with youth club members and participants in the 4-H program. These discussions captured the youth's group perspective and deepened the team's understanding of themes that emerged from the survey. The team conducted FGDs from a sample of clubs from the different regions where site visits will take place. The team conducted 19 FGDs (breakdown below).

Region	Number of FGDs
Dakar	4
Diourbel	5
Saint-Louis	5
Ziguinchor	5
Thiès	0
Kaolack	0
<b>Total</b>	<b>19</b>

### Summary of Data Sources and Methods

The evaluation team has summarized the data collection methods and sources for each evaluation question in the table below.

EVALUATION QUESTION	DATA COLLECTION METHODS	SOURCES
To what extent has the Activity been implemented effectively, including the timely completion of planned activities, the efficient use of Activity resources, and the quality of partnerships and collaboration?	Document review KIIs and GDs FGDs Survey	Project documents and reports 4-H club leaders and members MESRI, Universities, CFP, private sector YIA project staff USAID

EVALUATION QUESTION	DATA COLLECTION METHODS	SOURCES
To what extent has the national youth program governance structure been embedded within the Ministry of Higher Education, Research and Innovation (MESRI) and the universities?	Document review KIIs and GDs FGDs	Project documents and reports 4-H club leaders and members MESRI, Universities YIA project staff USAID
What is the overall sustainability of the National 4-H program?	Document review KIIs and GDs FGDs Survey	Project documents and reports 4-H club leaders and members MESRI, Universities, CFP, private sector YIA project staff USAID
To what extent have vocational training and business development services been improved, including tailoring to the needs of local communities?	Document review KIIs and GDs FGDs	Project documents and reports MESRI, MFPAA, vocational training centers, CFP, private sector YIA project staff USAID
How effectively has YIA contributed to the EGO objectives in Senegal and, more globally, the FtF strategy in Senegal?	Document review KIIs and GDs FGDs	Project documents and reports YIA project staff USAID

### Data Analysis, Integration and Synthesis (DAIS)

To analyze data captured from the surveys, KIIs, GDs, and FGDs, the team used the standard EnCompass approach to data analysis called Data Analysis, Integration, and Synthesis (DAIS). This approach allowed the team to integrate and interpret mixed-methods data (document review, qualitative and quantitative components) efficiently and rigorously. Once the qualitative data set was coded and the quantitative data compiled, cleaned, processed, and analyzed, the team began the overall data analysis reviewing and discussing emerging themes to determine the findings.

## ANNEX D: INFORMATION SOURCES

Exhibit 12: Summary of data sources by region and type of data source

REGION	KEY INFORMANT INTERVIEW (KII)	GROUP DISCUSSION (GD)	FOCUS GROUP DISCUSSION (FGD)	TOTAL
Dakar	18	4	4	26
Diourbel	9	1	5	15
Kaolack	1			1
Saint-Louis	11	3	5	19
Thiès	2			2
Ziguinchor	12	2	5	19
<b>Total</b>	<b>53</b>	<b>10</b>	<b>19</b>	<b>83</b>

Fieldwork took place in four regions (Dakar, Diourbel, Saint-Louis, and Ziguinchor). The evaluation team interviewed university Rectors in these four regions, plus Kaolack and Thiès. The team used group discussions for convenience for key informants who worked together on YIA. They followed the KII format.

Exhibit 13: Summary of data sources by type of organization and type of data

DATA SOURCE TYPE AND ORGANIZATION	# OF KII	# OF GD	# OF FGD	TOTAL
4-H Club	21	2	19	42
ANPEJ	2			2
ANPEJ	2			2
NGO / Association	4			4
ASPYPE AFRICA	1			1
4-H ASSOCIATION	1			1
DECLIC	1			1
GIE GOUNDIAMOURAN	1			1
Indirect beneficiary	2			2
Individual	2			2
Ministry	4			4
MESRI	3			3
MFPA	1			1
Professional training center	11	3		14
CFP Dagana		1		1
CFPH Cambérène	3			3

DATA SOURCE TYPE AND ORGANIZATION	# OF KII	# OF GD	# OF FGD	TOTAL
CIPA Saint-Louis	1	1		2
CIPA Diourbel	1			1
CIPA Mbao	1			1
CNFTGAR	1			1
CRE Saint-Louis	1			1
CRE Bambey	1			1
LTAEB Bignona	1			1
Ecole des eaux et forêts		1		1
ISFAR Bambey	1			1
<b>REGIONAL POLE</b>	<b>8</b>	<b>3</b>		<b>11</b>
UADB	1	1		2
UAM	1	1		2
UASZ	1	1		2
UCAD	1			1
UGB	1			1
UIDT	2			2
USSEIN	1			1
USAID	1	1		2
VIRGINIA TECH	1	1		2
<b>Grand Total</b>	<b>53</b>	<b>10</b>	<b>19</b>	<b>83</b>

# ANNEX E: DATA COLLECTION INSTRUMENTS

## GUIDE D'ENTRETIEN PARTENAIRES TECHNIQUES

- INSTITUTIONS EFTP (bénéficiaires de FAA) -

### CONSENTEMENT/INTRODUCTION

Je suis....., consultant de EnCompass dans le cadre de l'évaluation du projet jeune et agriculture qui est financé par l'USAID est mis en œuvre par l'Institut polytechnique de Virginie et l'Université d'État (Virginia Tech) en partenariat avec des entités sénégalaises.

Ce projet vise à renforcer les capacités et soutenir l'institutionnalisation de systèmes durables de développement positif des jeunes (YPD) et de formation professionnelle, dans le but de créer des opportunités d'emploi et d'entrepreneuriat durables pour les jeunes, spécifiquement dans les chaînes de valeur agricole.

Après 5 années de mise en œuvre, USAID/Sénégal veut évaluer la performance dudit projet afin de juger de la pertinence, de l'efficacité de la mise en œuvre du projet et la durabilité de ces interventions. C'est dans ce cadre que le Projet de Suivi, Evaluation et Apprentissage de l'USAID/Sénégal, mis en œuvre par EnCompass LLC, est désigné pour conduire cette évaluation. Nous vous avons choisi à ce titre en tant que bénéficiaire ou partie prenante du projet dans l'optique que vos perspectives pourraient aider à répondre aux différentes questions d'évaluation. La discussion prendra environ aux maximum 1 heure.

Dans le cadre de cette évaluation, nous ne collecterons que des informations relatives aux activités du projet, leur mise en œuvre ainsi que votre perception par rapport au projet et non des informations personnelles. Les informations que vous avez partagées seront gardés confidentielles.

Les informations recueillies seront présentées dans un rapport final que nous partagerons avec l'USAID.

Nous vous signalons également que la participation est volontaire et que tout participant a le droit de mettre fin à sa participation à tout moment. Vous pouvez aussi ignorer les questions auxquelles vous ne souhaitez pas répondre.

Nous ne fournissons aucune compensation pour votre participation à cette évaluation.

Nous pensons que votre participation à cette évaluation comporte un risque minimal. Encore une fois, nous ferons tout ce qui est en notre pouvoir pour assurer la sécurité et la confidentialité de vos réponses.

N'hésitez pas à interrompre cette discussion à tout moment pour poser des questions sur le consentement ou sur tout autre sujet. Nous vous prions de contacter Monsieur Souleymane Barry, le responsable de l'évaluation au 76 696 94 16 si vous avez des questions ou plaintes.

Avez-vous des questions à me poser avant de commencer ?

Êtes-vous d'accord pour participer à cette enquête et répondre à nos questions ?

Oui

Non

[Si Non, remerciez-le pour son temps et passez à un autre répondant]

Êtes-vous d'accord à ce que nous enregistrons l'audio de cet entretien ?

Oui

Non

Si Non : Je comprends votre décision de ne pas enregistrer notre conversation. Seriez-vous à l'aise de poursuivre l'entretien si je ne prenais que des notes écrites et n'enregistrais pas notre conversation ?

Oui

Non

[Si l'enquête accepte les notes manuscrites, poursuivez l'entretien.]

[Si la personne interrogée ne consent pas à prendre des notes manuscrites, mettez fin à l'entretien.]

1. Quelle est votre appréciation du partenariat entre votre institution et le Projet FtF /YIA ? Pouvez-vous donner des exemples ?
2. Quels étaient les objectifs visés et les résultats atteints dans le cadre de votre partenariat avec le Projet FtF /YIA ?
3. Avez-vous des exemples démontrant l'amélioration des services de formation professionnelle et le développement d'entreprises de manière plus adaptée aux besoins des communautés locales ?
4. Parlez-nous des expériences de partenariats noués avec les autres acteurs du Projet FtF /YIA dans la région (Université - Pôle régional, les club 4-H, des entreprises, etc.) ?
5. Comment percevez-vous l'ancrage régional du JEA au niveau de l'Université ?
6. Comment voyez-vous la pérennisation des Club 4 H ? Pourquoi ?
7. Pouvez-vous identifier les aspects du Partenariat qui ont bien fonctionné ? Selon vous quels étaient les facteurs clé de succès ?
8. Avez-vous vécu des cas de contre-performances ? Selon vous quels étaient les facteurs d'échecs ?
9. Quelles sont vos recommandations pour l'avenir ?

# GUIDE D'ENTRETIEN DES ACTEURS INSTITUTIONNELS

- UNIVERSITES / POLES REGIONAUX -

## CONSENTEMENT/INTRODUCTION

Je suis....., consultant de EnCompass dans le cadre de l'évaluation du projet jeune et agriculture qui est financé par l'USAID est mis en œuvre par l'Institut polytechnique de Virginie et l'Université d'État (Virginia Tech) en partenariat avec des entités sénégalaises.

Ce projet vise à renforcer les capacités et soutenir l'institutionnalisation de systèmes durables de développement positif des jeunes (YPD) et de formation professionnelle, dans le but de créer des opportunités d'emploi et d'entrepreneuriat durables pour les jeunes, spécifiquement dans les chaînes de valeur agricole.

Après 5 années de mise en œuvre, USAID/Sénégal veut évaluer la performance dudit projet afin de juger de la pertinence, de l'efficacité de la mise en œuvre du projet et la durabilité de ces interventions. C'est dans ce cadre que le Projet de Suivi, Evaluation et Apprentissage de l'USAID/Sénégal, mis en œuvre par EnCompass LLC, est désigné pour conduire cette évaluation. Nous vous avons choisi à ce titre en tant que bénéficiaire ou partie prenante du projet dans l'optique que vos perspectives pourraient aider à répondre aux différentes questions d'évaluation. La discussion prendra environ aux maximum 1 heure.

Dans le cadre de cette évaluation, nous ne collecterons que des informations relatives aux activités du projet, leur mise en œuvre ainsi que votre perception par rapport au projet et non des informations personnelles. Les informations que vous avez partagées seront gardés confidentielles.

Les informations recueillies seront présentées dans un rapport final que nous partagerons avec l'USAID.

Nous vous signalons également que la participation est volontaire et que tout participant a le droit de mettre fin à sa participation à tout moment. Vous pouvez aussi ignorer les questions auxquelles vous ne souhaitez pas répondre.

Nous ne fournissons aucune compensation pour votre participation à cette évaluation.

Nous pensons que votre participation à cette évaluation comporte un risque minimal. Encore une fois, nous ferons tout ce qui est en notre pouvoir pour assurer la sécurité et la confidentialité de vos réponses.

N'hésitez pas à interrompre cette discussion à tout moment pour poser des questions sur le consentement ou sur tout autre sujet. Nous vous prions de contacter Monsieur Souleymane Barry, le responsable de l'évaluation au 76 696 94 16 si vous avez des questions ou plaintes.

Avez-vous des questions à me poser avant de commencer ?

Êtes-vous d'accord pour participer à cette enquête et répondre à nos questions ?

Oui

Non

[Si Non, remerciez-le pour son temps et passez à un autre répondant]

Etes-vous d'accord à ce que nous enregistrons l'audio de cet entretien ?

Oui

Non

Si Non : Je comprends votre décision de ne pas enregistrer notre conversation. Seriez-vous à l'aise de poursuivre l'entretien si je ne prenais que des notes écrites et n'enregistrais pas notre conversation ?

Oui

Non

[Si l'enquêté accepte les notes manuscrites, poursuivez l'entretien.]

[Si la personne interrogée ne consent pas à prendre des notes manuscrites, mettez fin à l'entretien.]

1. En quelle année, le Pôle régional (université) a été mis en place, a démarré ses activités ? Et, quel est son rôle et sa mission dans le cadre du Projet FtF/YIA ?
2. Quels sont les objectifs visés et les résultats attendus du Pôle régional du Projet FtF/YIA ?
3. Avez-vous un plan de travail au cours des années 2019, 2020, 2021 et 2022 ? Si oui quel a été le niveau d'exécution pour chaque année ?
4. Avez-vous eu des ressources pour l'exécution des plans de travail ? Si oui quelles sont ces ressources et leur provenance ? Et quelle est le pourcentage de couverture financière du plan de travail ?
5. Pouvez-vous citer des activités phares du Pôle régional et des impacts de votre intervention dans le milieu universitaire, notamment, au sein des structures estudiantines ?
6. Comment percevez-vous l'ancrage régional du JEA au niveau de votre Université et comment son institutionnalisation au niveau local est-elle établie ?
7. Que pensez-vous des club 4-H et quel est leur lien avec le Pôle régional et, également, avec votre université voire les structures estudiantines ?
8. Quelles sont les initiatives développées qui favorisent la durabilité des club 4-H existant et, surtout, le développement et la pérennité de l'approche au niveau de votre université et de la région ?
9. Quelle a été la stratégie d'amélioration des services de formation professionnelle au niveau du Pôle régional ? Les activités menées s'adaptent-elles (répondent-elles) aux besoins des communautés locales et comment ?
10. Quelle a été la stratégie de développement des entreprises au niveau du Pôle régional ?
11. Les activités menées répondent-elles aux besoins des communautés locales et comment ?
12. Pouvez-vous identifier les aspects du Partenariat qui ont bien fonctionné ? Selon vous quels étaient les facteurs clé de succès ?
13. Avez-vous vécu des cas de contre-performances ? Selon vous quels étaient les facteurs d'échecs ?
14. Quelles sont vos recommandations pour l'avenir ?

# GUIDE D'ENTRETIEN DU SECTEUR PRIVE

- SECTEUR PRIVE -

## CONSENTEMENT/INTRODUCTION

Je suis....., consultant de EnCompass dans le cadre de l'évaluation du projet jeune et agriculture qui est financé par l'USAID est mis en œuvre par l'Institut polytechnique de Virginie et l'Université d'État (Virginia Tech) en partenariat avec des entités sénégalaises.

Ce projet vise à renforcer les capacités et soutenir l'institutionnalisation de systèmes durables de développement positif des jeunes (YPD) et de formation professionnelle, dans le but de créer des opportunités d'emploi et d'entrepreneuriat durables pour les jeunes, spécifiquement dans les chaînes de valeur agricole.

Après 5 années de mise en œuvre, USAID/Sénégal veut évaluer la performance dudit projet afin de juger de la pertinence, de l'efficacité de la mise en œuvre du projet et la durabilité de ces interventions. C'est dans ce cadre que le Projet de Suivi, Evaluation et Apprentissage de l'USAID/Sénégal, mis en œuvre par EnCompass LLC, est désigné pour conduire cette évaluation. Nous vous avons choisi à ce titre en tant que bénéficiaire ou partie prenante du projet dans l'optique que vos perspectives pourraient aider à répondre aux différentes questions d'évaluation. La discussion prendra environ aux maximum 1 heure.

