

Peer Review in Education in Africa

Burkina Faso

Improving the Quality of Basic Education
under the PDSEB, Decentralization and
Continuum Educational Reform Frameworks



With a financial and programmatic backing from Korea and UNDP, under the Peer Review for Capacity Development of Educational Leadership in Africa Program

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الرابطة لأجل تطوير التربية في أفريقيا
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Foreword

Burkina Faso achieved independence in 1960 with an enrolment rate of 6.5%¹ (for 7-14 year-olds). Since that period, authorities have taken very seriously education issues. Thus, the various policies initiated in the sector resulted in the improvement of the major education indicators. However, disparities remain between the various levels. The implementation of education programs, as of part of the 2000-2010 education decade, calls for periodic reviews that will help evaluate the country's educational achievements. In this regard,

Burkina Faso has decided to conduct a peer review of its programs and requested a support of the Association for the Development of Education in Africa (ADEA). Such request was approved through a recommendation from the 33rd Session of the ADEA Steering Committee Meeting.

The aim of such peer review is (1) to help Burkina Faso “improve the Quality of its Basic Education, under the PDSEB, Decentralization and Continuum Educational Reform Frameworks” and (2) contribute to making Burkina Faso an emerging country by 2025. For this purpose, the country was trying to launch a major educational reform and needs to document the following issues:

- consistency between the theoretical basis, didactical principles and teaching practices;
- the relevance of the proposed teaching/learning approaches compared to the aims of the reform, the socioeconomic needs of the learner, and the labor market needs;
- review and analysis of the structuring of the new curriculum;
- caring for the vulnerable youth needs;
- effective anchoring of non-formal education to the national educational system;
- taking into account national languages in the basic education curriculum teaching/learning processes and
- fully integrating Monitoring/Evaluation processes in the new curriculum to regularly adjust to the socioeconomic needs of Burkina Faso;
- strengthening of teaching approaches in use in the formal and non-formal sector, particularly PDT, APC, PPO, ASEI/PDSI and the other promising approaches;
- taking greater account of pre-vocational training in the basic education curriculum (refer to PDSEB and PN/EFTP);

¹YARO Y., 1994 - Why is the Expansion of Primary Education so difficult in Burkina Faso? A socio-demographic analysis of academic determinants and prospects from 1960 to 2006; Thesis in Demography, IDUP-University of Paris 1, 391p.

The peer reviewers were particularly assigned (1) to assess the extent to which the new curriculum was coherent, practical and feasible, (2) to examine how non- formal education could be effectively anchored to the educational system in order to build an unified basic education, and (3) to explore how prevocational education would be integrated to primary and secondary education in order to facilitate bridging between the world of training and that of employment.

Using a national diagnosis, completed by an international peer review, the study would lead to formulating educational policies that should improve Access, Quality, Equity and Governance.

Thanks to the reviewer's dedication and hard work, the national self-assessment and the international peer review were successfully conducted. Out of this process, 64 recommendations were drafted and put forward for examination by my Department and its partners.

These results from the review will be used to strengthen the implementation of education policies, particularly those regarding teaching-learning processes as well as teacher training. Moreover, this review will contribute to the advancement of all sub-sectors of formal and non-formal education. It attests to the overall consistency of the educational system in Burkina Faso.

Burkina Ministries of Education will closely work with major stakeholders of the sector to implement the results of this review.

On behalf of my colleagues and on my own, I would like to express my warm hearted gratitude to all the Ministry internal and external Departments and to the international experts who have been involved in the preparation and the conduct of this peer review. I would also like to encourage all stakeholders to strengthen the synergy of their actions and to renew their efforts so that, by the year 2025, "*Burkina Faso will have a well-performing and inclusive educational system*".



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Acknowledgments

The Peer review in Burkina Faso results from the cooperation between Burkina Faso, in particular, the Ministry of National Education and Literacy -MENA and the Association for the Development of Education in Africa -ADEA. It shows the strong relationship existing between the two parties. On their behalf, I would like to express my deep thanks to the Mayors of Ouagadougou, Manga and Toécé as well as to the visited local NGOs and Associations. This is also an opportunity to express our gratitude to all the members of the Self-assessment Team, which performed wonderfully under the supervision of MENA Permanent Secretary and MENA Director General of Research and Innovations.

All the MENA and ADEA Technical and Financial Partners must also be recognized here for their invaluable support to the entire process. This was particularly the case with South Korea and UNDP which contributed to the field research as they financially backed up the review. The staff of the Working Group on Non-formal Education (WGNFE) is also to be commended for their unwavering support with peer review, along with the experts they mobilized from Cameroon, South Korea, Guinea, Mali, and Niger. They did a remarkable contribution under the supervision of former Permanent Secretary of Niger and CONFEMAN former Executive Secretary, Madam Hadja Adiza HIMA. Last but not the least, I would like to recognize here the unfailing logistical and administrative support from the Executive Secretaries Mamadou N'DOYE, Jean Marie Ahlin BYLL-CATARIA and Oley DIBBA. They deserve special mention for their leadership, their constant availability, their technical input and their capacity to mobilize the ADEA Peer Review Executive Sub-Committee as well as the Forum of ADEA's African Ministers of education and training. To all those who have supported the peer review in Burkina Faso, thank you!



The ADEA Peer Review Exercise Coordinator

Acronyms and abbreviations

A3F	:	Learning of Functional Basic French
AIDS	:	Acquired Immunodeficiency Syndrome
AME	:	Educator Mothers' Association
ANPE	:	National Agency for Employment
ATER	:	Temporary Teaching and Research Assistants
ATOS	:	Technical, Administrative, Non-Skilled and Support Staff
BEP	:	Vocational Training Certificate
BEPC	:	First Cycle Certificate of Junior High School
Btn	:	Technology Baccalaureate
CAP	:	Vocational Aptitude Certificate
CAST	:	Special Appropriation Account of Treasury
CAST/ FSDEB:		Special Appropriation Account of Treasury/Basic Education Development Support Fund
CE	:	Elementary course
CE1	:	Third grade
CE2	:	Fourth grade
CEB	:	Basic Education Division
CEBNF	:	Non-formal Basic Education Center
CEEP	:	Early Learning and Pre-school Education Center
CEP	:	Primary Education Certificate
CM1	:	Fifth grade
CM2	:	Sixth grade
COGES	:	School Management Committee
CP	:	Preparatory course
CP1	:	First grade
CP2	:	Second grade
CPAF	:	Permanent Literacy Promotion Training Center
CR	:	Completion Rate

CSO	:	Civil Society Organization
CST	:	Scientific and Technical Culture
CWIQ:		Core Welfare Indicator Questionnaire
DEP	:	Research and Planning Directorate
DGAENF	:	Directorate General for Literacy and Non-formal Education
DTP	:	Desktop Publishing
EA	:	Authentic School
EB	:	Bilingual Education
ECOM	:	Community School
EECE	:	Community Childhood Support Center (Bisongo)
EFA	:	Education For All
EFA-FTI	:	EFA-Fast Track Initiative
EJE	:	Educator of Young Children
ENAM	:	National School of Administration and Magistracy
ENAREF	:	National School of Financial Administration
ENEP	:	National Primary Teachers' Training School
ENS/UK	:	Secondary Education Teachers' Training School /University of Koudougou
EQAmE	:	Quality Child-friendly School
ESG	:	General Secondary Education
ESTP	:	Secondary Technical and Vocational Education
ETP	:	Technical and Vocational Education
CFA F	:	West African CFA franc
FCB	:	Supplementary Basic Training
FEIPA	:	Education and Pedagogic Innovation Home for Adolescents
FOAD	:	Open Distance Learning
FONAENF	:	Literacy and Non-formal Education Fund
FTI		Fast Track Initiative
FTS	:	Specific Technical Training
GAP	:	Pedagogic Activity Groups

GAR	:	Gross Admission Rate
GDP	:	Gross Domestic Product
GER	:	Gross Enrollment Rate
HIV	:	Human Immunodeficiency Virus
IAP	:	Automated Forecast Instrument
IBAM	:	Burkina Faso Institute of Arts and Crafts
ICT	:	Information and Communication Technology
IDS	:	Science Institute
INSD	:	National Statistics and Demography Institute
BMP	:	Bachelor Master PhD
LOE	:	Education Framework Act
MASSN	:	Ministry of Social Welfare and National Solidarity
MATDS	:	Ministry of Home Affairs, Decentralization and Security
MDG	:	Millennium Development Goals
MEBA	:	Ministry of Basic Education and Literacy
MEF	:	Ministry of Economy and Finance
MEJE	:	Young Children's Education Supervisor
MENA	:	Ministry of National Education and Literacy
MESS	:	Ministry of Secondary and Higher Education
MJFPE	:	Ministry of Youth, Vocational Training and Employment
MTEF	:	Medium Term Expenditure Framework
NER	:	Net Enrollment Rate
NFE	:	Non-formal Education
NGO	:	Non-governmental Organization
OCECOS	:	Secondary Education Examination and Competition Central Agency
ODL	:	Open Distance Learning
OJ	:	Official Journal
PASEC	:	CONFEMEN Educational system Analysis Program
PDDEB	:	Ten-Year Basic Education Development Plan

PDSEB	:	Basic Education Strategic Development
PEQ	:	Quality School Project
PNADES	:	National Plan of Actions for Higher Education
PN-EFTP	:	National Technical Education and Training Program
PNG	:	National Gender Policy
PRONAA	:	National Literacy Fast Tracking Program
PSE	:	Education Sector Policy
PTA	:	Students' Parents' Association
RESEN	:	National Educational system Status Report
RGPH	:	General Population and Housing Census
SCADD	:	Accelerated Growth and Sustainable Development Strategy
SG	:	Permanent Secretariat
SO	:	Specific Objective
SPC	:	Community Sub-Projects
STI	:	Sexually Transmitted Infection
SVT	:	Earth and Life Sciences
TAAM	:	Average Annual Growth Rate
TAP	:	Primary School Completion Rate
TBE	:	Education Dashboard
TFP	:	Technical and Financial Partners
WAEMU	:	West African Economic And Monetary Union
UNESCO	:	United Nations Educational, Scientific and Cultural Organization

EXECUTIVE SUMMARY

The Peer review was conducted in Burkina Faso following the now-classic two-stage approach, a self-evaluation conducted by national peers and an international review led by international peers from South Korea, Cameroon, Guinea, Mali, and Niger. In accordance with the mandate, the review focused on three areas: the rewriting of the curriculum, the introduction of prevocational training throughout the basic educational system and anchorage of non-formal education to the educational system as a whole in Burkina Faso.

To carry out this review, the peers relied primarily on the very extensive documentation which was made available by the authorities of Burkina Faso. Based on an in-depth review of this documentation, they subsequently conducted interviews that provided some necessary clarification for confirming or ruling out the salient points of the diagnosis established by the national self-assessment. This allowed identifying possible areas for prioritization in a subsequent reflection.

Overall, the national self-assessment was marked by its seriousness, clarity and comprehensiveness. The International Peer Review received the self-assessment report and carried out an in-depth analysis of the diagnosis made by the national counterpart thus completing the reflection. At the end of the process, proposals that are likely to address the persistent challenges that impede the proper functioning of education and training in Burkina Faso "*The Country of Trustworthy upright People*".

This report presents the process, the lessons learned and the recommendations made with this review. These are proposed to the country's decision makers to facilitate the implementation of the new educational reform.

Major lessons

The first lesson that could be learned from this Review is that Burkina Faso has not yet achieved its targets relating to the improvement of the internal performance of its educational system. Whatever the indicators used, the promotion rates are still below the objectives set by the country². Drop-out rates at the various levels of the cycle are still high. Data from the MENA's DEP concerning the year 2012 indicate that for 1,000 pupils enrolled in CP1, 724 make it to CM2 (the final year of primary school) and 661 pass their Primary Education Certificate (CEP) which attests the knowledge gained in primary school. 549 out of 1,000 children enrolled in the 1st year of primary school reach the final year without repeating a class, and among them, barely 338 pass the CEP.

The second lesson relates to the low efficiency of teaching programs. Annual losses on the number of hours are considerable and are estimated at nearly 40%. Learning achievements are low and do not reach the average of 50/100 in French, Mathematics and Life Sciences. The post-primary school completion rate was 21.4% in 2012/13. This means that out of 100 children from a given generation, less than 22 reach the final year of post-primary school

²General Assembly on Education (2013)

whether they repeat a year or not. The highest success rate at the BEPC was recorded in 2012 with 52.3% of successful candidates.

The third lesson is that the curriculum, even if it is not the only reason for the situation, is one of the major causes of the poor performance of the system.

Based on this observation, Burkina Faso decided on its own to make an in-depth review of the Curriculum through improving aspects relating to the subjects, matters, teaching time, the curricula, strategies for evaluating student achievements, knowledge validation systems, etc.

The fourth lesson relates to the lack of consistency between the various components of Burkina Faso's educational system. These components (formal, non-formal and informal education) seem to operate separately although they pursue the same objectives. For this reason, the peers were asked to seriously reflect on how to ensure a functional linkage between formal and non-formal education.

The fifth lesson relates to financing capacities of the educational system: not only funding is largely inadequate compared to the educational needs, but also its management and the distribution of funds among the various subsystems can be improved. More resources shall be made available to the system, so as to account for the needs of each subsystem.

In the light of the foregoing, the Burkina Faso Peer Review led to several recommendations with the principal ones as follows.

Some key recommendations

1. Better adapt educational contents to societal needs by making them practical, contextualized and tuned to *local social,-economic and cultural conditions*. *These shall be prerequisites for* developing the profile of the young Burkinabe.
2. Develop a *contextualized Common Core Skills (CCS)* which could serve as compulsory subjects. I and use innovative teaching approaches that can facilitate the teaching/learning processes.
3. Provide specific guidance on *the new teaching profession, the new teaching materials and educational contents* to better direct the new curriculum planners;
4. Define specifically *what is needed for each student to complete his/her training in each grade, level and cycle*;
5. *Identify teaching methods to be advised under the new curriculum reform*. This guidance on appropriate teaching methods will also help textbook producers to be better oriented in the design and drafting of new teaching materials;
6. *Introduce pre-vocational training in the basic education Continuum*. With such shift of paradigm, primary education would become an antechamber of professional training, which itself would lead to the World of Work. This would contribute, on the one hand, to reconcile school with local community and, on the other, to put back school at the heart of development processes. In this regard, the study recommends to proceed

gradually and to take into account the age and psychomotor abilities of the learner as well as other pedagogical requirements.

7. *Take into account the complexity of the problem posed by anchoring non-formal education* in a context where the Continuum takes place at 3 levels: a *"vertical" one* (harmonization of cycles), an *'horizontal' level* (integration of formal, non-formal and informal programs) and a *'substantive'* (pooling subjects matters belonging to two sets of area: general fields that focus on the mastery of *"knowledge"* and technical fields that concentrate on the mastery of *"know-how"*).
8. *Create national and local consultation frameworks* to institutionalize the linkages between sub-sectors and facilitate the integration of new policies in the education national plans and the new reforms undertaken by Burkina Faso. This would involve, among others, (1) putting in place reference frameworks, (2) establishing equivalence between the levels of the different subsystems (formal- non –formal-informal), (3) harmonizing the length and duration of the courses delivered in various subsystems, (4) revising the curricular for each subject matter, (5) reviewing the profiles of trainers and facilitators as well as entry and exit profiles of learners, (6) identifying *"knowledge"* and *"know-how"* to be gained in literacy (reading, writing and mathematics); basic technical skills (practicum, prevocational training) and life skills (healthy lifestyle, civic-mindedness, communication, conflict management), in the context of a common Core skills endeavor. .
9. *Improve the financing situation* by: (1) increasing the current share allocated to the education sector from 3.6% of GDP to 6%. (This would be in accordance with international standards recommended by the African Union); (2) increasing the current share of the national budget allocated to the education sector from 18.5% to 20%, in accordance with international standards; (3) encouraging co-financing of CEBNF based on a three-fold commitment of the State, TFPs and local authorities; and (4) further developing Public-Private Partnership (PPP) for more efficient financing of the educational system.

For more details, see the section on " the List of Recommendations (page 130 and below).

The above Recommendations may be challenging. However, they respond primarily to the guidelines laid down under PDSEB, Decentralization and the Continuum. In this respect, they are in line with the drives of Burkina Faso for an effective and efficient educational system that is in line with the needs of its labor economic development programs.

Part One: National report

Self-Assessment of the Burkina educational System

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Introduction

Burkina education achievements have been regularly assessed since the early 1960s. One of such an assessment was the 1996 “Etats Généraux” which made a thorough diagnosis of educational system and identified its major challenges as is concern educational system “Access- Quality-Management/Monitoring and Evaluation. This led to the 2007 reform that seeks greater consistency and enhanced integration of the different levels of education.

As education is the basis from which the expected structural changes will occur, Burkina Faso and its development partners have been investing significant resources in human capital for more than a decade. In a context of exceptional population growth (3.1% in 2006) with almost half of the population under 15 years of age, an independent review of the basic educational system is necessary, if we want to guarantee the right to education for all and ensure consistency and the holistic vision of the educational system.

Developed in a participatory manner, and according to an iterative approach, the ADEA peer review results from the main reports existing particularly the PDDEB independent evaluation report, the PDSEB implementation reports.

The review development and validation system consists of a technical drafting committee, comprised of officials from the Ministries of Education and a national Steering Committee composed of the Minister, the Minister Delegate, the WGNFE/ADEA Coordinator, the Permanent Secretary and the Senior Staff of the Ministry.

The National review report includes six (6) major parts as follows: (i) Socio-economic and Political Context; (ii) Missions of the Education Sector; (iii) Scope of the Review; (iv) Thematic Areas and Research Issues of the Review; (v) Analytical Assessment of the Education Sector and (vi) Status of the Curriculum Reform in Burkina Faso.

Concept clarification

Literacy: all education and training activities intended for young people and adults to ensure the acquisition of basic skills in a given language and which seeks autonomy of the learner. It is a component of the non-formal education.

Continuum : far from being a mere juxtaposition of the different levels of education with a perpetuation of past habits, it is a consolidation of the achievements of the various levels of education supplemented by promising reforms, which will ensure better educational continuity and significant improvement of the quality of teaching and learning.

Basic education: according to the Education Framework Act (2007), article 02, it concerns: "all educational and training activities aimed at providing the individual, in a given historical, social and linguistic context, with a set of knowledge, skills and attitudes that are essential to understand and interact with his/her environment, to continue his /her education and training within society and participate more effectively in the economic, social and cultural development of this society. It includes early childhood education, basic education and non-formal education."

Adult education: relates to organized educational processes, irrespective of the content, level and method, whether formal or informal, whether they continue or replace initial education in schools and universities and in the form of professional learning, whereby people regarded as adults by the society of which they form part, develop their skills, enrich their knowledge, improve their technical or professional qualifications or give them a new direction, and make their attitudes or their behavior change with the dual objective of achieving overall human fulfillment and participation in balanced and independent socio-economic and cultural development; adult education cannot however be considered in itself; it is a subset built into an overall continuing education project. (Extract from the Recommendation on the development of adult education, UNESCO, 1976, p. 2)

Education and lifelong learning : relates to an overall project which aims both to restructure the existing educational system and to develop all training possibilities outside the educational system ; in such a project, human being is the actor of his own education by the constant interaction between its actions and its reflection; education, far from being limited to the period of schooling, must expand to the dimensions of the living existence, extend to all skills and all fields of knowledge, be able to be acquired by various means and promote all forms of development of the personality; the educational processes in which are engaged, during their life, in any form whatsoever, children, young people and adults of all ages, must be considered as a whole". (Extract from the Recommendation on the development of adult education, UNESCO, 1976, p. 2)

Formal education: all educational activities taking place in a school, academic or formal vocational training context.

Inclusive education: according to the EFA conceptual framework, this type of education is based on the principle that (1) all children regardless of their degree of disability should have the opportunity to learn, (2) children learn best when they learn together. "It is a process aiming at taking into account the diversity of needs of all learners and addressing by

improving participation in learning, cultures and communities, and reducing exclusion.. It assumes the transformation and modification of contents, approaches, structures and strategies, with a common vision that encompasses all children of the age group concerned, and the conviction that it is the responsibility of the basic educational system to educate all children, no matter their socioeconomic background, their personal abilities and the conditions in which learning take place. "(Guidelines for Inclusion, UNESCO, p.14, 2005)

Informal Education: any form of apprenticeship and unstructured education that contribute to the training of the individual and to his/her social integration.

Non-formal education: according to Decree no. 2009-644 /PRES /PM / MEBA / MAHRH/ MASSN/ MESSRS/MATD/MJE of 8th September 2009, non-formal education refers to all education and training activities, structured and organized in a non-school setting. This includes (i) non-formal adult education; (ii) non-formal youth education; and (iv) non-formal early childhood education.

Early childhood education or supervision: all educational activities intended for children up to six years old. The aim is to promote their overall development, as well as to stimulate their emotional, intellectual, motor, artistic and social potential. Early childhood education includes a first level from 0 to 3 year's old and a second level from 3 to 6 year's old. Supervision and early-learning of children from 0 to 3 years are mainly provided in day-care centers³, nurseries⁴, drop-in childcare facilities, families and orphanages⁵. Nurseries are basically for-profit while orphanages are run by charities. Children from 3 to 6 years are supervised in early-learning and preschool education centers (CEEP), community childhood support spaces (EECE) /Bisongo, drop-in daycare facilities and early-learning spaces (3 E).

Education for All: relates to a common core education without necessarily implying widespread pursuit of the longer studies. Burkina Faso endorsed the six EFA goals adopted at the 2000 Dakar Forum.

Universal Primary Education: Is a about achieving 100% primary school completion rate for all children enrolled in primary education

Special education: all education and training activities intended for people with physical, sensory or mental disability or who have personal adaptation and social integration difficulties in order to facilitate their adaptation and social integration.

Basic education: this is primary and post-primary education compulsory for all 6 to 16 year-old children in Burkina Faso.

³ It is a facility equipped to accommodate, in the daytime, healthy children from three months to three years.

⁴ It is a facility equipped to accommodate, by day and night, children under three years who cannot stay in their families for various reasons.

⁵It is a facility equipped to accommodate orphans.



An atypical school canteen in a community school. Here, learners' bowls that will be collected by the canteen's cook for serving food

Technical and Vocational Education and Training (TVET): under article 27 of the Education Framework Act, TVET has the following components: i) technical and vocational secondary education provided in technical and vocational secondary schools; (ii) technical and vocational higher education in universities, colleges and higher institutes; (iii) professional training in specialized private and public schools and centers; (iv) non-formal training courses in vocational training centers and public and private learning centers; (v) continuing education for workers. Thus, for the National Policy, the scope of TVET takes into account all means of qualification for young people and adults attending school, out of school, or not enrolled in school, whether trained or not, to be competitive on the labor market in all of socio-economic activity sectors.

Post-primary education: the formal education level which lasts three (3) or four (4) years and aims to consolidate the achievements of primary education and prepare for secondary education or professional life. It is intended for those who have completed primary school and is the second level of compulsory school attendance. It is certified by a basic education completion diploma

Primary education: formal education level with a normal duration of six (6) years, the curriculum of which is designed to teach basic knowledge. It is intended for children aged at least six (6) and is the first level of compulsory school attendance. It is attested by a diploma at the end of the cycle;

Secondary education: formal education level which normally lasts two (2) to three (3) years. It consists of a single cycle and is designed to provide those who complete basic education with general, technical and vocational education.

Higher education: the post-secondary formal education level, in an academic or similar institution which enables students to acquire higher graduation. It aims to provide essentially high-level education, develop scientific and technical research, and disseminate culture as well as scientific and technical information. It consists of one to three cycles attested by a diploma, a degree or a certificate.

Technical and vocational education: is defined generally as training to prepare young people for the exercise or choice of an occupation or a course of training.

Equity: in the education field, the concept of equity refers to fair and equitable distribution of educational services thus giving the opportunity to all individuals or groups of individuals to access a given level of the educational system under equivalent conditions of learning, success and accessibility to employment or the labor market.

Open Distance Learning, (ODL) refers to initial training or continuing education processes, whether individual or collective provided from a distance. Training is accessible wherever you are, in the presence of other participants or not.

Vocational training: set of activities aimed at ensuring the acquisition of knowledge, qualification and skills necessary for exercising a profession or function competently and efficiently.

Gender: gender refers to social relationships between men and women and structural differences that characterize them in terms of role, status, socially attributed and culturally justified function, and evolving in time and space. Gender must be analyzed in terms of inequalities and disparities between men and women by examining the different social categories with the aim of greater social justice and equitable development.

Gender parity index: ratio of a female rate to a male rate. Example: enrolment gender parity index = female GER to male GER

Social mobilization: overlaps with community participation defined by the United Nations System as: "Creating opportunities that enable all members of the community and society in general to contribute actively to influence the development process and to equitably share the benefits of development". It means acting with and for people unlike what is done for people by others. In the specific field of education, social mobilization should be construed as an iterative process of communication to encourage individual and collective commitment to the cause of education.

Parity: parity in education means generally that persons of both sexes are present in the educational system in equal numbers. Parity is not an aim in itself, but a step towards gender equality in education. To achieve gender equality in education, it is not enough to reach 50-50 but also to ensure that girls and boys have equal opportunities to access to and succeed in school and later in their life.

Quality of education: according to the EFA Global monitoring report, 2005, "quality is what determines how much children learn and if they learn well, and the extent to which their education translates into a set of personal, social and developmental benefits"⁶. Two principles characterize this definition: (i) the cognitive development of learners; (ii) promoting values, attitudes related to good citizenship and the establishment of conditions conducive to creative and emotional development.

Glossary:

Reduction of disparities: the reduction of disparities in education is the gradual lessening of gender inequities and geographic inequalities in terms of access and quality.

Gross Admission Rate (GAR): ratio of the number of students admitted in the first year to the number of children with the legal age of admission to the cycle.

Gross enrolment rate (GER): ratio of the total number of enrolled pupils to the number of legal school age children (6-11 years age group for primary education and 12-15 year-old students for post-primary education).

Completion rate of a cycle: ratio of students newly admitted to the final stage of the cycle to the total population who have the legal age to be enrolled at this level. Example: primary school completion rate = number of students newly admitted to CM2 to the 11 year-old population.

Literacy rate: proportion of the population aged 15 years and above who can read and write in any language (including national languages). Registration is declaratory.

Survival rate: number of students/learners in a cohort who reach a level whether they have repeated a year or not to the initial total cohort number.

Net Enrolment Rate (NER): ratio of the total number of enrolled students with legal school age to the total number of school age children in an educational cycle.

Quality School Project (PEQ): expression of awareness by teachers and parents of the current situation of schools and their commitment to put in place the most relevant systems and means (support courses, remedial courses, holiday classes, evening classes, school supplies, lighting kits, slate, chalk, training , etc.) to improve the quality of education in the short term. They are initiated by the educational community and intended especially for teachers (public and private), parent-teacher associations (PTA), Educator Mothers' Associations (AME) and management committees (COGES).

Quality Child-friendly Schools (EQAmE): innovative experience to improve educational provision, demand and strengthen the quality of teaching/learning. Community involvement in the creation of drinking water points within each school, the implementation of separate latrines for girls and boys and hand washing devices, free provision of supplies and textbooks, providing schools with soccer balls, training teachers on the gender and right-based approach, micro-planning, etc.

⁶ EFA Global monitoring report, 2005, page 4.

Community sub-projects (SPC): community involvement in the construction of school fences, housing for teachers, school canteens, acquisition of desks and benches, planting of hedges, tree nurseries, construction of protected wells, livestock breeding, agriculture, APP, etc.

Methodology

The methodology used for this review derived from the ones implemented during the piloting phase held with Mauritius, Nigeria and Gabon.⁷ As observed with these pilot studies the outcomes of the reviews need to be understood within the following limitations. In particular the sample was not wide enough to represent all the parties involved in Burkina Faso educational programs; the time frame allotted for the work would permit only to make snapshots of teaching/learning processes and the informal sector was not sufficiently represented in the study sample. As a result, the scope of the analyses and conclusions was restricted.

Notwithstanding these limiting factors, it was possible to run a thorough and complete examination of the Burkina educational system as it stands during the period covered by the review. To do so, the following steps were used by the peers:

1. a documentary and literature review;
2. a diagnostic study built upon the existing literature;
3. development of a detailed research plan;
4. sharing of the plan and internal/external discussions around the review themes;
5. conduct of the fields research and drafting of the initial report;
6. technical validation of the initial report;
7. consolidation of such report and drafting of the final report;
8. political validation of the final peer review report.

Such a process allowed to draw meaningful lessons and make recommendations that are practical and feasible because they have been owned through the above process. These recommendations have, indeed, potential to impact positively the educational system as a whole.

The report is structured around three main parts:

- the first presents the self-assessment of the educational system as it was perceived by the national peers. It provided the basis for further work;
- the second presents the work of the international peers on three areas of the new educational reform : (1) the Curriculum, (2) prevocational training and (3) anchoring the non-formal education to the system;
- the third presents a the List of Recommendations of the peer review in Burkina Faso.

⁷ See the report of these three reviews on the ADEANET.ORG and GTENF.ORG

A. Socioeconomic and political context of Burkina Faso

Burkina Faso is a landlocked country located in West Africa in the Sudan-Sahel zone with a surface area of 274 200 km². It is a predominantly agricultural country which depends on an erratic rainfall which strongly influences the economic situation of the population. The results of the 2009/2010 comprehensive survey on the living conditions show that the population living below the poverty line is about 43.9%. This represents 108,454 CFA francs against 46.4% in 2003.



The authorities of Burkina Faso have supported at the highest level the peer review. Here, the Minister and the Permanent Secretary at the commencement of work.

Given the low rate of poverty and the slow progress in addressing it, it is unlikely that Burkina Faso reaches the 35% poverty rate envisaged by MDG¹ for 2015. The 2011 UNDP report on Sustainable Human Development ranks Burkina Faso as the 181st out of 187 countries, with an index of 0.331 and social indicators highlighting many challenges ahead.

In such context, the achievement of the educational system objectives depends on the internal dynamics as well as on the economic, political, and socio-cultural environment.

1. Political context

Burkina Faso is committed to a democratic process since the adoption of the Constitution in June 1991, which lays down the unitary and decentralized nature of the State. The decentralization process which started several years ago experienced considerable expansion in 2006 with full communalization. This is one of the issues for boosting grass-roots development. The country is now administratively divided into 13 regions, 45 provinces, 351 municipalities including 49 urban councils and over 8,000 villages.

After the implementation of the Poverty Reduction Strategy Paper (CSLP), Burkina Faso adopted the 2011-2015 Accelerated Growth and Sustainable Development Strategy (SCADD), whose Pillar No. 2 focuses on the consolidation of human capital and the promotion of social welfare. Implementing this strategic objective is only possible with the establishment of an efficient educational system and the adoption of national and international legal instruments.

The international commitments are related mainly to the commitment of Burkina Faso to the objectives of Education for All (EFA), the Millennium Development Goals (MDGs) and the Global Partnership for Education (GPE).

At national level, the major commitments of the Government that have an impact on education are expressed in reference documents, including the Constitution⁸, the Education Framework Act, the Education Policy Letter, the SCADD, the five-year program of his Excellency the President of Burkina Faso "Building Together an Emerging Burkina", the Governmental Program of Action for Emergence and Sustainable Development (PAGEDD), the National Employment Policy (PNE), the National Technical and Vocational Education and Training Policy (PN-EFTP), The Secondary, Higher Education and Scientific Research Policy (ESSRS), the Basic Education Strategic Development Program (PDSEB), the National Higher Education Development Program (PNADES).

Furthermore, the State, local authorities, technical and financial partners, households, NGOs and associations and the private sector are making considerable efforts to develop education as a whole. However, the set of indicators of Burkina Faso educational system show that, for the time being, the country could hardly achieve Universal Primary Education goals by 2015.

2. Demographic context

In 2006, Burkina Faso accounted for 14,017,262 inhabitants, including 51.7% of women. This population was predominantly composed of young people with 46.6% under 15 years of age and 57.2% under 20. This young population constitutes a potential lever for innovations and progress in the medium and long term, provided that resources are mobilized for the protection and preparation of young people for adult life.

⁸ Article 18 of the Constitution recognizes education as one of the social and cultural rights to be promoted.

Burkina Faso has a labor force of 5 159 630 people, including 2,800,618 2,359,012 women (45.6%) and 2,800,618 men (54.4%) .

