



# Projet FAJA

Formation & Autonomisation  
des Jeunes Apprenti.e.s



## CAPITALISATION REPORT :

# Working and support methods to empower young people through the FAJA project

**CONCEPT**  
ONG d'appui au développement

  
FRÈRES DES HOMMES

  
frères des hommes  
Cultivons le Partage de notre Terre

 AFD

  
Wallonie - Bruxelles  
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form et pour transformer  
LA SOCIÉTÉ CIVILE  
POUR LE CHANGEMENT SOCIAL

  
Association  
**BATIK**  
International



Created in July 1996, Concept is a non-governmental organisation, working in the fields of education, training, youth employment, citizenship and support for the craft sector in several regions of Senegal (including Dakar, Kaolack, Saint Louis, Kaffrine and Diourbel) and in Guinea Conakry.

The FAJA project, which stands for Training and Autonomisation des Jeunes Apprenti.e.s (Training and Empowerment of Young Apprentices), is a training and socio-professional empowerment project for young people and women in the districts of Parcelles Assainies and Grand Yoff, run by the NGO, Concept since 2019, mainly in partnership with Frères des Hommes (France) and with the support of the Agence Française de Développement (French Development Agency).

This project is aimed particularly at young people aged between 16 and 35 who are in the process of learning a craft.

**FAJA is available via :**

- Professional and economic support through training and support for entrepreneurship.
- Social support to overcome the various obstacles linked to young people's social situation and encourage their involvement in their community.

In total, almost 100 young craftsmen and women have been supported by the FAJA project between 2019 and 2023. By the end of this period, 66<sup>1</sup> young people had benefited from this support.

(1) Support for young people comes to an end for a variety of reasons: they move house, move to another country or region, get married, change career or course of study, etc.

## CONTEXT AND CAPITALISATION METHODOLOGY

Following discussions at a fortnightly team meeting, a topic was chosen by the project team for capitalisation. This capitalisation aims to address a number of objectives:

- Document and promote the adopted method;
- Make the support method sustainable;
- Have a reference document;
- Share the support method at other levels (with other civil society organisations, the Train to Transform collective).

The methodology used to carry out this capitalisation work involved several stages:

- Consultation of documentation: minutes of meetings, newsletters, etc. team workshops, the coaching booklet and the apprentice booklet, modules and training reports, publication on Thierno Diallo<sup>2</sup> ;
- Project team questionnaire ;
- 5 individual interviews with master craftsmen and parents to gather their stories and experiences;
- A group workshop with around a dozen young people from different project sectors;
- Comparing experiences through analyses carried out by team members on the basis of the data collected;
- Organisation of a joint workshop with all the contributors (project team, parents, master craftsmen and young people);
- Making a documentary;
- Writing a booklet.



(2) Young mechanic supported by the FAJA project in Grand Yoff, who was the subject of a report by Frères des Hommes.

## PRESENTATION OF THE FAJA PROJECT



The FAJA project supports young men and women in their twenties who are in potentially vulnerable situations, and most of whom are learning craft trades in informal workshops. It operates in the working-class communities of Parcelles Assainies and Grand Yoff in Dakar.

The craft industry is highly developed here, offering **young people an opportunity**. Entry to the FAJA project is based on the trade that the young person is learning: woodwork, sewing, mending, mechanics, screen printing, bronze sculpture and dyeing. The support provided is comprehensive. Starting with the **professional sphere**, the project also integrates the **family and community spheres**, with the aim of enabling young people to acquire autonomy as individuals and to become fully involved in all areas. The FAJA project team is made up of a coordinator whose role focuses on management, relationships with the various players and partners, and above all the coordination of the various activities and teamwork.

A volunteer for international solidarity (VSI) is responsible for coordinating the partnership with Frères des Hommes and supporting the implementation of activities, particularly in the area of educational engineering.

A mentor for young people in the Grand Yoff district and a mentor for young people in the Parcelles Assainies district are responsible for monitoring the empowerment of young apprentices. They act as listeners, coaches and advisers for the apprentices; referring them to the appropriate resource individuals and organisations when necessary.

