

## Contribution of entrepreneurial support structures to the self-employment of young people from the central region in Burkina Faso

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**ABSTRACT:** This joint study on the contribution of support structures to the self-employment of young people stems from the fact that the Burkinabè education system returns graduates each year in search of employment and the number is only increasing year by year. This study aims to assess the impacts of support structures for the self-employment of young people. The human capital theories of Gary (1992), the referentialization theory (ICP) of Figari (1994) and that of Paul Arthur Fortin the measure d served as a basis for this study. The non-probabilistic method and the reasoned choice followed by the non-probabilistic random method made it possible to identify 170 subjects as a sample. The results obtained through this methodology reveal that technical support allows young people to acquire entrepreneurial skills (88.05% business plan preparation and 87.42% in business management) and financial support promotes creation companies (66.67% have created their companies.). This study has shown the importance of the contribution of entrepreneurial support structures, as non-formal education devices to the self-employment of young people.

**KEYWORDS:** Education, Entrepreneurship, Employment, Development.

### 1 INTRODUCTION

Entrepreneurship seems to be the way to solve the unemployment problem in all countries of the world. Thus, for Chabaud & Degeorge, (2016, p.19) "Entrepreneurship is at the heart of public policies and the questions of researchers and practitioners" because it contributes to job creation and economic growth. The importance of entrepreneurship and its contributions vary according to the levels of economic development of countries, the size of companies and their ages.

Thus, the report on the economic outlook for Africa 2017, co-authored by the African Development Bank, the Organization for Economic Cooperation and Development (OECD) and the United Nations Development Program (UNDP) indicates that most African countries are developing industrialization strategies that are based on entrepreneurship.

According to the demographic projections of the INSD (2009), the population of Burkina Faso is estimated at 20,244,080 inhabitants in 2018 (or 9,777,136 men and 10,466,944 women) and could reach 21,510,181 inhabitants in 2020. L The 2015 Continuous Multisectoral Survey (EMC) indicates that 47% of the population is under 15 years old, 67% under 25 years old and 33.2% of young people are between 15 and 35 years old.

Indeed, nearly 60% of this population is young and constitutes an asset for the economic, social and political development of the country if it is properly supervised and trained. However, it is confronted with a certain number of difficulties and major challenges which hinder its development and hamper its active participation in development. Coombs (1989) writes that after independence, African countries were faced with the problems of development and the reorganization of society. They urgently needed to build up a skilled workforce to run the modern sectors of large cities and ensure development.

Wanting to obtain rapid results, they did not take the time to create educational systems that met their own needs and reproduced the colonial model, hoping that it would give the same results as those it allowed to obtain. in its original

environment. Thirty years later, we can observe that this system, which has become elitist, has produced many more graduates than the evolution of the modern sector allows to hire.

Indeed, education constitutes the basis of any human society which aims to be stable, united and prosperous. It promotes socialization, social and economic integration of individuals into their living environment. This is why the Sustainable Development Goals (SDGs) place education at the forefront of its struggle for development. Moreover, Joseph KI-ZERBO by titling his work "educate or perish" reflects the importance of education for society. But unfortunately, the Burkinabè education system produces unemployed graduates and the number of these looking for work is only increasing from year to year.

To solve this unemployment problem, private and public initiatives have been born, including programs and projects for the socio-professional integration of young people, support structures for entrepreneurship. The link between the work of these structures and the self-employment of young people makes it possible to consider the theme on the contribution of support structures to the self-employment of young people in the central region of Burkina Faso.

## **2 STATE OF THE PROBLEM**

The figures presented at the Symposium dedicated to the theme of the development of the international labor market are alarming: 3.3 billions formal or informal jobs should be created by 2050 to enable all working people to be included in the economy. In sub-Saharan Africa, 330 millions young people will enter the labor market in the next fifteen years.