The vast majority of the population of Burkina Faso lives in the rural areas (10,835,295 inhabitants), i.e. 77.3 per cent of the total population compared to 22.7% in urban areas. The geographical distribution of the population shows in general quite obvious regional disparities.

Population dynamics was marked by a net acceleration in the population growth rate, which stood at 3.1% per year on average from 1996 to 2006, compared with 2.4% in the previous period. This increase resulted from the still high fertility rate, estimated at 6.2 children per woman in 2006, just like in 1960, combined with a significant reduction in mortality thanks to the progress in the health sector in particular.

The

3.1 % population growth rate in Burkina Faso represents on average 500,000 additional inhabitants per year. Thus, the country's population which was estimated at 15,730,977 inhabitants in 2010 would increase to respectively 18,450,494 inhabitants in 2015 and more than 21 million in 2027. This fast-growing population generates a high social demand and this would annihilate efforts to provide education for the vast majority of the population. Between 1996 and 2006, the various groups of the school-age population also experienced some growth, but with lower rates over the 2006-2015 period: 27.1% for the 3-5 year age groups, 33% for the 6-11 year-olds and 45% for the 12-18 year-olds. Over the previous decade (1996-2006), these rates were respectively 102%, 112% and 106%.

Table 21: Evolution of the age-group structure

Years	1996	2006	2015
3-5 years group	743 009	1 498 060	1,904,078
Growth rate (%)		102	27,10
6-11 years group	1 219 762	2 589 132	3,822,899
Growth rate (%)		112	33
12-18 years group	1 077 399	2 216 623	3,675,267
Growth rate (%)		106	45

Source: RGPH 1996, 2006 (INSD) 2015: Results of the INSD projections

Today with a total population estimated at 16,779,206 inhabitants, distributed among the 13 administrative regions, Burkina Faso has a large school-age population which is very unevenly distributed among the regions. For example, the Boucle du Mouhoun, the Central and Hauts-Bassins regions alone represent more than 1/3 of the school-age population (33%), while the Cascades, Central-South, Plateau central and Southwest regions accounted for less

than 1/5 (17%) of the school-age population in 2012 according to the 2006 RGPH projections. This geographical distribution is presented in table I-2 below.

Table 22: Total population and school-age population by region in 2006, 2012, 2015 and 2020

Years	2006				2012*			
	Pop	%	3-18	%	Pop	%	3-18	%
Boucle du Mouhoun	1 457 217	10,45	919 737	10,45	1 677 018	9,99	768 519	10,19
Cascades	533 140	3,82	336 497	3,82	661 936	3,94	302 316	4,01
Center	1 547 740	11,10	976 871	11,10	2 231 807	13,30	903 439	11,98
Central East	1 149 672	8,24	725 627	8,24	1 343 079	8,00	613 767	8,14
Central-North	1 221 830	8,76	771 170	8,76	1 416 895	8,44	655 915	8,70
Central-West	1 201 924	8,62	758 606	8,62	1 387 860	8,27	636 660	8,44
Central-South	648 332	4,65	409 201	4,65	742 378	4,42	330 395	4,38
East	1 228 254	8,81	775 225	8,81	1 464 366	8,73	689 997	9,15
Hauts-Bassins	1 432 271	10,27	903 992	10,27	1 776 803	10,59	786 222	10,43
North	1 201 210	8,61	758 156	8,61	1 382 111	8,24	640 517	8,49
Plateau Central	703 943	5,05	444 301	5,05	807 444	4,81	367 557	4,87
Sahel	633 785	4,55	621 694	7,06	1 158 147	6,90	523 538	6,94
South-West	985 002	7,06	400 020	4,55	729 362	4,35	321 995	4,27
Total	13 944 320	100	8 801 097	100	16 779 206	100	7 540 837	100

Source: RGPH 2006 (INSD) 2012: Results of the INSD projections

3. Socio-cultural context

The socio-cultural context in Burkina Faso is characterized by peaceful coexistence between the 60 ethnic groups, foreign communities and various religious faiths.

According to the results of the 2006 General Population and Housing Census (RGPH), the Islamic religion comes first with 60.5% of the resident population. It is followed by Catholicism with 19.0% of the population; animism comes third with 15.3% of the population and 4.2% for the Protestants. The other religions account for 0.6%.

Regarding national languages, they are the main communication mediums in Burkina Faso. Indeed, they are used by almost all the resident population (96.8%). A proportion of 96.6% of men and 97.1% of women use national languages.

The way school is perceived varies according to sociological and cultural backgrounds elements. For these reasons, exercising the right to education is still a big challenge in many areas of the country. This is more detrimental to the girl than to the boy.

Table 3: Total population and school-age population by region in 2015 and 2020

Years	2015*				2020*			
	Pop	%	3-18	%	Pop	%	3-18	%
Boucle du Mouhoun	1 821 059	9,87	839 158	10,07	2 086 333	9,70	952 390	9,90
Cascades	739 497	4,01	339 540	4,07	880 686	4,09	400 394	4,16
Center	2 532 311	13,72	1 031 134	12,37	3 080 375	14,32	1 238 432	12,88
Central East	1 470 903	7,97	675 717	8,11	1 704 810	7,93	776 691	8,08
Central-North	1 547 565	8,39	720 081	8,64	1 787 082	8,31	824 337	8,57
Central-West	1 510 975	8,19	696 777	8,36	1 737 197	8,08	794 112	8,26
Central-South	804 709	4,36	360 010	4,32	919 681	4,28	407 889	4,24
East	1 615 740	8,76	765 310	9,18	1 891 813	8,79	888 669	9,24
Hauts-Bassins	1 961 204	10,63	872 513	10,47	2 297 496	10,68	1 011 114	10,52
North	1 502 527	8,14	700 130	8,40	1 724 065	8,02	796 845	8,29
Plateau Central	875 910	4,75	400 809	4,81	1 002 106	4,66	454 704	4,73
Sahel	1 272 545	6,90	578 395	6,94	1 481 543	6,89	667 172	6,94
Southwest	795 549	4,31	353 027	4,24	916 994	4,26	403 066	4,19
Total	18 450 494	100	8 332 601	100	21 510 181	100	9 615 815	100

Source: RGPH 2006 (INSD) 2015, 2020: Results of the INSD projections

4. Macroeconomic and budgetary context

The evolution of Burkina Faso's economy over the past seven (07) years was relatively satisfactory. Indeed, between 2007 and 2013, the average GDP growth rate was about 7% in real terms while the average per capita GDP growth rate increased less substantially (i.e. 3% between 2007 and 2013) owing to the strong population growth.

✓ The regular income of the State of Burkina Faso

In nominal terms, the total revenue increased from 650.5 billion CFA francs in 2007 to 1,528.5 billion CFA francs in 2013, representing an average annual growth rate of about 15% over the period (Table I.4). The statistical data available indicate that the share of donations in the actual total income over the 2007-2013 period followed a uneven evolution between 2007 and 2010 (32.3% in 2007, 23.3% in 2008 and 30.1% in 2009) and fell sharply in 2010 (22.6%) to increase between 2012 and 2013.

Table 04: Evolution of GDP from 2007 to 2013

Years	2007	2008	2009	2010	2011	2012	2013	TAA M
GDP (billion CFA francs)								
Current	3 237,84	3 739,49	3 941,89	4 453,28	4 868,47	5 319,11	6075,2 6	11%
Constant 1999 basis	2 868,11	3 034,46	3 124,45	3 370,95	3 544,23	3 858,62	4237,7 9	7%
Deflator basis 100 1999 (%)	113	123	126	132	137	138	143	
Total population (thousands)	14 454,2	14 904,7	15 369,2	15 848,2	16 342,2	16 851,6	17376, 8	
Per capita GDP (thousands of CFA F)								
Current	224	251	256	281	298	316	350	8%
Constant 1999 basis	198	204	203	213	217	229	244	3%

Source: IAP, April 2013

Generally, all the revenues of the country show positive growth in both real and nominal terms. Own revenues maintain a fairly linear pattern unlike overall revenues (decrease in 2008) owing to the uneven evolution of donations (table 1.5 and chart 1.2).

Fiscal pressure allows determining the ability of the State to mobilize its own resources. It corresponds to the ratio of tax revenue to the GDP. For the State it goes through fixing a tax rate which allows it to best mobilize the necessary resources⁹. With a fiscal pressure rate of 16.36% in 2013 Burkina Faso is close to complying with the UEMOA convergence criteria which recommend a minimum tax pressure rate of 17% for member countries.

Table 05: Evolution of the regular income and total revenue (in billions of CFA francs)

⁹ A too high fiscal pressure would discourage private investment and therefore growth

Years	2007	2008	2009	2010	2011	2012	2013	TAAM
Total revenue at current prices and donations	650,5	630,8	771,5	880,3	1047,2	1276,4	1528,5	15%
Revenue at current prices								
Domestic revenue	440,1	483,8	539,1	681,3	793,6	998,8	1112,4	17%
Tax revenues	405,2	444,7	494,6	565,7	695,6	890,8	993,9	16%
Non-tax revenue	34,9	39,2	44,5	115,6	98,0	108,0	118,5	23%
Capital revenue	0,2	0,0	0,0	0,0	0,0	0,1	7,1	89%
Revenue at constant prices								
Own revenue	389,9	392,6	427,3	515,7	577,7	724,6	781,0	12%
Tax revenues	358,9	360,8	392,0	428,2	506,4	646,2	693,3	12%
Non-tax revenue	30,9	31,8	35,3	87,5	71,3	78,4	82,7	18%
Capital revenue	0,1	0,0	0,0	0,0	0,0	0,1	5,0	82%
Donations	210,3	146,9	232,4	198,9	253,7	277,5	408,9	12%
Adjustment donations	95,6	88,2	145,5	147,8	180,6	165,9	104,0	1%
Project donations	114,7	58,7	86,9	51,1	73,1	111,6	304,9	18%
Total donations (%)	32.3%	23.3%	30.1%	22.6%	24.2%	21.7%	26.8%	-3%
Total own revenue (%)	67.6%	76.7%	69.9%	77.4%	75.8%	78.3%	72.8%	1%

Source: IAP September 2012

Table 06: Evolution of regular income and total revenues (current and constant)

Years	2007	2008	2009	2010	2011	2012	TAAM	
Total revenue and donations (current)	651	631	772	880	1 047	1 276	1 528	15%
Total Domestic revenue (current)	440	484	539	681	794	999	1112	17%
Total revenues and donations (constant 1999 basis)	576	512	612	666	762	926	1066	11%
Total Domestic revenue (constant 1999 basis)	390	393	427	516	578	725	776	12%

Source: IAP, April 2013

✓ Public expenditure in Burkina Faso

Between 2007 and 2013, total government expenditures increased by 12%; within these expenditures, public investments have evolved faster than those of current expenditures (16% versus 8%). We note that the burden of current expenditures surpasses that of investment expenditures from 2007 to 2012, except for 2010. For 2013, this trend was reversed in favor of investment expenditures.

Moreover, except for 2007, we note that over the entire period, Country Domestic Revenues remained higher than current expenditure. This shows that the State finances its running costs, and, at the same time participates in investments.

Moreover, from 2007 to 2013, the share of investments financed and effectively carried out by the State's own resources averaged 56%, compared to 42% for external funding and 2% for capital transfers. In other words, the State finances more than half of its investment expenditure, the rest being mainly covered by external financing.

✓ Status of current expenditures

From 2007 to 2013, the State's current expenditure increased on average by 8% per year, compared with 12% for the overall expenditure over the same period. This shows that an effort is made by the State to control the evolution of current expenditure (table I.6).

Table 07: Evolution of total expenditure items executed (in billions of CFA francs).

Years	2007	2008	2009	2010	2011	2012	2013	TAMA
Net expenditure and lending	834,8	791,8	887,4	1043,6	1166,5	1452,9	1640,0	12%
Current expenditure	450,3	455,2	463,0	497,5	628,7	828,7	707,3	8%
Salaries	187,6	198,8	228,4	245,8	281,4	332,3	349,6	11%
Goods and services	94,8	95,3	92,9	90,9	97,6	120,6	104,0	2%
Interest due	13,1	12,7	17,2	22,6	28,3	41,8	25,8	12%
Current transfers	154,8	148,4	124,5	138,1	221,4	333,9	227,8	7%
Investment expenditures	383,3	325,0	430,0	552,3	535,1	625,1	928,7	16%
Domestic financing	142,8	194,3	223,7	346,7	329,1	402,4	501,0	23%
Capital transfers	32,9	2,8	9,9	3,8	3,8	5,5	7,0	-23%
External financing	207,6	128,0	196,5	201,8	202,2	217,1	420,7	12%
Net lending	1,2	11,6	-5,6	-6,2	2,7	-0,9	4,0	23%

Source: IAP, April 2013

The share of current expenditure in total expenditure fluctuated around 52% on average over the last seven years without significant variation. This explains that slightly more than half of

the national budget is consumed by the State's current expenditure and 48% for capital expenditures.

✓ The financing of education

Increasingly, social sectors such as basic education and health are a priority for the Government and have therefore benefitted from a more favorable budget trade-off.

Table 08: Evolution of the share of the budget for education in the national budget.

Years	2008	2009	2010	2011	2012	TAMA ¹⁰
MENA Budget	81 926 022	89 651 732	106 950 251	106 054 948	128 761 973	11.97%
CAST grant	23 848	15 131	13, 867	16 627	15 482	
MESS Budget	44 345 274	51 756 687	64 026 338	64 965 145	78 682 418	15.41%
MENA+MESS Budget	126 295 144	141 423 550	170 976 589	171 036 720	207 459 873	13.21%
Total budget	694 804 215	874 039 693	890 109 105	977 206 382	1 135 428 542	13.06%
Education Budget	18.18%	16.18%	19.21%	17.50%	18.27%	0.13%
/Total Budget (%)						

Source: Budget Acts, and IAP April 2013

The table above shows the evolution of the share of the State budget dedicated to the education sector.

Over the 2008-2012 period, the State budget increased from 694.8 billion to 1,135 billion CFA francs i.e. an overall increase of 163.42%, whereas budgets of MENA and MESS increased from 81.9 to 128.7 and from 44.3 to 78.6 billion CFA francs respectively. Thus, basic education increased by 157.2% and secondary and higher education by 177.4% over this period.

Over the same time period, the share of the education budget in the national budget h averaged 17.87%, including 11.25% for the basic education subsector and 6.61% for the secondary and higher education subsectors.

✓ Public expenditure for the education sector

Burkina Faso is one of the West African countries that have a high budgetary allocation for primary education.¹¹ The African average, adjusted to six years of schooling is 44% while Burkina Faso achieved 58% in 2008. Of course, this occurs at the expense of the other level

¹⁰ TAMA is a commonly used French abbreviation for Taux d'Accroissement Moyen Annuel which stands for average annual growth rate for a program or a business

¹¹ Cf. UNESCO BREDA, 2007, EFA in Africa: the urgency of integrated sectoral policies, Dakar + 7 report, UNESCO, Dakar

that receive only 3.3 % for early childhood education and 33.5% for post-primary, secondary, higher education and scientific research/¹²

Within the general framework of the reallocation of budgetary resources by sector, education has seen its share grows steadily, reaching 19.21% of the State budget in 2010 for a minimum international standard of 20% in 2000. Similarly, the effort to finance the education sector from national wealth resulted in a level of resources equivalent to 3.95% of GDP in 2010 for a recommended level of 7% for Sub-Saharan African countries with a low enrolment ratio.

In a cross-sectional study¹³, an increase in the average education rate in secondary schools of 0.68 point per year can increase GDP by 1.1 percentage point, while an increase in the average education rate in higher education of 0.09 point per year can increase GDP growth by 0.5 percentage point.

The results of the study on the competitiveness of Burkina Faso's economy in 2000, show that an additional year of education can increase by 2 percentage points the GDP.

It can be inferred that the higher the education rate is, the closer we get to the goal of emergence and that beyond universal primary enrolment, there is need to set a higher target, which explains the initiative to extend the duration of basic education to 10 years.

B. Mission of the education sector

1. Structuring and organization of the educational system in Burkina Faso

The educational system of Burkina Faso has been going through a great change since 2007, with the adoption of the Education Framework Act and the implementation of the 2007 Education System Reform.

Under the Education Framework Act, the educational system of Burkina Faso is made up of formal education, non-formal education, informal education, and special education.

✓ Formal education

Formal education refers to all educational and training activities contributing to (i) providing learners with general, technical or scientific knowledge; (ii) developing their skills; (iii) teaching them civic, moral and cultural values of society; (iv) providing them with training that gives access to work It includes formal basic education, secondary education, higher education and vocational and technical training:

Formal basic education is composed of pre-school education, primary and post-primary education. The "Primary Education" and "Post-primary Education" levels are compulsory.

¹² According to the 2010 census

¹³ See Barro and Salao, New York 1995

- Pre-School Education concerns children from 3 to 6 years. It allows children to benefit from supervision that promotes their development, their socio-emotional, creative and cognitive development and to acquire skills that will facilitate, later on, their academic cursus. Although it is not compulsory, it represents an important step in the educational system.
- Primary Education is the second level of basic education. It is intended for children aged 6 to 12 years. It aims to prepare children to develop basic skills at the intellectual, emotional, social, moral and cultural levels with a view to equipping them for pre-vocational learning on the one hand, and, on the other, allowing them to continue studies at post-primary education

Primary Education consists of 3 sub-cycles of two years each: the preparatory course sub-cycle (CP1 and CP2), the elementary course sub-cycle (CE1 and CE2) and the intermediate course sub-cycle (CM1 and CM2). Completion of the primary cycle is attested by the Primary Education Certificate (CEP) following a successful national test. At the end of Primary Education, students are directed toward either academic or technical-vocational fields following counseling by the school administration and parents.

- Post-primary education is a continuation of primary education to achieve the goals expected from basic education. It lasts 4 years and is attested either by the Junior High School Certificate ¹⁴ or by the Vocational Training Certificate ¹⁵ (CAP in French). At the end of this third level, student must choose, based on academic counseling or careers guidance, between vocational training per se and further studies.

Secondary education is the level of the formal educational system between basic education and higher education. It is intended for those who have completed basic education and consists of a single cycle successfully completed through a final examination and attested by a diploma or a qualification required for accessing higher education or professional life.

It is composed of (i) general secondary education and (ii) Technical and Vocational Secondary Education.

- Junior high school education is a unique three-year cycle ending with an Exam referred in Burkina as the “Baccalaureate” Exam. Its main purpose is to prepare for university.
- Technical and vocational secondary education is defined generally as training to prepare young people for the exercise or choice of an occupation or a course of training. It consists of four cycles: (i) a first cycle which lasts four years after the CEP

¹⁴ BEPC, acronym borrowed by Burkina from the French system. It stands for Brevet d’Etudes du Premier Cycle du Secondaire

¹⁵ CAP stands in French for Certificat d’aptitude professionnelle

depending on training courses and is attested at the end of the cycle by the Vocational Aptitude Certificate (CAP); (ii) a second cycle which lasts two years after the BEPC and leads to the Vocational Training Certificate (BEP); (iii) a third cycle that lasts three years after the BEPC and leads to technology baccalaureate; (iv) a fourth cycle that lasts two years after BEP and is attested by the professional baccalaureate (BAC pro).

Higher education is intended for holders of secondary education completion diplomas or qualifications. It includes universities, public and private higher institutes and 'Grandes Ecoles' (i.e. Prestigious Colleges). It is structured around two or three cycles depending on fields of study and training courses. Higher education is the final level of the formal educational system. One of the key goals of higher education is to provide the country with top level executives to effectively conduct economic and social development. The introduction of the "Bachelor, Master, PhD" system (LMD in French) and its scaling up are a major issue of the professionalization of training in our higher education facilities.

Vocational and technical training is intended for adolescents and adults, to enable them to develop skills and specific knowledge and is aimed at the acquisition of knowledge and specific skills for exercising a profession or improving the worker's productivity. It includes initial vocational training (FPI) or basic vocational training, Vocational training through apprenticeship (FPA) and continuing vocational training (FPC). It is provided in (i) specialized public and private schools or centers, (ii) vocational training centers. The training is attested by a professional qualification certificate (CQP) for basic vocational training on the one hand and by the professional qualification diploma (BQP) or technician's professional Certificate (BPT) for continuing vocational training.

Pursuant to Decree no. 2009-228/PRES/PM/MASSN/MEBA/MESSRS of 20 April 2009 laying down the ages of entry to pre-school, primary, post-primary, secondary schools and higher education, ages of entry to the different above-cited education levels are respectively three (03) years, six (06) years, twelve (12) years, sixteen (16) years and nineteen (19) years.

In Burkina Faso, in addition to the non-formal educational system, there are several colleges or public and private institutes in charge of vocational training, called non secondary post-primary structures and/or non-higher education post-secondary structures according to UNESCO's classification. Examples include ENEP¹⁶, ENS/UK¹⁷, IDS¹⁸, ENAM¹⁹, ENAREF^{20 21}, schools of health, police, customs, gendarmerie, social welfare, agricultural technicians, water and forestry, public works, Chamber of commerce, the Burkina Faso Institute of Arts and Crafts, etc.

¹⁶Primary school teachers' training school
Secondary school Teachers' Training College/University of Koudougou¹⁷

¹⁸ Science Institute

¹⁹ National School of Administration and Magistrates

²⁰National school of financial administration

✓ Non-Formal education

Non-formal education means "all education and training activities structured and organized in a non-formal setting". (i) It includes non-formal adult education, non-formal adolescent education and non-formal early childhood education.

- Non-formal adult education: it is intended for young people and adults of both sexes above 15 years old not attending school or out of school and willing to receive specific training. It has the following objectives: (i) contribute to the elimination of illiteracy through various forms of literacy training, (ii) provide specific training, (iii) promote exchanges around development problems, (iv) support research and testing efforts for the development of the communities.
- Non-formal adolescent education: it is intended for adolescents of both sexes aged 9 to 15 years not attending school or out of school. It has the following objectives: ((i) contribute to increased educational supply and the fight against illiteracy through diversification of literacy promotion in national languages and in French, (ii) contribute to the preservation of cultural values, iii) equip learners with knowledge and skills useful for their life and their socio-economic integration, (iv) encourage the emergence of educational spaces capable of fostering the development of technological innovations and of bridges between levels of formal and non-formal education.



The development of basic skills (literacy, basic technical skills and life skills) is essential in the training of the overaged youth or those who have gone back to schools in second-chance schools

Non-formal early childhood education is designed for children from 0 to 5 years. It aims to: (i) open and develop educational spaces of support, mentoring and early learning for early childhood; (ii) contribute to the socialization of children and the development of their cognitive, psychomotor and socio-emotional potential; (iii) develop national languages in the context of fundamental learning.

With this new structuring, no Burkinabe child or young person would be left aside from education in the country's educational system. Thus, it is proposed:

- that graduates from primary education access either to formal post-primary education or to non-formal vocational training; those who have not completed are enrolled to apprenticeship programs in the non-formal subsector.. Graduates from such apprenticeship could be admitted to post-primary centers or go back to primary education to complete their degree;
- that Graduates from post-primary education could be admitted to General education leading to a High School Diploma²² ; they may also be enrolled in technical fields which lead to a Vocational Training Certificate.
- It is also possible to be admitted into vocational training centers or schools that offer a possibility to go back to the mainstream by means of bridging;
- That secondary education graduates, irrespective of the type of diploma earned, are provided with the possibility of attending university courses or higher level training specialized in the training of senior centertechnicians. Centers

2. The Institutional framework of the Burkinabe educational system

The Burkina Faso educational system is supervised by three Departments: (i) the Ministry of National Education and Literacy (MENA); (ii) the Ministry of Secondary and Higher Education (MESS); (iii) the Ministry of Youth, Vocational Training and Employment (MJFPE). A Deputy Minister in charge of Literacy and Non Formal Education.

Under Decree no. 2013-104/PRES-SGGCM of 7 March 2013, the Ministers of Education and Training have the following tasks:

Regarding MENA: the Minister implements and monitors Government policies regarding pre-school, primary, post-primary, literacy and non-formal education.

With respect to MESS: the Minister implements and monitors public and private secondary and higher education policies.

As for the MJFPE: the Minister implements and monitors youth, vocational training and employment policies.

²² Called Baccalauréat Général in the French System, or GCSE (General Certificate of Secondary Education) in the British System

In addition to public structures, local authorities and partners (bilateral, multilateral cooperation and NGOs) are involved in the institutional setup for the management of the educational system.

C. Scope of the Review

1. Basic Education in Burkina Faso

The 2007 Education Act included in basic education the Primary Education subsector as well Early Childhood Education, and Non-Formal Education. The reform of Burkina Faso's educational system²³ brought down the age of entry to primary school from 7 to 6 year's old and extended to 10 years the period of compulsory and free education (primary and post-primary education). Thus, the responsibility for basic education is shared by four Ministries according to the 6 June 2011 Decree no. 2011-329/PRES/PM/SGG-CM on the mandate attributed to each member of Government²⁴.

By establishing free basic education in public education facilities and adopting compulsory education up to age of 16, the reform aimed at removing the constraints that undermine the progress of schooling. However, it has posed an enormous challenge in term of operationalization.

Similarly, the reform establishes the option for quality education for all and professionalization of training at all levels of the system. This objective is to ensure excellence in the training provided and to address the problems raised by the diagnostic analysis of the national TVET policy²⁵ regarding the needs for revitalization of sectors of production and qualification of young potential job seekers.

2. Quality of Basic Education

According to the EFA Global monitoring report, 2005, "Quality is what determines how much children learn and if they learn well, and the extent to which their education translates into a set of personal, social and developmental benefits"²⁶.

Two principles characterize this definition: (i) the cognitive development of learners; (ii) promoting values, attitudes related to good citizenship and the establishment of conditions conducive to creative and emotional development.

²³ Reform adopted in 2007

²⁴ Decree No. 2011-329/PRES/PM/SGG-CM of 06/06/2011

²⁵ MESSRS, National TVET policy; July 2008.

²⁶ EFA Global monitoring report, 2005, page 4.

Despite PDDEB achievements, measures challenges are yet to be met, especially as it concerns the curriculum, the time spent for teaching- learning processes (from 574 to 736 hours as abided by the law). Considerable improvement is still needed in such areas as: (a) actual time when classes begin and end, (b) the significant number of public holidays, and (c) teacher's and student's absenteeism.

For these reasons, Quality has become an important area of PDSEB which learned from the 2nd phase of PDDEB. Thanks to the experience learned with PDDEB, a Quality Reference Framework has been developed since January 2012 by different stakeholders, and specific measures have been added at facility or class levels to address the issue of absenteeism and lack of quality in the learning process.

It is expected that such initiative would: (i) improve the teachers training standards; (ii) develop key learner competences; and (iii) improve student learning outcomes.

During the first phase of PDSEB, a particular focus will be put on (a) the consolidation of the achievements of PDDEB; (b) the improvement of learning time; (c) the strengthening of learning at the grass-roots level with special emphasis on municipalities that are targeted and (d) launching of the quality component of the Continuum reform.

3. Decentralization of education management

According to Law No. 055-2004/AN du 21/12/2004 on the General Code of local Authorities in Burkina Faso, "decentralization establishes the right of local authorities (region and municipality) to administer themselves freely under the supervision of the State and to manage their own business to promote development at the grassroots-level and strengthen local governance." It relates to many more stakeholders and takes account of the development issues of an entire community. It shall be implemented at municipal level and soon in the regions".

As it regards Decentralization, the policy was to transfers to Municipalities the mandate to acquire, construct and manage all primary schools as well as the Non-formal Basic Education Centers (CEBNF) and the Literacy Promotion and Training Centers (CPAF).

Competences transferred in this context include:

- responsibility to develop pre-school education through the acquisition, construction and management of pre-schools;
- responsibility to develop primary education through the construction or the acquisition and management of primary schools;
- responsibility to develop literacy, including through the construction, acquisition and management of Non-formal Basic Education Centers and Permanent Literacy and Training Centers.

The MENA initiated a process of transfer of resources in accordance with the guidelines of article 5 of the General Code of Local Authorities (CGCT) which stipulates that "*Decentralization shall be implemented according to the progressivity rule and the principle of subsidiarity*". Resources transferred include: assets, material and finances, while human resources management is shared with the central government.

Difficulties were identified in the management of the resources transferred by municipalities. These difficulties are presented in terms of financial aspects, human resource management, and implementation of the school map and support to Municipalities in the management of transferred competencies. These constraints are partly due to (i) the weak capacity of municipalities, (ii) the inadequate support by decentralized services of the public administration and (iii) poor coordination, communication and information sharing between the different levels involved.

Decentralization is a difficult process, but anyway the implementation of policies for access, retention and quality based on centralized responses has reached its limits. It is therefore necessary to take into account specific local needs, bring decision-making centers closer to schools, to make educational services more effective.

4. The basic education Continuum

The Continuum, is far from being a mere juxtaposition of the different levels of education (preschool, primary, post-primary) with a perpetuation of past habits, is rather a consolidation of the achievements of the various levels of education supplemented by promising reforms, which will ensure better educational continuity and significant improvement of the quality of teaching and learning.

The educational Continuum draws its foundations from the Education Framework Act No. 013-2007/AN of 30 July 2007, which provides for a basic education cycle including a compulsory basic education cycle of 10 years covering pre-school, primary and post-primary education. The transition between the different levels of education is enhanced by ensuring consistency between primary and preschool and post-primary education.

The Continuum primarily focuses on: (i) the establishment of a terminal cycle: the terminal cycle now concerns the 16 year-olds, i.e. the third year of post-primary education; (ii) the establishment of bridges: the need to build a bridge towards non-formal education with the possibility of returning to formal education for those completing CM2 and 16 year-olds at the end of the cycle and who could not continue their normal course of study; (iii) ensuring consistency among primary, pre-school and post-primary education: this consistency will first remove the bottleneck between CM2 and the first year of post-primary education and on the other hand give new impetus to childhood development.

This institutional evolution is accompanied by the effective transfer of preschool and post-primary education to MENA, imposing a new governance of basic education.

D. Thematic areas and research points of the review

1. The basic education curriculum

According to the encyclopedic dictionary of education and training, the curriculum is a "program of studies or training organized within the framework of an educational institution; more precisely, it is a coherent set of content and updated learning situations implemented according to a determined progressive order"²⁷

Pr Badini Amadé, for his part, defines education program as "a set of wills or projects aimed at fulfilling aspirations and meeting more or less determined needs both for the individual and society". Accordingly, it is the emanation of a human project to be achieved, in a given society, at a given time²⁸ "

In the pedagogic literature of French-speaking countries, the terms "program of studies" or "plan of studies" have long been used while in English-speaking countries "curriculum" was rather used to designate it. However, the current trend is the general use of the term "curriculum", and people will rather speak of the program of any particular subject being studied at any particular level.

The concept of curriculum therefore implies: "1 °) the idea of a plurality of cognitive content... 2°) the idea of a process spread overtime... 3°) the teaching/learning process within the framework and under the control of a formal education institution: a curriculum is normally something that has been prescribed and built institutionally... "²⁹. We can say that the program specifies, for the trainer, the assessor (or examiner), possibly the trainee:

- What should be taught (the individual and social usefulness of the subjects that are taught), therefore what the student is expected to learn;
- at which level of the school system (e.g. in any particular class depending on the capabilities of the child at different ages.)
- for how long (this time is usually expressed in number of hours per week or in the number of total hours).

✓ Analysis of the Structuring of the New Curriculum

The new curriculum takes into account the teaching approaches used in the learning processes as well as the methods used to assess students' achievements. Such teaching and assessment approaches derived from changes undertaken since 1980s. By that time,

²⁷Encyclopedic Dictionary of Education and Training, *Editions Nathan 1994*

²⁸ Proceedings of the training session for the implementation of PAEB, CEPEC International from 7 to 31 July 1997.

²⁹Ibid.

curricula were often reduced to a list of subjects to be taught. Slowly, this was replaced by PPO³⁰, which is more elaborated and more centered on learner actual needs. This approach which was formally adopted in 1989-90 was built according to an approach that used with, as entry point student structured behavior, and that should be identified in close cooperation with the learner.

Major shifts happening in the political, economic and sociocultural arena (environment, HIV-AIDS, etc.) made Burkina education to go through a new change. The type of citizen that had been envisioned 20 years ago had to be reviewed. Consequently, the curriculum needed to take into account these changes through a development of a new framework. MENA for its part decided to rewrite its education programs through revising existing programs, integrating emerging and related themes, adapting contents to the current needs of society, implementing the decentralization policy and integrating other levels (pre-school, post-primary education, ENF) as advised by the new holistic vision of education.