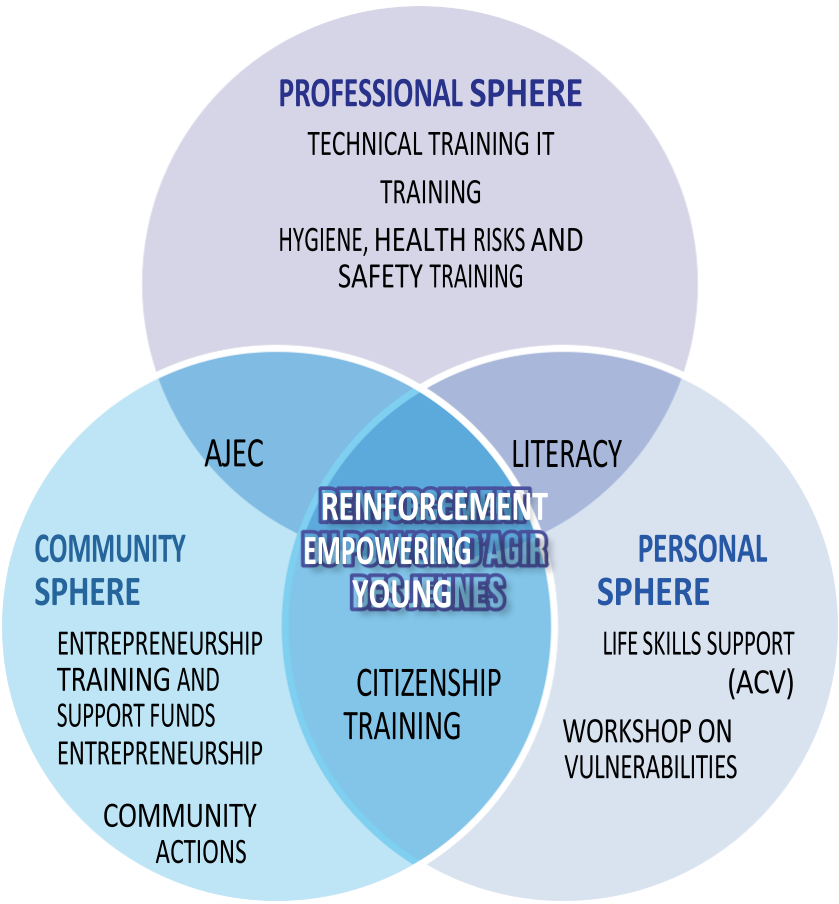
The support workers are also responsible for getting the young people involved in the activities, and liaising with the parents and master craftsmen, who they update regularly on the progress of the support. Finally, a French functional literacy facilitator and a facilitator are also part of the project team.

The support offered to young people under the FAJA project enables them to be supervised in their various spheres (personal, professional and community). The project's various activities fit into each of these spheres.

The three spheres of young people's lives where they are supported, can be linked to the three types of power that contribute to the development of the power to act. The Power to Act approach is based on the idea that there are different forms of power within societies and institutions.

- **POWER TO"** refers to intellectual capacities (knowledge and know-how) as well as material needs and economic means (assets).

→ Professional sphere



- **INTERNAL POWER"** refers to self-image, self-esteem, identity and psychological strength. It pertains to t h e individual: h o w , through analysis (internal power), they are able to influence their lives and bring about change. This leads to a greater awareness of the individual's place and capabilities.

→ Personal sphere

- **POWER WITH"** highlights the notion of solidarity, the ability to organise in order to negotiate and defend a common objective (individual and collective rights, political ideas). Collectively, people feel they have power when they organise and unite around a common goal or when they share the same vision.

→ Collective sphere

# I IN-HOUSE ENGINEERING: DEVELOPING THE POWER TO ACT FOR FACILITATORS



The activity leaders work in perfect collaboration with the technical team, and their power to act is growing all the time.

## 01> TEAM WORKING METHODOLOGY

(peer-to-peer reinforcement, training engineering)

**The team has adopted a positive working methodology that allows the team to feel at ease in the work, mastering many things thanks to the different shared coordination areas.**

**Where can the project and/or activities be coordinated?**

There are various meeting places where the team coordinates its activities: weekly meetings, teaching days, coaching workshop days, activity planning meetings, the team's WhatsApp group, etc.

Most often, the team coordinates project activities at weekly meetings. This coordination is based on a discussed agenda.