The International Labor Office (ILO) noted in its report on the employment crisis that the number of unemployed youth increased from 71 million in 2007 to 75 million in 2012 worldwide (ILO, 2012). In 2014, the youth unemployment rate already exceeded 12% in developing countries. In Africa, this unemployment rate remains high and today stands at over 31% while it is 6% in Sub-Saharan Africa (ILO, 2017) where until 2035, 18 millions jobs per year will have to be created there. Currently, this figure is only 3 million (AU-EU, 2017: 33).

In fact, in Burkina Faso, the competition figures for the Ministry of the Civil Service attest to this reality. Thus, in 2016, 936,264 candidates for 12,324 positions to be filled; in 2017, 11,096 against 905,166 applications, ie an absorption rate of 1.22%; in 2018, over 1,200,000 for around 6,000 positions; that is, one position for 200 candidates on average. In 2020 we have 1,290,142 candidates for 4,721 positions to be filled.

This situation of rising unemployment rate among young graduates prompted Lejeune and Derriennic (1996, p.7) to say that: "African youth have no future. Because, when old enough to enter working life and earn a living, young people are the first to be affected by unemployment and underemployment, they are also the most vulnerable. After believing in the race for diplomas, many young people find themselves at the end of their studies with no prospect in a closed market. In any case, young people do not have long-term prospects. They live from day to day at the risk of being tempted or drawn into illegal activities, into delinquency ". These findings have prompted states and researchers to seek solutions to overcome this problem.

This is how public and private initiatives were born and aim to set up innovative and inclusive training systems, making it possible to deliver a flexible training offer adapted to the needs of the local economic fabric and facilitating the transition to employment and specifically other approaches have taken an interest in supporting young people in their integration process. Support for entrepreneurship finally appears crucial in a context where economies are no longer able to offer decent employment opportunities to young people who enter the labor market each year. This research has set itself the task of identifying the impacts of the actions of these support structures for self-employment on young people. What are these structures doing to help young people integrate professionally ? How do these structures contribute to the self-employment of young people ?

## **3 THEORETICAL FRAMEWORK**

The question of unemployment is raised acutely in developing countries, due to the inadequacies and the unsuitability of the education system to the contextual realities of these countries. So, all countries are looking for solutions to this problem. The present study borrowed the human capital theory of sociologist Gary (1992) speaking of skills development, the referentialization theory of Figari (1994). Thus, the theory of human capital is based on three elements namely skills, experiences and knowledge. According to the definition of the OECD, human capital covers "all the knowledge, skills, competences and individual characteristics that facilitate the creation of personal, social and economic well-being" "human capital constitutes an intangible good that can advance or support productivity, innovation and employability "And for Fortin (2000), culture must also refer to relevant skills of know-how, interpersonal skills, know-how and how to act appropriate to the life situation. Thus, entrepreneurial culture is the creation and management of a business, the dynamic and innovative

approach of an employee in employment to advance the business, the active and dynamic search for a job for an unemployed person, the stimulating pedagogy of the teacher with young people in training and the positive and innovative social intervention which corresponds well to the research framework, that is to say the accompaniment to the entrepreneurship among young people looking for jobs or carriers of ideas.

Thus, the referentialization scheme (Induit-Construit -Produit) offers the possibility of developing tree structures from the three poles of the triangle to specify the analysis approach (i.e. the theoretical referents and the methods of collection and data processing) according to the device evaluated and the problem addressed.

#### 4 METHODOLOGICAL APPROACH

A participatory approach combining quantitative and qualitative data collection was adopted within the framework of this article. Indeed, a pre-survey was carried out in November 2019 and the survey itself in March and April. It concerned the beneficiaries of eleven out of eighteen self-employment support structures at the time of the survey, outside the technical departments of the ministries which carry out entrepreneurship projects and programs.

The research concerned 170 subjects, including 159 young beneficiaries and 11 resource persons. A questionnaire was administered to the young beneficiaries while an interview guide was used with resource persons such as those in charge of support structures for entrepreneurship. Data collection is done with the ODK software, installed in the phone with the questionnaire. Young beneficiaries were interviewed and completed each questionnaire that was stored on the KOBO Toolbox server.