✓ The relevance of the approach

The definition of the new approach called "*inclusive teaching approach*" is necessitated by the situation analysis carried out on the implementation of education programs, which have emphasized on various weaknesses affecting many aspects of the educational system: the institutional level, contents, methods and techniques, the evaluation of learning, the level of training of the personnel, teaching materials and other areas.

Overall, it has recommended that the new approach fully takes into account:

- interactive constructivism;
- specificities of each region and the realities of the child's environment;
- the practical nature of the teaching (functional content; education-production link)
- new socio-political, economic, cultural and scientific needs (ICT, EMP, EI, national languages, emerging themes...);
- the vision of the educational Continuum by ensuring the consistency of contents from the bottom to the top (from pre-school to post-primary education for the moment);
- a well-balanced combination between the benefits gained from PPO and APC approaches .

The new "*inclusive teaching approach*", while primarily taking into account the achievements of PPO, has been enriched by the principle of eclecticism borrowed from different other approaches including APC (Pedagogy by Text).

✓ The theoretical basis

After Behaviorism which is at the foundation of PPO, Constructivism became the new

³⁰ PPO stands for, Pédagogie Par Objectif

philosophy behind APC. Significant challenges encountered during implementation of APC, which was at the very foundation of PPO made the task challenging. Therefore the national Curriculum planners propose to try out a new approach based on Socio-constructivism. This new approach allowed to go from PPO and to develop a new learning approach in which the learner plays a significant role. .

✓ Principles guiding the new approach

In didactics and pedagogy, the approach is a theoretical basis consisting of a set of principles underlying the development of a curriculum, the choice of learning and/ assessment strategies and feedback modes.

Ten principles guide the new pedagogical approach proposed in the new Burkina Faso educational reform:

- ✓ **Streamlining:** it is the logical organization that promotes the order and conditions of learning. Therefore, a mode of organization and a process need to be selected;
- ✓ **Quality of education delivery** (effectiveness, efficiency, equity): use of appropriate means to achieve the objectives; taking account of the principle of educability (Bloom)
- ✓ **Cost effectiveness:** the effectiveness of teaching is measured from the results obtained, which gives information on the strategies and methods that have to be used
- ✓ **Contextualization of education:** the teacher must base on the daily realities of the learner in the joint construction of knowledge (situational pedagogy);
- ✓ **Child-centered approach** (the active and responsible learner: the learner is placed in the heart of the teaching-learning process);
- ✓ **Linking theory to practice:** establish functional links between theoretical and practical knowledge;
- ✓ **Regular evaluation either** formative , 'criterion-based' or multidimensional;
- ✓ **A Pedagogy of Success** rather than a culture of failure);
- ✓ **Linking Teaching to Learning:** non dissociation of the two, immediate control followed by remediation, focus on learning and the learner, not on content and teaching, etc.;
- ✓ **Eclecticism:** opening to all pedagogical approaches relevant to the effectiveness of teaching and learning.

✓ The objectives of the approach

The vision is to have educational process that meets the needs and expectations of the educational system and contributing to the socio-professional integration of leavers with a view to materializing quality education that is equitable for all. This involves:

- ✓ Promoting an interdisciplinary approach through a structuring of the content into disciplinary fields;
- ✓ Promoting the implementation of the educational Continuum;
- ✓ Operationalizing bridges;

- ✓ Promoting a significant learning.

✓ The didactic bases

'Interdisciplinarity' through issues that are addressed in didactic sequences: it is the use of different disciplinary fields to study, inform a research topic (problem), 'interdisciplinarity' implies an interpenetration of knowledge, content which, once connected, allow to build a more complex, more comprehensive knowledge. Its characteristic features are:

- complementarity: it is when at least two disciplines contribute to a common goal;
- circulation: it is a discipline that uses, imports or takes ownership of the concepts of another discipline;
- confrontation: comparing points of view on a subject or issue;
- 'cross-cultural approach': it involves undertaking a dialogue of cultures with learners to lead them to perceive specificities and complementarities;
- the promotion of bilingualism and multilingualism;
- provision of a reference curriculum open to the regional and local specificities;
- the holistic and integrated vision of education: it is taking account of sub-systems and man in its entirety by involving the MESS up to higher education, otherwise there is a risk of gap, dissonance between the different levels of education;
- taking account of equity in the teaching-learning process which implies that the program takes sufficiently into account children with specific needs, disability, street children, children and vulnerable persons.

✓ Broad guidelines for the identification of content

- Draw from current issues: national languages, inclusive education, emerging themes, intra and extra-school violence, decline in civic-mindedness, mismanagement of human and material resources in education in Africa and school failure, etc.;
- Re-read the text for a wise combination of taxonomic areas and levels (cognitive, psychomotor, social and emotional), targeted skills;
- Give prominence to local knowledge;
- Draw from recent research results in education science;
- Take into account the importance of initial and continuing training of the teacher, the school manager, the school team, parental involvement, the local context and local knowledge);
- Work towards slimming down curricula, moving from productive to expressive education;
- Facilitate problem-solving, work to reverse the current trend which is: content first, and problems next to have: problems first, content next;
- Perform a progressive epistemological rupture by moving from the encyclopedic paradigm to that the co-construction of learning; (PPO to APC while continuing reflection, involvement and training of stakeholders);

- Develop profiles of leavers taking into account the systemic approach for consistency between the profiles of the key players in the system (teachers, trainers, facilitators, lecturers, supervisors, instructors and educators).

✓ Consolidation of non-formal teaching approaches

Non-formal education refers to education and training activities structured and organized in a non-school setting. This form of education and training includes:

- **Early Childhood Non-Formal Education** : this is a form of pre-schooling, provided in community childhood support spaces (EECE), referred to as 'Bisongo', Drop-In Daycare, Early-Learning Spaces, etc.
- **Non-Formal Education for Young People and Adults** aged 15 and above: it is provided in Permanent Literacy and Training Center (CPAF) open to 15 year-olds and above for learning reading, writing, computing in a national language, in French or another language.
- **Non-Formal Education for Adolescents** aged 9 to 14 years attending school or who have dropped out early, contains a literacy phase, a vocational training phase and finally a socio-professional integration support phase. It is provided in various training facilities such as Non-formal Basic Education Centers (CEBNF), the ANPE's provincial and regional vocational training centers, private training centers and schemes and especially NGOs: community schools (Ecom), Bama Nuara centers (CBNEF), Intensive Literacy promotion and Training centers (AFI-D), non-formal vocational training centers of the EFORD project/the NGO TRADE open to young people not attending school or out of school aged 9 to 14 years, etc. The curriculum is organized around two cycles: a basic learning (9-14 years) and a craft learning cycle (15-18 year-olds).

2. Linking Formal and Non-Formal Curricula

The development of the basic education curriculum goes through the consistency of formal and non-formal subsystems. Successful methods and approaches of the two subsystems, cultural values and local knowledge are to be capitalized to build a quality unifying curriculum. In addition to taking account of local specificities in the curriculum and in the teaching-learning approach, the new curriculum will also take into account transcribed national languages, gradually.

Renovated curricula will be based on the principle of holistic and integrated vision of the educational system to promote the operationalization of bridges and the development of the educational Continuum. Using the experiences learnt from bilingual education and the achievements of preschool will reduce the duration of primary school from six to five years. The need to scale-up bilingualism and develop preschool gives another reason to extend this vision.

It is then appropriate to build a bridge between two subsystems by establishing a connection between non-formal and formal education, in such a way that no student is left out of the educational system without acquiring skills needed to effectively entering the labor market or the productive world in accordance with the goal set out in the 2007 Education Framework Act. The following will be needed for the implementation of such bridges:

- develop a reference framework on bridges: this will involve establishing committees to review the modalities for moving from one subsystem to another. The work of these committees will be validated by interdepartmental decrees;
- standardize practices: this will be done by introducing in our educational system, the establishment of specialized centers or integrated programs allowing students and learners wishing to complete credits on the basis of a mechanism for validating the achievements of the experience and thus obtain their final diplomas to access other levels of studies or training, or the labor market. Given the scale of adolescent structures, it is important to reread the CEBNF curricula to ensure better success. In this connection, it is recommended to: (i) take into account bridges in the CEBNFs' curriculum; (ii) gradually review the curricula of the various ongoing innovations according to the requirements of the innovations and the APC reference framework.

3. The integration of prevocational training in basic education

Pre-vocational training should no longer be isolated from education as a whole. In a world where emphasis is put on skill development, private initiative and human resources, it is appropriate to develop early vocational training in the national educational system. Therefore, changes have to be made at the basic education level so that it is in line with social needs.

✓ Taking into account pre-vocational training in basic education

To promote pre-vocational training in basic education, the SCADD clearly identified among development options, an important component relating to vocational training. In this regard, the Basic Education Strategic Development Program (PDSEB) planned important interventions that fit harmoniously with basic education. These include:

- **improving the legal framework of vocational training and learning:** this action includes such activities as: reviewing regulatory texts, linking training to apprenticeship and work-study training, pooling, organizing and adopting study courses and training programs for centers, continuing the structuring and organization of learning modes, introducing in-company learning in the training centers, apprenticeship masters, etc.;
- **setting up a vocational training and learning engineering system:** extension of the certification scheme and establishment of a national certification framework, contribution to the organization of crafts based on stratification of professional

training, development and review of training and certification frameworks, establishing a national vocational training and training of trainers engineering centers, training of trainers for vocational training centers, setting up a system of recognizing experience of this type of education;

- **promoting employment for graduates from vocational training centers** through: standardization and strengthening of the National Employment and Vocational Training Observatory, conducting national surveys every two years on employment and vocational training, management of statistics on employment and vocational training, implementing a communication and advocacy strategy, data collection and analysis .
- **increasing and diversifying vocational training delivery:** establishing a vocational and industrial training centers in Bobo-Dioulasso, renovation and strengthening of the ANPE's 13 regional vocational training centers, establishing vocational training centers in the local municipalities , extension of the crafts training program to the entire country, strengthening and institutionalizing the entrepreneurship training programs, training in emerging jobs for graduates in Burkina Faso. , implementing a broad program of training in farming, reintegrating training for workers from companies which are in bankrupt or in a difficult situation, developing lifelong learning , establishing continuous training schemes and retraining for those involved in the informal economy;
- **strengthening mechanisms for financing vocational training and learning:** for instance, in FAFPA's areas of intervention, there is a need of establishing central purchasing agencies with vocational training equipment, formalizing vocational training structures by developing contracts with FAFPA, taking incentive measures for investment in vocational training;
- **strengthening administrative and supervisory capacities of vocational training centers:** implementing a plan for training human resources for running, planning and managing the training system, establishment of training units in professional organizations and associations and training their members, construction and equipping decentralized vocational training management services.



The peer review has been a real give and take exercise between national and international teams. Here a class observation by representatives of both MENA and ADEA.

E. Analytical review of the education sector

1. Supply and demand

At preschool level, education offer is below demand considering the number of preschool facilities available. Primary education has experienced tremendous progress in terms of access. The number of schools increased from 5,804 with a number of 1,012,150 students in 2002/2003 to 12,394 primary schools with 2,466,379 students in 2012/2013. It should be noted that implementation of infrastructure by the MOD and municipalities has been delayed because they must be available for the following school year. This situation is largely attributable to the weak capacities of construction companies, the procedure for implementing conventions (time for the procurement, provision of financial resources), and to a lesser extent sites changes.

At post-primary level, the needs for schooling at the secondary level are becoming increasingly significant but the State fails to meet this huge demand. This partly explains the development of private schools.

The analysis of access, despite significant dynamism, shows that for primary, post-primary, secondary and higher education, the number of pupils and students will steadily rise at all levels and all types of education. Indicators relating to admission and coverage are still low at all levels, despite efforts the significant increase at primary education level. The private

sector is investing more in technical and vocational education. The geographical distribution of school infrastructure remains uneven.

2. Internal quality and effectiveness

The number of teachers at preschool level is rising. However, at the same time, its staff is not enough qualified. This is particularly the case with the private sector. In community structures, quality of education is even more a concern. Teaching parents are recruited by the Management Committee (COGES), within the community among literate people and trained for three weeks which is below training standards.

The higher the education level, the poorer the indicators for measuring internal performance. Burkina Faso succeeded in strengthening teachers' initial training institutions and therefore, was able to increase the number of primary school teachers with the required skills and thereby ensure adequate Education delivery.

A study conducted in 2008³¹ shows that annual losses in terms of number of hours are estimated at about 40%. Supporting measures for students and teachers was implemented and helped rise the teaching hours. The results of the annual evaluation of learning show that the level of learning achievements remains low. The scores achieved do not reach the average of 50/100 in French, mathematics and observational sciences. Only the scores of Grade Two ³² reach 51.1/100 even though the situation in reading in this Grade which is 30.6/100 remains a cause for serious concern. Compared to the results in 2006, those of 2010 have decreased overall.

The CR at post-primary level was 21.4 per cent in 2012/2013, meaning that less than 22 students reach the final year of post-primary school whether they repeat or not. This rate is increasing slowly; only a rise of about seven (07) points between the 2007/2008 (14.4%) and 2012/2013 (21.4%) school years. Over the period 2008-2013, the BEPC results followed a uneven pattern. The highest BEPC success rate was recorded in 2012 (52.3%) and the lowest rate in 2013.

For the 2012 survey, the overall results showed a still modest level of achievement in history & geography, mathematics and earth and life sciences. It can be noted, however, that results in French are higher than those of the other three disciplines even if they have clearly regressed over the period. The results are uneven from one year to another in all four disciplines that were evaluated.

The CR in secondary education was 8.9% in 2012/2013. Over the period 2007/2008 to 2012/2013, completion rate for secondary school increased from 6.2% to 8.9%. Significant

³¹ Law No; 013/2007/AN on the Education Framework Act adopted on 30 July 2007, Title 1, Chapter 3 Section 1, Article 13

³² CP2 in French

gender disparities were noted. Indeed, there was 4.8 point gap between the completion rate for girls (6.6 per cent) and that of boys (11.4%). School completion rate in secondary school varies according to the region.

The number of post-primary and secondary education teachers has been growing steadily since 2005. It went from 6,692 in 2007/2008 to 12,424 in 2012/2013 including 9,905 for the public sector (i.e. 20.2%) and 2,519 for the private sector (15.7%). The proportion of female teachers was 19.6%. If all pedagogical supervisors hold a professional degree, the same cannot be said for teachers. Regarding higher education, the following was noted: (i) a very low internal efficiency of higher education; (ii) high dropout and repetition rates that can be related inter alia to difficult study conditions (lack of learning facilities, accommodation for students, financing, guidance etc.).

These various findings result in the overcrowding of amphitheatres and rooms with the usual negative impact on the acquisition of knowledge and success.

3. External effectiveness

Several studies have shown the importance of education in the acquisition of certain appropriate abilities. In Burkina, the National Educational System Status Report (RESEN) has shown that the higher the education level, the more people adopt healthier behaviors and good living standards.

Data indicate that income levels are strongly correlated with the level of education, regardless of the domain in which the individual works (informal or formal): the higher the education level, the higher the income of the individual. Reaching the post-primary level allows, in the informal sector, to increase one's salary by more than 10% for general education leavers and 17% for technical post-primary education leavers. It was also noted, that the education level allows reaching a higher average income in the informal sector, although, formal sector incomes are higher than those of the informal sector. This suggests that self-employment of the higher education graduates would result in high productivity in the informal sector.

4. Equity

If the admission challenges are poised to be addressed, disparities persist at this level. Enrolment gaps exist at the regional level. To reduce geographical disparities, 43 selected municipalities will benefit from specific interventions.

In terms of gender equity, the proportion of women in the teaching profession at the national level has also experienced a significant change as it rose from 24.81% in 2002/2003 to 38.44% in 2012/2013. The proportion of female teachers in rural areas compared to the total number of teachers increased from 9.80% in 2002/2003 to 26.29 % in 2012/2013.

Access to post-primary education remained inequitable between girls and boys even though an improvement in the GAR parity index could be noted. Indeed the GAR parity index is 0.90. In terms of schooling, disparities between girls and boys are also slowly reducing. In 2012/2013, eight girls were enrolled in post-primary education for ten boys.

Like post-primary education, disparities between regions in terms of GER are also high in secondary school. Gross Enrollment Rate in secondary schools varies from 30.3% in the Central region to 2.5% in the Sahel.

In terms of reduction of gender and geographical disparities, significant efforts are yet to be done both in the improvement of reception capacities and social mobilization at the level of primary, post-primary, secondary and higher education.

5. Non-Formal Education

In 2007, the national literacy rate stood at 28.7% (19.5% in rural areas and 21.3% for women) compared to 61% in sub-Saharan Africa. However, regional disparities (Center 63.7%; Central-South 16.1%) as well as gender disparities (21% for women and 37% for men) can be noted.

With regard to the quality of NFE for the 2011-2012 year, indicators are as follows: for adults, the success rate at the Initial Literacy level³³ is 93.81%, and that of Additional Basic Training level³⁴ is 90.21%. These rates are very substantial, and reflect a good assimilation of the contents of training and/or a good level of the educational trainers, teachers, and supervisors specialized in the field. These rates should however be questioned because the validity of the results is sometimes questionable, and this raises the learner Assessment issue in Non -Formal Education.

The implementation of the "Faire Faire Strategy"³⁵ resulted in gains although many problems impeded its proper functioning. These problems occur at the institutional, partnership, financial, technical and human levels and they essentially include:

- the non-involvement of municipalities in the «Faire-Faire» Strategy .
- failure by FONAEF to take into account new operators;
- the lack of visibility of the non-formal subsector in education decentralized structures.
- absence of a functional consultation mechanisms which would have facilitated dialogue and planning.
- low mobilization of financial resources for NFE;
- non-reliability of the statistical data produced by certain operators;
- low level of literacy in the environment, which contributes to keep high illiteracy rates;
- lack of qualified personnel.

³³ Known as AI/N1 in the French literature

³⁴ Known as FCB/N2 in the jargon in use in French education

³⁵ Known as « outsourcing strategy » in some document

F. Status of curriculum reform in Burkina Faso

1. The theoretical foundations of curriculum development

✓ Goals of the educational system

Educational programs are the expression of a national will which must ensure consistency of knowledge and cultures transmitted to learners. They are subjected to periodic updating and rewriting depending on the evolution of fundamental knowledge, new findings and new goals set forth by the educational system. They reflect deliberate choices on what is good to pass on to younger generation according to their needs and the country aspirations. In the case of Burkina Faso the aims of education are defined in accordance with the Education Framework Act which states that:

"The educational system of Burkina Faso aims at making the young Burkinabe a responsible, productive and creative citizen. It essentially aims to ensure full and harmonious development of the individual, in particular by³⁶:

- promoting his/her personal development through his/her physical, intellectual and moral development;
- stimulating his/her sense of initiative and entrepreneurial spirit;
- cultivating on him/her the spirit of citizenship through the love of the motherland which shall be defended and developed;
- cultivating on him/her the spirit of responsible citizenship, the sense of democracy, national unity, responsibility and social justice;
- developing on him/her the spirit of solidarity, integrity, fairness, justice, loyalty, tolerance and peace;
- cultivating in him/her respect for others, notably gender equity but also respect for the linguistic, religious and cultural diversity;
- guaranteeing his /her training so that he/she demonstrates discipline and rigor in work and be useful to society and himself/herself;
- developing his sense of universal values;
- developing all his/her potential to make him /her able to participate actively in the development of his country."

Article 14 of the Act defines the goals as follows: the "educational system of Burkina Faso pursues the following goals:

- "make individuals acquire the skills needed to deal with Burkina Faso social issues;
- provide training that is adapted in its content and methods to requirements rising from economic, technological, social and cultural changes; such training shall take into account the aspirations and system values that are shared by people in Burkina Faso, Africa and the World;

³⁶ Law No; 013/2007/AN on the Education Framework Act adopted on 30 July 2007, Title 1, Chapter 3 Section 1, Article 13

- provide the country with managers and skilled manpower in all areas and at all levels"³⁷.

✓ The evaluation of education programs

"Program evaluation is characterized by a systematic effort to first determine the value of educational phenomena, whether they are at the level of programs, educational interventions, products or outcomes, or goals.". Program formal evaluation aims to feed and inform qualitatively and quantitatively the decision-making process that affects the educational phenomena in whole or in part"³⁸.

Thus, at the international level, the 1990 Jomtien Declaration and the 2000 MDG emphasize the need to reorganize the curriculum, and structure primary education around three levels (CP; CE; CM)²⁷ it appears from the analysis that curricula should have an increased functionality character and the multiplication of links between theoretical and practical knowledge, between what is learned in a classroom and what we can do in practical life to take into account emerging themes. Emerging themes should be construed as themes that are imposed to our attention because of their relevance. They are topical concerns, speak to each of us and their importance is recognized around the world.

The integration of emerging themes in the curriculum forms part of the overall context of the reform of the educational system and is intended to make it more relevant.

These themes are not new in Burkina school curricula. However, the teaching approaches used before did not allow to develop "life skills", i.e. the desired behaviors and attitudes among students as a result of learning. The objective is therefore to introduce teaching methods and techniques that can help achieve learning objectives, which in addition to the cognitive skills, also affect the psychomotor and socio-affective areas.

This concern was already taken into account by the 1979-1984 reform which had set as main objectives:

- to democratize knowledge for basic education for all;
- to strengthen linkages between education and production;
- to enhance the cultural heritage through the introduction of national languages at school.

This reform had the merit to have a rigorous methodology for its implementation and to propose guidance that took account of the Burkina Faso socio-cultural and economic realities, unfortunately it was discontinued following change of policy known as the 1984 Revolution³⁹.

The current academic situation of Burkina Faso, a country that is currently ranked among least developed Nations with respect to education, can be significantly improved provided that the political will to make basic education a priority is total, effective and strong.

The Education Framework Act of 30th July 2007 lays down the broad guidelines of education in Burkina Faso and stipulates the general principles for curriculum development.

³⁷ Law No. 013/2007/AN on the Education Framework Act adopted on 30 July 2007, Title 1, Chapter 3 Section 1, Article 14

³⁸L'évaluation de programme, théorie et pratique, les presses de l'université Laval, Québec 1988, p.56

²⁷ De Jomtien 1990 aux OMD 2015, P 16.

³⁹ CNR is National Council of the Revolution

Thus, Article 2 of the law stipulates that "primary education has six year's duration, with a curriculum designed to teach basic knowledge. It is intended for children aged at least six years and is the first level of compulsory schooling attendance. A certificate of completion is granted at the end of the cycle."⁴⁰

With regard to the structure of education, article 23 of the Act indicates that "primary education is the second level of formal basic education. It is the first level of compulsory education and aims to prepare six to 12 year-old children to develop basic skills at the intellectual, emotional, social, moral and cultural levels:

- by equipping them for pre-vocational learning;
- allowing them to continue their studies in a post-primary education facility.

Primary education has a single cycle consisting of three sub-cycles:

- the preparatory course sub-cycle (CP);
- the elementary course sub-cycle (CE);
- the intermediate course sub-cycle (CM).

Each sub-cycle has a duration of two years. A Decree of the Council of Ministers organizes primary education"⁴¹.

With regard to article 9, it specifies that "curricula define, for each cycle, the knowledge and skills that must be acquired. They are the national framework within which educational structures and teachers organize lessons taking into account students' learning rate. They shall be defined by regulation."⁴²

Regarding the language of instruction, article 10 of the Act prescribes that "the languages of instruction used in Burkina Faso are French and national languages both in educational practice and in assessments. Other languages can intervene as vehicles and teaching disciplines in education institutions in accordance with legislation in force."⁴³

2. Strengths and weaknesses of curricula

The achievement of the second Millennium Development Goal (MDG), "Achieve Universal Primary Education", goes necessarily through the success of quality education for all in country educational systems.

The current Burkina Faso educational system is the result of several reforms aimed at adapting education to the aspirations and expectations of society. However it has to be recognized that despite these efforts, much remains to be done. The curriculum is recognized to have some strengths but also shortcomings which can be translated among others into overloaded content, lack or low integration of some emerging themes, some outdated content, etc.

In relation to the reform of the educational system, one of the major concerns of the MENA's planners is to know how to have a slimmed down curriculum that is at the same time enriched with new content. Among the options available, that which is related to the re-

⁴⁰Law No. 013-2007/AN on the Education Framework Act of 30 July, 2007 Title 1, Chapter 1, section 2, article 2.

⁴¹Law No. 013-2007/AN on the Education Framework Act of 30 July, 2007 Title 1, Chapter 1, section 2, article 23.

⁴²Law No. 013-2007/AN on the Education Framework Act of 30 July, 2007 Title 1, Chapter 2, article 9.

⁴³Law No. 013-2007/AN on the Education Framework Act of 30 July, 2007 Title 1, Chapter 2, article 10.

reading of the official curriculum of primary school, dating from the years 1989-1990, seems to be a plausible answer to the concern.

However, implementation of this activity requires a prior desk review, i.e. a thorough and objective analysis of the educational system in force for the purpose of identifying its strengths and weaknesses; this would provide more information and useful guidance that if taken into account would guarantee the success of the activity. Thus, in the lines that follow, data relating to the diagnosis of the strengths and weaknesses/deficiencies, revealed by the literature review, will be presented.

a. Preschool Programs strengths and Weaknesses

Pre-school education include formal pre-school education that are public and private early-learning and preschool education centers (CEEP), and non-formal pre-school education structures that consist of community childhood support spaces or “Bisongo” and similar spaces (early-learning spaces).

CEEPs are organized into three sections:

- the first-year (‘petite section’ in French) (3 year-old kids);
- the second year (‘moyenne section’ in French) (4 year-old kids);
- the third year (‘grande section’ in French) (5 year-old kids);

The Ministry of Social Welfare and National Solidarity (MASSN), has reviewed its National Pre-school Education Program (PNEP) developed and adopted in 1995, and had made a status report focusing on the strengths and weaknesses of this National Program . This led to very useful suggestions and recommendations.

✓ PNEP strengths

The PNEP, which advocates the use of participatory methods that effectively involve the learner, is structured in three main parts, i.e. (1) teaching methods, (2) activities of the pre-school (3) and areas.

The main strengths of the PNEP are summarized as follows:

- its ability to serve as a reference, a guidance tool and a background paper for the developing pedagogical materials;
- its comprehensiveness as it takes into account the various aspects of child development;
- PNEP offers a broad range of activities to be conducted in preschool activities has distributed in the various areas and sections;
- openness, flexibility and adaptability socio-cultural realities of the environment.

✓ PNEP Weaknesses

The weaknesses identified are as follows:

- it is not available to all pre-schools
- It is not free of charge;

- it is not compulsory compared to the national pre-school education program;
- the group activities in the program are too many and there is plethora of concepts to be addressed; or
- it does not take into account the latest various developments in early childhood pedagogy;
- the methodology to be used for the child mastery of language is not Clearfield;
- it is aligned to hour volumes in effect in the national public and private sectors.

Considering the above strengths and weaknesses, the following and recommendations were suggested:

- improving and disseminating the PNEP;
- harmonizing the practices based on the three levels in the national pre-school education;
- developing child-centered teaching methods;
- promoting the use of national languages;
- promoting formative and criterion-based evaluation;
- improving supervision with respect to administrative and pedagogical monitoring;
- strengthening coordination and partnership among actors from public and private sector, reviewing the national pre-school education program to provide the preschool sub-cycle with a more suitable curriculum.

b. Primary Education Programs Strengths and Weaknesses

✓ Primary Education Programs Strengths

The 1989-1990 reform stood the test of time because of the elements that prevailed during its preparation. Actually, curriculum proposed by this reform was fully tried and tested through using the PPO approach before it was implemented

The learning contents must always reflect the educational objectives stated by the system. This was particularly the case for the 1989 programs with which in-class practices are structured in the way to achieve the stated objectives.

It has been observed that the 1989 programs are recognized for their open character that gives a lot of flexibility to teachers⁴⁴.

They provide teachers with pedagogic guidance and describe the realm of resources intended for them or even all the knowledge to be acquired by learners according to courses and divisions (cycle, sub-cycle). In order to better guide teachers, a document entitled, "specific objectives and items, CP-CE-CM" is developed to accompany the programs. Pedagogic instructions placed at the beginning of each discipline allow to know how to work to achieve the stated objectives. The contents of programs are planned on a quarterly basis and for the whole school year. For example, general objectives were broken down into

⁴⁴ Gérald Arnold Gildas AÏTCHEDJI, training dissertation, p.

specific objectives and items were listed under each of these specific objectives. Teachers should refer to these for contents.

PPO approach had been, for a long time, the only one that has been used in the teachers' training apparatus. However, it has shown significant limitations. As argued by Ms. KINDA Emma in her dissertation at the completion of her training as inspector at ENS/UK, *"it has to be recognized that following the socio-political and economic changes, the school of Burkina Faso, in its current state, is struggling to respond effectively to expectations. Despite, the considerable strengths it has demonstrated, we cannot be satisfied with the current situation because there are deficiencies that need to be addressed"*.

✓ Primary Education Programs Weaknesses

Several complaints were made against the 1989-90 primary education curriculum reform to point out the system poor performances especially as it regards student achievements. Various reviews led to the following remarks:

- teaching subjects are too broad, and too ambitious; the teaching contents cover a multitude of subjects;
 - programs are not relevant to economic, socio-political and political realities;
 - the contents of the programs are not adapted to the needs of children;
 - there is internal and external inefficiency for pedagogic reasons; repetition, drop-outs are higher than average .
- **programs have broad, overloaded contents confined to a multitude of subjects;**

The study on the actual hour volume of primary education conducted in Burkina Faso on 25 February, 2008 reveals that teachers are unable to complete the curriculum because they are deemed too broad, too ambitious and do not correspond to the actual hour volume devoted to learning in classrooms.

One might ask a fundamental question after all that has been said: why is it now that the problem of overloaded content is being raised since it did not seem to be a cause for concern at that time?

In this regard, the study to assess the quality component of PDDEB from 2000 to 2010, conducted by Mr ZIBA Tiassay and Kaboré Boubacar⁴⁵in June 2011, notes that in the field, teachers continue to implement the original 1989-90 programs that they deem dense, with according to them, an inadequate hour volume.

The study found that teachers continue to implement the original 1989-90 programs that they deem dense, with an inadequate hour volume. In addition to this, some additional content need to be added to take into account certain realities.

In the RESEN document entitled "challenges of the Burkina Faso educational system in

⁴⁵ZIBA Tiassay and Kaboré Boubacar, study on the assessment of the quality component, June 2011

support of economic growth", it is stated that school teaching and learning time declined sharply over the years while the content of programs, from a quantitative point of view, is increasing (EMP, emerging themes, and others).

Eventually, it is estimated that the contents of the programs are overloaded and confined to multiple disciplines, which divides the timetable into multiple sequences that teachers are unable to comply with for lack of time and method. Moreover, it was noted that many lesson titles are repeated in higher divisions without necessarily adding new learning content. It is essential to consider performing a clean-up of program.

In most cases, teachers are unable to teach the entirety of the contents existing in the school curriculum so much so that students complete their study course with an important loss which in part explains their poor school performance as well as their underachievement in school examinations.

In the same vein, Inspector Gérald Arnold Gildas AÏTCHEDJI indicates that on the ground, the comparison of the level of execution of programs through preparation notebooks with monthly distributions still reveals considerable delays in the execution of programs.

For example, CP (first and second year) teachers fail to complete reading programs, particularly in CP1.

This manual entitled "Reading in Burkina Faso" includes 48 new lessons and 24 revisions. The distribution of contents proposed in the 89-90 programs covers 24 weeks at the rate of 2 new lessons and a revision per week.

Many teachers actually provide only one new lesson per week. Therefore at the end of the year CP1 classes are confronted with new lessons that have never been taught, with several weeks, or even several months' delay and a lot of catching-up to do in CP2.

The reasons often put forward are the difficult start experienced in reading with pupils who do not understand the language of instruction, the recommended reading method.

PDDEB's 2005-2008 mid-term report, reached the same conclusion by pointing out that all education stakeholders recognize that education contents are much overloaded and that it is virtually impossible to cover them entirely in a single school year.

When all is said and done, it can be remembered that the poor execution of the curriculum contents, either because teachers have not completed them or they have skipped over certain aspects to be able to complete the contents of monthly distributions, therefore partly explains the serious deficits in the performance of students.

- **Inappropriate programs.**

Existing programs are criticized for no longer meeting the beneficiaries' expectations because there is often a mismatch between their content and the actual education needs focused on skills development.