**Here is an example of the topics discussed at a team meeting:**

Projet de formation et d'autonomisation des jeunes artisan-e-s de PA et GY AFD - FDH - Concept	
Réunion hebdomadaire de l'équipe projet	
Date : Mercredi 31 Mai 2023	
Lieu : Siège	
Participant : Thiomban	
Ordre du jour :	<p><b>Weekly team meeting</b></p> <ul style="list-style-type: none"> <li>• Mixed meeting</li> <li>• Formalization - certification</li> <li>• Hygiene, risks, and safety</li> <li>• Capitalization</li> <li>• Artisan fair</li> </ul> <p>(English translation)</p>
<ul style="list-style-type: none"> <li>• Batik : non mixte homme, kit d'hygiène, self défense, installation, longuedurée, fonds d'urgence, formation genre</li> <li>• Divers ; capitalisation, foire PA</li> </ul>	

**The objectives identified through these meetings are:**

- Have a common understanding of the project;
- Draw up a schedule of activities;
- Strengthen the team by finding the right methods for supporting young people ways together;
- Share good support practices.

## The prerequisites for organising a workshop are :

- Identify the activity according to the time period;
- Pay attention to the socio-political context (political demonstration, religious ceremony, etc.);
- Define the objective of the activity ;
- Reflect on the methodology to be adopted ;
- Prepare the content to be adapted according to needs and the teaching sequence;
- Choose the date and venue;
- Draw up a budget;
- Define tasks and responsibilities (logistics, invitations, activities, meeting arrangements, etc.);
- Inform the MAs so that they can release the apprentices;
- Inform all young people; Invite those concerned;
- Prepare plans for outings (activities outside Dakar or even in Dakar);
- Prepare relevant authorisation documentation to be signed by parents if necessary;

## The division of tasks for each activity enables the team to succeed in the organisation. Everyone is responsible and does their best to ensure :

- Good awareness;
- A warm welcome;
- Dynamic, appropriate entertainment.

**REMEMBER:** All of this contributes to positive feedback from all those involved. In particular, the provision of snacks and meals and the reimbursement of transport costs encourages participation in activities.



## TEAM CAPACITY BUILDING

Peer-to-peer capacity-building is most often developed during topic based workshops: coaching, literacy, producing teaching plans, or specific content (coaching booklet, reflection on activities, etc.).

Through these workshops, the members of the team strengthen each other. The working methods allow each member to contribute his or her own expertise and experience in relation to his or her profile and role in the team. These dialogues are useful for everyone.

These occasions enable the team to strengthen team spirit and teamwork, cohesion, adopt an appropriate methodology, clear up grey areas (find solutions together), and establish a climate of trust and freedom of expression.

Capacity-building sessions with the project's partners are also organised for the team: Frères des Hommes Belgium on world citizenship, Frères des Hommes France on the power to act, Batik International on gender, etc.

**REMEMBER:** The basis of the team's work (the team's proposals) is based on situations experienced in the field.

## **Example of a peer-to-peer capacity-building session** during a literacy t r a i n i n g day.


### **Report on the Pedagogical Day No. 1 on Literacy**

#### **Agenda:**

- Objectives
- Introduction
- Situation Analysis
- Key Points Review
- Difficulties Encountered by Field Actors
- Level 2 Assessment
- Day's Evaluation
- Key Takeaways

#### **Objectives:**

- Provide a status update
- Offer useful reminders to strengthen actors
- Address problems to gauge difficulties
- Propose some alternatives

 **REMEMBER:** Teaching days are important for literacy, and the results from the field are guiding the team towards new approaches: it's important to bear in mind that we're in a research-action dynamic.

It's also a chance for the team to look back at the methods used to run the event, and to rework the topics and everyone's position.

## **02 > DEVELOPING MONITORING AND COACHING FROM THE TEAM'S POINT OF VIEW: SUPPORTING EMPOWERMENT**

Coaching is part of an ongoing, comprehensive support strategy, providing young people with guidance in all areas of their daily lives (personal, professional and collective). All young people are given an individual interview every four months.

Coaching enables the team to see changes in young people's behaviour and their abilities in different areas. The team has set up tools (coaching booklet) to monitor each young person. There are also analysis days after each coaching session.

These analysis days provide an opportunity to review the adaptability of the booklet (content and form), feedback, general analysis and follow-up of specific cases (old and new).