Dans le cadre de cette évaluation, nous ne collecterons que des informations relatives aux activités du projet, leur mise en œuvre ainsi que votre perception par rapport au projet et non des informations personnelles. Les informations que vous avez partagées seront gardés confidentielles.

Les informations recueillies seront présentées dans un rapport final que nous partagerons avec l'USAID.

Nous vous signalons également que la participation est volontaire et que tout participant a le droit de mettre fin à sa participation à tout moment. Vous pouvez aussi ignorer les questions auxquelles vous ne souhaitez pas répondre.

Nous ne fournissons aucune compensation pour votre participation à cette évaluation.

Nous pensons que votre participation à cette évaluation comporte un risque minimal. Encore une fois, nous ferons tout ce qui est en notre pouvoir pour assurer la sécurité et la confidentialité de vos réponses.

N'hésitez pas à interrompre cette discussion à tout moment pour poser des questions sur le consentement ou sur tout autre sujet. Nous vous prions de contacter Monsieur Souleymane Barry, le responsable de l'évaluation au 76 696 94 16 si vous avez des questions ou plaintes.

Avez-vous des questions à me poser avant de commencer ?

Êtes-vous d'accord pour participer à cette enquête et répondre à nos questions ?

Oui

Non

[Si Non, remerciez-le pour son temps et passez à un autre répondant]

Etes-vous d'accord à ce que nous enregistrons l'audio de cet entretien ?

Oui

Non

Si Non : Je comprends votre décision de ne pas enregistrer notre conversation. Seriez-vous à l'aise de poursuivre l'entretien si je ne prenais que des notes écrites et n'enregistrais pas notre conversation ?

Oui

Non

[Si l'enquêté accepte les notes manuscrites, poursuivez l'entretien.]

[Si la personne interrogée ne consent pas à prendre des notes manuscrites, mettez fin à l'entretien.]

1. Depuis combien de temps (mois ou année), êtes-vous en partenariat avec les acteurs du Projet FtF / YIA ? Qui sont les acteurs du projet avec qui vous collaborez (Bureau national, Pôle régional, ETFP, Club 4 H). ?
2. Quels étaient les objectifs visés et les résultats obtenus-dans le cadre de votre partenariat avec le Projet FtF /YIA et ses acteurs ? Qu'est ce qui a favorisé l'obtention de ces résultats ?
3. Avez-vous des exemples démontrant le développement de votre entreprise par l'amélioration des services de formation professionnelle de manière plus adaptée aux besoins des communautés locales ?
4. Comment appréciez-vous l'ancrage régional du JEA au niveau de l'Université ? Avez-vous des exemples pour mieux nous expliquer votre perception ?
5. Cette approche favorise-t-elle la durabilité des acquis, notamment, le développement des entreprises, l'adéquation des services de formation professionnelle et la pérennisation des Club 4-H ?
6. En plus des aspects évoqués plus haut, pouvez-vous nous citer des facteurs clé de succès du Projet FtF / YIA ?
7. Avez-vous vécu des cas de contre-performances ? Selon vous quels étaient les facteurs d'échecs ?
8. Quelles sont vos recommandations pour l'avenir ?

# GUIDE D'ENTRETIEN DES ACTEURS INSTITUTIONNELS

- MESRI /MEFPA

## CONSENTEMENT/INTRODUCTION

Je suis....., consultant de EnCompass dans le cadre de l'évaluation du projet jeune et agriculture qui est financé par l'USAID est mis en œuvre par l'Institut polytechnique de Virginie et l'Université d'État (Virginia Tech) en partenariat avec des entités sénégalaises.

Ce projet vise à renforcer les capacités et soutenir l'institutionnalisation de systèmes durables de développement positif des jeunes (YPD) et de formation professionnelle, dans le but de créer des opportunités d'emploi et d'entrepreneuriat durables pour les jeunes, spécifiquement dans les chaînes de valeur agricole.

Après 5 années de mise en œuvre, USAID/Sénégal veut évaluer la performance dudit projet afin de juger de la pertinence, de l'efficacité de la mise en œuvre du projet et la durabilité de ces interventions. C'est dans ce cadre que le Projet de Suivi, Evaluation et Apprentissage de l'USAID/Sénégal, mis en œuvre par EnCompass LLC, est désigné pour conduire cette évaluation. Nous vous avons choisi à ce titre en tant que bénéficiaire ou partie prenante du projet dans l'optique que vos perspectives pourraient aider à répondre aux différentes questions d'évaluation. La discussion prendra environ aux maximum 1 heure.

Dans le cadre de cette évaluation, nous ne collecterons que des informations relatives aux activités du projet, leur mise en œuvre ainsi que votre perception par rapport au projet et non des informations personnelles. Les informations que vous avez partagées seront gardés confidentielles.

Les informations recueillies seront présentées dans un rapport final que nous partagerons avec l'USAID.

Nous vous signalons également que la participation est volontaire et que tout participant a le droit de mettre fin à sa participation à tout moment. Vous pouvez aussi ignorer les questions auxquelles vous ne souhaitez pas répondre.

Nous ne fournissons aucune compensation pour votre participation à cette évaluation.

Nous pensons que votre participation à cette évaluation comporte un risque minimal. Encore une fois, nous ferons tout ce qui est en notre pouvoir pour assurer la sécurité et la confidentialité de vos réponses.

N'hésitez pas à interrompre cette discussion à tout moment pour poser des questions sur le consentement ou sur tout autre sujet. Nous vous prions de contacter Monsieur Souleymane Barry, le responsable de l'évaluation au 76 696 94 16 si vous avez des questions ou plaintes.

Avez-vous des questions à me poser avant de commencer ?

Êtes-vous d'accord pour participer à cette enquête et répondre à nos questions ?

Oui

Non

[Si Non, remerciez-le pour son temps et passez à un autre répondant]

Etes-vous d'accord à ce que nous enregistrons l'audio de cet entretien ?

Oui

Non

Si Non : Je comprends votre décision de ne pas enregistrer notre conversation. Seriez-vous à l'aise de poursuivre l'entretien si je ne prenais que des notes écrites et n'enregistrais pas notre conversation ?

Oui

Non

[Si l'enquêté accepte les notes manuscrites, poursuivez l'entretien.]

[Si la personne interrogée ne consent pas à prendre des notes manuscrites, mettez fin à l'entretien.]

1. Quelles sont les activités conduites par votre ministère dans le cadre du Projet FTF/YAI ? Et quelles sont vos fonctions et missions dans le cadre du Projet FtF/YIA ?
2. Quels sont les objectifs visés et les résultats attendus de votre participation dans le Projet FtF/YIA ?
3. Avez-vous un plan de travail au cours des années 2019, 2020, 2021 et 2022 ? Si oui quel a été le niveau d'exécution pour chaque année ?
4. Avez – vous des ressources pour l'exécution des plans de travail ? Si oui quelles sont ces ressources et leur provenance ?
5. Comment appréciez-vous ces ressources mobilisées pour l'exécution des plans de travaux annuels en termes de procédures de mise à disposition, de délais, de montants et de taux d'exécution ?
6. Pouvez-vous citer des activités phares de votre ministère et des impacts de vos interventions pour l'enseignement supérieur, la recherche et l'innovation (MESRI), pour la formation professionnelle (MEFPA) ?
7. Comment percevez-vous l'ancrage du projet JEA au niveau de votre structure (MESRI MEFPA) ? Qu'est ce qui matérialise cet ancrage ?
8. Que pensez-vous des club 4-H et quels sont les liens avec le développement de l'enseignement et de la formation professionnelle ? Comment leur mise en place et leur fonctionnement contribuent t ils à l'atteinte des objectifs globaux de la politique de votre ministère ?
9. Quelles sont les initiatives développées par votre ministère pour favoriser la durabilité des club 4- H existant et, surtout, le développement et la pérennité de l'approche au niveau de votre ministère ?
10. Quelle a été globalement la stratégie d'amélioration et mise en cohérence de la politique d'éducation et de formation professionnelle que le projet a apporté à votre ministère, et comment ?
11. Quelles ont été les activités du projet qui ont contribué au renforcement des mesures de développement de l'éducation et de la formation ?
12. Quelle est votre appréciation sur la contribution du Projet FtF/ YIA pour l'atteinte des objectifs de développement de la jeunesse, de la formation professionnelle et du développement des entreprises ? Avez-vous une expérience ou un exemple à partager ?
13. (EQ5) Quelles sont vos recommandations pour pérenniser, institutionnaliser, renforcer le projet FTF/JEA

# GUIDE D'ENTRETIEN DES ACTEURS DE MISE EN ŒUVRE DU PROJET

-National/Régional

## CONSENTEMENT/INTRODUCTION

Je suis....., consultant de EnCompass dans le cadre de l'évaluation du projet jeune et agriculture qui est financé par l'USAID est mis en œuvre par l'Institut polytechnique de Virginie et l'Université d'État (Virginia Tech) en partenariat avec des entités sénégalaises.

Ce projet vise à renforcer les capacités et soutenir l'institutionnalisation de systèmes durables de développement positif des jeunes (YPD) et de formation professionnelle, dans le but de créer des opportunités d'emploi et d'entrepreneuriat durables pour les jeunes, spécifiquement dans les chaînes de valeur agricole.

Après 5 années de mise en œuvre, USAID/Sénégal veut évaluer la performance dudit projet afin de juger de la pertinence, de l'efficacité de la mise en œuvre du projet et la durabilité de ces interventions. C'est dans ce cadre que le Projet de Suivi, Evaluation et Apprentissage de l'USAID/Sénégal, mis en œuvre par EnCompass LLC, est désigné pour conduire cette évaluation. Nous vous avons choisi à ce titre en tant que bénéficiaire ou partie prenante du projet dans l'optique que vos perspectives pourraient aider à répondre aux différentes questions d'évaluation. La discussion prendra environ aux maximum 1 heure.

Dans le cadre de cette évaluation, nous ne collecterons que des informations relatives aux activités du projet, leur mise en œuvre ainsi que votre perception par rapport au projet et non des informations personnelles. Les informations que vous avez partagées seront gardés confidentielles.

Les informations recueillies seront présentées dans un rapport final que nous partagerons avec l'USAID.

Nous vous signalons également que la participation est volontaire et que tout participant a le droit de mettre fin à sa participation à tout moment. Vous pouvez aussi ignorer les questions auxquelles vous ne souhaitez pas répondre.

Nous ne fournissons aucune compensation pour votre participation à cette évaluation.

Nous pensons que votre participation à cette évaluation comporte un risque minimal. Encore une fois, nous ferons tout ce qui est en notre pouvoir pour assurer la sécurité et la confidentialité de vos réponses.

N'hésitez pas à interrompre cette discussion à tout moment pour poser des questions sur le consentement ou sur tout autre sujet. Nous vous prions de contacter Monsieur Souleymane Barry, le responsable de l'évaluation au 76 696 94 16 si vous avez des questions ou plaintes.

Avez-vous des questions à me poser avant de commencer ?

Êtes-vous d'accord pour participer à cette enquête et répondre à nos questions ?

Oui

Non

[Si Non, remerciez-le pour son temps et passez à un autre répondant]

Etes-vous d'accord à ce que nous enregistrons l'audio de cet entretien ?

Oui

Non

Si Non : Je comprends votre décision de ne pas enregistrer notre conversation. Seriez-vous à l'aise de poursuivre l'entretien si je ne prenais que des notes écrites et n'enregistrais pas notre conversation ?

Oui

## Non

[Si l'enquête accepte les notes manuscrites, poursuivez l'entretien.]

[Si la personne interrogée ne consent pas à prendre des notes manuscrites, mettez fin à l'entretien.]

1. Quel est le rôle de la Direction nationale (ou Coordination régionale) dans le cadre de la mise en œuvre du Projet FtF/ YIA ?
2. Comment est organisée la Direction nationale (ou Coordination régionale) pour assurer son rôle dans la mise en œuvre du Projet FtF/ YIA ? Quel est son staff ?
3. Avez-vous un plan de travail annuel (2019, 2020, 2021, 2022) ? Et, quel le taux d'exécution pour chaque année ?
4. Quelle est votre appréciation de ces taux d'exécution ? Pourquoi ?
5. Comment les différents plans de travail étaient financés ? Par qui ?
6. Et, les autres acteurs (par Etat, USAID, Secteur Privé, Membres club, etc ) ont –ils contribué (en nature ou espèces) ?
7. Que pouvez-vous nous dire sur les objectifs du Projet et les résultats obtenus ? (au niveau national et au niveau régional) ?
8. Comment appréciez-vous les ressources mises à votre disposition pour la mise en œuvre des plans de travail annuel en termes (procédure de mise à disposition, de délais de mobilisation, de montants, taux d'exécution, etc. ) ?
9. Avez-vous un commentaire à faire entre les taux d'exécution des activités du plan de travail annuel et le niveau d'exécution des ressources mobilisées ?
10. Quelle a été globalement la stratégie d'amélioration et mise en cohérence de la politique d'éducation et de formation professionnelle que le projet a apporté au niveau régional et au niveau national ? Comment cela est apprécié par les partenaires ?
11. Pouvez-vous citer les impacts au niveau de la politique de développement de l'éducation et de la formation professionnelle, du développement de la jeunesse et de l'amélioration de la croissance économique (particulièrement dans l'agriculture) ?
12. Pouvez-vous citer tous les résultats non atteints (les cibles non réalisées) annuellement et leurs impacts au niveau de la mise en œuvre du projet dans la région, dans le pays ?
13. Comment percevez-vous l'ancrage du projet JEA au niveau de votre région, du pays ? Qu'est ce qui matérialise cet ancrage ?
14. Que pensez-vous des club 4-H et quels sont les liens avec le développement de l'enseignement et de la formation professionnelle ? Comment leur mise en place et leur fonctionnement contribuent-ils à l'atteinte des objectifs globaux du projet dans la région, dans le pays ?
15. Quelles sont les initiatives à développer pour garantir la durabilité des club 4-H existant et, surtout, le développement et la pérennité de l'approche au niveau de la région, du pays ?
16. Quelles ont été les activités du projet qui ont contribué au renforcement des mesures de développement de l'éducation et de la formation dans la région ? Comment le projet contribue-t-il à l'accroissement économique de la région du pays ?
17. Quelles sont vos recommandations pour pérenniser, institutionnaliser, renforcer le projet FTF/JEA dans la région, au niveau national (pays)?

# GUIDE D'ENTRETIEN FOCUS GROUP AVEC LES MEMBRES DES CLUBS 4-H

## **Thème 1 : ADHESION AU CLUB 4-H ET FONCTIONNEMENT DU CLUB 4-H**

- **Pouvez-vous vous présenter et nous parler brièvement de comment vous avez adhéré au club ?**
- **Comment fonctionne votre club ?**
  - Réunions ?
  - Activités ?
  - Rencontres ?
- **Comment appréciez-vous le fonctionnement du Club ?**
  - Qu'est-ce qui marche bien dans votre Club ?
  - Qu'est-ce qui ne marche pas bien dans votre club ? et pourquoi ?
  - Barrières, difficultés entravant la participation aux activités du club ?
- **Participation aux activités du Club 4-H**
  - Quelles sont les principales activités menées par votre club 4-H depuis votre adhésion depuis votre adhésion
  - Quelle est la fréquence des activités ?
  - Parmi les activités menées par votre club quelles sont celles auxquelles vous avez participé ?
  - Comment appréciez-vous le niveau de participation des membres dans les activités du club ?