The MEBA-MESSRS joint national report on the development of education in Burkina Faso of June 2004 indicates that Burkinabe educational system works with programs that need to be revised to adapt them to the changing learning needs of leavers of the system.

This is all the more true since the dynamic character of the society calls for adjustments both at the level of the objectives and content of programs to bring them into line with our country's economic and socio-cultural changes.

In addition to this, the problem of the increase in reception capacity, the issue of the relevance of methods, teaching approaches and programs in terms of efficiency and effectiveness is posed. These are no less important concerns to be taken into account in the review of programs in Burkina Faso.

Actually, it is not only the quality of the contents of teaching/learning which should be questioned but also and mainly teaching practices which, directly or indirectly, could have something to do with this state of affairs.

- **Mismatch between contents of teaching/learning programs and socio-cultural values of the country**

It is generally admitted that Burkina Faso's school has lost its prestige of yesterday even if, in relation to its aims, the old school was criticized for being out of phase with our realities. Indeed, Burkina Faso's school is considered, in the famous words of Professor KI-ZERBO, as an "exogenous cyst", a "malignant tumor" thus not taking into account the values of the environment, at a point where the various socio-professional categories must bear the burden or even suffer the burden of the waste generated by the school system. Similarly, Mrs Emma KINDA indicates that "the school system produces a huge amount of waste, which is the logical result of its failure to adapt to the realities and the real needs of society". According to her, this phenomenon is due to the fact that:

- the curriculum is alien to the socio-cultural values of the country;
- language carries the culture and the one that is used is alien to our realities;
- emphasis is placed on knowledge acquired from books at the expense of practical knowledge;
- knowledge learned have no impact on daily life.

- **Weaknesses related to the internal and external effectiveness**

The Assembly General on education noted that the internal performance of Burkina Faso's educational system is very low. Regardless of the indicator used, there is a low promotion rate and high repetition, expulsion and drop-out rates at all levels of the cycle»⁴⁶

Regarding the internal efficiency, data from the MENA's DEP for the year 2012 indicate that out of 1,000 students enrolled in the first year (CP1), 724 reach CM2 and 661 pass the CEP. Out of 1,000 children admitted, 549 reach the final year (CM2) without repeating a class, and among them, barely 338 pass the CEP.

Even if the poor performance of school described above depends on many factors, the share of responsibility of the curriculum in force is not negligible.

1. ⁴⁶ Ibid. , p.25

▪ **Obsolescence of curricula**

In the reference document prepared in 2008 for the 2009 Education for All Global Monitoring Report entitled "Overcoming inequality: the importance of governance; Country case studies - BURKINA FASO", an even sharper statement on the inadequacies of the contents of the primary education curriculum was made as follows: "Burkina Faso's primary education curriculum is outdated, everyone agrees to that, and in all its facets: program subjects, overall hour volume and time associated with each subject, educational contents (curricula), modes of assessment, system of certification of achievements, etc. Everyone agrees that the educational contents should be more adapted to the needs of families and the society, and be more practical »

In short, the 1989 programs do not take into account the local learning contents; the great issue which remains posed is how to envisage a curriculum whose contents correspond to the basic educational needs of our country and giving at the same time possibilities for taking into account local specificities.

c. Strengths and weaknesses of post-primary education programs

The current state of post-primary education concerns literary subjects and social sciences. With respect to literary subjects, three languages are taught in secondary schools including German, English and French.

Humanities include history and geography as far as primary education is concerned.

The situation assessment is based on serious and in-depth work on programs including:

- The «TECSULT» study as part of the PEPP in 2002 including the project completion report submitted in August the same year is entitled "studies for curriculum reform."
- proceedings of the 4th CAIES held from 13 to 18 December 2004 in Bobo-Dioulasso on the theme "the problems of secondary education curriculum in Burkina Faso".

The «TECSULT International Limited» project completion report is the result of a study commissioned by the Ministry of Secondary Education, Higher Education and Scientific Research in 2002, for the curricula reform as part of the Post-Primary Education Project (PEPP). This study compiled the inventory of secondary education programs known as "Portrait of Reality" through on the one hand, literature review and surveys and consultations on the other.

✓ **Language and Humanities programs from the literature review**

The following documents were analyzed:

- current instructional programs in the various subjects of general secondary education

- official documents relating to the education policy, the Education Framework Act (LOE), the Education Policy Letter, etc.
- records of national seminars; Assembly General on Education (EGE), National Education Meeting, etc.

From this analysis, it appears that all subjects of these programs are in the best cases prior to the Education Framework Act. The most typical cases are history - geography, philosophy, German. This means that their goals are not directly derived from the L.O.E.

They are often presented in the form of listed contents (parts, chapters, lessons). This is the case for English, philosophy and history & geography where programs do specify neither the goals nor the aims of the disciplines taught and contain no indication or educational and methodological recommendation.

In French, an effort to present the objectives, timetables and the recommendations in the programs is made. Emphasis is placed on the necessity of the progression or the tailoring of learning to the learner (age, level of development) and by referring to the surrounding environment.

Only German has a program with the goals, GOs, SOs, methods, teaching approaches and content.

It should be noted that the contents of these programs are often too broad, which is the reason why they are usually not completed at the end of the school year (history & geography and philosophy). Moreover, these contents are sometimes not rooted.

✓ Curriculum of languages and Humanities according to different actors

Most stakeholders consulted have a negative view of the curriculum of language and humanities subjects.

▪ Students

Students recognize the importance of French which is useful outside the school environment but they cannot see the usefulness of the other disciplines especially in their daily lives. They recognize that teachers are unable to complete programs at the end of the year.

▪ Teachers

They believe that many programs are not realistic because they are too ambitious, too broad, overloaded with concepts. Programs do not distinguish what is essential and do not provide teachers with the information they need. Therefore they think that programs are of no help, inappropriate and cut from reality.

▪ Students' Parents

They believe that students No longer speak good French, that they have no respect for moral and civic values. Programs do not develop skills in learners, which very often poses the problem of meaning and usefulness of learning. History and geography are a good case in point where the student studies the geography of Burkina Faso only twice in seven years

(in 3rd year of post-primary education and final year of secondary education) of schooling. Over the same period, the student does not study at all the history of our country.

During the December 2004 CAIES, the head of each inspectorate gave an update on the issue of programs in their discipline.

In German, changes in programs started with the withdrawal by France of French teachers who were replaced in 1968 by German teachers from the Federal Republic of Germany.

Because of the lack of official programs and inappropriate textbooks, it was therefore necessary to publish new books that meet expectations. This is the case for the manual «*Yao Hernet Deutsch*» introduced in 1974 which takes into account the interests and specific difficulties of the African child.

In December 1983, a Ministry Decision No. 105/MENAC/IGESD defined the new orientation regarding teaching of modern languages in Burkina Faso. It contributed to the writing of a new manual of German which was written, tested and generalized in 1990 with support from FRG.

This manual which allows learning German in specific communication situations with which students are familiar, with learning aids, is still in use in all the establishments where this language is taught. It is being reviewed by a team consisting of members from French-speaking sub-Saharan African countries.

English was introduced in Burkina Faso as early as 1847. Despite the lack of official legislation imposing it as first priority modern language, English is taught in secondary schools. The teaching is based on textbooks serving as programs. The establishment of the National Institute of Education (INE) with departments for each discipline, the English Department holds periodic meetings with English teachers which led to the 1st national seminar from 22 to 27 September, 1975.

A grammatical program for the first cycle became effective in 1980; it was revised 3 times in 1984, 1990 and 1994-1995.

This program helped to harmonize the textbooks used: thus, for the first and second year of post-primary education, it was officially recommended to use respectively «English for first year» and «English for second year». The schools inspectorate also recommended "Go for English for the 3rd and 4th year of post-primary education.

Since 1990, these programs have not been substantially modified even if there were revision attempts to make them more usable by teachers.

The grammatical program also needs to be revised.

Concerning French, the evolution of programs is as follows:

- from 1960 to 1972: the same programs and the same official directives about French that were in force in France were implemented in Upper Volta, now Burkina Faso;
- from 1972 to 1980: it was the 'Africanization' of curricula at the sub-regional and national level with France's assistance;
- in 1976 the 1st I.O. was drafted by officers from Volta Republic (which became later

Burkina Faso);

- from 1980, the first French language inspectors of Burkina Faso were assigned to: redefine the teaching objectives, methodologies of the French language, vocabulary, and text explanation; develop a national grammar program, a first cycle literature program and a methodological guide (1995);
- from 1993: renovation of programs with support from PFM.

Regarding the current situation, two (02) review committees were put in place (1st and 2nd cycle) since 1998 but they have encountered difficulties of all kinds that block the progress of the work.

The 7th grade (6^{ème}) program was entirely re-written since September 2000 but has not yet been tested for lack of resources. That of the 8th grade (5^{ème}) is at an advanced stage.

In history and geography, the programs are among the first to be renovated to adapt to the socio-political context of the post-independence period. So, since 1965, new programs were proposed. Those programs were adopted in 1967 after two (02) years of testing. Those were the 1967 programs which were in force with only a few changes.

In 1996, EPM content was integrated in the programs and civic education curricula (E.C.) were drafted. Current programs (dating from 1967) are not very motivating and carry the dross from the period they were developed:

- the listing of the contents without unity in their formal presentation;
- overloaded programs compared to the hour volume;
- obsolete programs in every respect (methodological, epistemological).

To sum up, the current situation of language and social science programs is far from ideal.

Generally they are outdated, not motivating for students, and of little help to solve the problems encountered in the teaching learning processes.

That is the reason why it is time to get firmly committed to their revision. Moreover in all these disciplines, many revision projects exist in order to take into account current realities.

d. Strengths and weaknesses of non-formal education

✓ The strengths

Non-Formal education consists of: Non-formal education of early childhood (Bisongo, day nursery, etc.) and literacy promotion by the Ministry delegate in charge of Literacy promotion and Non-formal Education, by certain structures (NGOs), Ministries (Health, Agriculture, Environment, etc.). It is composed of: The training of young farmers (FJA); Permanent Literacy Promotion Training Centers (CPAF); Non-formal basic education centers (CEBNF).

Literacy promotion and non-formal education (AENF) based on a formal program written according to the skill-based approach.

Thanks to PRONAA and support/ back-up of partners, the non-formal sector has developed several educational and pedagogical formulas that are being tested on the ground. Some promising experiences are taken into account in the reform of the current educational system (taking account of the strengths of the PdT for example in the construction of the new approach).

With regard to the bridges established towards the formal sector, we can note the case of community schools (ECOM) and CEBNF which helped 9-15 year-old children, excluded from the formal system and who had lost all hope of being educated outside literacy promotion, either to continue their school curriculum in the formal subsystem or in a formal training system, or to integrate active life.

✓ Weaknesses

The Non-formal Education subsystem is criticized for its lack of organization, especially when it comes to capitalizing promising experiences and putting in place strategies for scaling-up successful experiences. Many innovations are undertaken by promoters, but separately.

Inadequate monitoring/evaluation of the programs implemented in the field has been noted.

✓ Field visits and observation of class practice

Field visits followed by observations of teaching-learning sequences were made in classes applying the objective-based approach (PPO), ASI /PDSI, the pedagogy of text (PDT) and the APC/PDT combination. Observations were completed by interviews with visitors, teachers and their collaborators.

Generally speaking, members of the field trip team were amazed by the dynamism of teachers, the genuine collaboration between teachers of the formal and non-formal subsectors.

Concerning learners, the participants noted with satisfaction the interest expressed by them in the lessons as well as their effective participation (the learner is at the heart of pedagogical thinking).

However, they noted deficiencies relating to the mastery of the approaches in the conduct of lessons by teachers.

As far as challenges are concerned, members of the visiting team wished that the schools would be adequately provided with teaching materials, capacity building for teachers in teaching practices, improving the management of teaching/learning time and capitalization of approaches to build the basic education curriculum.

3. Suggestions and recommendations for the basic education curricula reform.

With a view to building a unifying quality curriculum, it is recommended to (1) better involve learners in the formulation and implementation of programs concerning them; (2)

increase communities' awareness of young people's problems and encourage support for them in the implementation of programs; (3) implement programs that fit into a holistic vision of the educational system with bridging formulas.

✓ **With respect to the meaning and reference frameworks of the programs**

- 1) Re-read programs taking into account the spirit of the provisions contained in the reference documents, in particular the following:
 - **The Constitution of Burkina Faso** which stipulates that (1) education, training and instruction are social and cultural rights that must be promoted. As the secular nature of public education is reaffirmed, it means that programs should be reviewed on the basis of this secularism. (Articles 18, 27, 101.),
 - **The Education Framework Act** which recommends making the young Burkinabe a responsible, productive and creative citizen (Chapter III, articles 13) and recommends organizing training programs in sub-cycles CP, CM as required by article 23 of the Education Framework Act;
 - **Political, economic and social models** to be applied in Burkina Faso which recommends that the individual should be provided with skills to deal with the problems of society, the requirements of economic, technological, social and cultural changes (Chapter III, article 14) while taking into account the aspirations and value systems in Burkina Faso, Africa and in the world. (article 14);
 - **The aims of the educational system of Burkina Faso** which advocates a model of society that fosters personal development of the individual, cultivating in him/her the love of the homeland, the spirit of responsible citizenship, the sense of democracy, national unity, responsibility and social justice. (article 13)
 - **The Assembly General on education** that recommends to "design a program containing an educational minimum to make the child both autonomous upon leaving school and capable of continuing secondary school studies." (P. 12 of the document entitled "Expert Committee for the Assembly-General on education".
 - **The National Conference on Education** which reminds us of some recommendations on the improvement of the efficiency of the educational system in primary school (see: "Assises Nationales sur L'Education: Commission II » on: « *Efficacité du système éducatif-Personnel de l'éducation*»).
 - **The Ten-Year Basic Education Development Plan (PDDEB), in particular** Title II of Decree no. 2007-484/PRES/PM/MEBA/MFB of 27th July on institutional framework for the steering of PDDEB which recommends in its Article IV to "improve the quality, relevance and effectiveness of basic education and develop consistency and integration between the different basic education levels and formulas."
 - **The Basic Education Strategic Development Program (PDSEB)** which stipulates that: "The basic education reform requires necessarily new curricula determined on the basis of skills and graduation of students, and full of meaning in terms of integrating the environment and preparation for working life."
Furthermore, under the same title, it is said that: "These reformed curricula must

concern both students and teachers' training programs."

- **The most recent developments in the reflection on education in Burkina Faso**, particularly (1) those concerning the revision of the contents of programs in accordance with an integrated approach to disciplines and the elimination of stereotypes, (2) the renovation of curricula using a skills-based approach, taking into account the introduction of national languages and the functionality of programs and (3) the implementation of a truly functional school publishing covering the entire process of production of textbooks and school supplies as well as educational materials.

✓ **With respect to contents**

- 2) Conduct a review of school curricula by transferring some of the disciplinary concepts to the post-primary education level. This remains possible with the prospect of effectiveness of the preschool, primary and post-primary Continuum advocated by PDSEB;
- 3) Re-read programs taking into account the practical nature of the teachings (functional content; production-education link...);
- 4) Practice transfer bilingualism in schools to facilitate education/learning (Education Framework Act: article 10; Education Policy Letter);
- 5) Contents must be rewritten in the form of curricula (starting from guidelines until the items of assessment of teaching sequences in class, taking into account both teacher and student activities, educational materials and other materials, training of teachers);
- 6) Use the educational programs for basic education produced in 2000-2001 by IPB which took into account EmP;
- 7) Develop the ICTs that are part of emerging themes;
- 8) Introduce contents taking into account the specificities of inclusive education.

✓ **With respect to teaching approaches**

- 9) Start from everyday experiences in the implementation of any educational approach taking especially into account local and regional specialties (decentralization);
- 10) Integrate educational communities in the teaching/learning process. (Quality School Project: PEQ) ;
- 11) Generalize the SMASE ASEI/PDSI approach;

✓ **With respect to teaching/learning methods**

- 12) Focus learning on students by implementing active teaching methods.

✓ **With respect to the assessment of learning**

- 13) Focus assessments on everyday life situations regardless of the teaching approach;

✓ **Regarding the time allotted to teaching/learning**

- 14) Improve the time allotted for learning by strictly respecting the duration of the school year;
- 15) Improve the effectiveness of the basic educational system by increasing the minimum learning time to 800 hours per year;

- 16) Subdivide the week courses in two blocks: Monday, Tuesday with a break on Wednesday; and Thursday, Friday and Saturday morning;
- 17) Set up a new school calendar by referring to article 31 of Education Framework Act which sets the duration of the academic year at 36 weeks;
- 18) Revise upwards the number of hours assigned to certain disciplines: Civic and Moral Education (ECM) for example;
- 19) Organize learning into modular cycles: pre-school, primary, post primary cycle and sub-cycles: Preparatory course (CP), Elementary course (CE), Intermediate course (CM);
- 20) Adapt the management of the school calendar and learning pace to local realities (see: Sub program 1; P.44 of PDSEB: 2011-2020).

✓ **Regarding actors in charge of the re-reading**

- 21) Involve the National Education Council (CNE), academics, social partners, or any other actor who can contribute to the curricula review process, in addition to the actors of the basic education Continuum.

✓ **With respect to the visibility of the review activity**

- 22) Place the activity under the high patronage of his Excellency the Prime Minister;
- 23) Plan communication activities around the activity. (School radio, ARC journal and other media).

All the recommendations of the self-assessment are contained in the section entitled “List of recommendations of the peer review in Burkina Faso”.

Part Two: The international peers' report

II. Curriculum Reform, Prevocational Training and Anchoring NFE to the Country Educational System

The international peers' team:

Cameroon:	Prof Pierre FONKOUA
Guinea:	Mr. A. Mahmoudou DIALLO
Niger:	Mrs Adiza Mailele HIMA, Senior Consultant
	Mr. Amadou TIDJANI
	Mr. Kalilou Tahirou
Mali:	Dr. Mohamed Chérif DIARRA
WGNFE/ADEA:	Prof Ibrahima BAH-LALYA
WGNFE/ADEA:	Mr. Youssouf Ario MAIGA

INTRODUCTION

The World Education Forum held in 2000 in Dakar (Senegal), was the starting point for a vigorous development of access to education in sub-Saharan Africa.

However, even if the educational coverage has improved markedly since that date in most countries, the quality and the relevance of the teachings are still questionable and the linkage to national economies and cultures still weak. This is a major concern considering that these countries spend over 15% of their national scarce resources to education. Nowadays, education planners are confronted with the following challenge: What education for what economy in Africa?

In response to such an issue, Burkina Faso decided to "take the bull by the horns", and it launched a reform process with the aim to impact on the entire educational system. The country's ambition is to rebuild its educational system in a way to better respond to the social demands and meet its economic needs through improving the policies and practices aimed at achieving quality education and training for all.

To successfully carry out such a reform process, the Ministry of Education MENA called on ADEA and its partners to facilitate the launching of a peer review. The parties agreed, within this context, to focus on three areas where Burkina was experiencing major problems: the new curriculum, where the consistency and the feasibility were questioned, , the challenges posed by the integration of pre-vocational training in primary and secondary education and how to best anchor non formal education to the remaining educational system.



The review drew upon the great experience and professional maturity of recognized experts. Here the former Permanent Secretary of the Ministry of Education of Niger and former Executive Secretary of CONFEMEN during the review of the new reform.

Once the decision was made to call on ADEA, a team travelled to Ouagadougou to refine the themes and develop, in collaboration with the Burkina party the major research questions to document. During this mission, it was found that even if MENA seemed quite advanced in

most areas of its new reform, areas that have been very well taken into account in the PDSEB, there was still a need for further inquiry on the 3 areas identified earlier.

This exercise was entrusted to ADEA which undertook a review aimed at *“Improving the Quality of Basic Education under the PDSEB, Decentralization and Continuum Educational Reform Frameworks. The Association called on Korea and UNDP for financial and programmatic support for this undertaking, under a program called “the Peer Review for Capacity Development of Educational Leadership in Africa Program”*

The Continuum

Structured around three areas and conducted in an inclusive and participatory manner, the review combined documentary work, field visits and meetings/exchanges with relevant stakeholders. This allowed collecting and comparing useful information on the topics, identifying accurately the strengths and constraints facing the new reform, and pinpointing opportunities as well as possible hindrances from technical financial and managerial viewpoint. By focusing on the main issues identified in Burkina Faso's self-assessment, it also helped to detect policy avenues that would be able to correct the deficiencies identified and improve the quality of training and learning in Burkina Faso. This analytical work was conducted in an interactive and dynamic cooperation between National Education planners and their international peers. It was done according to a work plan that was consistent with the guidelines laid down by the Ministry and ADEA.

Such work led to the following results in three areas:

- A. Curriculum reform;
- B. Integrating pre-vocational training;
- C. Anchoring non formal Education.

This was completed by a fourth Section entitled Resource mobilization for the operationalization of recommendations.

A. Curriculum reform.

1. Burkina Faso Curriculum

Burkina Faso's formal education programs are inherited from the French colonial system, with contents similar to those of France and a little account of the local socio-economic context. Following the national independence, the curriculum was renovated with a focus on democratization of education and the promotion of national and African values.

In the 1980s, another educational reform was launched with the introduction of PPO approach that is more participatory and gives more room to the learner and the teacher. In so doing, the PPO was an important milestone in the improvement of the quality of teaching and learning in Burkina Faso.

But, soon PPO shows limits. It was criticized, among others, for its behavioral character and its limits in the definition of operational objectives in higher taxonomic levels. With PPO, it was difficult to design the teaching of subject areas such as moral values and civic education. Moreover, with PPO, the objectives set for students get easily confused with those set for teachers. In other words, "it is difficult to distinguish between that which is the student's responsibility that is "to learn" from that of the teacher that is "to make learn".

Moreover, the evaluations conducted in the context of the application of this approach helped to establish that "the availability of knowledge and rules at the level of the student does not mean that he/she would be able to apply them in real life".

To remedy these shortcomings, Burkina Faso, like other countries of the sub-region, tested new approaches such as those used with the Education Population Program (EMP), Environmental Education programs, Quality Child-friendly School program (EQAME), HIV/AIDS education, - Quality School Projects (PEQ) and others.



APC and PDT two pedagogical innovations experimented in Burkina Faso, are particularly known for their participatory approaches. Here children exchanging in a group work session using PDT

Despite the implementation of these innovations, assessment of the system achievements shows, as observed by the national peer team (see part one of the report), that:

- teaching subjects are too broad, and too ambitious; the teaching contents cover a multitude of subjects;
- programs are not relevant to economic, socio-political and political realities;
- the contents of the programs are not adapted to the needs of children;

- there is internal and external inefficiency for pedagogic reasons; repetition, drop-outs are higher than average .
- *the teaching manuals are not adapted to the programs approach;*
- *The teaching methods provide little room for students;*
- *Teaching approaches used do not result in the establishment of "life skills"⁴⁷.*

Actually these innovations were too often undertaken without taking account of some teaching enduring challenges facing education planners such as class sizes, teaching methods, the availability of well trained teachers, and other determinants.

In reviewing Burkina Faso past reforms, it can be noted that, like other countries, it was fully inspired both by behaviorists, neo-behaviorists, socio-constructivists methodologies.

With regard to the ongoing curriculum reform, Burkina Faso decided to review programs following an Eclectic Approach (EA), which is a kind of combination between PPO, APC and Pedagogy by Text (PDT). The Eclectic approach takes into account the strengths and weaknesses of the content-based approach, as well as those of PPO and the APC.

In accordance with the mandate of the present review, four areas are to be explored:

- checking the consistency between the theoretical basis and principles;
- analyzing relevance of the approach in relation to the aims, defined profiles, socioeconomic needs and objectives, particularly those relating to the employability of young people;
- reviewing and making recommendations for the structuring of the new curriculum;
- Assessing readability of the curriculum.

2. Consistency between the theoretical basis and principles

As stated in the self-assessment document and in the Curriculum Policy Framework (COC), Burkina Faso adopted a new educational approach called **Integrative Teaching Approach (API)** that does not reject the fundamentals of past experiences, namely the PPO, PdT and ASEI/PDSI but try to combine their strength.

However, the break with Behaviorism which underpinned the PPO is clearly underlined by the COC. Socio-constructivism, as **theoretical basis** of the Integrative Teaching Approach is clearly affirmed.

In the context of this learning theory, **any knowledge results from a construction process, whose main actor remains the learner.** Socio-constructivism also stresses **the importance of social interactions** that affect this process, namely the presence of other partners (students and teachers). **The interactive dimension, which refers to the learning environment,** is also taken into account.

As regards the **stated principles**, the COC retained the bulk of the proposals contained in the self-analysis document. These are:

⁴⁷ Self-evaluation of the education system in Burkina Faso.

- *the principle of didactic eclecticism, which is an opening to all pedagogical approaches relevant to the effectiveness of teaching and learning;*
- *the learner-focused principle that empowers him/her and places him/her at the heart of the teaching-learning process;*
- *the streamlining principle which is an efficient and effective use of appropriate means to achieve the objectives;*
- *the equity principle which is the fulfillment of the willingness to give all children, without distinction, their right to education by taking into account the educational needs of the disadvantaged learner (children with special needs, children in the street, children from nomadic and displaced groups, the vulnerable youth, adult learner, etc.);*
- *the educability principle which is based on the assumption that all learners should be able to acquire the concepts taught in school, provided that teaching conditions are optimal for each of them;*
- *the principle of contextualization of the teaching/ learning process which means taking into account realities that are close to the daily experiences of the learner;*
- *the principle of linking theory to practice.*

The principles set out in the COC could also be added to this list, as well as two other that are already contained in the self-assessment document. These principles are:

- *The teaching-learning principle (i.e., non-dissociation, immediate control, remediation, focus on learning, not on content and teaching);*
- *The principle of permanent evaluation, formative evaluation, 'criterion-based' and multidimensional.*

When the **theoretical basis** identified above is compared with **the principles** set out above by the COC, one can note that they are consistent with each other. Indeed, none of the principles mentioned is in contrast with the theoretical basis underpinning "Socio-constructivism".

However, it can be suggested to drafters of the new curriculum to qualify the *principle of "didactic eclecticism", which is an "opening to all pedagogical approaches relevant to the effectiveness of teaching and learning"*⁴⁸. Indeed, even if each learning theory or teaching model admits several pedagogical teaching methods, the fact remains that a teaching model or learning theory imposes all the same **appropriate choices** in terms of teaching methods. The clear choice of 'Socio-constructivism' as epistemological paradigm should impose relevant teaching methods such as: **project-based learning, discussions, exercises, group work**.

In contrast, teaching methods such as the "**formal presentation**", that is appropriate under 'cognitivism', must be banned in a paradigm that makes the activity of learners an essential condition for skills development.

⁴⁸ Burkina Faso's Basic Education Curriculum Policy Framework, October 2014, page 29.



The ADEA Representative, WGNFE Coordinator, during an interview session in a community school

3. The relevance of the approach in relation to aims defined profiles, socioeconomic needs and objectives, particularly those relating to the employability of young people.

In the previous section, the approach identified (API) as well as its theoretical basis («*Socio-constructivism*») have been addressed and described. We were able to demonstrate that, in accordance with the guidelines contained in the COC, the option for «*Socio-constructivism*» as the theoretical basis of Burkina Faso's curriculum reform requires the adoption of a new perception of teaching and learning acts. This choice also suggests at the same time, that of appropriate teaching methods. The choice of «*Socio-constructivism*» requires a redefinition of the teaching function which moves from educational models of transmission of knowledge by the teacher (passive learner) to educational models of knowledge construction by learners (active learner).

The objective of this is, after an overview of the aims, defined profiles, the objectives and the socio-economic needs of the country, to compare these with the characteristics of the adopted approach, for the purpose of assessing its relevance. In short, it will be rigorously determined whether the approach results in the achievement of the aims, profiles for an adequate response to the socio-economic needs of the country, namely employability of young people in Burkina Faso.

In the context of the «*Socio-constructivism*» teaching acts, learning acts are perceived otherwise. Thus,

- learning is co-building knowledge by confronting one's representations with those of others;
- teaching is organizing learning situations conducive to dialogue with a view to causing and resolving 'socio-cognitive' conflicts.

This break of the perception of teaching and learning acts imposed by «*Socio-constructivism*» with old perceptions requires the adoption of new **appropriate** methods. Those that are congruent with «*Socio-constructivism*» are among others: project-based learning, discussions, exercises, group work and others.

Therefore, «*Socio-constructivism*» focuses on the following three key dimensions: **the learner himself/herself** (constructivism dimension); **other learners and the teacher** (social dimension); **situations and the learning subject** organized within these situations (interactive dimension).

Regarding the aims, profiles, goals and the socio-economic needs of Burkina Faso, it should be reminded that they have been detailed in several official documents (see in particular the Educational System Framework Act and various development programs), and then adopted by the COC. The latter specifies in particular that:

- *promoting his/her personal development through his/her physical, intellectual and moral development;*
- *stimulating his/her sense of initiative and entrepreneurial spirit;*
- *cultivating on him/her the spirit of citizenship through the love of the motherland which shall be defended and developed.*
- *cultivating on him/her the spirit of responsible citizenship, the sense of democracy, national unity, responsibility and social justice;*
- *developing on him/her the spirit of solidarity, integrity, fairness, justice, loyalty, tolerance and peace;*
- *cultivating on him/her respect for others, notably gender equity but also respect for the linguistic, religious and cultural diversity;*
- *guaranteeing his /her training so that he/she demonstrates discipline and rigor in work and be useful to society and himself/herself.*
- *developing his sense of universal values;*
- *developing all his/her potential to make him /her able to participate actively in the development of his country."*

With regard to the socio-economic needs and objectives, COC emphasizes them in the goals of the system in the following terms:

- *"make individuals acquire the skills needed to deal with Burkina Faso social issues;*
- *provide training that is adapted in its content and methods to requirements rising from economic, technological, social and cultural changes; such training shall take into account the aspirations and system values that are shared by people in Burkina Faso, Africa and the World;*
- *provide the country with managers and skilled manpower in all areas and at all levels"*⁴⁹.

Concerning the profiles of the Continuum leavers, the COC specifies that basic education graduates must be able to:

⁴⁹ Law No. 013/2007/AN on the Education Framework Act adopted on 30 July 2007, Title 1, Chapter 3 Section 1, Article 14.

- deal with various situations in life by mobilizing the instrumental basic knowledge acquired;
- take initiatives when faced by daily life problems in an original manner;
- deal with various situations in life by adopting a rational behavior;
- adopt a behavior translating the sense of responsibility, citizenship, tolerance and solidarity;
- undertake secondary education or begin vocational training;
- participate in the economic, social and cultural life of their community.

An analysis of the statement of aims, defined profiles, socio-economic needs and objectives, shows that the **learner** (the young Burkinabe) is effectively at the heart of concerns. The same goes for his **environment** (life situations) and active participation in the community economic, social and cultural life (interaction).

However, as stated earlier, «*Socio-constructivism*» focuses on the same dimensions..

So, it can be concluded that the integrative approach (API), with as theoretical basis «*Socio-constructivism*» is an approach that is **quite relevant** to achieve the socio-economic aims, profiles, goals and needs of the country including those relating to the employability of young people in Burkina Faso.

However, it should be recalled that «*Socio-constructivism*», which according to the COC underpins API, has requirements that are difficult to reconcile with the **principle of educational eclecticism** "which is an opening to all pedagogical approaches relevant to the effectiveness of teaching and learning"⁵⁰. For the API to be able to effectively lead to achieving the socio-economic aims, profiles, goals and needs of the country, the teaching methods should be necessarily put in line with the chosen epistemological paradigm.

The effectiveness of teaching and learning, which seems to be the fundamental reason that motivates didactic eclecticism, is not an end in itself. Indeed, when the aim of training is to develop life skills (capacity to act), a didactic approach whose implementation leads to findings like "the availability of the knowledge text, rules among students does not mean the possibility to use them in required situations" is certainly an approach to avoid. This was unfortunately the case with the PPO in Burkina Faso.

In addition, an openness to "all " teaching approaches is for sure an openness to all kinds of abuses. Teachers can have a tendency to adopt, whenever possible, the easiest teaching methods to implement even if ultimately they do not result in learner skill development.

Therefore the peer reviewers make recommendation that the COC should suggest teaching methods that are congruent with «*Socio-constructivism*», the epistemological paradigm that has been chosen. This guidance on appropriate teaching methods will also help textbook producers to be better oriented in the design and drafting of new teaching materials.