It's also an opportunity to look back at the position of coaches and to suggest possible solutions for these particular cases.



**A particular case:** *an apprentice who couldn't afford to buy raw materials found it difficult to complete her apprenticeship. She was able to enlist the help and support of those close to her, and now feels more respected and self-confident.*

**In addition to coaching, various strategies have been put in place to better support young people.** Various training courses are offered to them to improve their personal emancipatory abilities. The project's various activities are also adapted according to the needs they express and the findings of the team.

**The team also puts the young people in touch with the structures and professional resources** (administration, public services for issuing identity documents, state training and support/financing bodies, etc.) that may be relevant to their empowerment.

Visits to these facilities are also organised as part of the project, as well as joint discussions with the partners.

👁 **REMEMBER:** In the team, support strategies are discussed to meet the young person's needs. It is through this coaching that we are able to guide the young person towards an activity that will contribute to his/her empowerment. Coaching is therefore a inter-disciplinary activity.

It's an opportunity to listen that allows young people to reflect and become aware of their abilities and limitations. It also provides an opportunity to reflect on the role of the coach.

**The relationship between the team and the young people?** Different types of relationships were created between the young people and the team: professional relationships (working relationships, respect for commitments made to the project, etc.) and horizontal relationships (relationships of mutual trust, help, friendship, respect, mutual learning, balance in the relationship, etc.).

**EXAMPLE:** *the support worker and facilitator in Parcelles Assainies had received gifts (trophies in the form of art objects) from the young people. Some young people also go to the support worker or facilitator for help with certain procedures.*

👁 **REMEMBER:** The "field" team is much closer to the young people through their day-to-day interactions. The coordination team is intended to be less close to them (because it works directly with the field team from Concept's head office) but is also available to help the young people and attends the activities.

**CONCLUSION:** For the majority of the team, the Support strategies help to achieve the objectives of empowering young people. They are well supervised but also empowered.

This is a comprehensive approach to support in all areas of young people's lives. In terms of training, the support is global but can be adapted to the particular circumstances of each young person.

Coaching provides a framework of personalised support in which the support worker is much closer to the young person.

## II SUPPORT FOR CHANGE: DEVELOPING YOUNG PEOPLE'S POWER TO ACT



To support the young people, the team decided it was necessary to implement certain strategies. These support strategies help develop their power to act. The activities are adapted to their needs, in the most tangible way possible, to meet the target of empowering these young people. The project creates a relationship rooted in dialogue with the parents and MA, to create a framework that fosters the development of the young person's power to act.

### 01> PROFESSIONAL REINFORCEMENT

**Professional reinforcement is achieved through various theoretical and practical training courses:**

- **Functional literacy training**, which strengthens young people's intelligence and helps them to become self-sufficient: they will be able to read and write their own projects and manage their own affairs without needing outside help.
  - **Technical training** also contributes to the professional development of young people who have already acquired experience and skills through their work in the workshop.
  - **Training in IT and hygiene, health, risk and safety** rounds off their professional development.
- 👁 **REMEMBER:** Thanks to this range of training courses, young people can become formally trained and leave the informal sector.
- ⚠ **Points to consider:** Young people or parents who are late for sessions can disrupt the activities and the planned methodology, which requires flexibility.

### NOTED CHANGES

One example is the testimony of **Pape Oumar Sylla**, whose daughter is a dressmaker in Grand Yoff: "Yes, [there have been] positive changes: the fact that she has a trade, is independent; does everything on her own without anyone's help is all thanks to the skills of her trade. I can say that she has become more responsible.

**We can cite a few examples of training courses that have helped young people to develop their self-confidence, make decisions and put certain practices into place:**

- **Life skills training**, which covers a range of topics including financial management, which has enabled young people to better manage their entrepreneurial funds and their AJEC<sup>3</sup> money, improve their decision-making skills, and revisit their values and dreams or life projects.
- **Citizenship training to** enable young people to take action in their local communities.
- **Vulnerability workshops** to help young people become aware of, identify and formulate their vulnerabilities so that they can take better individual and collective responsibility.
- **Coaching interviews**

It is thanks to this personal reinforcement that they will dare to demonstrate their talent. This is the case of a young dressmaker from the PA called Elhadji NDIAYE, who gave us good feedback after the technical training. He said that "even though I started the training late, I discovered a lot of things that weren't clear in my head. This training really strengthened me personally".