For the data analysis we used the STATA version 14 software and the Excel spreadsheet for tables and graphs. Before being able to analyze the content of the interviews, we transcribed these interviews, organize the data and prioritize certain verbatim from the interviews with regard to their content for certain indicators.

#### 5 RESULTS OF THE RESEARCH

##### 5.1 QUANTITATIVE RESULTS

*Table 1. Distribution of beneficiaries according to their level of education*

Educational level	Girl	Boy	Total	Percentage
Primary	5	4	9	5,7%
1st cycle secondary	8	10	18	11,3%
Secondary 2nd cycle	9	10	19	11,9%
University	30	83	113	71,1%
Total	52	107	159	100%

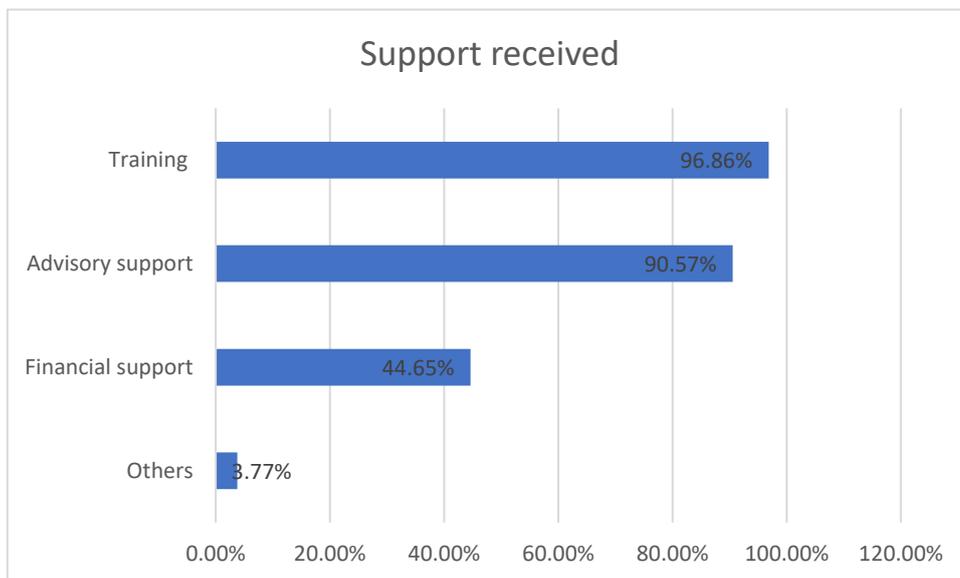
This table depicts the fact that 71.1% of beneficiaries of education and support structures for entrepreneurship have a university education level, then comes the secondary education level 23.2%, 9% and finally 5.7% for the primary level.

*Table 2. Breakdown of beneficiaries according to their function*

Function	Female	Male	Effective	Percentage
Student	14	29	43	27%
Contractor	34	68	102	64,2%
Unemployed	2	6	8	5%
Others	2	4	6	3,8%
Total	52	107	159	100%

This table highlights that 64.2% of respondents are entrepreneurs with 42.8% men against 21.4% women. Students represent 27% with 18.2% male against 8.8% female. The unemployed occupy 5%. The other functions represent 3.8%.