4. Review of the structuring of the new curriculum and suggestions

In this section of the report, the submitted documents are reviewed with a view to evaluating the structuring of the new curriculum.

⁵⁰ COC, October 2014, page 29.



One of the strengths of Burkina Faso's curriculum is its provision of a non-formal education linked to the overall educational system. Here, a literacy evening class held by regular teachers of the local school for villager women near Toece City

The Basic Education Glossary (October, 2014) defines curriculum as a *"set of elements which, when connected among themselves, result in the operationalization of an educational action plan within an educational system ...* In other words, Burkina Faso's new curriculum should consist of several interrelated components according to a specific logic.

An analysis of the documents submitted to the reviewers does not show a clear statement of a proposal for **"structuring the new curriculum"**, a statement that would have described its different components. Discussions about the concept of **"structuring"** have rather focused on a singular dimension of the new basic education curriculum⁵¹. They fail to analyze the other components of the new curriculum.

However, the COC has in fact treated the **"structuring of the new curriculum"** in the following aspects of the reform;"

- *the foundations, the aims and guidelines of an educational system or subsystem;*
- *the adoption of the preferred educational approach (choice of the epistemological foundations guiding the theoretical bases);*
- *curriculum structuring modalities: example: entry through teaching by objectives (PPO), through the skills-based approach (APC), through professional practices of reference, problem solving approach, project-based approach, etc.;*
- *the design of the teaching or learning paradigm;*
- *the organization of the curriculum disciplines or activities;*

⁵¹ (see the COC, October 2014 document on pages 13, 15 and 34)

- *the type of content for learning: knowledge, skills (capabilities), competencies, attitudes, values, etc.;*
- *the choice of pedagogical approaches to teaching or learning;*
- *the design of learning assessment and certification procedures;*
- *measures relating to the updating of the roles of the school staff;*
- *guidelines for the content of teaching materials;*
- *organization of the school career into periods, years and cycles* ⁵².

To deal with the structuring of the new curriculum, the reviewers conducted an analysis of the COC document to see if the various aspects of the reform listed above, and which are actually present and described in such a way as to effectively guide the drafters of the new curriculum.

The analysis of COC shows that the aspects of the reform actually described are as follows:

- *The purposes, goals and objectives of the educational system in Burkina;*
- *The preferred pedagogical approach;*
- *The teaching or learning paradigm;*
- *The teaching/learning pedagogical approaches;*
- *The curriculum structuring procedures;*
- *The Continuum exit profile;*
- *Learner's capacities reference frameworks;*
- *The organization of teaching/learning disciplines or activities;*
- *The logical framework for curricula construction;*
- *The school timetable and learning time;*
- *National languages in educational programs and principles of multilingualism;*
- *The assessment of learning;*
- *The certification of achievements.*

Thus, only the aspects of the reform in connection with "*measures relating to the updating of the roles of school staff*"; "*the guidelines for the content of educational materials*" and "*the type of content for learning*" were not treated by the COC.

For completeness, the drafters of the curriculum must take into account these three missing dimensions.

Indeed, the adoption of «*Socio-constructivism*» as an epistemological paradigm has necessarily **significant consequences on the organization and the day-to-day management of learning activities in the classroom**. The impact of «*Socio-constructivism*» in the curricula is essentially reflected by the importance given to "situations". In class settings, «*Socio-constructivism*» underlies a pedagogy that prioritizes learners' action and social interactions among students. Choosing «*Socio-constructivism*» as a general reference framework **requires** therefore a **redefinition of the teaching function** and a shift from teaching models where the teacher convey knowledge to models where Knowledge is constructed **by learners with the teacher's facilitation**. This redefinition of the role of teachers and students implies de facto **a new perspective on both teaching materials and educational contents**.

Therefore, the reviewers recommend that specific guidelines be provided in this direction to the drafters of the new curriculum to guide their actions.

⁵² COC, October 2014, page 19.

In addition to the above mentioned weaknesses, it should be added that some of the aspects of the reform have been briefly described in the COC so much so that the clarification needed for efficient orientation of the future actions, is not sufficient. The following table gives an overview of the weaknesses of the COC observed by the peer reviewers.

Table 09: Overview of the new curriculum weaknesses

Aspects of the reform	Comments and recommendations
The purposes, goals and objectives of Burkina Faso educational system	The purposes, goals and objectives of the system are described clearly.
The preferred pedagogical approach	The API is clearly selected as an approach
The teaching or learning paradigm	« <i>Socio-constructivism</i> » is clearly designated as new paradigm.
The teaching/learning pedagogical approaches	No pedagogical approach or teaching method has been suggested clearly by the COC.
The curriculum structuring procedures	Structuring procedures have not been explicitly described in the COC COC confuses program structuring procedures with curricular entries such as " <i>entry through teaching by objectives (PPO), through the skills-based approach (APC)</i> ."
The Continuum exit profile	<p>The exit profile is defined for the entire Continuum as a single cycle.</p> <p>However, it is desirable that exit profiles be defined by cycles (preschool, primary and post-primary) and by levels (e.g., Kindergarten level 1, 2 and 3) Primary Education Preparatory course, Primary Education Elementary Course, Primary Education Intermediate course sub-cycle, level one of Post Primary Education and High School).</p> <p>Furthermore, according to the glossary, "Competence is the power to act, to succeed and make progress that allows to adequately performing tasks, professional or personal life activities, and which is based on an organized set of knowledge, skills, perceptions and attitudes. However, <i>the exit profile must be understood as all the competencies useful for adequately performing tasks, professional or personal life activities</i>. Contrary to the definition of the exit profile of the Continuum given by the COC (p.31), the exit profile of the Continuum does not describe " <i>...life situations; the tasks, professional or personal life activities</i>" faced by those leaving the Continuum.</p> <p>Titles like "<i>deal with different life situations by mobilizing⁷⁷ the instrumental basic knowledge acquired</i>" (p.31) do not describe "<i>essential training learning that will enable the learner, at the end of his/her program, to properly carry out</i></p>

	<p><i>activities related to the exercise of a profession, the continuation of studies, working and social life.</i></p> <p>It would be appropriate to review the exit profiles to present them by cycles and sub-cycles, and adapt the title of the exit profile given by the COC.</p>
Learner capacities reference frameworks	<p>Reference guides for basic education learners are described explicitly for all education cycles.</p> <p>However, the capacities reference framework for post-primary education is identical, in every respect, to the exit profile of the Continuum. This means that competences (profile) are confused with capacities. This is in contradiction with the definitions of “competence” and “capability” in the glossary.</p> <p>The COC could have gone beyond capacities to define competences without which it is difficult to achieve the aims of training.</p>
The organization of teaching/learning fields or activities	<p>Teaching areas and fields are well defined. Four disciplinary fields are defined for formal education.</p> <p>Teaching areas and fields are not defined for the non-formal sector. This seems to be necessary in the context of bridges with the formal sector for 9-11 year olds.</p> <p>On the other hand, the COC must also give (even broad) indications, on Teaching areas and fields for 12-16 year olds. A kind of minimum core of fields to teach are needed</p>
The logical framework for curricula construction	<p>The logical framework is well described in the COC.</p> <p>However, there is no major difference between this logical framework for curriculum construction proposed by the COC compared to the one which is practiced with the PPO.</p> <p>On the other hand, the link of the program with the learning area is not established; the level of study is not specified and the targeted competence is not specified either.</p>
The school timetable and learning hours	<p>The school timetable and learning time are described.</p>
National languages in educational programs and principles of multilingualism	<p>Languages are insufficiently described. It is not known when languages come into play in the various learning and to what extent.</p> <p>Practical modalities for taking into account national languages in the context of the new curriculum should be further specified by the COC.</p>

The assessment of learning	The evaluation of learning is described by the COC. However, this element of the curriculum can be better described in the COC. Actually, it could be suggested to provide guidelines aimed at practicing an assessment that complies with the orientations being taken for the new curriculum. The objective is to promote an assessment that will allow appreciating the result and the approach, knowledge and attitudes, the process and the product.
The certification of achievements.	The certification of achievements is described.

5. 'Readability' of the curriculum

The French dictionary Larousse defines readability as the "*quality of that is readable*" and the word readable itself is defined as follows: "*that which can be deciphered easily*"; "*which can be read without fatigue, without boredom*".

For Fernbach, cited by B. Kassi (May, 2010), defines readability as "*the aptitude of a text to be read quickly, easily understood and well memorized*".

Trudeau Sonya (2003) says that "*it is the entry point through which the reader accesses the meaning of the text*".

For M. Demeuse and C. Strauven (2006), "*the readability of a text depends on a number of factors some of which are related to the text itself and others to the reader*:"

- *factors related to texts are its lexical, syntactic and semantic characteristics: the vocabulary used, the ideas expressed, the way they are or the author's style, the syntax...*
- *factors related to the reader are his level of intellectual development and training, his culture, his command of the language used, his reading skills, the extent to which he is familiar with and his interest for the topic, his ability to concentrate. "*

In the specific case of this work, the readability of the curriculum is evaluated through the unique dimension of the technical vocabulary used and the following two curriculum documents made available: the glossary and the Curriculum Policy Framework.

At first sight, it should be noted that, from this angle, there is willingness to make readable the various documents of Burkina Faso's curriculum. The effort to make readable the various elements of the curriculum is illustrated by the glossary considered rightly "as a tool of communication with anyone interested in basic education in Burkina Faso".

However, this glossary can be completed by including and explaining new concepts used, particularly in the COC, such as "Integrative Teaching Approach", "Structuring of the Curriculum", "Paradigm", "System Approach", "Endogenous Approach" or even "Epistemology". Many other concepts used in the COC and the other components of the curriculum may be, on this occasion, included and clarified because it is expected that the main new concepts or those that may pose understanding problems be explained.

B. The Introduction of Prevocational Training in the Curriculum

1. Why Prevocational Training in the Burkinabe Education-Training System?

According to the 2001 UNESCO General Conference, the concept of TVET can be defined, more or less as "the teaching of aspects of the educational process which, in addition to general instruction, involves the study of the economic environment, related techniques and science as well as the acquisition of practical capacities, attitudes, skills, understanding and knowledge in relation to employment in various sectors of the economy and social life". The proposed definition of prevocational training, which is still an insufficiently explored area, gives a glimpse of both the challenges and obstacles to overcome for its introduction into the Burkinabe education-training system.

"Pre-vocational training should no longer be isolated from the realm of education to intervene in a moment of exclusion or second-chance approach. In a world where emphasis is placed on skills and where private initiative and human resources development is increasingly topical, it is appropriate to develop optionally and early vocational training in the national educational system. Therefore, it must be emphasized in the basic education curriculum. This would have the benefit of formatting the child attitude, very early in his/her training. It would also change the current negative perception of labor in society. This is what is mentioned in the document on the self-assessment of the educational system of Burkina Faso. Prevocational training, meaning the preparation for professional training, must feature prominently in Burkina Faso educational system. This is justified both in the light of the strategic role of vocational training, the vitality of the national economy and its growth. It is also justified by the large number of dropout and unschooled children. Out of 100 children of the same cohort, less than 22 complete primary education a huge number of young Burkinabe leave the educational system without acquiring the minimum skills needed to enter in the World of Work and be productive labor.

Not only the country population is predominantly composed of young people (46.6% Burkinabe are under 15 year's old and 57.2% are under 20), but it is rising at a fast speed, with a population growth rate of 3.1%. Considering this situation, Burkina intends to take the bull by the horns by introducing prevocational training in the teaching-training system. Such a reform would prepare, throughout the Continuum, the young Burkinabe for an eventual vocational training once he get to secondary education or higher. This preparation which includes several dimensions is designed to allow the young Burkinabe to understand, while still in school, the options offered to him/her professionally. School becomes, therefore, a kind of bridge between community and the job market, in a country that aspires to eradicate poverty and achieve economic growth. The reform aimed at integrating prevocational training in Burkina Faso's teaching-training system represents from this viewpoint a chance for rehabilitating the school institution which could regain its prestige.. However, even if the importance of prevocational training for Burkina Faso is unquestionable, the fact remains that its integration in the teaching-training system calls for new measures.

2. The objectives of prevocational training

Prevocational training aims primarily to prepare young citizens of Burkina Faso for vocational training. It provides them with the prerequisites necessary for the knowledge of the environment and the mastery of a number of core professions. This gives him an idea of job availabilities in the local market. By integrating prevocational education into its teaching-training system, Burkina Faso intends to address the relevance and adequacy of education compared to the needs of the labor market. It will therefore serve, on the one hand to reconcile school with the local community. This is the reason why the envisioned prevocational training would embrace a full range of occupations and activities existing in Burkina Faso local communities.

In this context, Information and Communication Technologies (ICTs), whose integration into our daily lives is transforming our relationship to information and knowledge, must feature prominently in prevocational training programs. As a multifunctional tool but also prevocational training discipline, ICTs can contribute to universal access to education, equity in education, the implementation of quality learning and education, teachers' professional development as well as more effective management, governance and administration of education. Because they also modify citizens' contacts with public services and the interaction between schools and learners, ICTs offer many opportunities. It can lead to an improved and more motivating learning experience.



Several teaching formulas are being tested to strengthen practice in training among Burkina learners. Here, an observation lesson supervised by nationals and expatriate teachers

✓ In the primary education level of the Continuum

The objective of education in Burkina Faso is to open the minds of young children to their environment, enabling them to gain real knowledge of such environment so that they can develop meaningful relationship with it and breed a new culture. More specifically, it is to open very early the minds of young children of Burkina Faso to the challenges of their environment to get them to develop a new mentality. However, this phase of awakening must sufficiently take into account the evolution of the world, by opening children's minds to the impact of technology on the world. Indeed, it is a fact that the practice of scientific activities. Even if science is not totally ignored in elementary education it is still, at present, too often confined to negligible proportions. In such conditions how can one talk about an organized approach to technology? Indeed, introduction and strengthening of technology in the curriculum could be, if actually implemented, one of the preferred means to achieve the majority of the overall objectives of predominantly scientific awakening activities. More specifically, it should open the mind to a technical culture, i.e. an understanding of technical objects and the World.

✓ In the Primary Education preparatory course level (CP corresponding to grades 1 and 2)

The idea is, in the first two years of the first cycle of the Continuum, to offer teaching-learning that introduce manual work to the child through leisure activities. These activities should enable him/her, through drawing and other technics, knead, shape, form, and others. This should teach him/her to transform by folding, cutting, pasting, assembling parts and so forth. It is through these activities that the Child would make his/her first discoveries on the resistance of materials and on mechanical properties. This is how manual skills will be developed, and psychomotricity of gestures enhanced.

✓ In Primary Education Elementary Course level (CE, corresponding to grades 3 and 4)

This is the intermediate stage where, in principle, teaching and learning must allow to further develop the child's taste and motivations to opt for a specific profession that attracts him more than any other. But this development of the child's early professional awareness must necessarily serve, as best as possible, the community by becoming harmoniously integrated into the economic mould of the local market. It must therefore aim to develop practical and productive activities necessary for the family and community environment in order to strengthen their manual skills.

Teaching and learning technology should be established, continued and further strengthened. This teaching should aim to sensitize the child and prepare the ground, by putting him in a situation of active discovery and experiments, by allowing him to make mistakes, trials and errors and the resulting gradual adjustments. This exercise must be made from the materials collected by the child in his immediate environment.

✓ In the Primary Education Intermediate level (CM, corresponding to grades 5 and 6)

This is the last years of primary education Continuum. They lead to either vocational training, or to a continuation in general education. They must therefore give children the opportunity to discover the kind of job available in surrounding local communities. This would occur through the acquisition and ownership of key notions and concepts, and through extramural activities with craftsmen, therefore using sometimes local know-how.

This education and training should be done alternately through the implementation of a kind of pre-apprenticeship or prevocational initial training that would give the opportunity to children not having the necessary grade marks for admission and enrollment in the regular secondary education, to develop a few vocational skills while strengthening their basic knowledge in "Three R" (Reading, writing and arithmetic). Sometimes at school, sometimes in workshops with craftsmen responsible for their practical supervision in extramural activities, these young people could gradually be prepared to enter the apprenticeship system.

Thus, through the curriculum and the learning mode, there is a need to make a wise blend of vocational skill acquisition and basic education to avoid a disruption of primary education while preparing learners for prevocational and vocational training in more appropriate facilities.

✓ In post-primary education

The number of children, who, at the end of the primary cycle, end up in the street, is very high in Burkina Faso. In 2011, the children concerned with this sad reality were estimated⁵³ at 775,450. Primary school leavers would be able to choose between entering into formal post-primary education (General or Technical Education) or non-formal vocational training through Occupational Training Offers. At this stage, prevocational training will allow, once implemented, to provide all these young people with teaching-training opportunities corresponding to their abilities. This reform will also allow the young person to better understand his/her environment, to act properly and to have dynamic relationship with it.

✓ In the non-formal sector

The introduction of prevocational training in the non-formal sector is intended primarily to reduce the number of early school dropouts and unschooled children. The aim is to contribute to reducing, each year, the large number of young people who may never fit into the economic fabric and thus, contribute to development. Prevocational training must be a motivating factor for literacy and vocational training through preparing illiterate and out-of-school youth, aged between 9 and 18, to acquire professional skills.. By introducing learners to reading, writing and arithmetic, jointly with professional apprenticeship, prevocational training provides a second chance to young people excluded from the formal system or to those who are not admitted. It can be proposed to young dropouts, literacy training at two levels. first in local languages, and second in French. Young people will be provided with enhanced basic education and given, at the same time, vocational initiation in workshops

⁵³ According to the PDSEB data

according to a carefully designed schedule. This mode of organization will help the goals Burkina Faso set itself, namely:

- To admit 30% to the formal system by the year 2021, through bridging centers, non-formal education facilities or other similar basic education center initiatives;
- To have the remaining 70% to be channeled to literacy training centers such as the CEBNFs and the centers basic literacy centers for adolescents.

Regarding students admitted to the formal education, they will be distributed according to their training level and diploma, as follows⁵⁴:

- 40% will be sent to post-primary vocational training;
- 30% to general post-primary education;
- the remaining 30% will be admitted to vocational cycles in CEBNFs and similar innovations.

3. Strategies for the integration of prevocational training in basic education in connection with the labor market

To successfully establish prevocational training in the education and training system, it is important to fulfill a number of conditions and to have effective strategies depending on education and training orders and levels. These requirements and strategies to deploy form a kind of prevocational training engineering system. This system includes the contents of the education and training, types of assessments and certification, the training reference framework, etc. The training reference framework, in particular, must strictly be based on two major requirements: first, the development of technical and vocational training; second, capacity building for trainers.

✓ In formal education

Strategies for integrating prevocational training in general education must be seen from the overall perspective of the development of new curricula taking into account all the requirements related to the reform of the educational system. It will be necessary, to achieve this, to conduct a comprehensive review of education programs by identifying introductory *subject matters*, notions and concepts relating to the environment, technology, practical activities as well as the discovery and knowledge of some professions. Environment-oriented education should enable students to recognize everyday life challenges, to develop and consolidate knowledge and skills to the learner according to the four pillars of learning that reshaped modern education (i.e., “Learning to know”- “Learning to Do”- “Learning to Be” – “Learning to Live Together”). This allows him later in life to be able to take action and find the necessary means to carry out his/her projects. Education must lead children to understand the world in which they live and, in any case, help build a coherent and rational model to run a decent life in this world. Technology can be very helpful in that regard, particularly with regard to the power of organized thinking and by its de facto

⁵⁴ See the PDSEB planning documents,

multidisciplinary. Taking into consideration the following master plan could be envisioned for Burkina Faso:

✓ **In the primary education Continuum**

The introduction of prevocational training in the Burkinabe education and training system must fundamentally change educational paradigms established so far in the curricula; which poses the problem of approaches, practices, methods to be implemented for effective sensitization of children to appropriate relations they must maintain with their environment. The logic of gradation in prevocational training must materialize in the first cycle of the Continuum through the gradual integration of more extensive knowledge, but also know-how. Such training would take into account the child's age and the level in the learning cycle by adopting the distribution and the approach adopted by PDSEB. Prevocational training could use 20% of the curriculum dedicated to the knowledge of the environment.

In the Primary Education Preparatory Course level (CP corresponding to grades 1 and 2)

At the level of the preparatory course (CP), two options, at least, could be envisaged: first, the child could study the environment and its components (e.g.: study a tree, with all its implications in terms of function and of benefit to the community and the balance of nature) or existing objects to define their purpose or organization; on the other hand, could start from items to create in response to an expressed need. Various modes of representation may be used, namely, drawings, sculpting, cutting, pasting, sorting etc. This work should generate concepts such as useful function, technical function, relationship between the various elements composing the environment and their determinism.

In the Primary Education Elementary Course level (CE, corresponding to grades 3 and 4)

The elementary course (CE) sub-cycle should allow, in addition to preparing for entrepreneurial spirit, preparing the young Burkinabe for prevocational training by making him/her familiar with a number of professions of his/her immediate environment, by going out to discover the environment, nature and its composition, its usefulness, man's relations with nature; but also to discover traditional professions such as modern occupations of the immediate environment, their opportunities, the functionality of the products and materials generated; the knowledge and description of the tools and equipment used in the environment. Technology and productive practical activities (APP) represent important areas to develop in children to fine tune their understanding of phenomena, their sense of creating, their ability to repair what needs to be fixed, and, by the same token to develop their self-confidence.

In the Primary Education Intermediate level (CM, corresponding to the two last years)

Through the extramural activities, the environment and the community participate in the training of students. The intermediate course (CM) is the stage where local know-how is made available to the school and where in-depth knowledge of crafts as well as experiments allows developing the child's skills and abilities. He /She is, then, expected to learn the basics of a job He / She has a passion for, and for which He / She has demonstrated real ability and motivation. Education and training should help him/her as much as possible strike a balance between passion and aptitude for a job.

At this stage, the child is sufficiently prepared for vocational training and is able, on the basis of demonstrated skills and passion for a specific trade, to easily make a decision related to the options that are offered to him/her. Education and training provided therefore prepares the child for specialization in advance in a profession that he/she will learn more during the course to refine his theoretical and practical knowledge. Moreover, this prepares him/her to refuse any culture of assistance and develop rather entrepreneurial spirit. Better prepared psychologically and sufficiently equipped to envisage the future with more confidence and serenity, the child could therefore start the remaining course without interruption and with proven skills. Depending on the age and skills, the child can be guided into vocational training that will lead him/her to a training center, particularly in the agricultural and handicraft sectors, thus promoting employability and self-employment of school leavers. He / She can also continue in the second cycle of the Continuum by deepening his/her theoretical knowledge and practical skills.

✓ **In the second cycle of the Continuum (7th-10th grade) or post-primary education**

In addition to preparing for entrepreneurship, (as the more the child is self-confident and believes in his ability to succeed, the more he will develop a passion for his projects, his studies, his professional future), prevocational training in Post Primary Education of the Continuum must help the child consolidate his knowledge and skills in the various trades included in the program. The theoretical, scientific and technological basis is strengthened through disciplinary fields such as Physics, Earth and Life Sciences in particular. Even better, given that a proportion of students must end their studies at this stage, it is necessary to ensure that every young person chooses, on the basis of his passion and abilities, a field of study. Once he has made a choice, the young person should be encouraged and supported to move forward so that he/she succeeds under the best possible conditions, in knowing the tricks of the trade. This tendency to promote a positive image of the young person is an important element of motivation and school perseverance. He / She should therefore be encouraged to develop a sense of personal efficacy, to achieve greater confidence in his ability to act, to take action in order to carry out his projects. At this level, the student has sound theoretical knowledge for understanding and even acting in modern occupations from the acquisition of more specific notions and concepts, the knowledge of tools and equipment, in such fields as Plumbing, Electricity, Mechanics, Electronics, ICT, etc. Some Post Primary Education students will register in vocational training centers once they fulfill the prerequisites; others continue their studies in the General or Technical fields. Thus, the second cycle of the Continuum offers also two possible options:

- going to a vocational training center from Grade 7 or from Grade 12 depending on the levels;
- continue general or technical education with the possibility to later join a vocational training center once graduated from High School.

A key new feature of today's Tertiary Education is ICT which has become an essential contributor to economic and social development. If learners can already be introduced to the

use of ICTs during previous sub-cycles, from the second cycle of the Continuum, they can take it seriously as their area of study.

✓ In Non-formal Education

Curious as it may seem, the introduction of prevocational training in non-formal education may be easier than in formal education. Of course, learners do not have the same profiles, nor the same concerns. Dealing with unschooled or early dropout children is an important basis for motivation and desire to learn more. Burkina Faso has various structures such as Non-formal Basic Education Centers (CEBNF) or ANPE's provincial or regional vocational training centers, with a curriculum addressing the 9-14 year-olds educational needs. There are also the apprenticeship training mainly for 15-18 year-olds. These modes of training should take into account the professional integration component of those who have been trained so that they do not increase the number of the unemployed and job seekers. Literacy training, in this sense, will be primarily functional and permanent. However, it is essential to develop new non-formal education curricula, taking into account the age, maturity of the learner, his/her achievements in earlier schooling, and other critical factors. These new curricula are all the more interesting to develop since non-formal education learners do not need a schooling period as long as formal education students, it being understood that the primary objective in this case is to prepare to vocational training those concerned, immediately after the mastery of the basics (which is necessarily short). Therefore, instead of six years to complete the first cycle of the Continuum, three to four years seem largely sufficient for a learner to go into a training center with the necessary prerequisites.

In introducing prevocational training in the non-formal sector, the program must be redesigned in a way to review and improve the literacy-training structure implementation policy such as the CEBNF, with the aim of achieving a coverage which meets the needs of the market and the socio-economic perspective of the locality or region. This measure will necessarily lead to the development of training reference systems adapted to socio-economic changes and consequently a certification system likely to put up with changes in the labor market and technological development.

It should also be possible to reorient non-formal vocational training and education structures depending on the labor market while ensuring the strengthening of the partnership between training structures and production structures in a more formal framework. It is this formal partnership between training structures and production structures which can possibly guarantee the integration of learners in socio-economic life. But this transition won't happen systematically. Thus, the establishment of a follow-up and support system for leavers is essential to the success of the transition. In addition, the revision of training cycles must take into account the learner's age, capabilities and abilities, but also the achievements of the experience. The validation of the achievements of the experience is another no less important dimension to consider in the strategies for integrating prevocational training in non-formal education.

Similarly, it is possible to establish, for out-of-school or unschooled children aged 9 to 15, education and training centers in which learners will be introduced to reading, arithmetic and writing by helping them to acquire the abilities and skills allowing them to be integrated into the labor market and/or to be part of a continuous learning process. So, the peer reviewers suggest grouping learners according to the following pattern:

- ✓ 9-11 year-olds, for a reinforced basic cycle lasting two to three years with the implementation of practical productive activities as well as the discovery of the jobs existing in the local community;
- ✓ 11 - 15 year-olds, for predominantly professional training: undertake to have a better knowledge of trades and production equipment (dismantling-mounting-assembling parts, cutting, pasting, adjusting); undertaking, producing elements, etc.;
- ✓ 15-18 year-olds for functional literacy training and certification of the achievements of the experience for theoretical and practical training in connection with a profession; for training alternately with a profession.

All of these requirements can materialize only within an overall legal framework for vocational training which would make room for prevocational training in a spirit of coherence and togetherness.

The modes of organization

In most sub-Saharan African countries, awareness is being raised for an in-depth reform of the education and training system, with the introduction of prevocational training in the basic education curriculum; this necessarily implies close partnerships between education and training stakeholders, including those of the economic and professional sectors where to find employment following training. This public-private partnership may result in the signing of agreements between ministries of education and social and economic partners on the design, piloting and evaluation of technical and professional skills. This partnership is increasingly materializing with the structuring of economic partnerships and with the means that they are therefore giving themselves to define their own needs for training and qualification. This would finally lead to the establishment and development of alternate and learning systems that have the advantage, on the one hand, to involve companies in the conduct of the training and, on the other hand, to train young people on the basis of the real needs of the labor market.

Offering Technical and Vocational Education is very expensive. The introduction of prevocational training entails a financial burden that the State alone cannot shoulder. Actually, if this boils down to role-plays in the first years of the introduction of prevocational training, this is not the case from post-primary education where it can already lead to certification in a training option. Therefore, it is necessary that qualifications meet the needs of companies and the modern economy. In this regard, for the sake of effectiveness:

- the corporate world should provide financial support to prevocational training under a variety of forms, including tools and equipment;

- cooperation partners should guarantee financial support to improve technical and pre-vocational training;
- companies should be encouraged and guided to receive learners through internships;
- more significant funds should be raised to improve the TVT sector and encourage the private sector and companies to get involved in prevocational training and vocational training, given their status as employers of those who leave these structures;
- sources of funding (local communities' contribution, production from establishments and taxes from private companies, etc.) should be diversified.

4. Supporting measures

To provide a solid foundation for the success of prevocational training, there should be first an appropriate vocational training framework and a quite dynamic economic environment to promote and facilitate the professional integration of young people. Indeed, there should be, not only appropriate training structures, a local or regional economy that is powerful enough to provide good job opportunities, but also a dynamic partnership framework. This is a chain, and each link is decisive. It is therefore necessary to consider developing TVT, building trainers' capacities, and creating the conditions for a good socio-professional integration of TVT leavers.

✓ Developing TVT

As part of PDSEB, Burkina Faso is planning to put in place short-term vocational training courses. The construction of a technical and vocational training and teaching school in each province is planned. In addition, 40 skills training centers will be established annually to take into account flows of early school leavers from CM as well as leavers of adolescents' basic literacy centers. The development of TVT is however subject to a number of conditions, including:

- developing vocational training engineering;
- integrating APC in the initial and continuing training of prevocational trainers;
- creating new training modules in jobs related to high potential growth clusters;
- developing a national qualifications reference framework according to levels;
- developing the course nomenclature in line with the established qualifications framework;
- creating innovative, attractive options that correspond to the market demand;
- developing relevant and easily exploitable guides and manuals;
- carrying on continuing education for trainers and the supervisory staff of prevocational training;
- developing initial skills training and/or work-linked training through learning.

✓ Building trainers' capacities

It is around teachers that changes in education happen. Therefore, building their capacities is a necessity, particularly in the context of the introduction of prevocational training in the Burkinabe teaching and training system. To build trainers' capacities, basic training in teachers' training schools should be reviewed, against the backdrop of curriculum reform

which must adapt to the requirements of prevocational training. Indeed, the curricula of teachers training colleges must necessarily embrace APP, technology, environmental education, and other similar fields. In the context of capacity-building for trainers in primary school teachers' training colleges (ENI), there is need to develop an accompanying guide to pedagogical oversight in relation to prevocational training, science, technique and technology.

But teaching requires the mastery of certain core competencies: managing a class, maintaining discipline, organizing children's work; knowing education programs and mastering the appropriate didactics, etc. All these skills are not acquired solely within the strict framework of training in an "ENI". They are developed more through practice. That is why capacity-building for trainers and supervisory professions must be done regularly in their specialties through training sessions. This implies the revitalization of training of trainers' structures, giving them the resources necessary for performing their tasks. Thus, customized training could be organized for ENI trainers so that they initiate and supervise student teachers in the teaching of prevocational training through mainly:

- Didactics of mathematics: development of a “*socio-constructivist*” approach;
- Didactics of social sciences: approach to experiments and concrete real-life experience/ introduction of civic education content;
- Didactics of science and technology: experiments and tests; appropriate educational technology from local resources;
- learning assessment: development of measuring instruments; integration of a formative assessment approach; construction of tests;

✓ **Socio-professional integration**

Integration refers to all the relations of the individual with his social environment. Being well integrated means being assured of holding a differentiated and recognized social position (status, roles, etc.). The concept of integration is inseparable from the concept of socialization because to be integrated, the human being must internalize a set of values, standards, and common rules. There is primary socialization (within the family circle) and secondary socialization (within the school, professional environment and in the course of exchanges with others). These socialization processes enable the individual to find his place in society, and to be socially integrated. Then, social and vocational integration is understood as the process whereby the individual is integrated within the socio-economic system by taking ownership of the standards and rules of this system. This is to ensure that young people can earn a living, participate in economic and social life and access their responsibilities as adults.

In sub-Saharan Africa, to support young people to gain social and financial autonomy in environments where few of them are able to obtain a job or pursue their professional life under satisfactory conditions, operational responses must be sought in crisis contexts. Thus, in addition to training sessions, other new types of youth integration measures should be explored such as the work-study contracts.