👁 **REMEMBER:** the aim of the project is to help young craftspeople become independent, take decisions and take action to assert themselves in their lives and in their profession.

⚠ **Points to consider:** Delays, chatter, weather conditions (rainy season) and sometimes the inaccessibility of certain training sites or young people's homes can hamper the smooth running of activities.

### NOTED CHANGES

We've seen a lot of change in the young people through the various training courses they've taken.

Take the case of a young seamstress from Parcelles Assainies, **Aïssatou Diallo**, who didn't dare look people in the eye and hid most of her face. Now she can stand up in front of a crowd and speak in public.

**Here is Aïssatou's answer to the final project evaluation question:**

**How have you benefited from the FAJA project?**

"The FAJA project has given me a lot of things: a lot of training to improve my skills, visits to places I didn't know, equipment to help me set up my own project, and a lot more knowledge, which has given me confidence".

### 03 > STRENGTHENING THE COLLECTIVE DYNAMIC

The FAJA project offers **support** to young people **in implementing citizenship initiatives**. It includes training in citizenship, followed by support in designing and implementing collective citizenship initiatives.

A support fund for civic initiatives has been set up as part of the project to enable these initiatives to be carried out. These actions help **to strengthen young people's sense of belonging to the project and to their community**, by mobilising local residents themselves and raising awareness of their ability to act collectively.

These initiatives strengthen the cohesion of the group of young people and lead them to think about new action to be carried out together in the future. In this way, the young people have been able to organise a number of community initiatives, including the preparation and distribution of meals, street cleaning and school repairs.

**Young people receive entrepreneurship training and are encouraged to try their hand at entrepreneurship (in groups)** thanks to regular funding and monitoring by the teams. This collective work enables them to become aware of the importance of collaboration between members of the same sector or community.

In addition, to give the young people a better understanding of the ecosystem of initiatives that could open up new prospects for them, and to give them a better grasp of their environment outside the workshops, exploratory visits are organised to various organisations in and outside Dakar: the Frédéric Ozanam training centre, DER/FJ, the Dakar Chamber of Trades, the House of Urban Cultures, LabIS, and so on. These group activities strengthen the cohesion between the young people involved in the project and the team.

👁️ **REMEMBER:** These activities enable young people to become aware of the importance of creating alliances, of getting out of their usual environment, and help them to feel legitimate in their community and live their citizenship to the full.

⚠️ **Points consider:** after the citizenship training, the team should issue reminders to ensure that they are fully aware of the issues before implementing citizenship initiatives. The team must also ensure that young people take responsibility for their actions, and not think or do things for them.

#### PERCEIVED CHANGES

**Awa Ndiaye**, a dressmaker's apprentice from Parcelles Assainies, said that it was her dream to help the talibé children<sup>4</sup> in the neighbourhood and the homeless around the market.

Through the project, she was able to get her friends involved in preparing the meals that they shared in her neighbourhood, in a daara that she herself had attended, and in the market where her sewing workshop is located.



(4) Talibés are children entrusted by their relatives to Koranic schools (daaras) for their religious education.



# LEARNING FROM THE PROJECT: SUCCESSES, GOOD PRACTICE AND DIFFICULTIES

## 01> SUCCESS STORIES AND BEST PRACTICE

**The project team identified a number of success stories and good practices to develop:**

- ✓ **Discovery visits** enable young people to get out of the areas in which they live. These visits play an important role in terms of group cohesion, encounters with the outside world, young people's self-confidence and learning.
- ✓ **Literacy outside the alpha classes** enables topics covered in literacy classes to be better illustrated through visits/meetings/interventions.
- ✓ The team's **joint development** of teaching methods, which helps to strengthen each person's skills and to adapt as effectively as possible to perceived realities.
- ✓ Setting up **spaces where young people can express themselves** and let their voices be heard, to boost their self-confidence



**Here are some of the success stories highlighted by the young people:**

- ✓ Peer teaching
- ✓ Group cohesion
- ✓ The certificates after the technical training
- ✓ French-language literacy
- ✓ Technical reinforcement
- ✓ Training and support for building entrepreneurial capacity
- ✓ The fair
- ✓ Civic action
- ✓ Life skills training ✓ Discovery tours
- ✓ Equipment kits<sup>5</sup>

(5) At the start of the project, support was provided to reinforce the equipment in the MA workshops in order to improve the young people's learning conditions. They were then given small items of equipment. Finally, some apprentices received support to set up their own businesses.