## **Thème 2 : CONNAISSANCE DU PROGRAMME 4-H ET DES ACTIVITES DU CLUB 4-H**

- Que connaissez-vous sur le 4-H ? C'est quoi le 4-H ? A quoi sert l'approche 4-H ?
- Quelles sont les difficultés rencontrées par le club dans la mise en œuvre de ses activités ?
- Comment appréciez-vous les formations offertes par le programme 4-H aux membres de votre club ? *[Sur le contenu ? Sur les domaines de formation ? Sur la couverture des bénéficiaires ? Sur la qualité de la formation ?]*

## **Thème 3 : APPORTS DU CLUB 4-H ET IMPACTS DES ACTIVITES SUR LES MEMBRES**

- Comment appréciez-vous les effets des activités du programme 4-H sur les jeunes membres de votre club ?
- Est-ce les activités menées ont amélioré ou changé quelque chose pour les jeunes qui en ont bénéficié ? *[Si oui, creuser pour identifier quels changements et comment. Si non, demander pourquoi pas eu de changement non plus]*
- Dans quelle mesure les activités du club ont-elles été bénéfiques à la communauté ? *[Creuser et sonder pour approfondir et demander des exemples concrets]*
- Quels sont les plus grands succès de ce projet dans votre club ?

## **Thème 4 : APPROPRIATION ET DURABILITE DES CLUBS 4-H**

- Quelles activités menées par le club sont poursuivies actuellement ? *(Après la fin du projet)*
- Parmi les différentes activités menées par votre club, quelles activités pourront être poursuivies sans l'appui du projet JEA ?

## **Thème 5 : RECOMMANDATIONS ET SUGGESTIONS**

- Quels conseils et recommandations pouvez-vous formuler pour les projets ultérieurs ciblant des clubs 4-H ?
- Quels conseils pour améliorer le fonctionnement ou l'atteinte des résultats par les clubs 4-H ?

## **GUIDE D'ENTRETIEN AVEC LES LEADERS OU RESPONSABLES DE CLUBS 4-H**

### **Thème 1 : ADHESION AU CLUB 4-H ET FONCTIONNEMENT DU CLUB 4-H**

- **Pouvez-vous vous présenter et nous parler brièvement de comment vous avez été désigné leader** (ou Responsable – Président, Vice-Président, etc.) **du Club 4-H ?**
- **Quel est le mode de fonctionnement de votre club ?**
  - Réunions ?
  - Activités ?
  - Rencontres ?
- **Comment appréciez-vous le fonctionnement du Club ?**
  - Qu'est-ce qui marche bien dans votre Club ?
  - Qu'est-ce qui ne marche pas bien dans votre club ? et pourquoi ?
  - Barrières, difficultés entravant la participation aux activités du club ?
- **Participation aux activités du Club 4-H**
  - Quelles sont les principales activités menées par votre club 4-H depuis sa création ?
  - Quelle est la fréquence des activités ?
  - Comment appréciez-vous le niveau de participation des membres dans les activités du club ?

### **Thème 2 : CONNAISSANCE DU PROGRAMME 4-H ET DES ACTIVITES DU CLUB 4-H**

- Que connaissez-vous sur le 4-H ? C'est quoi le 4-H ? A quoi sert l'approche 4-H ?
- Quelles sont les difficultés rencontrées par le club dans la mise en œuvre de ses activités ?
- Comment appréciez-vous les formations offertes par le programme 4-H aux membres de votre club ? *[Sur le contenu ? Sur les domaines de formation ? Sur la couverture des bénéficiaires ? Sur la qualité de la formation ?]*
- Comment appréciez-vous la duplication des formations par les jeunes ayant bénéficié de formations ? (Régularité et Qualité de ces activités de duplication]

### **Thème 3 : APPORTS DU CLUB 4-H ET IMPACTS DES ACTIVITES SUR LES MEMBRES**

- Comment appréciez-vous les effets des activités du programme 4-H sur les jeunes membres de votre club ?
- Est-ce les activités menées ont amélioré ou changé quelque chose pour les jeunes qui en ont bénéficié ? *[Si oui, creuser pour identifier quels changements et comment. Si non, demander pourquoi pas eu de changement non plus]*
- Quels sont les plus grands succès de ce projet dans votre club ?

### **Thème 4 : APPROPRIATION ET DURABILITE DES CLUBS 4-H**

- Quelles activités menées par le club sont poursuivies actuellement ? (Après la fin du projet]

- Parmi les différentes activités menées par votre club, quelles activités pourront être poursuivies sans l'appui du projet JEA ?

**Thème 5 : RECOMMANDATIONS ET SUGGESTIONS**

- Quels conseils et recommandations pouvez-vous formuler pour les projets ultérieurs ciblant des clubs 4-H ?
- Quels conseils pour améliorer le fonctionnement ou l'atteinte des résultats par les clubs 4-H ?

## **QUESTIONNAIRE JEUNES MEMBRES DES CLUBS 4-H**

### **CONSENTEMENT/INTRODUCTION**

Je m'appelle....., je travaille pour une structure américaine appelée EnCompass chargée de conduire l'évaluation finale du projet « *Jeunesse en Agriculture* », financé par l'USAID, et qui avait pour objectif de renforcer les capacités des jeunes et de soutenir l'institutionnalisation de systèmes durables de développement positif des jeunes (YPD) et de formation professionnelle, dans le but de créer des opportunités d'emploi et d'entrepreneuriat durables pour les jeunes, spécifiquement dans les chaînes de valeurs agricoles.

Après 5 années de mise en œuvre, USAID/Sénégal nous a chargé de mener l'évaluation finale de ce Projet afin de juger de sa pertinence, de l'efficacité de sa mise en œuvre du projet et la durabilité de ses résultats.

Dans le cadre de cette évaluation, nous souhaitons rencontrer et parler avec l'ensemble des acteurs, parties prenantes et bénéficiaires du projet, pour recueillir leurs opinions et leurs appréciations sur le projet, sur les activités menées et les résultats obtenus.

En tant qu'acteur/partie prenante (ou bénéficiaire des activités du projet), nous souhaiterions avoir un entretien avec vous pour recueillir vos avis et opinions. Cette discussion prendrait environ 40 minutes. Les informations recueillies seront présentées dans un rapport final destiné à l'USAID et à ses partenaires du Gouvernement du Sénégal et servira à améliorer des interventions similaires dans le futur.

Cependant, sachez que la participation à cet entretien est libre et volontaire et que, même après avoir démarré un entretien, le participant a le droit de mettre fin à sa participation à tout moment sans aucun préjudice. Vous pouvez également choisir de ne pas répondre à toute question à laquelle vous ne souhaitez pas répondre.

En outre, sachez que votre participation à cette évaluation comporte ne comporte pas de risque majeur de quelque nature que ce soit. Sachez que nous prendrons toutes les dispositions nécessaires pour assurer la sécurité et la confidentialité de vos réponses.

Toutefois, nous voudrions aussi clarifier qu'aucune compensation ni rémunération ne sont prévues en contrepartie de la participation à cet entretien.

#### **Avez-vous des questions à me poser sur l'étude ou sur ce que je viens de dire ?**

- Oui
- Non

*[Si le répondant à des questions, Répondre à ses questions à hauteur de vos possibilités et le référer au Responsable de l'évaluation s'il s'agit de questions auxquelles vous n'avez pas de réponse. S'il n'a pas ou n'a plus de questions, demander de façon explicite son Accord de participation]*

N'hésitez pas à interrompre cette discussion à tout moment pour poser des questions sur le consentement ou sur tout autre sujet. Vous pourrez aussi contacter le Responsable de l'évaluation, M. Souleymane Barry, au 76 696 94 16 si vous avez d'autres questions ou préoccupations après cet entretien.

#### **Êtes-vous d'accord pour participer à cet entretien et répondre à nos questions ?**

- Oui
- Non

[Démarrer l'entretien si le répondant accepte de participer, s'il n'accepte pas de participer, le **REMERCIER** pour son temps et passer à un autre répondant sur la liste des répondants tirés.]

**Région :**

**Département.....Commune.....**

Nom de l'université/ école/ institut qui abrite le club :

Nom du Club (Tiré de la base) :

.....

Nom enquêteur ayant réalisé l'entretien :

Heure de début de l'entretien :

Heure de fin de l'entretien :

## **I. CARACTERISTIQUES DU REpondant**

1. Sexe du répondant : Masculin  Féminin
2. Date de naissance du répondant :
3. Niveau d'étude le plus élevé atteint :
  - Aucun
  - Primaire
  - Moyen
  - Secondaire
  - Supérieur
4. Quel est le nom de votre Club 4-H ?
5. A quelle date avez-vous adhéré au Club-H :
6. Ancienneté dans le club en mois – Depuis combien de temps êtes-vous membre de ce club 4-H ? :

## **2. PARTICIPATION AUX ACTIVITES DU CLUB (MEMBRE ACTIF OU PASSIF)**

1. **Depuis votre adhésion au Club 4-H avez-vous participé dans des activités du Club** [Que ce soit des formations ou toute autre activité. Mais ne pas lister ni suggérer de type d'activité] ?
  - Oui
  - Non
  - Ne répond pas
2. **A quels types d'activités avez-vous participé dans le club depuis votre adhésion ?**
  - Formations
  - Sensibilisations

- Activités à intérêt communautaire (Set-Setal, Don de sang, Reboisement, etc.)
- Autres activités : Préciser lesquelles

**3. A quelle fréquence avez-vous participé aux activités de votre club depuis votre adhésion ?**

- Rarement
- Occasionnellement (De temps en temps)
- Régulièrement
- Ne répond pas

**4. A quand remonte votre dernière participation aux activités de votre Club 4-H?**

- Une semaine
- Un mois
- Plus de 1 mois (mais moins de 3 mois)
- Trois mois
- Plus de trois mois (mais moins de Six mois)
- Six mois
- Plus de six mois

### 3. FORMATION PROFESSIONNELLE

*Dans cette première section, nous allons vous poser des questions sur les formations auxquelles vous auriez participé dans le cadre du projet 4H ainsi que leur pertinence par rapport à vos besoins.*

**5. Avez-vous participé à des activités de formation organisées dans le cadre du programme 4-H ?**

**Réponse unique**

- Oui [-> Q6]
- Non [-> Q8]
- Ne répond pas [-> Q8]

**6. Si oui, à combien de formations organisées dans votre club avez-vous participé ?**

**Réponse unique – Ne pas lire les modalités**

- Une
- Deux
- Trois
- Plus de trois
- Ne Répond pas

**7. Quels sont les domaines dans lesquels vous avez reçu une formation dans votre club 4-H ?**

*Question à Choix multiple, plusieurs réponses possibles. MAIS, NE PAS lister les modalités. Laisser le répondant citer spontanément les réponses. Se contenter de RELANCER par « Quoi d'autre... » après chaque formation citée jusqu'à*

épuisement des réponses par le répondant. Pour chaque formation citée par le répondant, demander la durée en nombre de jours.

- Agriculture
- Maraichage/jardinage
- Élevage
- Leadership
- Management
- Citoyenneté / Civisme
- Éthique
- Esprit d'équipe
- Entreprenariat
- Protection de l'environnement
- Emploi des jeunes
- Autre domaine à préciser : \_\_\_\_\_
- Ne Répond pas

**8. Avez-vous réalisé des activités de duplication de la formation (ou des formations) que vous avez reçues au profit d'autres jeunes de votre club ou au profit d'autres jeunes ?**

Réponse unique

- Oui [-> Q9]
- Non [-> Q10]
- Ne répond pas [-> Q10]

**9. Si oui, à combien de jeunes avez-vous fourni ces activités de duplication des formations que vous avez reçu de votre club 4-H ?**

- 1 seul jeune
- 2 à 3 jeunes
- 4 jeunes
- Entre 4 et 8 jeunes
- Plus de 8 jeunes
- Ne se rappelle plus
- Ne répond pas

**10. Cette (ou ces) formation(s) que vous avez reçu vous a-t-elle (ou vous-ont-elles) permis d'acquérir des connaissances que vous n'aviez pas avant votre enrôlement dans le club 4-H ?**

- Oui
- Non [-> Q12]
- Ne Répond pas Non [-> Q12]

**11. Si oui, quelles connaissances nouvelles avez-vous acquises à travers ces formations ?**

Question ouverte. Laisser le répondant citer spontanément les connaissances et aptitudes acquises. Se contenter de **RELANCER** par « Quoi d'autre... » après chaque réponse jusqu'à épuisement des réponses par le répondant.

**12. Cette (ou ces) formation(s) que vous avez reçu vous a-t-elle (ou vous ont-elles) permis d'acquérir des aptitudes ou compétences nouvelles que vous n'aviez pas avant votre enrôlement dans le club 4-H ?**

- Oui
- Non [-> Q14]
- Ne Répond pas [-> Q14]

**13. Si oui, quelles aptitudes ou compétences nouvelles avez-vous acquises grâce à ces formations ?**

Question ouverte. Laisser le répondant citer spontanément les connaissances et aptitudes acquises. Se contenter de **RELANCER** par « Quoi d'autre... » après chaque réponse jusqu'à épuisement des réponses par le répondant.

**14. Dans quels domaines les connaissances ou aptitudes que vous avez acquises à travers ces formations ont-elles été le plus utile ?**

Question à Choix multiple, plusieurs réponses possibles. **NE PAS** lister les modalités. Laisser le répondant citer spontanément les réponses. Se contenter de **RELANCER** par « Quoi d'autre... » après chaque formation citée jusqu'à épuisement des réponses par le répondant. Pour chaque formation citée par le répondant, demander la connaissance ou compétence la plus importante acquise dans ce domaine.

- Techniques agricoles
- Techniques maraichères
- Pratiques d'élevage
- Développement de business modèle
- Gestion des risques et Gestion des conflits
- Entreprenariat
- Gestion des groupes/Gestion d'équipes
- Développement personnel
- Autre à préciser : \_\_\_\_\_
- Ne répond pas
- Aucune

**15. Dans quelle mesure ces formations ont-elles répondu à vos besoins de formation ?**

Question à réponse unique.

- Très fortement
- Fortement

- Pas vraiment
- Pas du tout
- Ne répond Pas

#### 4. AUTRES ACTIVITES EXTRA-FORMATION MENEES PAR LES CLUBS 4-H AU PROFIT DES JEUNES

**16. En dehors des formations, avez-vous bénéficié d'autres activités (ou participé à d'autres activités) de votre club 4-H ?**

- Oui
- Non [-> Q18]
- Ne répond pas [-> Q18]

**17. Si Oui, de quelles autres activités (ou dans quelles autres activités) de votre Club avez-vous participé ou bénéficié ?**

.....

**18. Comment appréciez-vous l'utilité de ces autres activités hors formation menées par votre club auxquelles vous avez participé ?**

Question à réponse unique.

- Très utiles
- Utiles
- Pas très utiles
- Pas du tout utiles
- Ne répond pas

#### 5. IMPACT DES ACTIVITES DU CLUB-H SUR L'ENTREPRENARIAT, LE DEVELOPPEMENT D'INITIATIVES ET L'INSERTION PROFESSIONNELLE DES JEUNES

*Dans cette deuxième section, nous allons vous poser des questions sur les initiatives que les activités menées dans le cadre de votre Club 4-H vous ont permis de réaliser, les partenaires qui vous ont fourni un appui ainsi que votre niveau de satisfaction par rapport aux appuis reçus des partenaires.*

**19. Les formations et/ou autres activités reçues à travers votre club 4-H vous ont-elles permis de développer des activités ou initiatives génératrices de revenus ?**

- Oui [-> Q20]
- Non [-> Q25]
- Ne répond pas [-> Q25]

**20. Dans quels domaines avez-vous développé des activités ou mis en place des initiatives grâce aux interventions menées par votre club 4-H ?**

Question à choix multiple, plusieurs réponses possibles. Ne pas citer les modalités, laisser le répondant citer spontanément les réponses

- Agriculture
- Maraichage/jardinage
- Élevage
- Transformation des produits agricoles
- Commerce
- Autres à préciser \_\_\_\_\_
- Ne répond pas

**21. Quels types d'activités ces formations ou activités vous ont-elles permis de mettre en place ?**

Question à choix multiple, plusieurs réponses possibles. Ne pas citer les modalités, laisser le répondant citer spontanément les réponses suivant son expérience personnelle.