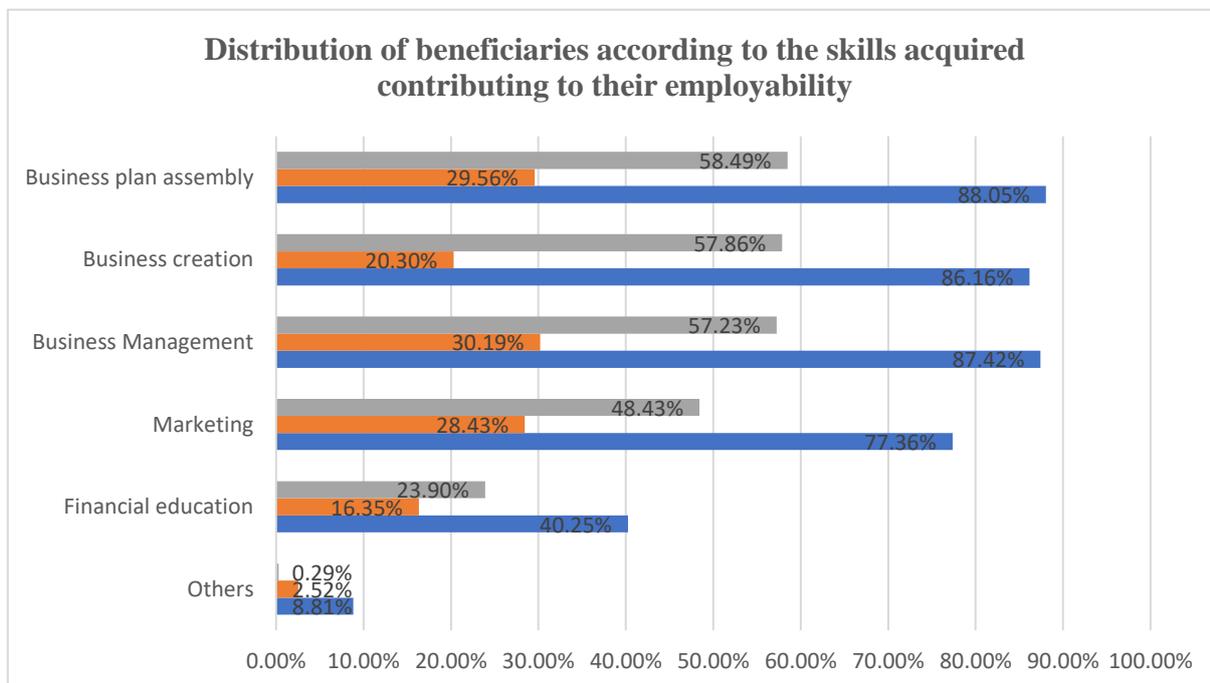
5.1.1 SUPPORT ACTIONS FOR ENTREPRENEURSHIP



Graph 1: Distribution of beneficiaries according to the type of support received

This graph highlights that 96.86% of respondents received training, 90.57% advice support, 44.65% financial support and 3.77% something else.

5.1.2 EFFECTS OF THE ACTIONS OF SUPPORT STRUCTURES ON BENEFICIARIES



Graph 2: Distribution of beneficiaries according to the skills acquired contributing to their employability

This graph shows that 88.05% of the subjects surveyed have acquired skills in setting up a business plan; 87.42% acquired skills in business management; 86.16% had skills in starting a business; then 77.36% acquired marketing skills; 40.25% had financial education skills.

**Table 3. Distribution of beneficiaries according to business creation**

Sex	Business creation	
	Yes	No
Female	39	13
%	24,53%	8,18%
Male	67	40
%	42,14%	25,16%
Together	106	53
%	66,67%	33,33%

This table shows that 66.67% of all beneficiaries were able to set up their business, of which 42.14% were men against 24.53% were women. 33.33% were unable to do so.

**Table 4. Distribution of beneficiaries according to business creation and non-acquisition of financing**

Sex	Business creation and unearned financing	
	Yes	No
Female	12	13
%	13,19%	14,29%
Male	28	38
%	30,77%	41,76%
Together	40	51
%	43,96%	56,04%

The table above depicts the fact that among those who were able to start a business 56.04% were able to set up their business without receiving funding.

### 5.1.3 ELEMENTS OF MOTIVATION FOR YOUNG PEOPLE TO GO TO SUPPORT STRUCTURES AND ENTREPRENEURSHIP EDUCATION

**Table 5. Distribution of beneficiaries according to the motivation to go to education and entrepreneurship support structures**

Motivation	Sex	
	Female	Male
Desire to acquire knowledge and skills in entrepreneurship	17	40
%	10,69%	25,16%
Desire to start my business	23	47
%	14,47%	29,56%
Desire to find a job	5	10
%	3,14%	6,29%
Others	7	10
%	4,40%	6,29%

This table shows that 35.85% of beneficiaries went to education and support structures for entrepreneurship out of a desire to acquire knowledge and skills in entrepreneurship, 44.03% went to these structures in the goal of being able to create their businesses, 9.43% went to these structures for the desire to find a job and 10.69% went for other reasons.