## 02 > PARENTS' AND MASTER CRAFTSMEN'S VIEWS ON THE PROJECT, THE YOUNG PEOPLE'S PROGRESS AND THEIR RELATIONSHIP WITH THE TEAM

From the point of view of support, the project brings together all the players involved with the young person. These individuals are regularly informed and in contact with the mentors. They are integrated into the support via visits, joint meetings and certain training courses for master craftsmen.

### EXTRACTS FROM INTERVIEWS WITH MASTER CRAFTSMEN AND PARENTS

#### DESCRIBE THE FAJA PROJECT IN YOUR OWN WORDS (NAME A FEW ACTIVITIES IF POSSIBLE)

**Daba TALL**, mother of a young mechanic in GY thinks that: "It's a project where young people are well looked after, which allows them to move forward in all directions. There's literacy, technical training and equipment support".

#### HOW DO YOU SEE THE EMPOWERMENT PROJECT AND WOMEN?

**Pape Oumar SYLLA** father of a young seamstress in GY, says: "It's a good project, full of prospects. Vocational training for jobs with a future, financial independence and a sense of responsibility".

**Cheikh Aboubacar KEITA**, husband of a young seamstress in the APs also believes that

"The project helps young people to develop team spirit and entrepreneurship.

#### WHAT IS THE RELATIONSHIP BETWEEN THE INDIVIDUALS AND THE PROJECT TEAM?

**Daba TALL** : " A good relationship with the team, sometimes we call each other on the phone."

**Cheikh Aboubacar KEITA**: " We have good, friendly and professional relations". Abdoulaye Diallo, project MA at GY, adds that "he also maintains good relationships, communication and dialogue with the project team".

#### DO THE PROJECT'S ACTIVITIES HELP TO EMPOWER YOUNG PEOPLE?

**Cheikh Aboubacar KEITA**: "Yes, for example, on the financing side, they can help them to manage their own project. On the training side too, they learn new things about their business and build up their skills".

#### WHAT MOTIVATES YOU TO LET YOUR CHILDREN (APPRENTICES) TAKE PART IN THE PROJECT'S ACTIVITIES?

**Daba TALL**: "I witnessed my interest and that of

of my son in this project, which is why I don't even hesitate to let him go when there's an activity. I wake him up for every activity (if it's in the morning)".

**Cheikh Aboubacar KEITA**: "because I see the usefulness of the project and its contribution, and I also have confidence in the project team.

#### IN YOUR OPINION, WHAT ARE THE WAYS IN WHICH YOUNG PEOPLE CAN BECOME AUTONOMOUS?

The master craftsmen and parents made a number of suggestions which they felt could be of use to the project team in its research-action approach, with a view to empowering the young people as a whole:

- Strengthening training in life skills (personal development);
- Increasing funding;
- Increasing purchases of equipment for young people;
- Strengthening the technical skills of certain young people through additional training courses



👁 **REMEMBER:** the master craftsmen and parents have a good relationship with the team. They find the project very beneficial for the young people, with many advantages for both the apprentices and themselves. It's important to involve the various people who are an integral part of the young person's life and who are crucial to their progress and empowerment.

### 03 > DIFFICULTIES

During the joint workshop, individuals - including the team - listed a number of difficulties, such as the fact that some were called to activities during working hours, which made it difficult for them to take part.

At certain points, the activities ran consecutively and as a result, the planning work load was overwhelming, especially for the team.



## CONCLUSION

The added value of the project lies in a holistic and personalised support pathway. Entry to the FAJA project is based on the trade that the young person is learning. However, the support provided is holistic.

Although the project starts with the professional sphere, it also integrates the family and community spheres, with the aim of enabling the young person to acquire autonomy as an individual, to become aware of the importance of the collective and to become fully involved in all areas.

This involves strengthening young people's individual skills, both technically and personally (self-esteem), as well as in their relationships with others.



# Projet FAJA

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## CONCEPT

ONG d'appui au développement

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