- Création d'une activité génératrice de revenus (AGR)
- Exploitation d'un champ agricole
- Mise en place d'un GIE, d'une association ou d'un regroupement avec d'autres jeunes pour développer une activité
- Développement d'une activité d'élevage ou avicole
- Autre à préciser \_\_\_\_\_
- Ne répond pas
- Aucune

**22. Ces activités ou initiatives que vous avez mises en place ont-elles été rentables ?**

Question à réponse unique.

- Oui
- Non
- Ne répond pas

**23. Les activités que vous aviez mises en place sont-elles toujours en cours ?**

Question à réponse unique

- Oui, toujours en cours [-> Q25]
- Non, temporairement suspendu ou arrêté [-> Q24]
- Non, définitivement arrêté [-> Q24]
- Ne répond pas [-> Q25]

**24. Si non, expliquer pourquoi l'activité a-t-elle été suspendue ou arrêtée ?**

.....

**25. Les formations reçues à travers le programme 4-H vous ont-elles permis de bénéficier d'opportunités d'emploi, de stage ou d'apprentissage ?**

Question à réponse unique

- Oui [-> Q26]
- Non [-> Q25]
- Ne répond pas [-> Q25]

**26. Quelle est la nature de l'activité (emploi, stage ou apprentissage) dont vous avez pu bénéficier à la suite de votre participation aux activités du projet (ou du club 4-H) ?**

Question à réponse unique

- Emploi temporaire
- Emploi saisonnier
- Emploi à temps partiel
- Stage professionnel
- Apprentissage de métier
- Emploi salarié
- Prestataire de services
- Autre à préciser \_\_\_\_\_
- Ne répond pas

**27. En dehors des apports et bénéfices socio-économiques favorisés par les interventions du projet, y'a-t-il des aspects positifs que vous avez tiré de votre engagement dans les activités du projet (ou du club 4-H) sur votre vie sociale et dans votre perception de votre vie (ou avenir) ?**

Question à réponse unique

- Oui
- Non
- Ne répond pas

**28. Quels autres bénéfices ou avantages votre participation au projet (ou dans le club 4-H) vous ont-ils apporté dans votre vie personnelle ou dans votre vie dans votre communauté (vie sociale) ?**

Question ouverte

.....

*Dans les questions ci-dessous, nous allons discuter des appuis ou assistances que vous auriez reçus, éventuellement, de la part de certaines institutions qu'elles soient impliquées ou non dans le projet YIA.*

**29. En dehors des activités ou formations dont vous avez bénéficié de la part du projet à travers votre Club 4-H, avez-vous reçu des appuis de la part d'autres structures ou institutions ?**

Question à réponse unique

- Oui [-> Q30]
- Non [-> Q33]
- Ne sait pas [-> Q33]

**30. De quels types d'appuis avez-vous bénéficié de ces institutions ?**

Question à choix multiple, plusieurs réponses possibles. Ne pas citer les modalités, laisser le répondant citer spontanément suivant son cas et son expérience personnelle.

- Formation
- Accompagnement / Coaching
- Financement
- Mise en relation / Réseautage
- Appui en nature, matériel ou intrants (intrant agricole, matériel bureautique...)
- Autre à préciser \_\_\_\_\_
- Ne répond pas [-> 23]

**31. De quelles structures avez-vous bénéficié de ces appuis ?**

Question à choix multiple, plusieurs réponses possibles. Ne pas citer les modalités, laisser le répondant citer spontanément suivant son cas et son expérience personnelle.

- Ministère de l'Emploi, de la Formation Professionnelle, de l'Apprentissage et de l'Artisanat
- Université
- Institut de la Formation Agricole et Rurale
- Centre d'Initiation, de Perfectionnement dans les Métiers de l'Agriculture
- Collectivités Territoriale
- ANPEJ
- CFP
- Autre à préciser \_\_\_\_\_

**32. Parmi les structures ou institutions desquelles vous avez bénéficié d'appuis et de soutien, quelles sont celles avec lesquelles vous êtes le plus satisfait ? [Classer par ordre de mérite et par ordre de satisfaction].**

Question à choix multiple, plusieurs réponses possibles. Ne pas citer les modalités, laisser le répondant citer spontanément suivant son cas et son expérience personnelle.

- Ministère de l'Emploi, de la Formation Professionnelle, de l'Apprentissage et de l'Artisanat
- Université

- Institut de la Formation Agricole et Rurale
- Centre d'Initiation, de Perfectionnement dans les Métiers de l'Agriculture
- Collectivités Territoriale
- ANPEJ
- CFP
- Autre à préciser : \_\_\_\_\_

## 6. APPRECIATION DES APPORTS DU PROGRAMME 4-H ET EFFETS DE LA PARTICIPATION SUR LES JEUNES MEMBRES DES CLUBS

*Nous allons maintenant aborder la dernière section du questionnaire je vais vous poser des questions sur votre niveau de satisfaction par rapport au programme 4H et les changements que le projet a apportés pour vous et à votre communauté*

### 33. Comment évalueriez-vous votre niveau de satisfaction de votre participation aux activités du club 4-H ?

**Question à réponse unique, ne pas citer les modalités de réponse.**

- Très satisfait
- Satisfait
- Plutôt satisfait
- Pas satisfait
- Pas du tout satisfait
- Ne répond pas

### 34. Quels sont les changements les plus importants que votre participation au club 4-H vous a apporté ?

**Question à choix multiple, plusieurs réponses possibles. Ne pas suggérer de réponse, laisser le répondant citer spontanément et librement les changements qu'il juge plus importants.**

- Amélioration de l'accès à la formation professionnelle
- Création d'opportunité d'emploi
- Faciliter l'accès au crédit / financement dans les chaînes de valeurs agricoles
- Faciliter l'accès au marché
- Amélioration des capacités en leadership
- Amélioration des capacités en management
- Plus fort estime de soi
- Le projet n'a pas d'impact sur moi
- Autres à préciser \_\_\_\_\_
- Aucun changement particulier

- Ne répond pas

**35. Quels sont les changements les plus importants que le programme 4-H a apportés à votre communauté ?**

**Réponse multiple, ne pas suggérer**

- Amélioration de l'accès à la formation professionnelle
- Création d'opportunité d'emploi
- Faciliter l'accès au crédit / financement dans les chaînes de valeur agricole
- Faciliter l'accès au marché
- Amélioration de la sécurité alimentaire
- Le projet n'a pas d'impact sur ma communauté
- Autres à préciser \_\_\_\_\_
- Ne sait pas

Nous arrivons au terme de cet entretien, nous vous remercions très vivement d'avoir pris le temps de participer à cette évaluation et de répondre à nos questions.  
Merci beaucoup.

Avez-vous des questions à me poser ?

## **QUESTIONNAIRE LEADERS**

### **AYANT BENEFICIE DE LA FORMATION DES FORMATEURS**

Je m'appelle....., je travaille pour une structure américaine appelée EnCompass chargée de conduire l'évaluation finale du projet « *Jeunesse en Agriculture* », financé par l'USAID, et qui avait pour objectif de renforcer les capacités des jeunes et de soutenir l'institutionnalisation de systèmes durables de développement positif des jeunes (YPD) et de formation professionnelle, dans le but de créer des opportunités d'emploi et d'entrepreneuriat durables pour les jeunes, spécifiquement dans les chaînes de valeurs agricoles.

Après 5 années de mise en œuvre, USAID/Sénégal nous a chargé de mener l'évaluation finale de ce Projet afin de juger de sa pertinence, de l'efficacité de sa mise en œuvre du projet et la durabilité de ses résultats.

Dans le cadre de cette évaluation, nous souhaitons rencontrer et parler avec l'ensemble des acteurs, parties prenantes et bénéficiaires du projet, pour recueillir leurs opinions et leurs appréciations sur le projet, sur les activités menées et les résultats obtenus.

En tant qu'acteur/partie prenante (ou bénéficiaire des activités du projet), nous souhaiterions avoir un entretien avec vous pour recueillir vos avis et opinions. Cette discussion prendrait environ 40 minutes. Les informations recueillies seront présentées dans un rapport final destiné à l'USAID et à ses partenaires du Gouvernement du Sénégal et servira à améliorer des interventions similaires dans le futur.

Cependant, sachez que la participation à cet entretien est libre et volontaire et que, même après avoir démarré un entretien, le participant a le droit de mettre fin à sa participation à tout moment sans aucun préjudice. Vous pouvez également choisir de ne pas répondre à toute question à laquelle vous ne souhaitez pas répondre.

En outre, sachez que votre participation à cette évaluation comporte ne comporte pas de risque majeur de quelque nature que ce soit. Sachez que nous prendrons toutes les dispositions nécessaires pour assurer la sécurité et la confidentialité de vos réponses.

Toutefois, nous voudrions aussi clarifier qu'aucune compensation ni rémunération ne sont prévues en contrepartie de la participation à cet entretien.

#### **Avez-vous des questions à me poser sur l'étude ou sur ce que je viens de dire ?**

- Oui
- Non

*[Si le répondant à des questions, Répondre à ses questions à hauteur de vos possibilités et le référer au Responsable de l'évaluation s'il s'agit de questions auxquelles vous n'avez pas de réponse. S'il n'a pas ou n'a plus de questions, demander de façon explicite son Accord de participation]*

N'hésitez pas à interrompre cette discussion à tout moment pour poser des questions sur le consentement ou sur tout autre sujet. Vous pourrez aussi contacter le Responsable de l'évaluation, M. Souleymane Barry, au 76 696 94 16 si vous avez d'autres questions ou préoccupations après cet entretien.

#### **Êtes-vous d'accord pour participer à cet entretien et répondre à nos questions ?**

- Oui

- Non

[Démarrer l'entretien si le répondant accepte de participer, s'il n'accepte pas de participer, le REMERCIER pour son temps et passer à un autre répondant sur la liste des répondants tirés.]

**Région : .....Département.....**

**Commune.....Club : .....**

**Date de l'entretien (Jour/mois/année) : .../.../....**

**Nom Agent enquêteur :**

### **I. Profil et caractéristiques du répondant**

*Dans cette première section du questionnaire, nous allons demander quelques informations liées à votre âge, à votre niveau d'études et à votre profession ou activités professionnelle.*

1. Sexe du répondant : Masculin  Féminin
2. Niveau d'étude le plus élevé atteint :
  - Aucun
  - Primaire
  - Moyen
  - Secondaire
  - Supérieur
  - Ne répond pas
3. A quelle date avez-vous adhéré au Club-H :
4. Ancienneté dans le club en mois – Depuis combien de mois êtes-vous membre de ce club 4-H ? :
5. Quelle est votre Profession ou activité principale ?
  - Enseignant (Elémentaire ou Collège)
  - Leader communautaire (Président ASC, Présidente GPF, Chef de village, etc.)
  - Etudiant universitaire (ou établissement supérieur Post-bac)
  - Personnel d'une institution partenaire (ANPEJ, ANCAR, SYNAPSE, etc.)
  - Autre : Préciser la fonction ou la Profession : .....
  - Ne répond pas

### **7. PARTICIPATION AUX ACTIVITES DU CLUB (MEMBRE ACTIF OU PASSIF)**

#### **6. Depuis votre adhésion au Club 4-H avez-vous participé dans des activités du Club**

*[Que ce soit des formations ou toute autre activité. Mais ne pas lister ni suggérer de type d'activité] ?*

- Oui

- Non
- Ne répond pas

**7. A quels types d'activités avez-vous participé dans le club depuis votre adhésion ?**

- Formations
- Sensibilisations
- Activités à intérêt communautaire (Set-Setal, Don de sang, Reboisement, etc.)
- Autres activités : Préciser lesquelles

**8. A quelle fréquence avez-vous participé aux activités de votre club depuis votre adhésion ?**

- Rarement
- Occasionnellement (De temps en temps)
- Régulièrement
- Ne répond pas

**9. A quand remonte votre dernière participation aux activités de votre Club 4-H?**

- Une semaine
- Un mois
- Plus de 1 mois (mais moins de 3 mois)
- Trois mois
- Plus de trois mois (mais moins de Six mois)
- Six mois
- Plus de six mois

## **II. FORMATIONS RECUES DANS LE CADRE DU PROGRAMME 4-H**

*Dans cette section, nous allons parler des formations que vous avez reçues en tant que leader dans le cadre du programme 4-H ainsi les apports que ces formations ont eu pour vous.*

**10. Avez-vous bénéficié de formations organisées dans le cadre du programme 4-H ?**

**Réponse unique**

- Oui [-> Q11]
- Non [-> Q14]
- Ne répond pas [-> Q14]

**11. Si oui, à combien de formations organisées dans le cadre du programme 4-H avez-vous participé ?**

**Réponse unique – Ne pas lire les modalités**

- Une
- Deux
- Trois

- Plus de trois
- Ne Répond pas

**12. Quels sont les domaines dans lesquels vous avez reçu une formation en tant que leader dans le cadre du programme 4-H ?**

Question à Choix multiple, plusieurs réponses possibles. MAIS, NE PAS lister les modalités. Laisser le répondant citer spontanément les réponses. Se contenter de RELANCER par « Quoi d'autre... » après chaque formation citée jusqu'à épuisement des réponses par le répondant. Pour chaque formation citée par le répondant, demander la durée en nombre de jours.

- Dans le domaine du 4-H
- Agriculture
- Maraichage/jardinage
- Élevage
- Leadership
- Management
- Citoyenneté / Civisme
- Éthique
- Esprit d'équipe
- Entreprenariat
- Protection de l'environnement
- Emploi des jeunes
- Autre domaine à préciser \_\_\_\_\_
- Ne Répond pas

**13. Quelles sont les formations que vous avez reçues dans le cadre du programme 4-H ?**

Question à choix multiple, plusieurs réponses possibles. Ne pas suggérer, laisser le répondant citer spontanément les formations auxquelles il a participé.