## **5.2 QUALITATIVE RESULTS**

### **5.2.1 A ABSTRACT OF THE PRESENTATION OF SUPPORT STRUCTURES AND THEIR ACTIONS**

These results show that the Burkinabè ecosystem is full of different types of support structures that differ from one another either in the target audience or in the nature of their support.

Thus, through the interviews, we were able to identify private and public incubators in the form of an association or a company.

The public structures that we were able to identify are the DOFJE of the Ministry of Youth, the AFP / PME of the Ministry of Commerce, Burkina start up. The other structures are private initiatives: they are BéogoLab, WakatLab, Akri, la fabrique, KéoLID, UO @ incub, 2IE Technopôle, the company house and ProFeJeC.

### **5.2.2 ACTIONS IN FAVOR OF YOUNG PEOPLE ARE TRAINING, ADVISORY SUPPORT AND COACHING, PROJECT FINANCING.**

Regarding the intervention strategy, some structures recruit young people with ideas, whom they will train to supervise and finance the implementation of the project, others make calls for projects and these are impact projects that they recruit to support either the search for financing or markets to boost young companies.

## **6 DISCUSSION**

### **6.1 ANALYSIS OF THE SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE YOUNG BENEFICIARIES OF SUPPORT STRUCTURES**

On the demographic level, the literature generally studies the influence of two characteristics on the motivations to be undertaken. Age and gender, Reynolds and colleagues show across 29 countries (from all continents) that entrepreneurs by opportunity are older than entrepreneurs by necessity. These results are not corroborated by other authors. Thus, Zoumba (2018) citing Robichaud, Lebrasseur, & Nagarajan (2010) in Canada, Bhola et al. (2006), Verheul et al. (2010) and van der Zwan, Thurik, Verheul, & Hessels (2016) in 25 countries of the European Union plus the United States, Wagner (2005), Block & Sandner (2009), Caliendo & Kritikos (2009), Block & Wagner (2010) and Fossen & Büttner (2013) in Germany, then Giacomini et al. (2011) in Belgium show that they find an inverse relationship. These authors all carry out equally quantitative studies and establish that necessity entrepreneurs are older.

And Bergmann & Sternberg (2007) show in the German context that age does not have an influence on entrepreneurs out of necessity. These differences seem little related to contexts because the work of Bergmann & Sternberg (2007) and others like Wagner (2005) for example are carried out in the same German context with the same type of data. The gender of entrepreneurs motivated by necessity and opportunity was also studied. Cited by Zoumba (2018); Giacomini et al. (2011) in the Belgian context show a positive relationship between the male gender and entrepreneurship by necessity. Block & Wagner (2010) and Verheul et al. (2010) indicate, on the other hand, that men are more likely to become entrepreneurs out of opportunity than to be entrepreneurs out of necessity. According to this study, more men go to support structures, ie 67.30%. This reflects the fact that they are able to become entrepreneurs by opportunity because they want support to build innovative and sustainable businesses. Thus, studies have shown that the majority of women who enter business do so out of necessity, which is why they are rarely found in support structures. But we want to emphasize that the women we have been able to meet undertake by opportunity because they have innovative and impactful projects that generate a lot of employment and protect the environment or the health of the population (example of Palobde which manufactures diapers for adolescent girls and women). This not only helps improve the reproductive health of adolescent girls and women but also provides employment for those who grow organic cotton, those who spin cotton, those who weave and those who sew diapers)