In the case of Burkina Faso where the vast majority of the population lives in rural areas (10,835,295 inhabitants), i.e. 77.3 per cent of the total population, the “*Maisons Familiales Rurales*” (MFR) (rural family homes)⁵⁵ can serve as solid basis for work-linked training, emphasizing thinking by young people based on what they experience and practice on a daily basis, in their environment. Burkina Faso has seven rural family homes. In the light of the results of the 2012-2013 evaluation, the experience deserves to be scaled up as in France or in other countries of Africa, Asia and Latin America.

For the sake of complementarities between practical and theoretical knowledge, young people will have to permanently go back and forth between the socio-professional environment (the farm and/or the place of internship), where they make their main discoveries and their apprenticeship, and the training center. This promotes the sharing of experiences of everyone and allows distancing them from the workplace.

In MFRs, even though the training is mainly focused on agriculture and livestock breeding, multiple jobs can be practiced according to the specific characteristics of territories. Modules on carpentry, masonry, sewing, embroidery, can be taught.

Pathways to integration go through the establishment of a cross-cutting approach combining the economic and the social dimension: from hospitality and active listening to support for obtaining a job, creating the activity not to mention mobility aid, confidence building or enhancement of skills, these are the phases of integration. The success of this approach involves the emergence of stakeholders in addition to those, generally, already mobilized on training and employment. Thus, it will be necessary to consider strengthening subsequently and modernizing the capacity of the informal sector in decent job creation.

Professional integration of TVT leavers is one of the conditions for giving meaning to prevocational training. Thus, to ensure this socio-professional integration, it is necessary to diversify training options by taking into account the transformation of the economy and ensuring the empowerment of leavers. This can be done through assistance in the form of material or financial support kits for setting up a business provided by municipalities, NGOs, facilitating access to loans, placement of leavers with companies or artisan workshops, etc. This approach will achieve greater success if it is based on strategies that give credibility to the new education and training policy.

These strategies may involve:

- disseminating cases of good practices so as to create a competitive spirit throughout the country;
- having equipment in line with the training;
- having performance contracts be signed between the company and trainees in order to generate income from their work during the internship period.

On a quite different front, successful socio-professional integration requires individual support for young people. This assistance is intended to help the individual to mobilize his

⁵⁵ MFRs already exist in Burkina Faso

own capacities, but also to provide resources that are lacking: financial, land, social, cultural, resources, etc.

This support should be as close as possible to the field. Government structures are poorly equipped for this. Their role may be to define frameworks, to inform and guide to different resources. On the other hand, the support requires outreach intervention depending on individual needs. Support should also be as close as possible to beneficiaries. Here, local actors are essential, first and foremost, municipalities and local departmental or regional authorities, which is very relevant to the context of decentralization in Burkina Faso.



Innovations underway in Burkina Faso bring the learner back at the heart of the educational process. Here, children are actively participating in a mathematics course

Communities are those who run and implement local development plans and are therefore best able to carry out and run local youth employment and integration plans. There are also other local actors whose mobilization is essential to the support. This is the case for customary organizations (for the provision of lands) and local professional organizations that can mobilize their members and create a local development dynamic (e.g.: in Benin, professional craftsmen organizations are involved in strengthening learning and are also requested to support the integration of young apprentices).

Setting up an appropriate system to support young people for successful socio-professional integration is the key to successful integration of prevocational training and vocational training.

In conclusion, prevocational training is undoubtedly one of the main innovations of the new curriculum to which it also gives what is so much needed: the practical dimension and the possibility to strengthen the links between formal and non-formal education, thus creating an education and training dynamic more in line with communities' expectations and the needs of the national economy.

The introduction of prevocational training augurs a change of mentality that must occur at the basic school level and that should be beneficial to vocational and technical education both in terms of image and content.

By putting the educational system back at the heart of the construction of a dynamic economy capable of producing what it needs to ensure the harmonious development of the country, the introduction of prevocational training in the education and training system will definitely change the fight against poverty in Burkina Faso. This is, so to speak, a real revolution of the education and training system whose success requires, beyond political will, the professionalism and rigor required for conducting the process, a consistent commitment of all partners who must be necessarily involved in the implementation of the project.

This is to say that in many aspects and dimensions, the process is of unquestionable complexity. Indeed, if the definition and the establishment of the objectives of prevocational training, strategies for its integration, modes of assessment and validation of professional strategies remain relatively easy to do, the same cannot be said for the practical phase that could possibly reveal gaps to fill, approximations to correct, adjustments to make, etc.

To do this, the success of prevocational training is closely linked to real-life situations that enable learners to assimilate the knowledge and know-how acquired. Placing learners in a situation of integration allows gaining maximum efficiency and equity. Real life situations can be introduced in basic school in two ways. These are didactic situations (discovery and/or research situations) or integration situations (situations in which the student is expected to mobilize prior learning).

Thus, during the implementation, pre-test and testing phases will be needed for detecting early imperfections and possible gaps and making the corrections needed.

However, despite the complexity, the project is within reach of Burkina Faso, as long as the leadership is able, on the one hand, to generate and maintain the interest of the various partners; on the other hand, to bring together energies and intelligence around this major project. The key recommendations on the integration of prevocational training in the educational system of Burkina Faso can be found in the section entitled "list of the recommendations of the peer review in Burkina Faso".

C. Anchoring non-formal education to Burkina Educational System

1. Context

By establishing the essential elements or key variables for **"building a basic education curriculum including all levels (from pre-school to post-primary education), all subsystems (formal - non-formal and informal education)**, the training reference system for the young Burkinabe's must cover the three levels of basic education (vertical Continuum) and facilitate the linkage between formal and non-formal education (horizontal Continuum). It must also find the right balance between theory and practice in the curriculum, between teaching learning processes focused on the mastery of 'Knowledge and those concentrating on the mastery of "know-how". This means that the new basic education Continuum is intended to unfold as a coherent whole system, whose elements are dynamically interrelated, thus guaranteeing the system relevance as well as its internal and external efficiency.

In order to ensure the operational effectiveness of this dynamic relationship, it is necessary to develop an organic linkage between the parts. Considering the newness of such approach the international peers have been assigned, among others, to reflect on a anchorage system that would establish structural and organic links between the various forms of education and training provided in Burkina Faso.

This is a huge and complex challenge considering, not only the usual isolation in which the subsystems have evolved so far, but also in light of the dysfunctions observed at the institutional level as it regards approaches, contents, and methods. Indeed, the operationalization of such policy raises several questions: How to create the necessary links and mechanisms for the smooth functioning as a whole of a set of elements that were previously separated and that, sometimes, functioned on disparate manner? How to arrange and organize the different levels of education and training so that they meet the expectations and aspirations of actors (learners, parents, community, etc.)? How to think out a valid program for all parties? What mechanisms should be actually put in place to facilitate the transition of learners who want to move from one subsystem to another? What prerequisites should be envisaged before such changes? How to overcome the cultural constraints and prejudice among those who are responsible for building and making this linkage operational? On what principles should a common set of core skills be built? How to make effective the principle of a unified curriculum? How to identify the types of bridges to promote?

All these questions need to be addressed in order to meet such mandate. Thus, these questions formed the basis for the analysis and reflection undertaken by the peers for anchoring non formal education to the overall educational system. The outcomes of such analysis are below.

2. Anchoring for what?

As said earlier, the choice of Burkina Faso to go for a Continuum in basic education is a big challenge as the country educational system would have to pull together various sub-cycles

(namely: formal, non-formal and informal) in order to develop organic connection or linkage between them and, at the same time, preserve their uniqueness. With the new approach, these subsystems must work in harmony.

But if the "vertical binding" between the various levels of formal education cycles (from kindergarten to secondary school), seems fairly advanced thanks to the work done under PDSEB, "horizontal binding", which relates to the links to establish, structurally and organically, between the various forms of education and training provided in the formal, the non-formal and the informal sectors are still not well mastered.



Literacy promotion and effective empowerment of women are a real challenge in the rural areas of Burkina Faso. Here, an educator from a local school district (in the center) discussing the scheduling of evening literacy classes with some women expected to attend.

And yet, these three types of education are concerned with similar problems and are bound to work in synergy. A common, broad, combined, and integrative vision of the three subsectors can contribute to an effective internal and external education and training system. Joint planning between the three is therefore a must, for several reasons including the harmonious and rational use of limited resources which are made available to education.

3. Anchoring for whom?

✓ With regard to the educational system

In the current context, the division of education into subsectors is one of the reasons explaining malfunctions that can be observed at institutional level, at the approaches used in pedagogy, at the contents of the various curriculums used in the different subsectors and at other levels. Creating functional links between formal, non-formal and informal education, in an overall and integrated vision could help combine actions so that each effort in one of the sub-sectors can be beneficial to the system as a whole, which would increase efficiency. A linked-up system would provide mechanisms to address the concerns of the educational system and help find solutions to identified challenges. Moreover, it would provide a framework for dialogue and action to all sector's stakeholders, including technical services, development agencies and civil society organizations. In addition to sharing, linkage will facilitate optimal use of human, material and financial resources in a context where they are limited.

✓ With regard to the learner

The linkage leads to consistency between subsystems thereby promoting the mobility of learners regardless of ages, abilities, and skills as well as individual and family motivations. One of the reasons for learners' lack of enthusiasm to use bridges between subsystems is the low cohesion that currently exists between the two banks to bridge. Indeed, the aims of the subsystems are too often dissimilar, teaching programs are different in their foundations and their methods, target groups are not the same, administrative management are not the same and funding procedures are disparate. An effective linkage between such subsystems would definitely increase cohesion and efficiency of Burkina Faso education.

✓ With regard to pedagogical supervisors

Formal education teachers, non-formal facilitators, and informal apprenticeship supervisors have disparate training levels. A reform of teacher training programs would help harmonize the whole educational system by forcing current formal education to be less focused on rote learning and more on practice and by strengthening the mastery of basic education competencies (in particular the Three R-Reading, Writing and Arithmetic) in non-formal and informal subsectors. At the level of teachers' training colleges, programs could be revised so that formal education teachers benefit from knowledge disseminated through new adult education approaches and methods used in the literacy centers in addition to bilingual education that would allow them to teach in bridging classes or other trainings using alternative formulas. This varied training would make them versatile educators capable of supporting, where ever needed, the various development actors.

✓ Concerning parents

Linkage reinforces a holistic vision of education in which parents are more sensitive to what is happening at school as well as in training centers. Appropriate information provided to parents could strengthen this sensitivity and enable parents to better understand the benefit of having their children to regularly attend. This is also a means to be aware of the challenges facing the functioning of training facilities. And, once education is considered to be

everyone's business (school administration as well parents and other stakeholders), the conditions are set for communities to be sensitive to such challenges and to contribute.

4. How to achieve the anchorage?

It follows from above that the decision to link formal, non-formal and informal education in Burkina Faso has real benefits for all stakeholders. The problem is how to go about it.

To answer to this question, the members of the peer review team sought to identify a number of issues around which information collection and data analysis should be structured. It was understood that the answers to these questions could help design and implement a linkage that would be beneficial to the parties, in the context of a renovated curriculum in Burkina Faso. Beyond this country, these responses could inspire others in similar situations. Exchanges around linkage could be the basis for the development of a strong and integrative partnership between these systems that are dedicated to basic education.

The following questions appeared to be particularly interesting to explore because they cover the contents of the curricula, pedagogic approaches to be promoted, bridges to develop between the subsystems, the pedagogical and administrative supervision, the problem of teachers / facilitators to engage in this linking and resources to use to ensure effective and efficient linking.

The peer review team looked into all these issues. Despite the limitations, particularly at the level of the sampling and the timing of field visits (see the introductory part on 'opportunities, limitations and methodological choices'), the team collected sufficiently rich and reliable information to answer these fundamental questions. These questions include the following:

4.1 What curriculum content for the three subsystems to effectively develop some coherence?

For the linkage to be effective information collected both at the level of formal and non-formal education, supervisors argue in favor of the construction of a unified curriculum that would take into account all the types of basic education implemented in the various levels. This curriculum, which would generate a basic reference framework with attractive, flexible and permeable educational content, would be designed to foster success in the two subsystems and to limit school dropouts.

It could be designed to meet the needs and aspirations of all those who are enrolled in the different training facilities, whether they belong to the formal, non-formal or informal sector. This implies that it is necessary to design a curriculum that is both consistent for all and responsive to the requirements of the three subsystems. In other words, there is need to define and promote a **common set of core skills** that would play the role of a "common denominator" between different types of education and training. Practically, contents of both basic programs and non-formal education would have a common set of compulsory subjects in such areas as Languages, Earth and Life sciences, Social Science, and Mathematics. This would enable the non-formal learners to have the same opportunities to acquire knowledge

and skills as spelled out in the UNESCO Four Pillars of Learning (i.e., “Learning to Know”- “Learning to Do”- “Learning to Be” – “Learning to Live Together”).

The different steps necessary to develop this common set of core skills would be to:

- a) review the new primary education curriculum to identify parts that may be reviewed in the context of an upgrade between the formal and non-formal sector;
- b) correlate the non- formal curriculum with that of primary education;
- c) identify the key subject matters and fields for the two subsectors;
- d) determine basic skills to be part of the common set of core skills and which would facilitate the transition from one subsector to another;
- e) make an analysis of pedagogical approaches as well as the new integrative approach to apply;
- f) make from the foregoing, recommendations that would be subject to technical validation; and
- g) Proceed with the political validation and dissemination of such recommendations through a proper advocacy campaign.

The common core skills in question would put special emphasis on offerings that could be shared by both general and vocational schools, general knowledge that every learner needs to master, know-how and self-reliance skills to master in addition to the above, etc.

This exercise would identify the skills, abilities and attitudes to develop in each learner so that he/she can actively participate in the country economic, social, cultural and political development process. The content of formal, non-formal and informal education, that would be produced, would reflect real life-situations.

In constructing such common core skills, special emphasis will be placed on pitfalls loopholes and other ambiguity inherent to such approach. Indeed, several commissioned studies, particularly at the time of the ADEA Triennial, while they stressed the need to develop common sets of core skills, drew attention on the challenges ahead.

These challenges include, among others: differences in perceptions of the concept of common set of core skills, the fragmentation of knowledge and skills that makes circulation between subsystems quite a challenge, problems related to the modes of inclusion of essential skills that are often biased by axiological (moral, values) choices of program designers, the difficulty to effectively separate, measure and evaluate skills relating to self-management skills (attitudes, behaviors) and others.

The three tables below give an indication of the kind of skills included in the UNESCO Taxonomy. It allows to visualize the challenges to expect when it comes to building a unified curriculum.

Table 11: Example of core skills to include in a unifying curriculum: know-how and self management skills

Life skills

- Reading and writing, arithmetic;
- Entrepreneurial spirit;
- Awareness of the danger of pandemics such as AIDS and knowledge of their prevention;
- Sensitivity and positive attitude to gender inequalities;
- Food security, nutrition, health;
- Socialization; dealing with disability;
- Learning how to learn, becoming empowered;
- Hygiene, family planning;
- Critical thinking, self-assessment;
- Conflict resolution, civic-mindedness, management of personal property, assertiveness;
- Ecological sensitivity, etc.

Skills for work

- Working in a team
- Communicating,
- Information and communication technologies,
- Technical skills,
- Resource management,
- Occupational health,
- Design, management, decision-making;
- Time management,
- Stress management,
- Negotiation,
- Information processing
- Knowledge of foreign languages; etc.

Table 12: Examples of skills to include for a unified curriculum: knowledge

1. Being able to effectively communicate in a given language
<ul style="list-style-type: none">• Reading• Writing• Listening• Language speak
2. Using language and mathematical tools
<ul style="list-style-type: none">• Arithmetic• Metric system• Geometry
3. Using the approach and modes of explanation of the country's history and geography
4. Knowing how to exploit ICT

5. Mastering Social and professional knowledge

- Organizing one's professional life
- Managing one's consumption and savings practices
- Exercising one's civic rights and duties
- Maintaining healthy lifestyles
- Strengthening cultural values

6. Mastering diversified knowledge

- Searching for and processing information
- Knowing how to solve problems
- Acting methodically
- Implementing one's creativity
- Cooperating
- Making a critical /aesthetic judgment

4.2 What are the teaching and training methods to be implemented so that formal, non- formal and informal education are congruent and learners can easily switch from one to the other?

In the current practice of the functioning of schools and centers which are under the supervision of MENA, several approaches and methods are used. These are inter alia the new educational innovations used including PPO, APC, ASI /PDSI, PdT, the APC/PDT combination and other lesser-known approaches. These approaches are used in both formal and non-formal education.

Interviews conducted as part of the peer review suggest that the first step should be to evaluate the usefulness, validity and adaptability of these approaches in the specific context of Burkina Faso. Having this in mind ADEA developed an evaluation grid of promising initiatives (see annex) which would help officials to better evaluate the utility of one approach over another and to align them in relation to the linkage.

Indeed, for efficient integration of these approaches in a context of linkage, it is important that they are previously assessed and thoroughly discussed. In this context it was suggested during the interviews to convene a meeting, in the form of a workshop, to seriously discuss these approaches, identify those that best suited field conditions, particularly regarding sensitive issues like non-written languages of Burkina Faso, bilingualism, the epistemological paradigm of knowledge construction to prioritize, etc. This approach would allow making informed choices for linking formal, non-formal and informal education.



The teacher plays a critical role in the learning facilitation process. Here a teacher of a school located in Paspanga, downtown Ouagadougou, explaining a lesson to children

Today, with the significant development of the approaches used in non-formal education, such as PdT and APC, which put the learner at the center of learning, non-formal education could effectively inspire formal education to accelerate Education For All processes.. The linkage could, for example, prioritize these two approaches and institutionalize them. But all this needs to be debated at the level of education partners to make consensual decisions.

4.3 What mechanisms should be put in place to ensure the development of truly viable bridges between the considered subsystems?

To ensure the development of truly sustainable bridges between the three subsystems, in Burkina Faso, it was recommended during the interviews, to design and implement sustainable education policies and to develop a unifying curriculum. This is a challenge given the compartmentalization of the subjects taught and the difference in priorities pursued by these subsystems. If, for example, in formal education, the curriculum leans toward the mastery of general knowledge, in non-formal education, the tendency is rather to provide very basic reading-writing skills and move on to apprenticeship and mastery of know-how.

Aware of these differences in missions and visions between subsystems to be linked, the national peer review team interviewed field officials on the subject and got answers which suggest that the Burkina Faso educational system should undertake a four-step linkage process:

- a) set up a commission to reflect on a reference framework on the bridging undertaking;
- b) create specialized centers to provide remedial courses;
- c) create integrated programs for learners wishing to complete course units whereby they would get diplomas at the end of a cycle for accessing the labor market;
- d) engage a re-reading of the curricula of CEBNFs and other non-formal education centers to effectively integrate the bridging matter and all ongoing innovations, in particular those relating to endogenous knowledge and know-how.

From this basis, the international team continued reflection on the basis of the interviews. From the information collected, it proposed to expand the range of recommendations made by the national team as follows:

- a) review the functioning of the bridges that already exist between formal-non-formal and informal education to identify the strengths and weaknesses and to avoid either duplicating activities, or falling into the same pitfalls again and again. This comprehensive review would identify failures and reasons for these failures;
- b) identify the types of bridges to promote (should they be limited to cycles, let say primary education, or be extended beyond the cycles to become kind of bridges between for example primary and post primary education? Should they be implemented at the end of cycles (for example primary education Grade 6) or within the cycles (for example, on Primary Education Grade 2 and Grade 4)? To what levels of teaching and learning should we refer to when creating the bridges? Should a special program be dedicated to bridging classes to help student adjust academically and emotionally or should we just go with conventional programs and just select the appropriate students to undergo the bridging processes? Etc.
- c) decide on the scope of such reform: should the bridges be developed primarily at the local level (between facilities of the same city for example)? at the level of basic education and literacy districts - CEBA -? at the level of DPENA⁵⁶s or DRENA⁵⁷s? Should their anchoring be rather at the national level to ensure better monitoring and facilitation?, etc.;
- d) decide on the ages during which the learner's psychomotor and social development may be more favorable to this type of maneuver with a high potential of disturbance for the learner;
- e) consider the implications in terms of human, financial and material resources to envisage.

⁵⁶ the Provincial Directorate of Education and Literacy

⁵⁷ the Regional Directorate of Education and Literacy

These questions and others must be seriously considered before engaging the system into effective anchoring of non-formal and informal education to the remaining part of the System. Such anchoring could be based on a model that includes the following steps:

- a) create a formal/non-formal supervision structure to ensure effective coordination on this subject that concerns different types and levels of education and training;
- b) launch a feasibility study to better capitalize on the previous experiences with the experimentation of bridges.
- c) take measures at the institutional level so that those bridges are recognized officially with solid, clear, readable and visible strategic directions. The adoption of legislation on the duration, the contents of programs adapted to the realities and progression at all levels would considerably facilitate the establishment of these bridges.
- d) design common basic reference systems to guide and synchronize efforts. These reference systems should be clear on issues such as duration, approaches to use, systems of evaluation of programs to implement, etc.
- e) review the contents of the programs on the basis of these common Core Skill frameworks in which bridges will be fixed so that there is match between levels from one subsystem to another. For example, a bridging period of three years without vocational training can be envisaged. In such scenario, the first bridging year could have the same program contents as Grade 2 of the Formal Schooling (end of the 'Preparatory' Level); next bridge would be situated at the end of Grade 4 corresponding to the end of the Elementary level, and a third one at the end of Primary Education. But, again all this must be preceded by an exhaustive study on the Burkina educational context;
- f) have substantial resources at the level of non-formal education to offer quality education, with the chance to continue formal or vocational training;
- g) communicate on this bridging issue as such initiative is likely to meet resistance. Indeed, this reform is likely to seriously shake up "the establishment", its convictions, its prejudices and its apprehensions and others.

4.4 How to certify the knowledge and skills acquired at the level of the subsystems so that what is achieved here is recognized there?

Certification and Accreditations are essential components of any policies aiming at bridging, developing sustainable linkages between sub-systems and anchoring non-formal education to the overall educational system. A thorough literature review and the interviews lead to a consider harmonization of Examinations and Certification policies are essential. It is a must for facilitating the mobility of learners, through bridges, from one type of education to another.

At a 1st level of intervention, it would be advised to harmonize the curricula within the non-formal sub-sector and establish correspondence within the same subsystem so that, for

example, examinations which would be held in a CEBNF have a relationship with the examinations organized in an ECOM (community education center).

At the 2nd level, the same exercise would be done between subsystems (e.g., between the formal and informal sub-systems) and finally result in the formulation of a certification reference system at the national level.

At a 3rd level, these reference systems would be in line with other sub-regional systems such as those developed by KARANTA, or being developed at the level of PQIP/ALN.⁵⁸

With the linkage envisaged in Burkina Faso, the contents of the subsystem programs would reflect closely similar program contents, even if the approaches and the duration can vary. This also means that training programs for teachers in the formal and non-formal system must be harmonized so that both speak the same language.

The whole process would be overseen by a structure to be established in a ministerial department which must ensure that programs are reviewed for all sub-sectors, that hour volumes are regulated, etc.

4.5 What training and what training structures for teachers and facilitators in the context of an anchored system?

The visit of the Loumbila ENEP⁵⁹ revealed that no specific provision has been made for the training of facilitators who would be deployed in non-formal education. Likewise, no special arrangements have been made to familiarize student teachers with the crucial issues characteristic of non-formal education. Actually, wherever it takes place (formal or non-formal system), Education seeks to change aptitudes and attitudes with a view to improving the living standards. The consensus that emerged during the interviews is that teachers from both the formal and non-formal education should have multitasked training profiles that would enable them transmit knowledge and skills to the learner according to the four pillars of learning that reshaped modern education (i.e., “Learning to Know”- “Learning to Do”- “Learning to Be” – “Learning to Live Together”).

It would for example be appropriate to train teacher training students who, later, will be employed by the formal education subsector. This would help them acquire new teaching techniques such as group handling, Andragogy (the methods appropriate for teaching adult learners), and similar skills. Adult education would be introduced to provide to the curriculum of primary education teacher training students so help them deal classes in bridging situations or those designed to enhance the level of apprentices in a context of non-formal education.

⁵⁸Poles of quality are bodies established following a recommendation of the ADEA Biennial of Grand Bay, Mauritius, to pool good practices from countries facing similar challenges. PQIP/ALN brings together 14 African countries involved in adult literacy training, non-formal education of over-aged children and national languages

⁵⁹Loumbila, near Ouagadougou, is home to the 1st national primary school teachers' training college in Burkina Faso

On the other side, the level of basic knowledge and mastery of teaching skills of student facilitators destined to non-formal and informal education need to be strengthened.

Furthermore, all the students would be introduced to handling teenagers' classes as such classes need general pedagogy, as well as special psychology, adult education and other *subject matters*.

Thus, all of these training sessions, which must be held in teachers' training colleges, would produce facilitators and teachers for basic education who are versatile and are able to cope with the various life situations of students and adults.

The various categories of facilitators/ teachers would be trained so that those graduating from teachers' training colleges can deal effectively with communities, local technical services and NGOs/DAs with a view to contributing to the development process of the population with whom they work.

4.6 What educational material equipment should be proposed in the framework of a holistic system where the various components are linked?

With regard to the teaching equipment and materials to be proposed in an anchored system, it would be necessary first that the vision of holistic education is shared and understood by all. It is only then that the various public stakeholders could work together and make use of the resources made available to avoid compartmentalization and work together with civil society organizations.

Thus, to carry out effectively and efficiently activities in an educational system where formal and non-formal education would be linked, there is need to act an united spirit so that every effort serves everyone. In terms of equipment for classrooms, traditional schools could serve as a framework for adult education. Blackboards, tables and benches, posters and other instruments could at the same time serve both categories of trainers.

Regarding educational support, with basic training on supervisory issues, teachers and facilitators could be supported by education counselors and inspectors.

Beyond that, linkage would give to education officials, those of technical services, development agencies, civil society organizations, and decision makers an opportunity to cooperate periodically and to assess, on regular basis, the implementation of education and training policies in Burkina Faso.

A few recommendations for a sustainable linkage in the context of a successful Continuum between educational sub-sectors in Burkina Faso are presented in the section entitled List of recommendations of the peer review in Burkina Faso. The present reflection does not exhaust the subject and does not intend to offer ready-made solutions. To give the expected results, the guidelines it defines, need to be implemented with feedback.

D. Mobilizing resources for operationalizing the proposed recommendations

1. General context

Overall, educational reforms, whether systemic or focused on a given sub-sector or a particular area, require the mobilization of significant (financial, human and material) resources for their implementation that can usually materialize in a partnership. Generally, these resources are subject to budget allocations, both from the national budget and other schemes such as the Ten-Year Education Development budgets. However it has to be recognized that most of the time, financial allocations from the Government are insufficient and as a result, are unable to cover adequately the real financial, human and material needs expressed in the context of the implementation of the sector's strategies, policies and development plans. In the present case, notwithstanding the relatively significant proportion of the national budget allocated to the education sector and the numerical and substantial estimate of the cost of PDSEB, the mobilization of additional resources to deal with the launching of a new curriculum, the anchoring of non-formal education and the introduction of prevocational training in school curricula proposed by international peers is a challenge for Burkina Faso.

The purpose of this section is to give a brief overview of the combined financial resources (national budget and PDSEB budget) allocated to the education sector and the implementation of its ten-year development plan, make an assessment of resources (financial, human and material) needed for implementing the recommendations made in relation to the suggestions and recommendations made by the reviewers.

2. Financing Education in Burkina Faso: challenges and Opportunities

Resources available for education depend on the one hand on (i) national wealth, (ii) the ability of the government to take a proportion for financing public services, including education and training and (iii) the share of the State budget allocated to education (*inter* sector trade-offs). On the other hand it depends on (iv) external help. The education budget is then distributed to reflect the educational policy, particularly the priorities given to each level and type of education (*intra* sector trade-offs). Budget also includes special allocations such as those of the PDSEB, whose sources of financing are similar to those of the education sector budget. This implies a cross-analysis of the two budgets for better understanding of the budget allocation mechanisms in Burkina Faso.

a. Financing constraints

Financial statistics available for the last four years (2010-2013) highlight a slow progression of the State's resources, which translates into budgetary allocations to the education sector marked. It shows a kind of stagnation in 2010 and 2011 followed by a significant increase in 2012 and 2013 corresponding to the first two years of the start of the PDSEB as shown in table 1. In fact, the budget allocation in percentage terms, is below the threshold of 20%

recommended by the African Union and in accordance with the international standards in force. An effort still needs to be made by Burkina Faso in this area.

Table 12: Evolution of the State budget and that of the education sector (2010-2013)

: Items	2010	2011	2012	2013	TAMA
MENA Budget	106,95	106.05	128.61	194.25 (est.)	17.44
MESS Budget	64.02	64.06	78.68	120.25 (est.)	18.04
MENA+MESS Budget	170.97	171.03	207.46	314.50 (est.)	17.20
State Budget	890.11	977.21	1135.43	1608.00	17.40

Source: Adapted from Budget Acts 2013, 2014 and IAP April 2013

On the other hand, more specifically, the proportion of the State budget allocated to MENA between 2010 and 2013 has stagnated and even declined to a certain extent in constant value. The 2010 rate (12.01%) is substantially equal to that of 2013 (12.08%), showing a moderate reduction of additional financial resources for the education sector especially during the start-up phase of PDSEB (2012-2013). This situation is a big challenge as the implementation of the ten-year program is concerned because, without steadily increasing resources from year to year, the implementation of MENA's policies, strategies and plans would be hard to achieve. Table 2 shows the evolution of MENA's budget (as a percentage of Burkina Faso State budget) from 2010 to 2013.

It should be noted that the economy of Burkina Faso recorded sustained and robust growth at the average annual rate of 7% between 2010 and 2013 World Bank (2012), which represented an opportunity for the country. However, it is hoped that this growth has generated wealth to make increasingly substantial financial resource allocations to the education sector in general and to MENA in particular.

Table 13: Percentage of the evolution of MENA's budget compared to the State budget (2010-2013)

Items	2010	2011	2012	2013	TAMA
% State/ ENA	12.01	10.85	11.37	12.08	11.57
% State/MESS	7.20	6.55	6.93	7.45	7.02
% Education / State	19.21	17.50	18.27	19.55	18.63

Source: Adapted from Budget Acts 2013, 2014 and IAP April 2013

Even combined with the share allocated to MESS, the education budget TAMA still remained below 20% in 2013. It was 18.63%, which put it to 1.37% below the 20% threshold set as international standard to meet by all States. This applies also to the share of the Gross

Domestic Product (GDP) devoted to education which was 3.6% in 2013, placing Burkina Faso to 3.4% below the recommended international standard of 7%.

b. PDSEB's budget

PDSEB is financed from the State own resources, private national resources and external resources. Table 3 presents the distribution of the budget between the various strategic areas of the plan including the curriculum, the linkage of formal and non-formal education and the introduction of prevocational training in school curricula in a less visible manner. Although access is an important focus, the proportional balance of resources between the various components of the plan may prove beneficial to their effective and efficient implementation which should take account of the new directions identified by international peers and naturally intended to enrich the content of the plan. The definition of a cross-cutting area to conduct the analysis and scanning of resources of all kinds was considered relevant in carrying out the task. In view of the enormous financing needs and on the basis of the simulation model constructed, there is a funding gap that could eventually be filled on the basis of the positive evolution of economic parameters of the country such as the growth of Burkina Faso's economy and stronger commitment of TFPs.

3. Analysis of new needs

New needs include, of course, financial, human and material ones. They must be identified, listed, quantified, and estimated. Notwithstanding the justification of this approach, in the current phase of analysis of additional costs, no specific costing or estimate can be made given this crippling situation of missing data which are vital to the implementation of the exercise. However, an attempt to draft major trends is made to give some idea on the situation prevailing in this area.