- XXXXXXXXX
- XXXXXXXXX
- XXXXXXXXX
- XXXXXXXXX
- XXXXXXXXX
- Aucune formation reçue (-> Q19)

**III. CONNAISSANCES ET APTITUDES ACQUISES A TRAVERS LES FORMATIONS RECUES EN TANT QUE LEADER DANS LE CADRE DU PROGRAMME 4-H**

*Nous allons maintenant parler des connaissances et aptitudes que vous avez acquises à travers ces formations que vous reçues dans le cadre du programme 4-H.*

**14. Cette (ou ces) formation(s) que vous avez reçu vous a-t-elle (ou vous-ont-elles) permis d'acquérir des connaissances que vous n'aviez pas avant votre recrutement comme leader dans le club 4-H ?**

- Oui
- Non [-> Q16]
- Ne Répond pas Non [-> Q16]

**15. Si oui, quelles connaissances nouvelles avez-vous acquises à travers ces formations ?**

*Question ouverte. Laisser le répondant citer spontanément les connaissances et aptitudes acquises. Se contenter de RELANCER par « Quoi d'autre... » après chaque réponse jusqu'à épuisement des réponses par le répondant.*

**16. Cette (ou ces) formation(s) que vous avez reçu vous a-t-elle (ou vous ont-elles) permis d'acquérir des aptitudes ou compétences nouvelles que vous n'aviez pas avant votre enrôlement comme leader dans le club 4-H ?**

- Oui
- Non [-> Q18]
- Ne Répond pas Non [-> Q18]

**17. Si oui, quelles aptitudes ou compétences nouvelles avez-vous acquises grâce à ces formations ?**

*Question ouverte. Laisser le répondant citer spontanément les connaissances et aptitudes acquises. Se contenter de RELANCER par « Quoi d'autre... » après chaque réponse jusqu'à épuisement des réponses par le répondant.*

**18. Dans quels domaines les connaissances ou aptitudes que vous avez acquises à travers ces formations ont-elles été le plus utile ?**

*Question à Choix multiple, plusieurs réponses possibles. NE PAS lister les modalités. Laisser le répondant citer spontanément les réponses. Se contenter de RELANCER par « Quoi d'autre... » après chaque formation citée jusqu'à épuisement des réponses par le répondant. Pour chaque formation citée par le répondant, demander la connaissance ou compétence la plus importante acquise dans ce domaine.*

- Techniques agricoles
- Techniques maraichères
- Pratiques d'élevage
- Développement de business modèle
- Gestion des risques et Gestion des conflits
- Entreprenariat
- Gestion des groupes/Gestion d'équipes

- Développement personnel
- Autre à préciser \_\_\_\_\_
- Ne répond pas
- Aucune

**19. Dans quelle mesure ces formations ont-elles répondu à vos besoins de renforcement de capacités ?**

Question à réponse unique. Ne pas lister les modalités.

- Très fortement
- Fortement
- Pas vraiment
- Pas du tout
- Ne répond Pas

**20. Quel est votre niveau de satisfaction par rapport aux formations de formateurs que vous avez reçues dans le cadre du projet YIA (ou dans le cadre du programme national 4-H) ?**

Question à réponse unique, ne pas citer les modalités de réponse.

- Très satisfait
- Plutôt satisfait
- Pas satisfait
- Pas du tout satisfait
- Ne répond pas

#### **IV. DUPLICATION DES FORMATIONS RECUES ET FORMATION DES JEUNES MEMBRES DES CLUBS 4-H**

**21. Avez-vous réalisé des activités de formation au profit d'autres jeunes membres de clubs après votre formation ?**

Réponse unique

- Oui [-> Q22]
- Non [-> Q23]
- Ne répond pas [-> Q23]

**22. Si oui, à combien de jeunes membres de clubs avez-vous fourni ces formations ?**

- 1 seul jeune
- 2 à 3 jeunes
- 4 jeunes

- Entre 4 et 8 jeunes
- Plus de 8 jeunes
- Ne se rappelle plus
- Ne répond pas

**23. Avez-vous réalisé des activités de formation au profit d'autres jeunes autres que les membres des clubs après votre formation ?**

**Réponse unique**

- Oui [-> Q24]
- Non [-> Q25]
- Ne répond pas [-> Q25]

**24. Si oui, à combien de jeunes, autres que les membres des clubs, avez-vous fourni ces formations ?**

- 1 seul jeune
- 2 à 3 jeunes
- 4 jeunes
- Entre 4 et 8 jeunes
- Plus de 8 jeunes
- Ne se rappelle plus
- Ne répond pas

**25. Les jeunes des clubs 4-H que vous avez formés organisent-ils des activités de duplication des formations qu'ils ont reçu à d'autres jeunes membres de leurs clubs ?**

- Oui [-> Q26]
- Non [-> Q27]
- Ne sait pas [-> Q27]

**26. A quelle fréquence les jeunes que vous avez formés dupliquent-ils les formations reçues au profit d'autres jeunes de leurs clubs ?**

**Question à Réponse unique, ne pas lister les modalités de réponse**

- Systématiquement [*Tout le temps, et à chaque fois qu'ils sont formés*]
- Souvent [*La plupart du temps mais pas toujours*]
- Rarement [*Pas souvent*]
- Presque jamais
- Ne sait pas
- Ne répond pas

**27. Pensez-vous avoir reçu toute la capacitation nécessaire pour pouvoir mener correctement les formations des jeunes ?**

Question à réponse unique, ne pas citer les modalités de réponse.

- Oui, tout à fait
- Oui, plus ou moins (partiellement)
- Non, pas vraiment
- Non, pas du tout
- Ne répond pas

**28. Pensez-vous avoir reçu toutes les ressources matérielles, pédagogiques et didactiques nécessaires pour conduire correctement les formations des jeunes dans le cadre du programme 4-H?**

Question à réponse unique, ne pas citer les modalités de réponse.

- Oui
- Non
- Ne répond pas

**29. Quelles sont les ressources (connaissances, matérielles, didactiques, pédagogiques) que vous jugez nécessaires pour une bonne formation que vous n'aviez pas reçues ?**

Question ouverte. Texte. Laisser le répondant indiquer sa réponse de façon libre, spontanée et indépendante.

**30. Y'a-t-il des domaines (ou aspects) sur lesquels vous auriez voulu avoir plus de renforcement pour mieux remplir votre rôle de formateur ?**

Question ouverte. Laisser le répondant lister les domaines concernés où il aurait souhaité être renforcé pour mieux exercer son rôle de formateur.

- XXXXX
- XXXXX
- XXXXX
- XXXXX

**31. Les ressources pédagogiques qui vont être fournies par le programme 4-H vous ont-elles été utiles pour la formation des membres des clubs ?**

Suggérer, réponse unique

- Très utiles
- Assez utiles
- Pas très utiles

- Pas du tout utiles
- Ne répond pas

32. **Si la réponse est égale 3 ou 4, demander pourquoi :** *[Question ouverte]*

-----

33. **Auriez-vous besoin de ressources pédagogiques additionnelles qui vous semblent utiles ou nécessaires pour une meilleure conduite de vos formations au profit des jeunes ?**

- Oui
- Non
- Ne répond pas

34. **Si oui, précisez lesquelles** *[Au maximum jusqu'à trois les plus importantes ou nécessaires].*

- XXXX
- XXXX
- XXXX

35. **A quel niveau situeriez-vous l'intérêt et l'engagement des jeunes pour les formations que vous leur avez dispensé dans le cadre du programme 4-H ?**

*Question à réponse unique. Lister les modalités.*

- Très intéressés
- Assez intéressés
- Pas très intéressés
- Pas du tout intéressés
- Ne sait pas
- Ne répond pas

36. **En tant que leader du club, avez-vous observé des différences dans la participation des garçons et des filles dans les activités du club ?**

- Pas de différence de participation entre les garçons et les filles (Participation égale ou équilibrée entre les garçons et les filles)
- Participation différenciée (déséquilibrée ou inégale) entre les garçons et les filles (Participation inégale entre les filles et les garçons dans les activités du club)

37. **Si oui, demander pourquoi ?**

-----

38. **A votre avis, dans quelle mesure les formations dispensées aux jeunes dans le cadre du programme 4-H répondent-elles à leurs besoins ?**

*Lister les modalités, réponse unique*

- Oui, tout à fait
- Oui, partiellement
- Non pas vraiment
- Non pas du tout
- Ne sait pas
- Ne répond pas

**39. Y'a-t-il des aspects ou contenus que vous auriez amélioré ou changé si ces formations devaient être recommencées ?**

Ne pas suggérer, réponse unique

- Oui [-> Q40]
- Non [-> Q41]
- Ne sait pas [-> Q41]

**40. Si oui, quels sont les aspects que vous souhaiteriez améliorer ou changer si le projet devait être repris ?**

**V. AUTRES ACTIVITES EXTRA-FORMATIONS REALISEES DANS LES CLUBS**

*Dans cette partie, nous allons vous poser des questions sur la nature et la fréquence des autres activités que vous avez menées auprès des clubs 4-H.*

**41. En dehors des formations, y'a-t-il des activités que vous avez réalisées au profit des jeunes membres de votre club (ou des clubs dont vous assurez la formation) ?**

- Oui [-> Q42]
- Non [-> Q44]
- Ne sait pas [-> Q44]

**42. Quelle est la nature de ces activités complémentaires que vous avez menées au profit des membres de votre club 4-H ?**

Ne pas suggérer, réponse multiple

- Appui-conseil
- Supervision
- Mentorat/Coaching
- Intermédiation (mise en relation) avec organisme de crédit (banque micro finance)
- Sensibilisation des jeunes sur le programme 4-H
- Mise en place de clubs 4-H
- Planifier et mettre en œuvre un plan de leçon 4-H
- Autre à préciser \_\_\_\_\_

- Ne répond pas [->27]

#### 43. A quelle fréquence ces activités ont-elles été réalisées dans votre club 4-H?

Réponse unique ne pas suggérer

- Une seule fois
- Hebdomadaire (Chaque semaine)
- Occasionnelle (non fréquente, ni régulière)
- Tous les mois (Mensuellement)
- Tous les 3 mois (Trimestrielle)
- Tous les 6 mois (Semestrielle)
- Ne répond pas

## VI. DUPLICATION DES FORMATIONS PAR LES JEUNES FORMES, DEVELOPPEMENT D'INITIATIVES (ENTREPRENARIAT) ET INSERTION SOCIOPROFESSIONNELLE

*Maintenant, nous allons aborder l'avant-dernière section du questionnaire. Je vais vous poser des questions sur la possibilité que les membres des clubs ont pour nouer des partenariats, mobiliser des ressources et trouver des opportunités d'emploi.*

#### 44. A votre avis et selon votre expérience dans votre club, quels ont été les résultats/effets les plus importants des formations sur les jeunes membres des clubs ayant été formés dans le cadre du programme 4-H ?

Question à Choix multiple, plusieurs réponses possibles MAIS ne pas lister les modalités et laisser le répondant répondre spontanément. [Identifier les 3 résultats/effets les plus fréquents ou les plus importants selon lui]

- Changement sur la personnalité (façon de voir, raisonnement, mentalité, etc.)
- Changements dans les rapports avec les autres ou avec les pairs (Attitudes, comportements, etc.)
- Adhésion (ou plus grande adhésion) à de nouveaux principes (Justice, Civisme, Équité/Égalité, Droits humains, Respect de l'autre, Genre, etc.)
- Développement d'initiatives / entrepreneuriat
- Mise en réseau avec les pairs pour développer quelque chose
- Développement d'une AGR
- Développement d'une activité à but/intérêt communautaire
- Insertion professionnelle (Trouvé un stage, un emploi ou apprentissage)
- Autre : Préciser :
- Ne sait pas
- Ne répond pas

## VII. APPRECIATIONS DU PROGRAMME 4-H ET POINTS D'AMELIORATION EVENTUELS

Cette dernière section aborde les questions relatives à vos appréciations par rapport au programme 4-H et les changements que le programme a apportés aux jeunes, aux membres des clubs, et aux communautés.

### 45. Quel est votre niveau de satisfaction globale par rapport au programme 4-H ?

Question à choix unique, une SEULE réponse possible. Lister les modalités au répondant pour recueillir son positionnement.

- Très satisfait
- Relativement satisfait
- Pas vraiment satisfait
- Pas du tout satisfait
- Ne répond pas

### 46. Si la réponse est égale à 3 ou 4, demander pourquoi ?

Question ouverte

### 47. Quelle est la plus importante chose que votre participation au programme 4-H vous a apporté personnellement en tant que leader ?

Question ouverte

### 48. Quels sont les aspects essentiels (ou importants) que vous auriez changé ou modifié si le programme 4-H devait être repris ou poursuivi ?

Question ouverte

Nous arrivons au terme de cet entretien, nous vous remercions très vivement d'avoir pris le temps de participer à cette évaluation et de répondre à nos questions.

Merci beaucoup.

Avez-vous des questions à me poser ?

# ANNEX F: CONFLICT OF INTEREST DISCLOSURES



## USAID MONITORING, EVALUATION, AND LEARNING IN SENEGAL

### CONFLICT OF INTEREST STATEMENT

TO: EnCompass  
FOR: Youth in Agriculture Final Evaluation Performance

I certify that I am not aware of any matter that might limit my ability to work on the Youth in Agriculture Final Evaluation in an objective and unbiased manner or which might place me in a position of a conflict, actual, potential, or apparent, between my responsibilities as a member of the Evaluation team.

In making this certification, I have considered all my stocks, bonds, and other financial interests, and employment arrangements (past, present, or under consideration) and, to the extent known by me, all the financial interests and employment arrangements of my spouse, my minor children, and other members of my immediate household.

If, after the date of this certification, any person, firm, or other organization with which, to my knowledge, I (including my spouse, minor children, and other members of my immediate household) have a financial interest, or with which I have (or had) an employment arrangement, becomes involved in the acquisition I am responsible for, I will notify EnCompass of this apparent conflict of interest to discuss mitigation strategies. In such case, until advised to the contrary, I will not participate further in any way (by rendering advice and making recommendations) on the applicable contract and/or related action until the mitigation strategy is reviewed and approved.

Name Souleymane BARBY, Senior Monitoring and Evaluation Specialist, Evaluation Team Lead -

Signature 

Date November 10, 2022



USAID MONITORING, EVALUATION, AND LEARNING IN SENEGAL

CONFLICT OF INTEREST STATEMENT

TO: EnCompass  
FOR: Youth in Agriculture Final Evaluation Performance

I certify that I am not aware of any matter that might limit my ability to work on the Youth in Agriculture Final Evaluation in an objective and unbiased manner or which might place me in a position of a conflict, actual, potential, or apparent, between my responsibilities as a member of the Evaluation team.

In making this certification, I have considered all my stocks, bonds, and other financial interests, and employment arrangements (past, present, or under consideration) and, to the extent known by me, all the financial interests and employment arrangements of my spouse, my minor children, and other members of my immediate household.

If, after the date of this certification, any person, firm, or other organization with which, to my knowledge, I (including my spouse, minor children, and other members of my immediate household) have a financial interest, or with which I have (or had) an employment arrangement, becomes involved in the acquisition I am responsible for, I will notify EnCompass of this apparent conflict of interest to discuss mitigation strategies. In such case, until advised to the contrary, I will not participate further in any way (by rendering advice and making recommendations) on the applicable contract and/or related action until the mitigation strategy is reviewed and approved.

Name: SARR SOULEYMANE

Signature:

A handwritten signature in blue ink, appearing to read "SARR SOULEYMANE", written over a light blue circular stamp.