### **6.2 ANALYSIS OF THE ACTIONS OF SUPPORT STRUCTURES FOR SELF-EMPLOYMENT**

Investment in human capital through training is of great importance. And we can affirm with Baba Moussa (2000) that "What we can retain from works which are based on the theory of human capital is that they all highlight, as Psacharopoulos and Woodhall summarize it well, that "*education, like other forms of investment in human capital, can contribute to economic development and raise the incomes of the poor as effectively as investments in physical capital such as in transport, communications, energy or 'irrigation'*" (Psacharopoulos and Woodhall, 1988: 3). "Thus according to our results, Table I shows that 71.1% of beneficiaries of entrepreneurship support structures have a university level. These results show that these

structures are more frequented by young graduates who are unemployed or looking for work. They also underline the high rate of unemployment of young graduates who want to start a business or find a job. This is how Lejeune and Derriennic (1996: 7) assert that:

*"African youth are lacking for the future. Because, when old enough to enter working life and earn a living, young people are the first to be affected by unemployment and underemployment, they are also the most vulnerable. After believing in the race for diplomas, many young people find themselves at the end of their studies with no prospect in a closed market. In any case, young people do not have long-term prospects. They live from day to day at the risk of being tempted or drawn into illegal activities, into delinquency".*

Indeed, for Fortin *"to ensure the economic growth of an area, you have to have a medium and long-term vision. There is a solution to create employment in the medium term: the transformation of a given community into an incubator environment for entrepreneurship"*. This is the case with the university, which must be transformed into an incubator environment for entrepreneurship. The fact is that the majority of our respondents are students looking for solutions to their unemployment problem or to start a business. This shows the importance of these structures whose role is to inform, educate, train and guide these young people for the creation of businesses. At Joseph KI ZERBO University there are two incubators (INCUB @ UO and UO INNOVA). Which is a good thing, but the accommodation capacity and the conditions of access mean that many students cannot access it. The majority of beneficiaries are entrepreneurs as confirmed in Table II (64.2% with 42.8% women and 21.4% men). This shows the importance of entrepreneurial support and the contribution of these structures to the self-employment of young people. The results of graph 1 show that all the subjects benefited from either technical or financial support (96.86% benefited from training, 90.57% from advisory support, 44.65% from financial support and 3.77% of something else). What is deplored by the beneficiaries is that many do not benefit from the funding, which sometimes limits the transition to the act of starting a business. What is interesting is that despite 44.65% benefited from the funding 66.67% were able to set up their businesses according to Table IV. Here we can affirm that technical support plays a capital role because whatever one says the skills, the abilities, the motivations prepare and push the individual to undertake. But we are not unaware of the financial support which is an integral part of entrepreneurial support and which complements the technical one. In this sense, our results show that 97.06% of those who benefited from the financing created their businesses

As Fortin ((2002) confirms in his work entitled *"Entrepreneurial Culture, an Antidote to Poverty"*, *"Helping a person able to work to get out of poverty therefore means making him capable of taking charge rather than giving him support money and keep it too often in dependence"*. The author therefore claims to provide skills to be undertaken by saying "as well as appropriate knowledge to properly meet the challenges as an entrepreneur or employee and skills of know-how appropriate to his life situation. "From the author's 2003 Dakar conference on "poverty, a curable disease ". Also, according to the theory of capital, we consider that human capital is made up of three elements which, together, determine a certain aptitude of the individual to work, namely skills, experiences and knowledge. We can explain the fact that many of our respondents were able to create their businesses without funding by the fact that within the framework of the Youth Employability and Skills Development Project coordinated by the Maison de l'Entreprise was able to select young students who finished their studies and became interested in the work of the cabinets. Thus, these young people had favorable predispositions to business creation and had training as trainers in entrepreneurship and considered a base of entrepreneurship experts to support the business house. So these young people are automatically associated as trainers to support the firms recruited by the Maison de l'Entreprise when it has contracts. So according to information from the head of the Maison de l'Entreprise "the majority of young people who have received training from entrepreneurship trainers have been able to set up their businesses and formalize them".