Needs can be grouped and organized into five major poles in relation to the three areas of the review, namely:

- Revision of curricula
- Capacity building
- Reproduction of educational materials
- Implementation (Experimentation) and widespread use of the new curriculum
- Monitoring/evaluation

Table 14: PDSEB's estimated budget

Program		Amount allocated in billions of CFA F	% in relation to the total amount	Comment
No.	Title			

I	Access	3.181,15	65%	
II	Quality of formal basic education	533,30	11%	
III	Non-formal Education	449,50	09%	
IV	Steering	700,82	14%	
V	Effective and efficient management	Total of 39.1, i.e. 5.00 per year	--%	Grants from the Global Partnership for Education during the 2013-2021 period

Source: PDSEB Document

✓ **Cost of curricula reforms, of anchoring non-formal education and introducing prevocational training in school curricula in Burkina Faso**

Any new additional reforms at PDSEB generate supplementary costs not initially planned that the Government of Burkina Faso must meet. These supplementary costs must give rise to constant amendments of the initial budget of the program based on the context of the implementation and new activities identified, which are, furthermore, taken into account in development of the financial simulation model. This permanent adjustment is required throughout the implementation of the plan and it seems essential to do so at regular intervals

As indicated above, overall, whether in formal or non-formal education, there are costs associated with the implementation of new proposals to be estimated once they have been adopted particularly the revision of curricula, the organization of workshops to revise and validate, reproduce the new modules, build the curriculum drafters' capacities as well as test and scale-up the revised or constructed curriculum. It should be noted that most of these operations can cause by definition variable costs i.e. costs whose amount change depending on the context and the nature of the activity to be carried out.

- i) **Nature of costs:** The costs are associated with the holding of curriculum drafting sessions and are focused on four essential categories that will need to be estimated on the basis of specific indications given by MENA: daily subsistence rate, transport costs, costs of accommodation and supplies. These costs are associated with officers involved in various capacities in the process of revision or drafting of the formal and non-formal curricula.
- ii) **Unit costs:** Having clarified the nature of costs, it will be also necessary to have specific indications on unit costs such as the costs of individual transport, the rate of daily accommodation and per participant, the per diem rate by participant and other parameters in order to be able to cost or give a rough estimate of the overall cost of the activity.

iii) **The quantity / number:** To complete the range of data needed for the costing or giving an estimate of the activities and actions to be undertaken, it will be necessary to know the quantities of goods and services that are needed such as the amount of modules to reproduce, the number of participants in a particular workshop, schools to build or targeted by the distribution of produced textbooks among others.

1. Revision of the curriculum

a. Curriculum Construction or Revision

Curriculum construction or revision workshops rely on facilitators, participants and other resource persons co-opted on the basis of their expertise or competence. It will therefore be easy to estimate how much this component will cost taking into account the above mentioned indications. This can indeed be highlighted in table 15.

Table 15: Elements included in the calculation of the cost of a curriculum review activity

Description	Participant	Facilitator	Resource persons	Supplies	Total
Quantity/number					
Unit cost					



The new reform attaches great importance to decentralization and community-based management. Here, a students' parents association preparing the opening of school in a rural area of Burkina Faso.

b. Cost of the non-formal curriculum reform

Unlike the implementation of the formal education curriculum reform, significant advances have been made in that of non-formal education with many steps already completed. As a result their costs have already been borne. According to Bako (2014), *"the new curricula for adult education have been tested successfully from 2005 to 2011"*.

Unfortunately the international peer team was unable to access financial data relating to the costs of the curriculum reform at the level of non-formal education. In the absence of comprehensive official statistics, it is difficult to make an estimate of the needs for supervisors, facilitators and community workers, teachers. However MENA estimates numbers in non-formal education at 52,549 in 2015 and non-formal early childhood education at 100,000 in 2021, unschooled children at 775,458 in 2011-2012, school dropouts among adolescent at 61,889 in 2015, among others. It will be necessary over time, to recruit a significant number of facilitators, ACD and supervisors to provide literacy training to this large number of learners. Normally, to help estimate the cost of training, MENA must give details on unit costs, the duration of training and the number of people to train in each area.

Financial resources whose specific amount could not be estimated are said to come essentially from FONAENF, which is the Literacy and Non-formal Education Fund a common basket set mainly to support non formal education. Civil Society organizations and communities also back up non formal education through in-kind contributions and others. It proves necessary to conduct further research to collect more data for estimating more accurately financial resources needed for the training and capacity-building for human resources in non-formal education in Burkina Faso.

c. Capacity building:

The analysis of the structuring of the new curriculum by international peers shows that is part of a more articulated connection between preschool, primary and lower secondary education in accordance with the spirit of the educational Continuum advocated by Burkina Faso. In order to operationalize this new curriculum, international peers proposed to develop jointly-training reference framework at all levels of training and take into account both formal and non-formal subsystems based on PDSEB's orientations. This reference framework which will be the basis of the new curriculum and should be organized into educational action plans. The implementation of this plan of action will require the mobilization of human, material and financial resources. However, at this stage, it is difficult to quantify these resources, but upon completion of the action plans, the rest will follow.

Despite this situation, it is interesting to look into the case of non-formal education where the limited availability of data allows making some reasoned extrapolations in the understanding of the costing or the cost estimation relating to this area. Capacity building refers to the training activities of a critical mass of curriculum drafters, trainers of trainers, trainees of training structures, teachers in the context of the testing and widespread use of the new curricula, and other related activities whose number and training frequency must be specified for accurate costing or if not a rough estimate of the overall amount needed for holding training activities. Table 5 can be used as a reference basis to complete this exercise

in the formal as well as non-formal system. It should however be noted that work in this area has already started in the two sub-sectors and progresses slowly.



National languages are extensively used in the educational innovations of the new reform. Here, a literacy course using the national Moore language as instruction medium

Table 16: Cost elements of a training activity (of all types)

Description	Participant	Facilitator	Resource persons	Supplies	Total
Quantity/number					
Unit cost					

d. Reproduction of educational materials

In the same vein, the reproduction of supplemental material, if any, will result in an additional cost if it turns out that the new proposals will increase the amount of educational materials to produce. But actually, presently, owing to the fact that some basic information is missing, it is difficult if not impossible to engage in this kind of estimation exercise. It is therefore easy to understand that a situation analysis will help enlighten us in this area and move in the right direction.

e. Testing and widespread use of the new curriculum

Based on the initial cost estimate made by MENA concerning the testing and widespread use of the new curriculum, a situation analysis should be carried out to see if the new proposals

made by international peers have a financial impact and if so how much it will cost. As things currently stand, it would be risky to make any costing or any estimation of these costs.

f. Monitoring/evaluation

Monitoring and evaluation is an ongoing activity that must be budgeted. Before any cost estimate, it would be important to discuss with MENA to determine all the parameters required for correct estimation of the costs of the monitoring/evaluation of the implementation of the new proposals made by peers.

2. Anchoring non-formal education

Linking formal and non-formal education requires the mobilization of financial, human and material resources. However, the amount of resources may be limited given that the estimation of the costs associated with certain types of activities such as the development, revision, testing and widespread use of the formal and non-formal education curriculum has already been made as part axis 1 curriculum. However, the international peers proposed to consider other non-planned actions such as the creation of non-formal teacher/facilitator training courses in ENEPs, activities that have a substantial cost that will need to be estimated once the proposals have been endorsed by MENA. To do this, a financial feasibility study will help achieve this objective. It would help identify the number of courses, the unit cost per course and the total amount of financial, material and human resources necessary for the implementation of the project.

On the other hand, a thorough financial assessment of the training cost of pedagogical supervisors and other experimenters, facilitators who are unavoidable in the formal and non-formal linkage process in Burkina Faso is necessary.

Moreover, one of the recommendations of the international team to promote an effective linkage between the two subsystems is the development of viable bridges between the considered sub-systems. The operationalization of this recommendation calls for the conduct of a feasibility study in order to highlight the technical and financial implications that this will entail. However, given the structural and programmatic differences between the two subsystems, it would be appropriate to increase interventions in non-formal education particularly by providing it with more human, material and financial resources in order to reduce the gap with formal education, even though Burkina has been a pioneer for many years and has made great efforts in this area.

Another option proposed by the peers is the creation of specialized centers where remedial courses would take place. This option would have financial implications such as the payment of extra class hours and the acquisition of teaching materials.

In addition to the creation of non-formal teachers' training courses in ENEPs, it will be necessary to introduce the teachers already posted to adult education techniques as part of continuing education so that they are able to handle bridging classes and centers with job training. These training courses have also financial implications that should be estimated.

This includes travel, accommodation, daily subsistence allowance (DSA) to teachers during training sessions.

Finally, international peers proposed to develop a communication plan on the objectives and the value added of this linkage to obtain the support of a large number of actors. To do this Burkina Faso would seek support from experts in that area.

3. Introducing Prevocational training in the curriculum

As mentioned above, prevocational training aims to equip learners with prior basic skills aimed at preparing them for vocational training and their later integration in the labor market and in the community. For better integration of prevocational training in the Burkinabe educational system, the international peers made recommendations for formal non-formal education.

✓ Non- formal education

According to international peers *"Pre-vocational training should no longer be isolated from the realm of education to intervene in a moment of exclusion or second-chance approach. In a world where emphasis is placed on skills and where private initiative and human resources development is increasingly topical, it is appropriate to develop optionally and early vocational training in the national educational system"*.

One of the strong recommendations by international peers is to integrate prevocational training in a gradual manner in the educational system through:

- ✓ The introduction of leisure activities at the level of the first CP sub-cycle in order to give the taste for manual work to children. The operationalization of this recommendation requires the acquisition of educational and pedagogical games (ex: points to connect, symmetry, patterns to reproduce, drawing on a dotted line, which are all games that help children develop ease and precision in their drawings and lines) to help children learn while having fun. As a result, these acquisitions will incur costs to be estimated on the basis of the strategies adopted, particularly the size of the sample concerned. All this requires upstream development of relevant and easily exploitable guides and manuals.
- ✓ The development of practical and productive activities necessary for the family and community environment to strengthen children's manual skills and teaching and learning of technology in the second CE sub-cycle. To do this, it is necessary to have a wise combination of relatively physical manual activities such as gardening, watering the flowers of the school, etc.; and the introduction of courses on ICT (computer classes - how to use the computer to do simple computing operations, reading, etc.). The operationalization of this recommendation will certainly have financial implications, particularly for the acquisition of computer hardware, computer room, the initial and continuing training of trainers, cost of maintenance of computers as far as learning is concerned. Regarding productive activities, such as gardening, the cost of inputs such as seeds, developing land areas, etc., should be taken into account. The products of these

activities can be resold on the market or exposed at school fairs as inter-school or inter-school complex competitions.

- ✓ The introduction of work-linked training in the Primary Education Intermediate level (CM, corresponding to Grades 5 and 6), through extramural activities with artisans and through the acquisition and assimilation of key notions and concepts. Overall, work-linked training combines theoretical courses in an educational institution with an internship in a company. The objective of such a system is the acquisition of a professional qualification. However, like most West African countries, Burkina Faso does not have a sufficient number of companies that can provide internship for learners. Artisans who work most of the time in the informal and non-formal sector make artisan apprentices pay to transmit them knowledge. One of the solutions to overcome this situation can be the establishment of a win-win partnership between master craftsmen and schools.

E.g.: the school can offer to buy manufactured products (tables and benches, slates, etc.) by its learners at the end of their training period. A feasibility study will deepen reflection on the best approach to make effective this recommendation which has the double advantage of providing on the one hand the learner with knowledge of the requirements of the world of work, and on the other hand the necessary professional skills for his/her integration in the labor market.



ADEA was present during the organization of the peer reviews and its execution. Here, one of the WGNFE program officers during an interview session in a community school

✓ Non- formal Education

For the integration of prevocational training in non-formal education, international peers proposed to Burkina Faso to take advantage of the gains it already has through an optimal and efficient operation of CEBNFs and CPAFs. This will require (i) a review of the CEBNF implementation policy to meet the needs of the labor market and the socio-economic perspectives of the locality; (ii) a re-focusing of the programs of -non-formal vocational training structures in accordance with the needs of the labor market; (iii) the creation of mechanism for monitoring and supporting CEBNF and/or CPAF leavers.

The implementation of these recommendations does not necessarily involve significant financial resources in normal times. However, following the field visits carried out by peers in the CEBNFs, it appears that the centers suffer from underfunding, lack of qualified personnel in sufficient numbers and adequate material resources; and this, in spite of efforts already made by the State of Burkina Faso. This situation is a good argument to support increase of financial contributions from traditional partners of education in Burkina Faso, namely, the State, TFPs and local authorities and the establishment of a public-private partnership mechanism.



Last consultation among international peers before reporting meeting to the representatives of the Ministry of Education and Literacy Promotion (at the bottom right, representatives of the Korean side, Prof Korbil and Dr. Park)

Listing of the Burkina Faso Peer Review Recommendations

The recommendations made following the peer review in Burkina Faso were grouped in the form of a specific notebook that was attached to the full document. Usually, only a few recommendations were formulated at the end of an exercise of this kind. The peers assigned to conduct this review made a different choice, which is to present a comprehensive list of proposals, as realistic as possible, among which MENA and its partners will make choices, taking into account the specific field conditions and the availability of resources.

The advantage of peer reviews is that it is precisely the members of the national review team who are mainly responsible for the implementation of the recommendations resulting from the review. They therefore have the possibility to immediately select the recommendations which seem realistic and achievable. This is the case for Burkina, where these colleagues immediately selected among the suggestions made by the review the actions to be carried out to support the relevant education reform initiatives, or influenced other initiatives for which amendments are needed.



The peers are presenting the results of the review to the representatives of Burkina Faso and Korea

In all cases, all the recommendations of the peer reviews are grouped below with the hope that a maximum of them would be adopted and resources released for effective implementation. In doing so, Burkina Faso would have proposed, once again, an example to follow by all the countries of the sub-region which are at the same levels of development of their educational systems.

List of recommendations

A. Concerning the curriculum

It concerns basically in Burkina Faso the development of the basic education curriculum taking into account the lessons learned from the implementation of the 1989/1990 primary school education curricula, pre-school education and the post-primary education programs. We must also consider the requirements for a Continuum for integrated curriculum which integrates all the educational levels (pre-school, primary , post-primary), the two subsystems (formal and non -formal education), cultural values and local knowledge which will be listed and classified in sub- cycles to match the learners' age and physical and psychomotor potentials .

Every effort should be made, in particular, to:

1. Develop a stronger knowledge base which effectively takes into account the socioeconomic, political and cultural conditions of the Burkinabe learner to design the young learner's profile;
2. Identify teaching methods to be enhanced in the framework of the new curriculum reform in order to allow the school manual writers to be better guided in designing and writing their new teaching materials;
3. Give precise orientations on (1) the teacher's position in the new curriculum, (2) the teaching material needed for the new curriculum, and (3) the content of the teaching to better guide the new curriculum writers;
4. Design a structuring which specifies the various elements of the new curriculum to be developed for primary education;
5. Define the end product profiles for each cycle and sub-cycle ;

6. Define competence repositories (instead of ability repositories) without which the objectives of the training could not be achieved ;
7. Effectively extend the academic subject areas and fields to non- formal education ;
8. Specify the modalities to integrate national languages at all education levels ;
9. Complete the glossary by defining all the key concepts ;
10. Ensure a harmonious consistency between the primary, secondary and higher education curricula in view of continuity in education and training for competent and responsible citizens ;
11. Maintain a number of teaching hours that is in conformity with both international standards and national conditions;
12. Rely on the context-based knowledge approach to develop training materials for each teaching type and level ;
13. Involve the various actors of the sector (formal, non- formal and informal) in the development of the curricula ;
14. Conduct a feasibility study on the integration of ICTs in primary education curriculum, in particular in the following areas: (1) access to ICTs specific infrastructures and equipment, (2) building teachers' professional capacities and establishment of appropriate support mechanisms, (3) establishment of administrative committees to manage such equipment, (4) utilization of the ICTs to ensure modern, effective and efficient school management;
15. Match the teaching approaches with the new curriculum requirements to facilitate the teaching/learning process, in particular the learner/teacher interaction and participation of learners ;
16. Strengthen the monitoring-evaluation and curriculum reform control mechanism;
17. Develop and implement a communication plan on the reform and on some sensitive aspects such as linking and bridging provisions in view of a strong mobilization and commitment of communities, decentralized bodies, elected officials, opinion leaders and educational system actors at all levels. The implementation of these aspects may, indeed, encounter serious resistance because they will throw-off some habits,

convictions, prejudices and apprehensions.

B. Concerning anchoring non- formal education

1. *Take into account the complexity of the issue raised in anchoring non formal education within the education Continuum. It entails taking into consideration at least 3 directions : the first, "vertical" (harmonization of cycles from pre-primary to post primary), the second, 'horizontal' (integrating formal, non- formal and informal curricula), and the third, 'substantive' (pooling curricula which were so far grouped in two separate areas: the General education where basically « knowledge » is taught and the Technical Education which focus on the acquisition of « know-how»);*
2. *Develop a Common Core Skill scheme where all the sub systems meet. This set could play the role of « common denominator » between the sub systems and focus on knowledge to acquire and also qualifications to get in at least three areas: (1) **literacy** including reading , writing and mathematics, (2) **basic technical skills** such as practicum and pre-vocational, (3) **life skills** such as hygiene, and health, civism, communication and conflict management;*
3. *Create training areas/opportunities for teachers/facilitators of the non- formal education sector in the ENEPs ;*
4. *Include in the teachers' training modules programs on literacy promotion, andragogy, adult education so that the graduates from ENEPs could be versatile permitting them to be operational in the formal and in the non- formal as well;*
5. *Put in place a body for certification and validation of knowledge acquired and legitimize passing conditions from one sub system to another.*

C. Concerning integration of pre-vocational

On the integration of pre-vocational in the formal

1. *Administer professional education in the 20% of curricula devoted to knowledge of the learner's environment to adapt to the local context and facilitate bridging between the sub systems;*
2. *Make a strategic choice of the host *subject matters* for a harmonious integration of pre-vocational in the education-training system at the primary and the general post primary levels ;*
3. *Envisage the progressive integration of pre-vocational in the primary education cycles*

taking into account the learners' age, prerequisites and psychomotor capacities. In this framework, it is suggested to:

- ***At the primary education first sub cycle (CP)***
Create a feel for manual work in the kids by organizing ludic activities from local material.
- ***At the primary education second sub cycle (CE)***
Develop practical and productive activities necessary to strengthen the kids' manual abilities.
- ***At the primary education Grade 5 and 6***
 - Create opportunities for the kids to discover some community jobs through the acquisition and ownership of notions and key concepts and extramural activities with artisans, thus using sometime local know-how.
- ***At the post primary***
 - Develop the spirit of entrepreneurship.
 - Develop technological, scientific and computer science education. Establish a permanent monitoring and support mechanism on behalf of the school-leavers for a good socio-professional integration which is a driver of success in pre-vocational and professional training.
 - Provide appropriate compliance between the curriculum and the learning mode to avoid disorganizing general education, while preparing the learners to pre-vocational and vocational training which will be conducted in more relevant structures.

On the integration of pre-vocational in Non-Formal Education

4. Revise the criteria and modalities to suit individual needs within the socioeconomic context of the local community or region;
 5. Revise the content of the training, taking into account the learner's age, capacities and qualifications, and valuing the knowledge acquired through experience.
- ***For the learners aged from 9 to 11***
For a reinforced primary cycle of two to three years with execution of productive practical activities and introduction to community jobs;

- *For the learners aged from 11 to 15*
Job basic training to learn to better know the jobs, the production materials (remove-assemble-disassemble parts, cut, paste, adjust, etc); undertake, produce elements, etc.;
 - *For the learners aged from 15 to 18*
 - Operational literacy training and certification of acquired experience ;
 - Theoretical and practical training in link with a job ;
 - Interim-interim job training.
6. Make it possible to refocus pre-vocational training bodies of the non- formal based on change in the job market;
 7. Strengthen the partnership between the training bodies and the production bodies in a more formalized way. However, the Ministry of Education and Literacy (MENA) will be responsible for defining the general partnership framework, and the local level will specify the type of contract, or convention and the implementation modalities as well.

D. Concerning resource mobilization

1. Increase the current 3.6% contribution of the GDP to the education sector to at least 6% in conformity with the international standards in force approved by the African Union;
2. Increase the current 18.5% contribution of the national budget to the education sector to at least 20% by 2015 in conformity with the international standards;
3. Encourage joint funding of CEBNFs on the basis of a fourfold commitment of the State, the TFPs, the Local governments and the beneficiaries. For the latter in particular, establish the principle of contribution, at least a symbolic one, for the beneficiaries of CEBNF services (learners) to their training fees as it is currently the case in the ENEPs;
4. Envisage reformulation and consolidation of CEBNFs in order to streamline their operation;
5. Allocate a more important share of the ENF budget to CPAFs and involve more the Local governments in their funding;
6. Establish disbursement mechanisms for loans allocated to CPAFs to make resources available in a reasonable time to carry out their mission;
7. Make the best budget arbitrations both in cross-sectoral and intra-sectoral areas to

allocate additional funds for the sector ;

8. Develop more the public-private partnership (PPP) for a more efficient funding of the educational system.



Representatives of the peer review are received at the end of the mission by Madam the Minister of Education and Literacy of Burkina Faso

E. Concerning the institutional and administrative provisions

1. Reform the institutional mechanism to entirely support primary education for all the Burkinabe from 6 to 16 years of age as stipulated in the national Education policy framework;
2. Maintain the partnership dynamics within such structures as PDSEB to continue pooling know-how, energies and resources for the reform.
3. Reexamine, in the same sake, the funding philosophy through the mobilization of national financial resources and the establishment of other funding mechanisms;
4. Adopt by Decree the core curriculum orientation framework in order to give a statutory character to the primary education curriculum building process;

5. Create supervision and execution bodies for curriculum reconstruction. In particular, create a Scientific Committee, a Steering Committee and a Committee of national Experts specialized in curriculum, including representatives of the academia. A ministerial ordinance will specify the assignments of each body. Create national and local consultation frameworks for the institutionalization of linkage, anchorage and integration activities within the activities planned in the framework of the reforms engaged in Burkina Faso. It will concern, notably : (1) putting in place reference frameworks for the bridging classes, (2) establishing correspondences between the various sub system levels, (3) harmonizing the duration of the studies between the various sub systems, (4) curricula overhaul, (5) review of the trainers/facilitators' profiles for the type of bridging classes, the profiles of incoming and outgoing learners, and also (6) knowledge acquisition in the framework of a common set of core skills that will focus on at least 3 areas : literacy promotion (reading, writing and mathematics); basic technical skills (practicum, pre-vocational) and abilities (lifestyles hygiene, civism, communication, conflict management).

Conclusion

Education in Burkina Faso is at a crucial stage in its evolution with the reforms planned in the framework of PDSEB, Decentralization and the Continuum. This peer review conducted in the year 2014 supports this significant work in the specific components selected by the country. It was conducted in two major phases – the first phase consisting of self-evaluation by national peers, and the second one an evaluation by international peers.

The first phase was a truly diagnostic one conducted by dedicated and competent national peers. It permitted to set out the challenges. The second phase was a refinement phase of the discussions with the international peers who came from Korea and several African countries. This process helped identify ways which can be explored further by the Burkina educational system. Further discussions could be undertaken to amend the work done and clarify some parameters.

This review outlines proposals for solutions. But, beyond that, it raises issues on some strategic choices. That is the case of the Continuum, about which specialists note that the concepts sometime exceed, outweigh and cut through several areas causing risks of confusion at the conceptual level.

How, for example, to combine approaches such as APC, PdT and PPO without creating conditions for confusion for a teacher working in a village far from the capital, unless a serious training and re-training is envisaged for him? How to convince this teacher that API (Integrated Participatory Approach) is not simply an additional approach like the other approaches?

It is the same case as far as anchoring non formal and informal education are concerned, because anchoring should not be reduced to the development of bridges, but it requires in-

depth adjustment work of the curricula and also (1) the school calendars, (2) certifications, (3) teacher training, (4) recruitment modes and others.

It would also be interesting to reflect on the funding issue which was not part of the mandate of the peer review, but which the peers felt they had to address in order to provide insights that can be interesting for the Burkinabe side.

However, beyond these questions, the review identified some ways and means to consider in order to achieving this ambitious reform under PDSEB, Decentralization and the Continuum. Whether it is the new curriculum, integration of pre-vocational or anchoring formal to non-formal and informal, substantive work was done by the peers. It can certainly be improved, but surely provides the foundation for addressing more confidently further stages. And, one of the added values of ADEA's approach to peer review lies in the fact that it is the national members of the review team who are responsible for its implementation⁶⁰.

Some poor performances were identified in the old curriculum. Therefore, the proposed new curriculum relies on an approach that is systemic, participatory and rigorous. The *subject matters* in the program, the overall number of hours and time allotted to each subject, the teaching content (curricula), the evaluation methods and the acquisition assessment mechanism, among others, should be scrutinized in order to have ultimately a relevant curriculum.

In light of the analyses and reflections developed along this process, it is easy to see that the peer review laid the foundation of a new curriculum, more suitable to the Continuum and Decentralization, with what it represents in terms of social and cultural concerns, innovative and effective teaching methods, and teacher training requirements. In this prospect, the curriculum is key. All the reforms examined, whether the new basic education Continuum, linking the formal and non-formal education sub systems, or pre-vocational basic education, will be guided by the curriculum. For this reason, it is desirable that the technical teams in charge of drafting the various teaching programs and materials are composed of multi-disciplinary experts working for the implementation of the reform from the beginning to the end. This concerted work will definitely ensure internal consistency in each segment of the sub system, but also consistency that should exist between these various segments of basic education.

With the integration of pre-vocational training in basic education, wonderful teaching-training prospects are possible for the Burkinabe youth who will benefit from the opportunities disclosed in bringing the school closer to its environment and the academic community to jobs. Taking into account local knowledge and the realities of the national market, pre-vocational basic education opens a new page of the Burkinabe education, made of pragmatism and stimulating for the national economy. Its integration in the teaching-training system will be done according to precise modalities and strategies which relate to the education level and the learner's profile as well.

As for the means and sources of the content, it will draw from its immediate local environment and current major changes which spark this big common village that is the world with its new Information and Communication Technologies.

⁶⁰ It is interesting to note that some of these recommendations were immediately implemented, before even submission of the final report, as soon as the members of the national peer review team were convinced of their relevance.

These innovations would function well provided that the sub systems evolve harmoniously together. Anchoring non formal and informal education stems from the willingness to create the necessary consistency between the various components of the educational system, in particular between the formal and the non-formal subsectors. It is the backbone of the Burkinabe Continuum. The assignment of the peers was to think about a concrete mechanism which would allow greater symbiosis between the sub systems so that one can lead to the other regardless of the age, abilities and skills, and individual and family motivations of the learners. In doing so, anchoring would enhance and maintain the existence of a system whose primary strength lies in its consistency and adaptability to learning situations/needs of Burkinabe citizens. This is why it almost covers all the outlines of the educational challenge, clearly defining the mechanisms to establish for an operational anchoring and the role of each actor involved.

As for financing, it was not included in the terms of reference of this peer review. But, it appeared to be decisive enough to be considered in the current reflection. Thus, the international peer review team included it in its agenda. It consisted, in short, to define possible ways and strategies to mobilize resources for the optimization of the recommendations formulated by the international peers. Built on the challenges and opportunities, but also on the funding constraints, this part, which can be entitled Component IV of this work, gives an idea on the items to be funded resulting from the reform, its components, i.e. the new curriculum, integration of pre-vocational, linking the formal and non-formal. The task will not be easy. It will require developing more the public-private partnership (PPP) for more efficient financing of education. Moreover, the private sector must be involved more in financing the education sector at all levels in accordance with the focus of its various components.

It is hoped that the recommendations made in the framework of this peer review will facilitate the implementation of the reform of the Burkinabe educational system and enable undisturbed opening to the post- 2015 period.

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Annex 1:

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Terms of Reference for the peer review team of international consultants in Burkina Faso

1. Context and justification

During the ADEA Triennial held in 2012 in Ouagadougou, it was recommended to continue cooperation between ADEA and the host country through several interventions, including a peer review that would aim at supporting ongoing educational reforms and informing the launching of those envisaged. The objective is to improve the quality of education in Burkina Faso and elsewhere in Africa.

In the context of the implementation of this recommendation, Madam the Minister of Education and Literacy Promotion (MENA) of Burkina Faso called a meeting with the key managers of the central services of the ministry to thank ADEA and its partners, including South Korea and UNDP, to present the peer review program, spell out the expected outcomes, emphasize on the advantages for Burkina Faso, and call upon the effective involvement of all the stakeholders for a good execution of the review. On that occasion, she appointed the Permanent Secretary of MENA as focal person for the review on behalf of the Government, and the Coordinator of the ADEA Working Group on Non- formal Education (WGNFE) as focal person for ADEA.

Following this meeting and under the leadership of MENA's Permanent Secretary, a justification note and a letter of intent were sent to ADEA which approved them after some amendments. A mission was then organized to come to Ouagadougou to complete Phase I of the review, called preparatory phase.

After this mission, it was decided that the review will relate to the improvement of basic education quality in Burkina Faso, regarding the strategic choices of PDSEB, Decentralization and the Continuum. The review will have to address, in particular: (i) consistency of the curriculum with the principles, content, feasibility and practice on the ground; (ii) the ways and means to link formal and non- formal curricula to build a unifying basic education set; (iii) integration of pre-vocational basic education.

Major research issues were identified for each of these three components.

In Component I, the following issues will be examined:

- Consistency between the theoretical basis and the principles set out;
- Relevance of the approach with the goals, the profiles defined, the objectives and socioeconomic needs, including those related to youth employability;
- Review, analysis and organization of the new curriculum.

In Component II, the following issues will be examined:

- Anchoring non-formal education to formal education;
- Integrating the disadvantaged groups which resisted to the Education For All (EPT) programs;
- Consolidation of non-formal teaching methods, particularly PDT, APC, PPO, PDSEI/ASEI and other innovative programs.

In Component III, the review will examine:

- Integration of pre-vocational training in basic education.

Once these parameters established, the Burkinabe counterpart will engage in the second review phase, called internal diagnosis or self-assessment. A first draft of the self-assessment report is produced. After that, phase III, called international review phase, will be started.

2. Objectives

2.1. General

The mandate of the international peers is to contribute to a peer review of the educational system of Burkina Faso, a review that should lead to the formulation of concrete proposals with a view to improving the quality of education regarding the strategic choices of the country.

2.2. Specific

To carry out this mandate, the team must, in particular:

1. Identify the consistency points between the various reforms;
2. Determine successes and failures, and based on that, identify the challenges to address for an effective implementation of the reforms;
3. Develop concrete, realistic and achievable proposals to improve the quality of basic education in Burkina Faso, in relation with the strategic choices of PDSEB, Decentralization and the Continuum.

3. Main activities

The international peers should, namely:

1. Get ownership of the self-assessment report produced by Burkina Faso ;
2. Discuss with the national counterparts on the challenges;
3. Organize a field visit to complete the information collected in 1 and 2;
4. Bring their experience and expertise for the formulation of recommendations pertaining to the strategic choices of PDSEB, Decentralization and the Continuum;

5. Take part in a workshop to be organized for the validation, adoption and dissemination of these recommendations;
6. Produce a final report; and
7. Contribute to the publication of the report, in collaboration with WGNFE.

4. Expected results

1. The self-assessment report produced by Burkina Faso is shared by the international team and possibly, suggestions are made for its improvement;
2. Participation in a national validation workshop is effective;
3. A first draft of the final report is produced, with relevant recommendations on the educational policies and strategies regarding the strategic choices of PDSEB, Decentralization and the Continuum;
4. A final report is produced after integrating the observations and suggestions formulated by the workshop and the other bodies of the review; and
5. The international team has contributed to the validation and dissemination of the recommendations of the review, in collaboration with WGNFE and the stakeholders.

5. Methodology

The peer review is based on a collaborative approach between peers of the host country and other countries, mainly African. It refers to a practice which lays emphasis on field experience and aims to identify practical solutions to real problems encountered in the development and implementation of educational policies.

Moreover, it gives special importance to South-South cooperation and means to enhance the skills of the experts involved, to undertake initiatives that are closest to the African realities and build the technical and management capacities of officials in charge of the educational systems concerned. These factors were determining in the methodological choices made on the composition and operation of the team of international consultants for the peer review in Burkina Faso.

Taking into account the above factors, the members of the international review team will have to:

1. Carry out a first desk review with special attention to the review of the self-assessment report produced by the country;
2. Conduct a field visit in Burkina Faso to meet Burkinabe peers, collect additional information and discuss with them the remarks, observations and recommendations they had formulated in phase II of the self-assessment. The experts could request on-site

participation of the divisions of the ministry of education, including the directorates and services in charge of educational research, curriculum, evaluation, initial and continuing teacher training and their supervision, planning and statistics, and members of the civil society. If necessary, they could supplement the observations already made in the preparatory stage in the classrooms and decentralized services in charge of supervision and pedagogical monitoring of educational institutions.

3. Conduct triangulation between the information collected in the literature, the final report and interviews to supplement the information provided in the self-evaluation report.