Date: 19/10/2022

# ANNEX G: ADDITIONAL SURVEY DATA TABLES

## Survey Data : Club Leaders

Tableau 1 : Hommes et de femmes parmi les leaders enquêtés

SEXE	EFFECTIFS	%
Féminin	97	48.5
Masculin	103	51.5
Total	200	100

Tableau 2 : Niveau d'étude des leaders

NIVEAU	EFFECTIFS	%
Aucun	2	1
Moyen	17	8.5
Primaire	12	6
Secondaire	33	16.5
Supérieur	136	68
Total	200	100

Tableau 3 : Leader ayant un club

DISPONIBILITE DE CLUB	EFFECTIFS	%
Non	48	24
Oui	152	76
Total	200	100

Tableau 4 : Profession du leader

PROFESSION	EFFECTIFS	%
Enseignant (Elémentaire ou Collège)	58	29
Agent eaux et forêt /Ingénieur Agricole	4	2
Informaticien	2	1
Maître d'enseignement technique professionnelle	6	3
Entrepreneur	5	2.5
Leader communautaire	8	4
Etudiant universitaire	63	31.5
Personnel d'une institution partenaire	2	1
Autres	34	17
Commerçant/employé de commerce	8	4
Enseignant-chercheur	3	1.5
Agent de santé	7	3.5
Total	200	100

Tableau 5 : Date de création du club

<b>ANNEE</b>	<b>EFFECTIFS</b>	<b>%</b>
2018	24	17
2019	16	11
2020	25	18
2021	44	31
2022	31	22
<b>Total</b>	<b>140</b>	<b>100</b>

*Manquant = 12 leaders ont oublié la date*

Tableau 6 : Leaders ayant participé au moins à une activité du club

<b>PARTICIPATION AUX ACTIVITES DU CLUB</b>	<b>EFFECTIFS</b>	<b>%</b>
Non	24	16
Oui	128	84
<b>Total</b>	<b>152</b>	<b>100</b>

Tableau 7 : Activités organisées par les leaders au niveau des clubs

<b>ACTIVITES (REPONSE MULTIPLE) N=128</b>	<b>EFFECTIFS</b>	<b>%</b>
Formations	92	72%
Sensibilisations	32	25%
Activités à intérêt communautaire	50	39%
Autres activités	15	12%
Maraichage	20	16%
Elevage	3	2%
Agriculture	2	2%
Réunion	4	3%

Tableau 8 : Fréquence de la participation des leaders aux activités organisées dans les clubs

<b>FREQUENCE</b>	<b>EFFECTIFS</b>	<b>%</b>
1. Rarement	19	15
2. Occasionnellement (de temps en temps)	40	31
3. Régulièrement	69	54
<b>Total</b>	<b>128</b>	<b>100</b>

Tableau 9 : Leaders formés par le programme 4-H

<b>LEADERS FORMES</b>	<b>EFFECTIFS</b>	<b>%</b>
Non	25	12.5
Oui	175	87.5
<b>Total</b>	<b>200</b>	<b>100</b>

Tableau 10 : Nombre de formations dont les leaders ont bénéficié

<b>NOMBRE DE FORMATIONS REÇUES PAR LES LEADERS</b>	<b>EFFECTIFS</b>	<b>%</b>
Une	122	70
Deux	34	19
Trois	8	5
Plus de trois	11	6
<b>Total</b>	<b>175</b>	<b>100</b>

Tableau 11 : Domaines dans lesquels les leaders ont été formés

<b>DOMAINES (REPONSE MULTIPLE) N=175</b>	<b>EFFECTIFS</b>	<b>%</b>
Agriculture	22	13%
Maraichage/jardinage	17	10%
Elevage	14	8%
Leadership	101	58%
Management	5	3%
Citoyenneté / Civisme	11	6%
Ethique	2	1%
Esprit d'équipe	11	6%
Entrepreneuriat	20	11.5%
Protection de l'environnement	11	6%
Emploi des jeunes	2	1%
Planification	1	1%
Communication	3	2%
Gestion des maladies	0	%
Développement personnel	43	25%
Domaine 4H	80	46%
Autre à préciser	4	2%
Domaine 4h	2	1%

Tableau 12 : Leaders ayant acquis de nouvelles connaissances après les formations

<b>NOUVELLES CONNAISSANCES</b>	<b>EFFECTIFS</b>	<b>%</b>
Ne répond pas	1	1
Non	27	15
Oui	147	84
<b>Total</b>	<b>175</b>	<b>100</b>

Tableau 13 : Connaissances acquises par les leaders après les formations

<b>CONNAISSANCE (REPONSE MULTIPLE) N=147</b>	<b>EFFECTIFS</b>	<b>%</b>
Technique agricole	29	20%

<b>CONNAISSANCE (REPONSE MULTIPLE) N=147</b>	<b>EFFECTIFS</b>	<b>%</b>
Technique d'élevage	6	4%
Développement personnel	39	26.5%
Technique d'entrepreneuriat	14	9.5%
Management/leadership	24	16%
Organisation des activités dans les clubs	15	10%
Technique de communication	9	6%
Gestion des équipes/groups	25	17%
Soutien à la communauté	7	5%
Programme 4H	15	10%
Autres	8	5%

Tableau 14 : Leader ayant acquis de nouvelles compétences après les formations

<b>NOUVELLES COMPETENCES</b>	<b>EFFECTIFS</b>	<b>%</b>
Ne répond pas	1	1%
Non	37	21%
Oui	137	78%
Total	175	100%

Tableau 15 : Compétences acquises par les leaders après les formations

<b>COMPETENCES (REPONSE MULTIPLE) /N=135</b>	<b>EFFECTIFS</b>	<b>%</b>
Développement personnel	56	41.5%
Technique en agriculture	14	10%
Création d'AGR	12	9%
Technique d'élevage	3	2%
Capacité à entreprendre	8	6%
Protection de l'environnement	1	1%
Techniques et méthodes pour les formations	12	9%
Technique de communication	13	10%
Capacité en management	10	7%
Déroule un programme 4H	1	1%
Gestion des groupes et des équipes	45	33%
Autres	12	9%

Tableau 16 : Niveau de satisfaction des leaders par rapport à la formation des formateurs

<b>NIVEAU DE SATISFACTION</b>	<b>EFFECTIFS</b>	<b>%</b>
1. Très satisfait	56	32
2. Plutôt satisfait	90	51
3. pas satisfait	22	13
4. Pas du tout satisfait	7	4
Total	175	100

Tableau 17 : Leaders ayant démultiplié les formations auprès de jeunes

<b>DEMULTIPLICATION DES FORMATIONS</b>	<b>EFFECTIFS</b>	<b>%</b>
Non	103	59
Oui	72	41
Total	175	100

Tableau 18 : Leader déclarant ayant reçu la capacitation nécessaire pour mener correctement les formations

<b>AVEZ-VOUS REÇU LA CAPACITATION NECESSAIRE POUR LA FORMATION DES JEUNES</b>	<b>EFFECTIFS</b>	<b>%</b>
Oui, tout à fait	46	26
Oui plus ou moins (partiellement)	68	39
Non, pas vraiment	40	23
Non, pas du tout	19	11
Ne répond pas	2	1
Total	175	100

Tableau 19 : Leader ayant réalisé des activités extra formation

<b>ORGANISATION D'ACTIVITE EXTRA FORMATION</b>	<b>EFFECTIFS</b>	<b>POURCENTAGE</b>
Non	61	40
Oui	91	60
Total	152	100

Tableau 20 : Type activités extra formation organisées par les leaders

<b>ACTIVITES EXTRA FORMATION (REPONSE MULTIPLE) N=91</b>	<b>EFFECTIFS</b>	<b>POURCENTAGE</b>
Appui-conseil	26	29%
Supervision	16	18%
Mentorat/Coaching	13	14%
Intermédiation (mise en relation) avec organisme de crédit (banque micro finance)	0	%
Sensibilisation des jeunes sur le programme 4-H	32	36%

<b>ACTIVITES EXTRA FORMATION (REPONSE MULTIPLE) N=91</b>	<b>EFFECTIFS</b>	<b>POURCENTAGE</b>
Mise en place de clubs 4-H	15	17%
Planifier et mettre en œuvre un plan de leçon 4-H	8	9%
Autre à préciser	15	17%
Agriculture/élevage	14	16%
Transformation produits locaux	6	7%
Reboisement	10	11%
AGR	5	6%
Setsetal	5	6%

Tableau 21 : Compétences de vie acquises par les jeunes membres des clubs

<b>COMPETENCES DE VIE (REPONSE MULTIPLE) N=130</b>	<b>EFFECTIFS</b>	<b>POURCENTAGE</b>
Changement sur la personnalité (façon de voir, raisonnement, mentalité, etc.)	76	58.5%
Changements dans les rapports avec les autres ou avec les pairs (Attitudes, comportements, etc.)	57	44%
Adhésion (ou plus grande adhésion) à de nouveaux principes (Justice, Civisme, Équité/Égalité, Droits humains, Respect de l'autre, Genre, etc.)	15	11.5%
Développement d'initiatives / entrepreneuriat	28	21.5%
Mise en réseau avec les pairs pour développer quelque chose	7	5%
Développement d'une AGR	32	25%
Développement d'une activité à but/intérêt communautaire	25	19%
Insertion professionnelle (Trouvé un stage, un emploi ou apprentissage)	1	1%
Autre : Préciser	20	15%

Tableau 22 : Niveau de satisfaction globale des leaders par rapport aux programmes 4-H

<b>NIVEAU DE SATISFACTION GLOBALE</b>	<b>EFFECTIFS</b>	<b>POURCENTAGE</b>
1. Très satisfait	32	16%
2. Relativement satisfait	109	54.5%
3. Pas vraiment satisfait	43	21.5%
4. Pas du tout satisfait	15	7.5%
5. Ne répond pas	1	.5%
<b>Total</b>	<b>200</b>	<b>100</b>

Tableau 23 : Raisons de non-satisfaction des leaders du programme 4-H

<b>RAISON DE NON-SATISFACTION (REPONSE MULTIPLE) N=55</b>	<b>EFFECTIFS</b>	<b>POURCENTAGE</b>
Absence de suivi	27	49%
Formation très théorique	10	18%

<b>RAISON DE NON-SATISFACTION (REPONSE MULTIPLE) N=55</b>	<b>EFFECTIFS</b>	<b>POURCENTAGE</b>
Manque de communication	7	13%
Formation de courte durée	7	13%
Pas d'appui technique ou financier	4	7%
Absence de formation	3	5.5%
Absence d'activité	3	5.5%
Lenteurs administratives	2	4%
Non-respect des engagements du projet	1	2%

Manquant =3

Tableau 24 : Leaders formés ayant participé aux activités des clubs

<b>PARTICIPATION AUX ACTIVITES DU CLUB</b>		<b>AVEZ-VOUS BENEFICIE DES FORMATIONS</b>		<b>TOTAL</b>
		<b>NON</b>	<b>OUI</b>	
Non	Effectif	9	15	24
	%	56%	11%	16%
Oui	Effectif	7	121	128
	%	44%	89%	84%
Total	Effectif	16	136	152
	%	100%	100%	100%

$p < .001$

## Survey Data : Club Members

Tableau 25 : Sexe des membres des clubs

SEXE		DAKAR	DIOURBEL	SAINT-LOUIS	ZIGUINCHOR	TOTAL
Féminin	Effectif	56	45	33	55	189
	%	66%	51%	39%	59%	54%
Masculin	Effectif	29	43	51	38	161
	%	34%	49%	61%	41%	46%
Total	Effectif	85	88	84	93	350
	%	100%	100%	100%	100%	100%

Tableau 26: L'âge moyen des membres des clubs

REGION	AGE		
	MOYENNE	MAXIMUM	MINIMUM
Dakar	20	31	10
Diourbel	23	46	9
Saint-Louis	24	61	7
Ziguinchor	17	60	5
Global	21	61	5

Tableau 27 : Niveau d'étude des membres des clubs

NIVEAU D'ETUDE		DAKAR	DIOURBEL	SAINT-LOUIS	ZIGUINCHOR	TOTAL
Aucun	Effectif	0	6	5	1	12
	%	%	7%	6%	1%	3%
Primaire	Effectif	10	28	15	43	96
	%	12%	32%	18%	46%	27%
Moyen	Effectif	11	12	15	30	68
	%	13%	14%	18%	32%	19%
Secondaire	Effectif	5	4	14	14	37
	%	6%	4.5%	17%	15%	11%
Supérieur	Effectif	58	36	33	5	132
	%	68%	41%	39%	5%	38%
Coranique/alphabétisation	Effectif	1	2	2	0	5
	%	1%	2%	2%	%	1%

NIVEAU D'ETUDE	DAKAR		DIOURBEL		SAINT-LOUIS		ZIGUINCHOR		TOTAL	
	Effectif	%	Effectif	%	Effectif	%	Effectif	%	Effectif	%
Total	85	100%	88	100%	84	100%	93	100%	350	100%

Tableau 28 : Date d'adhésion des membres aux clubs

DATE	DAKAR		DIOURBEL		SAINT-LOUIS		ZIGUINCHOR		TOTAL	
	Effectif	%	Effectif	%	Effectif	%	Effectif	%	Effectif	%
Ne se souvient plus	1	10%	24	27%	18	21%	4	40%	47	13%
2018	0	0%	0	0%	0	0%	9	10%	9	3%
2019	8	90%	5	6%	0	00%	11	12%	24	7%
2020	3	3.50%	15	17%	9	11%	8	9%	35	10%
2021	33	39%	30	34%	40	48%	30	32%	133	38%
2022	40	47%	14	16%	17	20%	31	33%	102	29%
Total	85	100%	88	100%	84	100%	93	100%	350	100%

Tableau 29 : Participation des membres aux activités des clubs

PARTICIPATION AUX ACTIVITES DU CLUB	DAKAR		DIOURBEL		SAINT-LOUIS		ZIGUINCHOR		TOTAL	
	Effectif	%	Effectif	%	Effectif	%	Effectif	%	Effectif	%
Ne répond pas	0	%	1	1%	0	%	0	%	1	%
Non	62	73%	42	48%	43	51%	25	27%	172	49%
Oui	23	27%	45	51%	41	49%	68	73%	177	51%
Total	85	100%	88	100%	84	100%	93	100%	350	100%

Tableau 30 : Activité à laquelle le membre du club a participé.

TYPE D'ACTIVITE (REPOSE MULTIPLE) N=177	DAKAR		DIOURBEL		SAINT-LOUIS		ZIGUINCHOR		TOTAL	
	EFF	%	EFF	%	EFF	%	EFF	%	EFF	%
Formations	11	48%	10	22%	8	19.5%	12	18%	41	23%
Sensibilisation	3	13%	4	9%	0	%	1	1.5%	8	4.5%

TYPE D'ACTIVITE (REPOSE MULTIPLE) N=177	DAKAR		DIOURBEL		SAINT-LOUIS		ZIGUINCHOR		TOTAL	
	EFF	%	EFF	%	EFF	%	EFF	%	EFF	%
Activité d'Intérêt communautaire	14	601%	15	33%	22	54%	20	29%	71	40%
Maraîchage	3	13%	17	38%	6	15%	34	50%	60	34%
Elevage	0	%	6	13%	1	2%	17	25%	24	14%
Collecte de fonds	0	%	0	%	0	%	10	14,7%	10	6%
Transformation	0	%	4	9%	0	%	1	1.5%	5	3%
Réunion club	0	%	3	7%	5	12%	0	%	8	4.5%
Informatique	0	%	1	2%	0	%	2	3%	3	2%
Autres	2	9%	3	7%	4	9,8%	1	1.5%	10	6%

Tableau 3 : Fréquence de la participation des membres des clubs aux activités.

FREQUENCE		DAKAR	DIOURBEL	SAINT-LOUIS	ZIGUINCHOR	TOTAL
1-Rarement	Effectif	2	8	8	1	19
	%	9%	18%	19.5%	1.5%	11%
2-Occasionnellement (de temps en temps)	Effectif	11	7	12	17	47
	%	48%	16%	29%	25%	27%
3-Régulièrement	Effectif	10	30	21	50	111
	%	43.5%	67%	51%	73.5%	63%
Total	Effectif	23	45	41	68	177
	%	100%	100%	100%	100%	100%

Tableau 32 : Participation des membres des clubs aux activités de formation

PARTICIPATION AUX FORMATIONS		DAKAR	DIOURBEL	SAINT-LOUIS	ZIGUINCHOR	TOTAL
1. Oui	Effectif	15	11	11	24	61
	%	18%	12.5%	13%	26%	17%
2. Non	Effectif	69	76	73	69	287
	%	81%	86%	87%	74%	82%
3. Ne sait pas	Effectif	1	0	0	0	1
	%	1%	%	%	%	%
4. Ne réponds pas	Effectif	0	1	0	0	1
	%	%	1%	%	%	%
Total	Effectif	85	88	84	93	350
	%	100%	100%	100%	100%	100%

Tableau 33 : Fréquence des formations dont sont bénéficiaires les membres des clubs formés

FREQUENCE DE LA PARTICIPATION AUX FORMATIONS		DAKAR	DIOURBEL	SAINT-LOUIS	ZIGUINCHOR	TOTAL
1. Une	Effectif	6	5	7	20	38
	%	40%	45.5%	64%	83%	62%
2. Deux	Effectif	8	3	3	2	16
	%	53%	27%	27%	8%	26%
3. Trois	Effectif	0	2	1	0	3
	%	%	18%	9%	%	5%
4. Plus de trois	Effectif	1	1	0	2	4
	%	7%	9%	%	8%	7%
Total	Effectif	15	11	11	24	61
	%	100%	100%	100%	100%	100%

Tableau 34 : Domaine dans lesquelles les membres des clubs ont été formés.