For the training offers offered by the different education and supervision structures are practically identical except for a few. So, we notice that apart from financial education that less than 50% of the respondents declared having received it as training all the other offers such as creation, management of companies, marketing, assembly of business plan were administered to more by 80%. We can thus say that the training offers in entrepreneurship are roughly the same to promote employability and business creation. Figure 3 shows that the skills acquired through these trainings are practically skills in business creation and management, in marketing, in setting up business plans and in financial education. By analyzing these training offers and the skills resulting from these training courses, we can affirm that these offers range from awareness-raising to business creation to business management, including how to make your product known, how to sell it well, to who do we sell it in Abstract strategies to move our business forward. Financial education, which is the discipline that allows the entrepreneur to know how to differentiate family management from business management, therefore knowing how to save, budget, manage debts and know how to negotiate financial matters. In addition to these training or skills offers, there are tax law, leadership, personal development and any other training that falls within the framework of entrepreneurial capacity building. The general remark is that women are not representative in the sample which means that suddenly in all training, they are less represented than men Technical or intangible support

Technical support enables beneficiaries to acquire skills to set up their businesses, as pointed out by Borges et al. (2005), and Sammut (2003), support allows business creators to access useful information and acquire the knowledge allowing their projects to mature and bring them to fruition.

Thus, graph II showing the distribution of beneficiaries according to the skills acquired contributing to their employability shows that more than 80% of those affected by the survey have acquired skills in terms of setting up a business plan and setting up a business, business management and marketing. These marketing and financial education skills could help those who start and will start their businesses manage them better. The importance of these skills is no longer to be demonstrated in the management of a business because to create it is one thing and the other thing is to manage it so that it is perpetuated. According to the studies carried out by the Agence Pour la Création d'Entreprise (APCE, 1998), the approach chosen to prepare the entrepreneurial project will determine the survival of the young company.

### **6.3 FINANCIAL SUPPORT**

Financial support, which is all the grants, loans and prize-winners acquired as part of the support of the young entrepreneur. According to Chart 1 only 44.65% received funding. This reflects the insufficient funding for entrepreneurial support. Thus, according to many of the beneficiaries of entrepreneurship support structures, the major difficulty encountered is that of financing either to start their activities or to strengthen the capacity of their businesses.

Ultimately all the young beneficiaries are unanimous that the support structures for entrepreneurship contribute to the socio-economic development of young people. By analyzing the responses of these young beneficiaries in relation to the achievements, we can affirm with them that many achievements have been made with the support structures but many challenges remain to be overcome. So summarized, these young beneficiaries have acquired knowledge and skills ranging from openness, entrepreneurship, business creation, business management, marketing to better sell their products and services and how to move their businesses forward. Other young people, thanks to the support of support structures, have been able to make their businesses more competitive and hire other young people and have them declared to the National Social Security Fund (CNSS). Also, we can say with Fillion (1991) that "*entrepreneurship is the process by which people realize that owning their own business is a viable option or solution; these people think of businesses they could start, realize the steps to be taken to become an entrepreneur, and get started in setting up and starting a business*". The European Communities Commission (2006) declares that "*entrepreneurship is a key skill for growth, employment and fulfillment*".

If we consider the capacity of 30 private entrepreneurship support structures outside the business house and state structures such as AFP / PME, Burkina Start-up the Ministry in charge of youth and the promotion of youth entrepreneurship. And according to Kyélem "*Burkina Faso is a country whose human capital is the essential resource and the driving force of development. And the development of this capital depends on education and training through an education system perfectly adapted to the economic and social realities of the country to be able to ensure its development*". It is therefore necessary to put in the material and human resources sufficient and efficient to reach the maximum number of young people.

### **6.4 THE MOTIVATIONS OF YOUNG PEOPLE TO GO TO THESE STRUCTURES**

Two types of motivations are generally distinguished and lead to two types of entrepreneurs and entrepreneurship. The so-called pull motivations (from the verb "to pull" in English), such as the need for independence, achievement, the search for autonomy, freedom, recognition, status, the desire to challenge, to gain money, to take up challenges, come from rather positive factors. Equipped with these pull motivations, the concerned entrepreneurs engage in an entrepreneurial opportunity.

