

### Table of beneficiaries - Examples

#### Example 1:

Project: Support for training and creation of a multipurpose center in Thylla, Senegal (Jappo Liggeye Thylla).

<b>Number of direct and indirect beneficiaries</b>	<p>Number of direct beneficiaries: 150 participants per year on average</p> <p>The indirect beneficiaries are:</p> <ul style="list-style-type: none"> <li>- the family circle of the beneficiaries</li> <li>- suppliers of raw materials</li> <li>- consumers of finished products.</li> </ul>
<b>Status and situation of beneficiaries</b>	<p>Out-of-school women and girls, some of whom do domestic work in large cities. The latter, in addition to being isolated from their families, face risks such as, among others, rape, assaults and ill-treatment of their bosses.</p>
<b>Method of identification of beneficiaries</b>	<p>Field surveys will be carried out to identify the most vulnerable beneficiaries, with a low income level. Awareness days organized by Jappo could also help identify people wishing to be supported in terms of entrepreneurship in order to promote local development and improve their standard of living.</p>
<b>Selection criteria for beneficiaries</b>	<p>People from low-income social strata, who have no income, who suffer from social violence, whose school cycle is shortened and who do not have a job.</p>
<b>Method of involving beneficiaries</b>	<p>The beneficiaries will be involved in the management committee of the center.</p>

## TOOLS - PHASE 1: PROGRAMMING

### **Example 2:**

Project: Combating trafficking in women for the purpose of sexual exploitation in the municipality of San Borja, in Bolivia (CECASEM).

<b>Number of direct and indirect beneficiaries</b>	<p><u>The direct beneficiaries of the project are:</u></p> <ul style="list-style-type: none"><li>-1500 pupils from middle and high schools in urban areas of San Borja including 800 young women and 700 young men</li><li>-100 pupils from middle and high schools in rural San Borja including 50 young women and 50 young men</li><li>-30 families of producers living in rural areas: about 120 people</li></ul> <p><b>&gt; A total of 1,720 direct beneficiaries.</b></p> <p><u>And the indirect beneficiaries:</u></p> <ul style="list-style-type: none"><li>-100 people (teachers of middle and high schools, local authorities...)</li><li>-3500 people from the general public</li></ul> <p><b>&gt; Or 3,600 indirect beneficiaries.</b></p>
<b>Status and situation of beneficiaries</b>	<p>It is difficult to integrate the direct and indirect beneficiaries of this project into a single profile. The population of the city of San Borja has social, economic, ethnic and cultural diversity.</p> <p>Most children (girls and boys) from high-income families attend secondary schools in downtown San Borja or schools in large surrounding cities such as Trinidad or Santa Cruz (all secondary schools are public). As a result, these students, who have better living conditions, also have better opportunities to "benefit" from secondary education.</p> <p>Conversely, students attending high schools far from the center have less favorable, even precarious, living conditions. Many children are thus forced to work at the same time as going to school in order to provide for their families and provide an income. In some cases, children work only and no longer go to school.</p> <p>Despite these differences, most students in the city of San Borja have wide access to the Internet and social networks via smartphones and television. Indeed, even the poorest students have telephones, as do poor families have televisions and radios. It can therefore be said that young people and adolescents in San Borja have access to global communication through their smartphones, with all the risks and benefits that such access entails.</p> <p>In all the rural communities selected for the project, the living conditions of secondary school students are rather homogeneous because the economic differences between their families are much less significant. The most obvious difference is that students living in communities near the city of San Borja have more access to telephones and television while those living in communities further away from the city have more limited or no access. to these devices. This factor therefore isolates students a little more from global communication.</p>

## TOOLS - PHASE 1: PROGRAMMING

	<p>Students in rural areas are therefore disadvantaged on several points compared to their urban counterparts:</p> <ul style="list-style-type: none"> <li>-access to communication via smartphones and television</li> <li>-the quality of education (lower in rural areas)</li> <li>-the distance to travel to get to school (longer in rural areas)</li> <li>-the obligation to work for young people (almost inevitable in rural areas).</li> </ul>
<b>Method of identification of beneficiaries</b>	<p>CECASEM will propose to the local educational authorities to include all secondary schools in the urban area in the project and will select nine colleges and high schools in the rural area. However, the authorities may decide to apply other criteria for the final selection of secondary schools.</p> <p>For families of rural producers, the selection will be entrusted to the respective municipal authorities and to CECASEM. Then, each selected family will individually decide whether or not to participate in the project.</p>
<b>Selection criteria for beneficiaries</b>	<p>Student beneficiaries in urban and rural areas will be identified by the local partner, based on the following criteria:</p> <ul style="list-style-type: none"> <li>-young students and young students going to the selected middle or high school</li> <li>- generally between 12 and 18 years old.</li> </ul> <p>For students from rural areas, an additional criterion will be applied. This will be the criterion of accessibility to the school: the journey time from the city of San Borja to the school should not exceed 40 minutes.</p> <p>Regarding the selection of families of rural producers, it will be based on three criteria:</p> <ul style="list-style-type: none"> <li>-have girls and / or boys studying in selected middle or high schools</li> <li>-produce a surplus of bananas and cassava which will be used for collective trading in these products</li> <li>- to engage jointly and together in the trade of these products.</li> </ul> <p>No additional criteria will be applied in the selection of young female beneficiaries. However, in all beneficiary groups, attention will be paid to women as they are the main victims of human trafficking, regardless of their age.</p>
<b>Method of involving beneficiaries</b>	<p>The beneficiaries are at the very heart of the project which is implemented exclusively for the improvement of their situation. They will therefore be fully committed to it.</p> <p>In urban and rural areas, the voluntary participation of students in activities will be strongly encouraged and women will be given priority.</p>

## TOOLS - PHASE 1: PROGRAMMING

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	<p>Urban and secondary school teachers who have already participated in the previous project will also be actively involved in this new project. This participation will be even stronger since teachers from rural areas will also be involved.</p> <p>Families of producers in rural communities will also be very involved since they will be involved in all stages of the project, in particular the collection of products from different communities, their transport to La Paz or Trinidad and the sale of products on the La Paz or Trinidad markets.</p>
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