DOMAINE DE FORMATION (REPOSE MULTIPLE) N=61	DAKAR		DIOURBEL		SAINT-LOUIS		ZIGUINCHOR		TOTAL	
	EFFEC TIF	%	EFFEC TIF	%	EFFEC TIF	%	EFFEC TIF	%	EFFEC TIF	%
Agriculture	2	13%	3	27%	2	18%	3	12.5%	10	16%
Jardinage	8	53%	1	9%	0	%	13	54%	22	36%
Elevage	0	%	1	9%	0	%	6	25%	7	11.5%
Leadership	7	47%	5	45.5%	4	36%	0	%	16	26%
Management	0	%	0	%	0	%	0	%	0	%
Citoyenneté / Civisme	0	%	0	%	0	%	0	%	0	%
Ethique	0	%	0	%	0	%	0	%	0	%
Esprit d'équipe	0	%	2	18%	2	18%	0	%	4	7%
Quels sont les Entrepreneuriat	0	%	1	9%	1	9%	0	%	2	3%
Protection de l'environnement	0	%	1	9%	1	9%	1	4%	3	5%
Emploi des jeunes	0	%	0	%	0	%	0	%	0	%
Ne sait pas	0	%	0	%	0	%	0	%	0	%
Ne répond pas	0	%	0	%	0	%	0	%	0	%
Planification	0	%	0	%	0	%	0	%	0	%
Communication	0	%	1	9%	1	9%	0	%	2	3%
Gestion des maladies	0	%	0	%	0	%	0	%	0	%
Développement positif	0	%	5	45.5%	3	27%	0	%	8	13%
Domaine 4H	0	%	1	9%	3	27%	0	%	4	7%

DOMAINE DE FORMATION (REPOSE MULTIPLE) N=61	DAKAR		DIOURBEL		SAINT-LOUIS		ZIGUINCHOR		TOTAL	
	EFFEC TIF	%	EFFEC TIF	%	EFFEC TIF	%	EFFEC TIF	%	EFFEC TIF	%
Informatique bureautique	7	47%	0	%	1	9%	4	17%	12	19,7%
Développement personnel	0	%	0	%	1	9%	0	%	1	2%
Transformation	0	%	0	%	0	%	1	4%	1	2%
Autre à préciser	0	%	3	27%	0	%	1	4%	4	7%

Tableau 35 : Membres des clubs formés et ayant démultiplié les formations auprès des jeunes

DEMULTIPLICATION DES FORMATIONS		DAKAR	DIOURBEL	SAINT-LOUIS	ZIGUINCHOR	TOTAL
Non	Effectif	11	10	10	20	51
	%	73%	91%	91%	83%	84%
Oui	Effectif	4	1	1	4	10
	%	27%	9%	9%	17%	16%
Total	Effectif	15	11	11	24	61
	%	100%	100%	100%	100%	100%

Tableau 36 : Membres des clubs ayant acquis de nouvelles connaissances après les formations

CONNAISSANCE APRES FORMATION		DAKAR	DIOURBEL	SAINT-LOUIS	ZIGUINCHOR	TOTAL
Non	Effectif	0	1	3	1	5
	%	%	9%	27%	4%	8%
Oui	Effectif	15	10	8	23	56
	%	100%	90%	73%	96%	92%
Total	Effectif	15	11	11	24	61
	%	100%	100%	100%	100%	100%

Tableau 37 : Les types de connaissances acquises par les membres des clubs après les formations

CONNAISSANCES ACQUISES (REPOSE MULTIPLE) N =56	DAKAR		DIOURBEL		SAINT-LOUIS		ZIGUINCHOR		TOTAL	
	EFF	%	EFF	%	EFF	%	EFF	%	EFF	%
Les techniques d'élevage	0	%	1	10%	0	%	9	39%	10	18%
Les techniques agricoles	7	47%	4	40%	0	%	12	52%	23	41%
Compétence en communication	1	7%	0	%	0	%	0	%	1	2%

CONNAISSANCES ACQUISES (REPONSE MULTIPLE) N =56	DAKAR		DIOURBEL		SAINT-LOUIS		ZIGUINCHOR		TOTAL	
	EFF	%	EFF	%	EFF	%	EFF	%	EFF	%
Développement personnel	3	20%	3	30%	4	50%	0	%	10	18%
Protection de l'environnement	0	%	1	10%	1	12.5%	2	9%	4	7%
Compréhension 4H	0	%	2	20%	1	12.5%	0	%	3	5%
Informatique bureautique	4	27%	0	%	1	12.5%	2	9%	7	12.5%
Entrepreneuriat	0	%	0	%	1	12.5%	0	%	1	2%
Leadership	2	13%	2	20%	0	%	0	%	4	7%
Autres	1	7%	1	10%	0	%	2	9%	4	7%

Tableau 38 : Membres des clubs ayant acquis de nouvelles compétences après les formations

AVEZ-VOUS OBTENU DE NOUVELLES COMPETENCES		DAKAR	DIOURBEL	SAINT-LOUIS	ZIGUINCHOR	TOTAL
Ne répond pas	Effectif	0	0	0	1	1
	%	%	%	%	4%	2%
Non	Effectif	0	2	3	0	5
	%	%	18%	27%	%	8%
Oui	Effectif	15	9	8	23	55
	%	100%	82%	73%	96%	90%
Total	Effectif	15	11	11	24	61
	%	100%	100%	100%	100%	100%

Tableau 39 : Les types de compétences acquises par les membres des clubs après les formations

COMPETENCES (REPONSE MULTIPLE) N=55	DAKAR		DIOURBEL		SAINT-LOUIS		ZIGUINCHOR		TOTAL	
	EFF	%	EFF	%	EFF	%	EFF	%	EFF	N %
Technique agricole	6	40%	2	22%	0	%	13	56.5%	21	38%
Technique élevage	0	%	0	%	0	%	2	9%	2	4%
Technique en aviculture	0	%	0	%	1	12.5%	3	13%	4	7%
Management /leadership	2	13%	0	%	0	%	1	4%	3	5.5%
Entrepreneuriat	0	%	0	%	0	%	0	%	0	%
Communication	3	20%	6	67%	4	50%	1	4%	14	25.5%
Organiser des formations	1	7%	1	11%	0	%	0	%	2	4%
Les approches et techniques pour protéger l'environnement	0	%	1	11%	2	25%	0	%	3	5.5%

COMPETENCES (REPOSE MULTIPLE) N=55	DAKAR		DIOURBEL		SAINT-LOUIS		ZIGUINCHOR		TOTAL	
	EFF	%	EFF	%	EFF	%	EFF	%	EFF	N %
Faire un plaidoyer sur le droit des enfants	1	7%	0	%	0	%	0	%	1	2%
Informatique	5	33%	0	%	0	%	3	13%	8	14.5%
Autres	0	%	1	11%	2	25%	2	9%	5	9%

Tableau 40 : Niveau de concordance des formations reçues avec les besoins de formation des jeunes

CONCORDANCE DES FORMATIONS REÇUES AVEC LES BESOINS DE FORMATION JEUNES.		DAKAR		DIOURBEL		SAINT-LOUIS		ZIGUINCHOR		TOTAL	
		EFF	%	EFF	%	EFF	%	EFF	%	EFF	%
1. Très fortement	Effectif	5		0		4		10		19	
	%	33%		%		36%		42%		31%	
2. Fortement	Effectif	8		9		6		13		36	
	%	53%		82%		54.5%		54%		59%	
3. Pas vraiment	Effectif	2		2		1		1		6	
	%	13%		18%		9%		4%		9,8%	
Total	Effectif	15		11		11		24		61	
	%	100%		100%		100%		100%		100%	

Tableau 41 : Jeunes membres des clubs ayant participé à des activités extra formation

PARTICIPATION A DES ACTIVITES EXTRA FORMATION		DAKAR		DIOURBEL		SAINT-LOUIS		ZIGUINCHOR		TOTAL	
		EFF	%	EFF	%	EFF	%	EFF	%	EFF	%
Non	Effectif	7		11		13		26		57	
	%	30%		24%		32%		38%		32%	
Oui	Effectif	16		34		28		42		120	
	%	70%		76%		68%		62%		68%	
Total	Effectif	23		45		41		68		177	
	%	100%		100%		100%		100%		100%	

Tableau 42 : Activités extra formation auxquelles les jeunes ont participé

ACTIVITE EXTRA FORMATION (REPOSE MULTIPLE) N=120	DAKAR		DIOURBEL		SAINT-LOUIS		ZIGUINCHOR		TOTAL	
	EFF	%	EFF	%	EFF	%	EFF	%	EFF	%
Maraichage	3	19%	10	29%	4	14%	21	50%	38	32%
Elevage	0	%	5	15%	1	4%	13	31%	19	16%
Agriculture	0	%	2	6%	0	%	2	5%	4	3%
Collecte de fond	0	%	0	%	0	%	6	14%	6	5%

ACTIVITE EXTRA FORMATION (REPONSE MULTIPLE) N=120	DAKAR		DIOURBEL		SAINT-LOUIS		ZIGUINCHOR		TOTAL	
	EFF	%	EFF	%	EFF	%	EFF	%	EFF	%
Activités inter communautaire	11	69%	8	23.5%	13	46%	8	19%	40	33%
Développement AGR	0	%	1	3%	0	%	2	5%	3	2.5%
Transformation	0	%	4	12%	1	4%	0	%	5	4%
Autres	3	19%	2	6%	8	29%	1	2%	14	12%

Tableau 43 : Jeune participant aux activités des clubs ayant développé une activité génératrice revenue (AGR)

DEVELOPPEMENT AGR		DAKAR	DIOURBEL	SAINT-LOUIS	ZIGUINCHOR	TOTAL
Non	Effectif	22	43	39	63	167
	%	96%	96%	95%	93%	94%
Oui	Effectif	1	2	2	5	10
	%	4%	4%	5%	7%	6%
Total	Effectif	23	45	41	68	177
	%	100%	100%	100%	100%	100%

Tableau 44 : Domaines dans lesquels les AGR ont été développées

DOMAINE AGR		DAKAR	DIOURBEL	SAINT-LOUIS	ZIGUINCHOR	TOTAL
Commerce	Effectif	0	0	1	0	1
	%	%	%	50%	%	10%
Élevage	Effectif	0	0	0	2	2
	%	%	%	%	40%	20%
Élevage et Maraichage	Effectif	0	0	0	1	1
	%	%	%	%	20%	10%
Maraichage et Agriculture	Effectif	1	0	1	0	2
	%	100%	%	50%	%	20%
Maraichage et Élevage	Effectif	0	0	0	2	2
	%	%	%	%	40%	20%
Maraichage et Transformation des produits agricoles	Effectif	0	1	0	0	1
	%	%	50%	%	%	10%
Transformation des produits agricoles	Effectif	0	1	0	0	1
	%	%	50%	%	%	10%
Total	Effectif	1	2	2	5	10
	%	100%	100%	100%	100%	100%

Tableau 45 : Membres des clubs formés ayant bénéficié d'opportunités d'emploi, de stage ou d'apprentissage

<b>MEMBRE DES CLUBS AYANT BENEFCIE D'OPPORTUNITES D'EMPLOI, DE STAGE OU D'APPRENTISSAGE</b>		<b>DAKAR</b>	<b>DIOURBEL</b>	<b>SAINT-LOUIS</b>	<b>ZIGUINCHOR</b>	<b>TOTAL</b>
Non	Effectif	13	11	10	23	57
	%	87%	100%	901%	96%	93%
Oui	Effectif	2	0	1	1	4
	%	13%	%	9%	4%	7%
Total	Effectif	15	11	11	24	61
	%	100%	100%	100%	100%	100%

Tableau 46 : Nature des opportunités, emploi ou stage

<b>TYPE D'EMPLOI, STAGE</b>		<b>DAKAR</b>	<b>SAINT-LOUIS</b>	<b>ZIGUINCHOR</b>	<b>TOTAL</b>
Emploi à temps partiel	Effectif	1	0	1	2
	%	50%	%	100%	50%
Apprentissage de métier	Effectif	1	0	0	1
	% c	50%	%	%	25%
Prestataire de services	Effectif	0	1	0	1
	%	%	100%	%	25%
Total	Effectif	2	1	1	4
	%	100%	100%	100%	100%

Tableau 47 : Club ayant reçu un appui des institutions ou programme

<b>BENEFICIAIRE D'APPUI</b>		<b>DAKAR</b>	<b>DIOURBEL</b>	<b>SAINT-LOUIS</b>	<b>ZIGUINCHOR</b>	<b>TOTAL</b>
Ne sait pas	Effectif	4	11	12	4	31
	%	4,7%	12.5%	14%	4%	9%
Non	Effectif	73	75	63	73	284
	%	86%	85%	75%	78.5%	81%
Oui	Effectif	8	2	9	16	35
	%	9%	2%	11%	17%	10%
Total	Effectif	85	88	84	93	350
	%	100%	100%	100%	100%	100%

Tableau 48 : Appui reçu des institutions ou programme

<b>TYPE D'APPUI (REPOSE MULTIPLE) N=35</b>	<b>DAKAR</b>		<b>DIOURBEL</b>		<b>SAINT-LOUIS</b>		<b>ZIGUINCHOR</b>		<b>TOTAL</b>	
	<b>EFF</b>	<b>%</b>	<b>EFF</b>	<b>%</b>	<b>EFF</b>	<b>%</b>	<b>EFF</b>	<b>%</b>	<b>EFF</b>	<b>%</b>
Formation	3	37.5%	1	50%	0	%	0	%	4	11%
Accompagnement / Coaching	4	50%	0	%	0	%	7	44%	11	31%

TYPE D'APPUI (REPONSE MULTIPLE) N=35	DAKAR		DIOURBEL		SAINT-LOUIS		ZIGUINCHOR		TOTAL	
	EFF	%	EFF	%	EFF	%	EFF	%	EFF	%
Financement	2	25%	0	%	1	11%	5	31%	8	23%
Mise en relation	0	%	0	%	0	%	0	%	0	%
Appui en nature, matériel ou intrants (intrant agricole, matériel bureautique...)	0	%	1	50%	8	89%	4	25%	13	37%
Autre à préciser	3	37.5%	0	%	1	11%	0	%	4	11%
Ne répond pas	0	%	0	%	0	%	0	%	0	%

Tableau 49 : niveau de satisfaction des jeunes par rapport à la participation aux activités du club