The second type of motivation is qualified as push (from the verb "to push" in English), often involves individuals in an entrepreneurship of necessity or service. Speaking of the motivations in our study, what must have pushed young people towards support structures is, among other things, the desire to find a job, to acquire knowledge and skills in entrepreneurship, to create a business. Thus, according to Table VI (44.03% declared that it is the desire to create a business that led them to their support structures for entrepreneurship for 35.85% it is the desire to acquire knowledge and skills and 9.43% said that it is the desire to find a job that leads them to these structures but 10.69% said that other reasons led them to them). If we analyze the motivations of the different beneficiaries we can say that the majority of respondents were aware that they had to create their own businesses and that they had to seek support to achieve their goal. This is why we agree with Giroux (2007: 7) that "*the creation of a company must be part of a positive dynamic from the training and not appear as a late solution for unemployed students in a situation of failure in relation to their integration into economic society*".

And for some, it is necessary to acquire knowledge and skills in entrepreneurship through these support structures in order to start a business sooner or later. We have indeed seen young people in these structures attending training sessions in entrepreneurship. Certainly they have their reasons, either to prepare to undertake in the event of failure in recruiting for salaried work or even after the success to consider undertaking later. The reality is that to get a job you have to get up early so everyone is about to take on the hard work of finding jobs.

#### 6.5 ARE THE SUPPORT STRUCTURES NON-FORMAL EDUCATION DEVICES ?

When analyzing the responses to the question of whether support structures are non-formal education devices, the tendency is that they do indeed constitute non-formal education devices. Because they offer learning opportunities through training, advice or coaching and allow young people to acquire entrepreneurial skills for self-employment. Also, through the various fablabs of certain structures, educational activities are carried out, such as "Jerry school Faso" of wakat lab. According to the manager, this activity is a purely educational activity

*"which is in fact the recovery of old computer science materials with which we repackage in cans with children from primary school to allow children to demystify the computer tool and to build their own computers from the different components of the central unit. This allows them to put themselves in the shoes of a manufacturer and to better understand the operation of this digital tool which is the central unit which is the basis of the operation, of the use of the digital tool. It is a fun workshop that allows them to understand the process of the central unit, to discover another universe".*

According to the head of Béoogolab *"the structures are places for learning the entrepreneurial profession, in the informal sector if someone wants to learn to trade they will stay with a large trader to learn. Now these structures are places of learning and support for young project leaders not only to acquire skills but also financial support to start their business"*.

So ultimately, these structures are structures that complement the shortfall in the formal education system to give this entrepreneurial education to young people who want to be entrepreneurial or self-employed.

## 7 CONCLUSION

The analysis of support structures for self-employment and their actions allowed us to know the mode of operation of these structures and to determine the impacts of these actions on the socio-professional integration of young people. Thus, we have set ourselves the objective of determining the contribution of the support of these entrepreneurial structures to the self-employment of young people in the central region.

At the end of our investigations, we arrived at the results according to which, the technical or non-financial support of these structures allows young people to acquire entrepreneurial skills and their financial support promotes the creation of young businesses. Technical support enabled more than 80% of our respondents to acquire skills ranging from setting up a business plan through creation, business management, marketing and financial education. These acquired skills have enabled many of them to set up their businesses without obtaining financial support from their support structure. These results show the importance given to the acquisition of skills because 56.04% were able to start their business without receiving funding. They were able to benefit from counseling support training. This is not to say that funding is not important but it is to return to the theory of capital which emphasizes the formation of this capital if we expect to obtain better results or returns.

The fundamental problem with this study is that despite the projects and programs to promote self-employment, few young people are interested in them and few sustainable businesses are created; hence the birth of support structures to promote entrepreneurship as stated by Antoine de Saint-Exupéry *"The future is not about predicting it, but making it possible"*.

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