NIVEAU DE SATISFACTION DES JEUNES PAR RAPPORT A LA PARTICIPATION AUX ACTIVITES DES CLUBS		DAKAR	DIOURBEL	SAINT- LOUIS	ZIGUINCHOR	TOTAL
1. Très satisfait	Effectif	8	4	7	28	47
	%	35%	9%	17%	41%	27%
2. Satisfait	Effectif	9	18	20	34	81
	%	39%	40%	49%	50%	46%
3. Plutôt satisfait	Effectif	5	18	10	5	38
	%	22%	40%	24%	7%	21.5%
4. Pas satisfait	Effectif	1	5	3	1	10
	%	4%	11%	7%	1.5%	6%
5. Ne répond pas	Effectif	0	0	1	0	1
	%	%	%	2%	%	,6%
Total	Effectif	23	45	41	68	177
	%	100%	100%	100%	100%	100%

Tableau 50 : Changement les plus importants apportés aux jeunes participants aux activités des clubs

CHANGEMENTS APPORTES PAR LA PARTICIPATION AUX ACTIVITES DU CLUB (REPONSE MULTIPLE) N=177	DAKAR		DIOURBEL		SAINT-LOUIS		ZIGUINCHOR		TOTAL	
	EFF	%	EFF	%	EFF	%	EFF	%	EFF	%
Amélioration de l'accès à la formation professionnelle	1	4%	2	4%	0	%	1	1.5%	4	2%
Création d'opportunité d'emploi	2	9%	3	7%	2	5%	8	12%	15	8.5%
Faciliter l'accès au crédit / financement dans les chaînes de valeurs agricoles	0	%	2	4%	0	%	0	%	2	1%

CHANGEMENTS APPORTES PAR LA PARTICIPATION AUX ACTIVITES DU CLUB (REPONSE MULTIPLE) N=177	DAKAR		DIOURBEL		SAINT-LOUIS		ZIGUINCHOR		TOTAL	
	EFF	%	EFF	%	EFF	%	EFF	%	EFF	%
Faciliter l'accès au marché	0	%	0	%	0	%	6	9%	6	3%
Amélioration des capacités en leadership	8	35%	17	38%	6	15%	8	12%	39	22%
Amélioration des capacités en management	2	9%	9	20%	3	7%	2	3%	16	9%
Plus forte estime de soi	13	56.5%	28	62%	16	39%	12	18%	69	39%
Ne sait pas	0	%	3	7%	0	%	3	4.5%	6	3%
Engagement communautaire	0	%	2	4%	9	22%	2	3%	13	7%
Changement des rapports par rapport aux autres	0	%	0	%	4	9,8%	0	%	4	2%
Capacités à entreprendre	1	4%	0	%	0	%	2	3%	3	2%
Protection de l'environnement	0	%	1	2%	2	5%	2	3%	5	3%
Connaissance agriculture et élevage	2	9%	2	4%	2	5%	3	4.5%	9	5%
Développement AGR	0	%	1	2%	0	%	1	1.5%	2	1%
Autres à préciser	3	13%	4	9%	5	12%	5	7.5%	17	9,7%

Tableau 51 : Participation des membres des clubs aux activités selon la région

PARTICIPATION AUX ACTIVITES DU CLUB		DAKAR	DIOURBEL	SAINT-LOUIS	ZIGUINCHOR	TOTAL
Non	Effectif	62	42	43	25	172
	%	73%	48%	51%	27%	49%
Oui	Effectif	23	45	41	68	177
	%	27%	52%	49%	73%	51%
Total	Effectif	85	87	84	93	349
	%	100%	100%	100%	100%	100%

01 ne répond pas  
p < .001

Tableau croisé 52 : date d'adhésion au club et participation aux activités

PARTICIPATION AUX ACTIVITES DU CLUB		DATE D'ADHESION					TOTAL
		2018	2019	2020	2021	2022	
Non	Effectif	1	4	12	63	61	141
	%	11%	17%	29%	49,6%	59,8%	46.5%

PARTICIPATION AUX ACTIVITES DU CLUB		DATE D'ADHESION					TOTAL
		2018	2019	2020	2021	2022	
Oui	Effectif	8	20	29	64	41	162
	%	89%	83%	71%	50%	40%	53.5%
Total	Effectif	9	24	41	127	102	303
	%	100%	100%	100%	100%	100%	100%

13% (47) des jeunes membres de club ne sont pas souvenus de la date d'adhésion au club

Tableau croisé 53 : Date d'adhésion et participation aux formations

PARTICIPATION AUX FORMATIONS		DATE D'ADHESION					TOTAL
		2018	2019	2020	2021	2022	
Non	Effectif	6	11	34	103	90	244
	%	67%	46%	83%	82%	88%	81%
Oui	Effectif	3	13	7	23	12	58
	%	33%	54%	17%	18%	12%	19%
Total	Effectif	9	24	41	126	102	302
	%	100%	100%	100%	100%	100%	100%

13% (47) des jeunes membres de club ne sont pas souvenus de la date d'adhésion au club  
01 ne répond pas

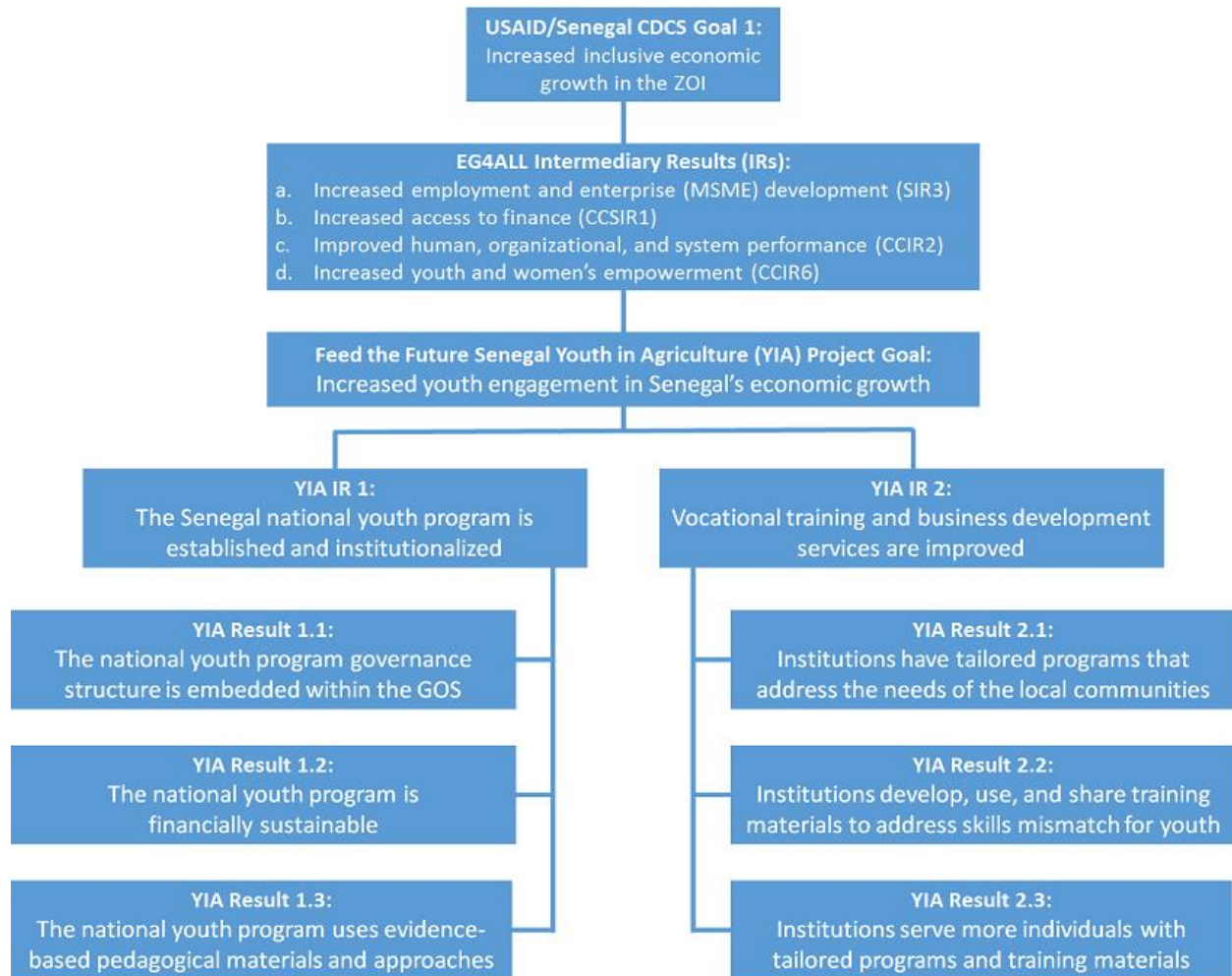
# ANNEX H: 4-H REGIONAL POLES



Source: Feed the Future Senegal Youth in Agriculture Annual Report Y2, 2019

# ANNEX I: YIA LOGICAL FRAMEWORK, INDICATOR TARGETS AND RESULTS

Exhibit 14: YIA logical framework



The YIA development hypothesis is that the institutionalization of a national PYD program, plus innovative approaches to bridging Technical and Vocational Education and Training (TVET) institutions with private sector value chain actors, can yield increased employment and enterprise development, increased youth engagement in Senegal's economic growth, and finally increased inclusive economic growth.

Six of 24 indicators achieved at least 75% of their target, four of which could be considered central to measuring activity outcomes. For the remaining 18 indicators, YIA did not meet their targets. Delays in reaching an agreement with MESRI and then the universities were a central cause for lack of results in many of these indicators, especially those related to curriculum development in Component 2. The team found few signs of YIA activities related to private sector engagement, employment, and entrepreneurship, suggesting that the team did not have the skillset to tackle these issues.

Exhibit 15: YIA indicator achievement rates

TAUX DE COUVERTURE	INDICATEURS
<b>Composante 1</b>	
+ 75 %	<b>2 indicateurs sur 7 (29%) avec un niveau de couverture acceptable</b> Montant du budget annuel du gouvernement du Sénégal consacré au programme (JEA-B4) Nombre de programmes d'enseignement fondés sur des données probantes adaptés (JEA-B6)
25-50%	<b>1 indicateur sur 7 (14%) avec un niveau de couverture faible</b> (JEA-B8) Nombre de clubs certifiés Nombre de jeunes inscrits dans des clubs 4-H certifiés (JEA-D4)
1-25%	<b>3 indicateurs sur 7 (43%) avec un niveau de couverture critique</b> Nombre de MPME bénéficiant de services de développement commercial (JEA-A4) Nombre de programmes d'enseignement fondés sur des données probantes utilisés (JEA-B7)
0	<b>1 indicateurs sur 7 (14%) avec un niveau de couverture critique</b> Montant du budget annuel du secteur privé consacré au programme (via des PPP, etc.) (JEA-B5)
<b>Composante 2</b>	
+ 75 %	<b>Aucun indicateur atteint avec un taux de couverture acceptable</b>
50-75%	<b>1 indicateur sur 6 (17%) avec un niveau de couverture compris entre</b> Nombre de personnes ayant bénéficié de programmes ou de matériels adaptés (JEA-B15)
25-50%	<b>1 indicateur sur 6 (17%) avec à un niveau de couverture compris entre</b> Nombre d'institutions ayant au moins un nouveau programme adapté aux besoins locaux (JEA-B10)
0	<b>4 indicateurs sur 6 (67%) avec un niveau couverture compris entre</b> Nombre de nouveaux programmes adaptés aux besoins locaux (JEA-B11) Nombre de matériels de formation élaborés pour remédier à l'inadéquation des compétences (JEA-B12) Nombre de kits de matériel de formation destinés à remédier à l'inadéquation des compétences en cours d'utilisation (JEA-B13) Nombre de kits de matériel de formation destinés à remédier à l'inadéquation des compétences partagés avec d'autres institutions (JEA-B14)
<b>YIA Project</b>	
+ 75 %	<b>6 indicateurs sur 24 (25%) avec un niveau de couverture acceptable</b> Montant du budget annuel du gouvernement du Sénégal consacré au programme (JEA-B4) Nombre de programmes d'enseignement fondés sur des données probantes adaptés (JEA-B6) Nombre d'emplois équivalents temps plein créés grâce à l'assistance du Gouvernement des Etats-Unis (EG.3-9) Nombre d'individus ayant reçu une formation en sécurité alimentaire sanctionnée par un diplôme et soutenue par le Gouvernement des Etats-Unis (EG.3.2-2) Pourcentage de femmes participant à des programmes soutenus par le Gouvernement des Etats-Unis visant à accroître les ressources Productives (GNDR-2)

TAUX DE COUVERTURE	INDICATEURS
50-75%	<p>Pourcentage d'organisations assistées par le Gouvernement des Etats-Unis ayant amélioré leur performance [niveau IM] (CBLD-9)</p> <p><b>2 indicateurs sur 24 (8, 3%) avec un niveau de couverture compris entre</b></p> <p>Pourcentage de participants aux programmes d'aides du Gouvernement des Etats-Unis pour augmenter l'accès aux ressources économiques productives qui sont des jeunes (15-29) (YOUTH-3)</p> <p>Nombre de personnes ayant bénéficié de programmes ou de matériels adaptés (JEA-B15)</p>
25-50%	<p><b>4 indicateurs sur 24 (20%) avec un niveau de couverture compris entre</b></p> <p>Nombre de clubs certifiés (JEA-B8)</p> <p>Nombre de jeunes inscrits dans des clubs 4-H certifiés (JEA-D4)</p> <p>Nombre d'institutions ayant au moins un nouveau programme adapté aux besoins locaux (JEA-B10)</p> <p>Nombre d'individus participant aux programmes de sécurité alimentaire du Gouvernement des Etats-Unis (USG) (EG.3-2)</p> <p>Nombre de partenariats public-privé établis grâce à l'assistance du Gouvernement des Etats-Unis (EG.3.2-5)</p>
1-25%	<p><b>6 indicateurs sur 24 (25%) avec un niveau de couverture critique</b></p> <p>Nombre de MPME bénéficiant de services de développement commercial (JEA-A4)</p> <p>Nombre de programmes d'enseignement fondés sur des données probantes utilisés (JEA-B7)</p>

## ANNEX J: VOCATIONAL TRAINING CURRICULA

Through co-creation workshops organized by YIA, agriculture production actors developed priority training topics. These are described in Exhibit, organized by region.

Exhibit 16: Priority training topics for vocational training

REGION	PRIORITY TOPIC
Dakar	<ul style="list-style-type: none"> <li>• Licensed Seed Producer</li> <li>• Irrigation system manager</li> <li>• Specialist packaging and packaging of agricultural products</li> </ul>
Thiès	<ul style="list-style-type: none"> <li>• Specialist in processing horticultural products</li> <li>• Technician in maintenance of agricultural equipment</li> <li>• Commercial Technician (sale of agricultural products)</li> </ul>
Kaolack	<ul style="list-style-type: none"> <li>• Renewable energy technician</li> <li>• Farmer/Horticulturist Producer</li> <li>• Provider of extension advisory services</li> </ul>
Ziguinchor	<ul style="list-style-type: none"> <li>• Beekeeper</li> <li>• Harvesting, processing and marketing of agricultural and forestry products</li> <li>• Processing fish and animal products</li> </ul>
Saint-Louis	<ul style="list-style-type: none"> <li>• Animal Health Officer/Veterinary Assistant</li> <li>• Rice conservation and processing technician</li> <li>• Horticultural Producer</li> <li>• Technician in maintenance of agricultural equipment</li> </ul>

Following this process, YIA worked with these same actors to prioritize the following five certificate or diploma offerings:

- Certificate of Professional Aptitude in Animal Health Agent/Veterinary Assistant
- Higher Technician Certificate/Diploma of the Higher Institute of Professional Education in Agricultural Commercial Technician
- Professional Specialized Certificate in Conservation and Processing of Rice
- Professional Specialized Certificate in Rural Agricultural Consultancy
- Professional Specialized Certificate in Beekeeping