4. Produce, based on the different exchanges and reading, a draft final report in two components: the first component will cover the self-evaluation and the second component will be prepared by the team of the international peers in specific relevant areas that the team would have decided to deepen (for example, refer to the review reports by the peers of the pilot phase of Gabon, Mauritius and Nigeria). Such a document will be introduced by a short executive summary that will aim at addressing very precisely the general objective of the study and setting out the strategic and operational recommendations. These recommendations will be specified and justified in more detail in the report which will include annexes as necessary and an extensive bibliography.

4. Contribute to the restitution and validation of the report at a national conference with all the stakeholders of the national educational system. This national workshop will be the first step of the dissemination;
5. Contribute to the dissemination and publication of the report.

Throughout the whole process, the international experts should work closely with WGNFE and its partners, especially the Korean side, the National Technical Team and the Steering Committee.

6. Duration

The members of the team will have 15 days to deliver these services. Details can be negotiated depending on the availability of the parties, in particular, availability of the national peers to back-up the process.

7. Monitoring of the process

The cooperation framework signed by the country and ADEA will be the base for monitoring.

The team will have to submit progress reports, including the challenges that may arise during the period.

ADEA may request a written or oral report on specific work issues.

Two hard copies and a soft copy of the final report must be submitted. The final report must be conclusive and all-out, and carefully reviewed; it must not require any further correction. If it does not meet this requirement, the refinement work will be done at the expenses of the authors.

8. Qualifications of the peers

The team of international peers will be composed of African experts, experts from Korea and representatives of ADEA. The team members must have a sound experience in at least four areas: (1) education and development in Africa; (2) development and implementation of educational reforms in the African context, (3) curriculum development; and (4) Literacy promotion/ Non- formal education.

The consultants must justify the following qualifications and specific experience:

- Having held a position with responsibilities at a Ministry of Education and Training in an African country which has similar conditions in educational system development, or in an NGO working in the field of education in Africa.
- Have experience in conducting major analytical studies and have proven skills to analyze, summarize and reconstruct information from various sources;
- Have a thorough knowledge of the challenges and opportunities facing African educational systems in general;
- Have abilities to work in a team, under pressure and in a multi cultural environment.

9. Remuneration of the members of the international review team

The fees will be discussed directly with each consultant on the basis of his/her professional experience and for the 15-day work period.

10. Field missions

ADEA will support the mission fees and the country will facilitate the trips in the country.

11. Draft schedule

N°	Activities	Deadlines
1.	Putting in place an international team	May 2014
2.	Collecting background information, with special attention on ownership of the self-evaluation report produced by the country	15 May-20 June

3.	Mission to Burkina to meet the peers in Burkina to collect additional information and hold discussions with the colleagues on the remarks, observations and recommendations of the self-evaluation report	02 - 11 July
4.	Triangulation between the information collected from various sources to complete the self-evaluation report and exchange among peers	13 – 22 July
5.	Production of a draft final report composed of two parts based on the various exchanges and reading	23 July-21 August
6.	Submission of the draft for feedback and amendments	19 Sept- 10 October
7.	Restitution, validation and first step dissemination	End October 2014 (to be specified with the country)
8.	Dissemination including publication	October-December (to be specified)

12. Other provisions

For aspects not covered here above, including the utilization of the results of the review and conformity with the laws, traditions and customs of the country, refer to the terms of the Frame.

o **Annexe 3: Framework for Cooperation**



BURKINA FASO



**Association for the
Development of Education in
Africa (ADEA)**

Between

**The Ministry of Education and Literacy
of Burkina Faso -MENA-**

and

The Association for the Development of Education in Africa -ADEA-

On the conducting of a

Review by Peer Educators in Burkina Faso

On March 2014

Between

The Association for the Development of Education in Africa

hereinafter referred to as ADEA

and

The Ministry of Education and Literacy Promotion of Burkina Faso

Hereinafter referred to as the Ministry

It is agreed as follows:

1. Preamble

Whereas Burkina Faso has decided to conduct a peer review of its programs and has formally requested ADEA to support that initiative;

Whereas ADEA has responded favorably to this request and agreed to support the initiative, according to the recommendations of the 33rd session of the Meeting of the Steering Committee within the framework set by the concept paper of the program presented at this meeting;

Whereas the ADEA Steering Committee appointed a subcommittee made up of the Chairperson of the ADEA Forum of Ministers, the Chairperson of the Association and its Executive Secretary, to ensure policy and program leadership, approve the program financing needs and to facilitate fundraising for its implementation;

Whereas the Forum of Ministers and the ADEA Steering Committee have adopted the priorities set by the seminar held in Tunis in November 2010 in order to evaluate the pilot phase and identify an effective methodology to define the procedure to follow in peer reviews in African countries;

Whereas ADEA has set up a coordination team and appointed a coordinator to monitor the implementation process;

Whereas Burkina Faso has established a National Steering Committee and a National Technical Committee to prepare and monitor the peer review in collaboration with ADEA;

Therefore,

2. Objectives and scope

2.1 The purpose of the peer review is to help Burkina Faso improve its policies and practices for the development of a quality education and training for all in order to make of Burkina Faso an emerging country by 2025.

2.2 The review will consider in particular the following themes:

- Review of the consistency, practice and feasibility of the formal education curriculum;
- Linking of the formal education curriculum with that of non-formal education to build a unifying curriculum for basic education with functional bridges;
- Integration of pre-vocational training in the basic education curriculum.

2.3 It is about using an internal diagnosis complemented by a review of international peers, to make a diagnostic analysis of educational programs underway in order to formulate educational policy proposals to improve access, quality of learning, equity and governance.

2.4 The review will focus on the following research issues:

- consistency between the theoretical basis, didactic principles and teaching practices;
- relevance of the approach to the purposes, the defined profiles, objectives and socio-economic needs (employability, labor market);
- review and analysis of the new curriculum structuring;
- support to vulnerable children (specific groups, nomadic groups);
- anchoring non-formal education to formal education;
- mainstreaming of national languages in the curriculum of basic education and their evaluation, all in connection with the socio-economic needs of Burkina Faso;
- consolidation of pedagogical approaches used in formal and non-formal education, especially PDT, APC, PPO, ASEI / PDSI and other promising approaches;
- better mainstreaming of pre-vocational training in the basic education curriculum (refer to PDSEB and to PN / EFTP);

2.5 The methodology will be based on commonly accepted approaches and the conclusions of the peer review seminar on methodology organized in Tunis in November 2010. It will be structured around five main phases:

2.5.1 a preparatory phase starting with the Burkina Faso declaration of intent to engage in the peer review exercise;

2.5.2 an internal diagnosis or self-assessment to be conducted by Burkina Faso, whose educational system is subject to review;

- 2.5.3 an international review undertaken by a team of peers from many countries. That review must continue and complete the work of self-assessment;
 - 2.5.4 a national consultation to strengthen the collaboration between the two teams, validate the products, share the results with all the stakeholders and lay the foundations for the implementation of the recommendations; and
 - 2.5.5 an impact assessment, to be conducted at least 18 months after the completion of the review, to assess the scope of the exercise in Burkina Faso.
- 2.6 The themes, content and methods may be modified in the light of new information that may appear during the field visits, provided that the changes do not alter the scope and objectives set out above.
 - 2.7 The approaches and methodologies implemented in Burkina Faso will enrich the conducting of peer reviews on the continent in a broader framework set by ADEA, NEPAD and other organizations involved in education in Africa.
 - 2.8 In general, the lessons learned from the review will inform educational policies of other African countries engaged in similar reforms.

3. Responsibilities of the parties

- 3.1 The respective roles and responsibilities of stakeholders are defined as recommended by the ADEA Forum of Ministers, the sessions of the Steering Committee and the concept paper mentioned in the preamble.
- 3.2 Specifically:
 - 3.2.1 Burkina Faso, through the Ministry of Education and Literacy Promotion, initiates and supports the review process. It manages the national monitoring of the process, especially during the internal diagnosis phase, the validation and the dissemination;
 - 3.2.2 The National Steering Committee oversees the implementation at national level and organizes the self-assessment;
 - 3.2.3 It is assisted by a Technical Committee which is responsible for the implementation at national level;
 - 3.2.4 ADEA, through its subcommittee, defines the framework, provides technical support and coordinates the initiative;
 - 3.2.5 It shall be assisted by a coordination team which oversees the entire implementation;
 - 3.2.6 The international peer review team brings technical expertise; and

- 3.2.7** The foreign partners involved in the review serve as technical and advisory group. They also cover the part of the review that should be determined by mutual agreement.
- 3.3** The roles and responsibilities of the international peers must comply with the laws and regulations in force in Burkina Faso.
- 3.4** The above mentioned provisions as well as the details of the responsibilities are in the annexes of this Framework of Cooperation. They are meant to be construed as integral parts of this Framework of Cooperation.

4. Institutions and staff

- 4.1** The institutions, the experts referred to in the National Steering Committee and international peers will be identified and selected after consultation between the two parties.
- 4.2** The head of the international team of experts and members of the international team will be selected based on three main criteria:
- 4.2.1 Scientific Authority (example the relevance of the expertise and proven ability to lead and supervise reviews in an African context);
- 4.2.2 Experience (for example, incumbents who have already held public or national positions in government and / or academia); and
- 4.2.3 Legitimacy (for example, incumbents who can speak for national and African education).
- 4.3** The National Steering Committee of the peer review of Burkina Faso, which is responsible for policy formulation, includes the following natural or legal persons:
- 4.3.1 The Chairperson of the whole process: Madam the Minister of Education and Literacy Promotion;
- 4.3.2 The first Vice-Chairperson: the Vice Minister in charge of Literacy Promotion;
- 4.3.3 The second Vice-Chairperson: The Permanent Secretary of the Ministry of Education and Literacy Promotion;
- 4.3.4 The Third Vice-Chairperson: The ADEA Representative, Coordinator of the Working Group on Non-Formal Education (WGNFE) and Peer Reviews;
- 4.3.5 The reporters: A representative of the Permanent Secretariat of the Program of Strategic Development of Basic Education (SP-PDSEB) and two representatives of the General Directorate of the Institute of Educational Reform and Training (DGIREF);
- 4.3.6 Members:
- a technical adviser to the Ministry;
 - the Permanent Secretariat of the Program of Strategic Development of Basic Education (SP-PDSEB);
 - the Technical Inspectorate for Government offices;

- The General Directorate of the Institute of educational reform and training (DGIREF);
- The General Directorate of sector and statistical studies (DGESS);
- the General Directorate of Non-formal Education (DGENF);
- the General Directorate FONAENF;
- the Directorate of Administration and Finance (DAF);
- The Directorate of Human Resources (DRH);
- The Directorate of Private Basic Education (Private DEB);
- The Directorate for the allocation of specific resources to educational structures (DAMSSE);
- The Directorate for the promotion of girls' education and gender (DPEFG);
- Two representatives of non-governmental organizations, one working in the field of non-formal education, the other in formal education;
- The Regional Directorate of Education and Literacy Promotion of the Center (DRENA- Center);
- Three (03) representatives of trade unions ;
- A private sector representative.

4.4 The National Technical Committee is established to implement the decisions of the National Steering Committee and prepare documents submitted to the appreciation of the steering committee. It takes care of the implementation of the program at local and national levels. It will be made up of the following natural or legal persons:

4.4.1 Chairperson: the Director General of the Institute of educational reform and training;

4.4.2 Vice-Chair: The Director of Research and Educational Development

4.4.3 Reporters: a representative of SP-PDSEB and two representatives of DGIREF.

4.4.4 Members:

- A representative of the Permanent Secretariat of the Ministry;
- The Directorate of Basic education examinations and competitive examinations (DECEB);
- the Directorate of Research and Educational Development (DRDP);
- the Directorate of Communication and the Ministerial Press (DCPM);
- the Directorate of public primary development (DDEPP);
- the Directorate of post-primary general development(DDEPPG);
- the Directorate of preschool development (DDEP);
- the Directorate of projects and programs coordination (DCPP);
- the Directorate of the Continuum multilingual basic Continuum (DCEBM);
- the Directorate of research and innovations in non-formal education and literacy (DRINA);
- the Directorate of non-formal education for adolescents (DENFA);

- the Project: Satellite schools / non-formal basic education centers (ES / CEBNF);
- the Project: A Lamp for Africa;
- the SMASE project;
- the school management committees support Project (PACOGES);
- the Provincial Directorate of Education and Literacy Promotion (DPENA) of Kadiogo;
- a representative of the Ministry of Social Welfare and National Solidarity (MASSN);
- a representative of the Ministry of Secondary Education and Higher Education (MESS);
- a representative of the Ministry of Youth, vocational training and employment.

4.5 Burkina Faso designates the head of the National Steering Committee of the peer review and takes care of the recruitment of other qualified members to serve on the team. It provides personnel and local support services as needed to facilitate the smooth functioning of the review.

4.6 The National Steering Committee supports the International Review Team in organizing field visits and provides information / additional data, if needed.

4.7 Burkina Faso assists in identifying local institutions and programs likely to be of interest to the review while ADEA is responsible for identifying institutions and international experts.

4.8 Burkina Faso and ADEA will sign subcontracts with these institutions or resource persons to carry out their mission under the terms of the Cooperation Framework. Subcontracts will be submitted to the other parties for information and approval.

4.9 The details of the composition and duties of the national and international peer review teams are provided in the annex.

5. Information

5.1 The Parties will keep each other informed of all important matters pertaining to the cooperation and the implementation of all tasks to be performed under the terms of this Framework of Cooperation.

5.2 The parties will meet as necessary and at least three times:

- during the initial phase, to discuss the details of the review, prepare documents and resources to launch the review;
- during the validation phase to review activities related to the objectives set out in the project overview, draw lessons for future activities, give more visibility to the program and encourage the dissemination of the recommendations; and
- during the impact assessment to evaluate the impact of the exercise in the country and abroad (long term).

6. Planning, funding and budget

- 6.1** ADEA is responsible for the development and presentation of the general program of work in view of its approval by the parties.
- 6.2** The Peer Review is co-financed by the contribution of ADEA, Burkina Faso and partner organizations, in particular UNDP, through South Korea, as part of South-South cooperation. An initial amount of USD 100,000 will be provided from funds collected by ADEA to facilitate the launch and smooth running of the program. Of this amount, USD 10,000 will be allocated to Burkina Faso as a contribution to the country to support the preparation of the country's self-assessment, the collecting of background material meant for the work of the international team and the coordination of local activities.
- 6.3** Burkina Faso's financial commitment to support the implementation of the five phases of the peer review is estimated at USD 82,000, making forty one million (41,000,000) CFA francs.
- 6.4** ADEA will prepare through its coordination this peer review closely with Burkina Faso and all other stakeholders.
- 6.5** Partner organizations will contribute to the funding of the program to cover all travel and accommodation costs. These partner organizations will provide part of the expertise needed for the smooth performance of the review.

7. Responsibility of the parties

- 7.1** Neither Burkina Faso nor ADEA will be responsible financially or in any manner whatsoever of the commitments made by either party except with prior consent.

8. Use of the results

- 8.1** The process and the products will be validated and disseminated through the organization of workshops, seminars and other appropriate forms.
- 8.2** The final product will be published under the aegis of ADEA and its working groups. However, all parties reserve the right to reprint the documents produced by the review, in part or in their entirety, making due reference to ADEA and including it in their other relevant publications.
- 8.3** The parties are not subject to copyright payments for the use of any documents prepared in connection with this review.

9. Compliance with national laws and regulations

- 9.1 Peers and duly authorized international institutions will comply with all local / international laws during the missions they will conduct under the Cooperation Framework. The parties will quickly undertake corrective actions in case of violation of the law by their employees or entities during their missions in the host country.
- 9.2 Burkina Faso will support national researchers and international peers to obtain, within the legal framework applicable to the education of the country, all permits necessary to fulfill their obligations under the format approved by the parties.

10. Amendments

- 10.1 Amendments to this Cooperation Framework will be made only by written agreement signed by duly authorized representatives of the parties.

11. Entry into force and duration

- 11.1 This Cooperation Framework will enter into force on the date of its signing by the duly authorized representatives of both parties.
- 11.2 This Cooperation Framework will remain in effect until its expiration or termination, or as agreed by the parties.

12. Termination

- 12.1 Either party may terminate this Cooperation Framework by giving three months written notice to the other party.

13. Settlement of disputes

- 13.1 Any dispute arising from the implementation or interpretation of this Cooperation Framework will be settled amicably between the two parties.
- 13.2 Any dispute related to this Cooperation Framework which cannot be settled amicably will be submitted to the deliberations of the Forum of Ministers and the ADEA Steering Committee. The parties shall accept the decision made by these bodies.

In witness whereof, the undersigned, acting on behalf of their respective organizations, have signed the two original copies of the Cooperation Framework in French

For BURKINA FASO

For ADEA

.....

.....

(Place and date)

(Place and date)

Annexe 2:

**GUIDELINES FROM THE MINISTRY OF
EDUCATION AND LITERACY**

**MINISTRY OF EDUCATION AND LITERACY BURKINA FASO
PROMOTION**

DEPARTMENTAL STAFF

Unity- Progress – Justice

GUIDELINES OF THE REVIEW BY PEER EDUCATORS IN BURKINA FASO

THEME :

« Improving the Quality of Basic Education in Burkina Faso »

June 2013

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I/. CONTEXT AND RATIONALE OF THE THEME

The constant search for a quality label for our educational system calls for the holding of regular conferences or conventions on Education whose findings define the necessary orientations or reorientations. Such was the case of the Convention on Education held in 1996. The results of the diagnosis made by that Convention on the educational system in its triple dimensions "access-quality-management / oversight" justified the implementation of a ten-year Development program of basic education over the period 2001-2010 and the reform of the educational system in 2007.

The evaluation of PDDEB (2001-2010) has indeed revealed that notwithstanding the important achievements, gaps in terms of access, quality and management remain and require taking strong action to achieve national and international commitments in terms of educational quality offer.

The quality of education in terms of process, outcome and impact is a major concern for the authorities of Burkina Faso. Indeed, although the country has managed to improve the elements used in the measurement of quality, the educational system satisfies neither the parents nor the professionals not even the immediate beneficiaries who are the students and learners.

Factors and quality determinants are then not promising:

(a) the flow rates (promotion, repetition, dropout) are not satisfactory in view of the still significant number of repeaters and dropouts, thus degrading the internal efficiency coefficient of the system;

(b) the completion rate of 55.1% although in net increase remains unsatisfactory. Moreover, the disparities between regions are still important. The TAP varies from 23.2% in the Sahel to 60.8% in the Center, a gap of nearly 37.6 points.

(c) the success rate at the CEP (Basic Education Certificate) exam has steadily improved but still requires further efforts;

(d) the survival rate shows a uneven pattern and is less attractive in 2010 than in 2008 (623 in 2010 versus 694 in 2008 and 564 in 2001);

It appears that while some progress has been made in the area of access, this is not the case for quality. As proof of this, in connection with educational achievements, recent evaluations in Grades 2 and 5 show that the scores do not reach the average of 50/100 in French, mathematics and observational sciences. Only scores of grade two in French reach an average of 51.1 / 100. At post-primary level, losses along the way are also numerous and the enrolment rate was only 32.30% in 2010 while the completion rate was 17.50%.

The assessment of achievements also revealed low scores in mathematics, science and French. The synthesis of various indicators shows that when 100 students are admitted in Grade 7, 61 reach Grade 10 with or without repeating a grade, and only 25 will pass the BEPC (First Cycle Junior High school Certificate).

Concerning literacy and non-formal education for adolescents and youth, significant progress has been made but the inefficiency of the formal system to provide literacy training to dropouts and leavers, combined with the limited resources allocated lead to a literacy rate still lower than expected. Regarding vocational training, very few young people (less than 20% of youth aged 15 -24 years) can have access to it.

In light of all these gaps the government of Burkina Faso decided to intensify its efforts on the quality aspect through the implementation of the 2012-2021 Basic Education Strategic Development Program (PDSEB).

The achievement of the strategic choices of PDSEB requires the implementation of several reforms including: (a) the reform of preschool, primary and post-primary education in the form of education Continuum; (b) the elimination of disparities; (c) the promotion of short duration training; (d) reform of teacher training structures; (e) the reform of curricula together with a reorganization of the hour volume; (f) the sharing of infrastructure; and (g) the decentralized management of the educational system.

To that end, all the contributions of national and international actors are opportunities that the country intends to use to improve its educational system.

Therefore, the peer review happens to be an alternative that will allow Burkina Faso to improve the performance of its educational system.

II/. MAJOR CHALLENGES

With respect to the theme that the peer review should explore further, persistent challenges to meet are (i) improving the management of learning time; (ii) revising of basic education curricula; (iii) rationalizing the management of teaching staff; (iv) reforming the teacher training structures.

The current context of the quality of basic education is marked by the existence of a repository on quality determinants including indicators and a monitoring mechanism. For the overall performance of the quality of the basic education sub-sector, efforts should be increased to meet the continuing challenges outlined above.

III/. METHODOLOGY AND STEPS OF THE REVIEW

In view of the objectives of the review, the participation of the various stakeholders in the whole process is an essential principle.

Referring to ADEA guidelines, there are five main phases: (i) the preparation; (ii) the self-assessment; (iii) the international review; (iv) the national consultation; and (v) the impact assessment. Each phase comprises one or more steps.

✓ **Phase 1: The preparation phase**

It starts with the declaration of intent of Burkina Faso to which these guidelines are appended and includes the following steps:

- (a) the establishment of a national mechanism for the implementation of the review;
- (b) the review of the request of Burkina by ADEA and the establishment of the working group;
- (c) the definition and approval of the roles and tasks of the stakeholders;
- (d) the preliminary visit of the steering committee of the working group to jointly define the modalities of the review and finalize the documents for its implementation (communication strategy, dissemination plan, monitoring plan and fundraising document);
- (e) the development of recommendations and guidelines (indicators, benchmarks and other specific numerical targets) for the evaluation of the performance of the system;
- (f) Finalizing (discussion, approval and signing) the cooperation framework;
- (g) the raising of financial resources.

✓ **Phase 2: Self-assessment**

Conducted by the applicant countries, it is done according to the approved and signed framework of cooperation during the preparatory phase.

✓ **Phase 3: The international review**

Conducted by an international team, it is a response to the self-assessment performed by the applicant countries. It will consist of extensive consultations within the country on the topic concerned by the peer review.

It should lead to the development of a draft report fed by the conclusions of the self-assessment and the international review.

✓ **Phase 4: The national consultation**

It will consist of an expanded meeting of ownership and amendment by the various stakeholders of the findings of the national self-assessment and the international review.

Following the national consultation, the report is finalized and distributed at a very large scale by the media and other means of dissemination (workshops, seminars, etc.).

✓ **Phase 5: Impacts assessment**

An implementation assessment report is recommended after a period of 18 months, to report on the implementation of the recommendations.

IV/. INSTITUTIONNAL SETUP FOR THE IMPLEMENTATION OF THE PEER REVIEW

The process will be conducted under the supervision of a steering committee, which will be supported by a Technical Committee, whose members will be appointed by MENA.

The functions and composition of the Steering Committee and the Technical Committee will be specified by decree of the Minister of Education and Literacy Promotion.

❖ **The Steering Committee**

Under the chairmanship of the Minister of Education and Literacy Promotion, the Steering Committee will take care of the policy work in consultation with the ADEA team. As such, it will provide guidance and ensure the smooth running of the process, particularly with respect to the operations schedule.

The Government of Burkina Faso will ensure that the steering committee includes representatives of (a) the State; (b) the civil society; and (c) the social partners.

❖ **The Technical Committee**

Chaired by the Secretary General of the MENA, the Technical Committee will lead the facilitation work of the review.

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Annex 5:

LETTER OF INTENT

The Minister of Education and Literacy Promotion

To

**The Executive Secretary of the Association for the
Development of Education in Africa (ADEA)**

Subject: Letter of intent of Burkina Faso

For the peer review backed up by ADEA and its partners

Mr. the Executive Secretary,

Under the terms of the Education Framework Act (July 2007), the main task assigned to the basic education sub-system is to ensure quality, free, and compulsory education for all children of 06-16 years and quality non-formal education to adults, adolescents and children.

With the prospect of complying with the international agenda in the area of Education-Training-education, our government adopted for the period 2012-2021, the Basic Education Development Program (PDSEB) whose first phase (2012-2015) is being implemented.

This declaration of intent to undertake the review of Burkina Faso's basic educational system falls under this context of implementation of the new basic education program. This program is characterized by reforms that affect access to and quality of formal education, non-formal education, oversight and management of the basic educational system.

Moreover, the theme to explore further as part of the review relates to improving the quality of basic education in Burkina Faso in connection with the strategic choices of PDSEB and the resulting reforms.

Indeed, the achievement of the strategic choices of PDSEB requires the implementation of several reforms that are: (a) the reform of preschool, primary and post-primary education in the form of Continuum education; (b) the elimination of disparities; (c) the promotion of vocational training of short duration; (d) the reform of teacher training structures; (e) the reform of curricula together with a reorganization of the learning time; (f) the sharing of infrastructure; and (g) the decentralized management of the educational system.

These reforms are necessary because of the persistent challenges to meet, mainly in terms of quality improvement and which boil down to: (i) improving the management of learning time; (ii) revising the basic education curricula; (iii) rationalizing the management of the teaching staff; (iv) and reforming the teacher training structures.

The current context of the quality of basic education is marked by the existence of a repository on quality determinants including indicators and a monitoring mechanism. To improve the overall performance of the quality of the basic education sub-sector, efforts should be increased to meet the continuing challenges outlined above.

In order to achieve a better management of the peer review process, an institutional implementation mechanism envisaged at national level which will include a steering committee and a technical committee whose composition and powers shall be specified in the "framework of cooperation".

The expectations of Burkina Faso at the end of this review are conclusions focused on the quality of basic educational system.

Best regards

The Minister

Attachment: Guidelines

Annex 4:

THE PEER REVIEW NATIONAL STEERING COMMITTEE

MINISTRY OF EDUCATION AND
LITERACY PROMOTION

BURKINA FASO

Unity - Progress – Justice

Ordinance N°2014____ _ /MENA/CAB

On the establishment of a national steering committee of the
peer review by ADEA / UNESCO.

Stamp of the Financial Controller

THE MINISTER OF EDUCATION AND LITERACY PROMOTION

Considering the Constitution;

Considering Decree No. 2012-1038 / PRES of 31st December 2012 appointing the
Prime Minister;

Considering Decree No. 2013-002 / PRES of 2nd January 2013, on the composition of
the Government of Burkina Faso;

Considering Decree No. 2013-404 / PRES / PM / SGG-CM of 23rd May 2013 on the
organization of the ministries;

Considering Decree No. 2013-104 / PRES / PM / SGG-CM of 7th March 2013 on the
powers of the Cabinet member ;

Considering Decree No. 2013-786 / PRES / PM / MENA of 24th September 2013 on
the organization of the Ministry of Education and Literacy Promotion;

Considering Decree No. 2012-1061 / PRES / PM / MENA of 31st December 2012 on
the adoption of the Basic Education Strategic Development Program
(PDSEB);

Considering the Letter of intent No. 00805 / MENA / SG / DGRIEF of 20th June 2013
relating to the ADEA peer review in Burkina Faso.

DECIDES

Article 1: The National Steering Committee is a body of reflection and orientation which provides overall supervision of the peer review of ADEA / UNESCO.

Article 2: The National Steering Committee is responsible for:

- defining the main guidelines and general objectives of the review;
- providing a permanent framework for consultation on the development process of the review in accordance with the strategy of the Government of Burkina Faso in the area of education;
- making all decisions relating to the conducting of the ADEA review in light of the changing economic and social environment and proposing remedial measures;
- ensuring the effective involvement of all stakeholders in the drafting process of the self-assessment, the international review, the national consultations and impact assessment;
- assessing the extent of the results achieved by the review and proposing adjustment measures;
- approving the documents of the various phases of the peer review of ADEA / UNESCO;
- deliberating on all matters deemed to be of major interest in connection with the review.

Article 3: The National Steering Committee includes:

A Chairperson: The Minister of Education and Literacy Promotion.

A First Vice-Chairperson: The Vice Minister in charge of Literacy Promotion

A Second Vice-Chairperson: The Secretary General of the Ministry of Education and Literacy Promotion.

A Third Vice-Chairperson: The ADEA representative, coordinator of the Working Group on Non- formal Education (WGNFE).

Reporters: a representative of the Permanent Secretariat of the Basic Education Strategic Development Program (SP-PDSEB) and two representatives of the General Directorate of the Institute for Education Reform and Training (DGIREF).

Members:

- A MENA technical advisor;
- The Permanent Secretariat of the Basic Education Strategic Development program (SP-PDSEB);
- Technical inspectorate of Government bodies;
- The General Directorate of the Institute of educational reform and training (DGIREF);
- The General Directorate of Statistical and Sector Studies (DGESS);
- The General Directorate of Non-formal Education (DGENF);
- The General Directorate of FONAENF;
- The Directorate of Administration and Finance (DAF);

- The Directorate of Human Resources (DHR);
- The Directorate of Private Basic Education (Private DEB);
- The Directorate for the allocation of specific resources to educational structures (DAMSSE);
- The Directorate for the promotion of girls' education and gender (DPEFG);
- Two representatives of non-governmental organizations, working in non-formal education, the other in formal education;
- The Regional Directorate of Education and Literacy Promotion of the Center (DRENA-center);
- Three (03) representatives of basic education trade unions ;
- One representative of the private sector

Article 4: The secretariat of the National Steering Committee is administered by the Secretary General of the Ministry of Education and Literacy Promotion.

Article 5: Representatives of the technical and financial partners participate in the sessions of the National Steering Committee as observers.

Article 6: The Minister of Education and Literacy Promotion chairs the sessions of the National Steering Committee. In the absence of the Minister, the Secretary General of the Ministry chairs the sessions.

Article 7: The National Steering Committee holds one annual session as of right and is convened by its Chairman whenever circumstances require.

Article 8: The National Steering Committee may call upon any natural or legal person whose skills are deemed appropriate.

Article 9: The costs for the organization of the review are supported by the State budget.

Article 10: The Secretary General of the Ministry of Education and Literacy Promotion is responsible for the implementation of this Ordinance which shall be registered, published and communicated wherever necessary.

Ouagadougou,

Koumba BOLY/BARRY

Officer of the National Order

Annex 6:

NATIONAL TECHNICAL COMMITTEE OF THE REVIEW

MINISTRY OF EDUCATION AND
LITERACY

BURKINA FASO

Unity - Progress – Justice

Ordinance No. 2014____ _ /MENA/CAB

On the establishment of a technical committee in charge of the development of the peer review by ADEA/UNESCO.

Stamp of the Financial Controller

**THE MINISTER OF EDUCATION
AND LITERACY**

Considering the Constitution;

Considering Decree No. 2012-1038 / PRES of 31st December 2012 appointing the Prime Minister;

Considering Decree No. 2013-002 / PRES of 2nd January 2013, on the composition of the Government of Burkina Faso;

Considering Decree No. 2013-404 / PRES / PM / SGG-CM of 23rd May 2013 on the organization of the ministries;

Considering Decree No. 2013-104 / PRES / PM / SGG-CM of 7th March 2013 on the powers of the Cabinet members;

Considering Decree No. 2013-786 / PRES / PM / MENA of 24th September 2013 to organize the Ministry of Education and Literacy;

Considering Decree No. 2012-1061 / PRES / PM / MENA of 31st December 2012 on the adoption of the Basic Education Strategic Development Program (PDSEB);

Considering the Letter of intent No. 00805 / MENA / SG / DGRIEF of 20th June 2013 relating to the ADEA peer review in Burkina Faso.

DECIDES

Article 1: As part of the peer review of the Association for the Development of Education in Africa (ADEA), it is set up a Technical Committee.

Article 2: The technical committee is composed of:

the Chairperson: The Director General of the Institute for the Reform of Education and Training;

the Vice-Chairperson: The Director of Research and educational literature;

Reporters: a representative of SP-PDSEB and two representatives of the DGRIEF.

Members:

- A representative of the Permanent Secretariat of MENA;
- the Directorate of examinations and competitive examinations of basic education (DECEB);
- the Directorate of research and educational development (DRDP);
- the Directorate of communication and ministerial press (DCPM);
- the Directorate of public primary development;
- the Directorate of post-primary general development (DDEPPG);
- the Directorate of preschool development (DDEP);
- the Directorate of studies and capitalization;
- the Directorate of multilingual basic education continuum (DCEBM);
- the Directorate of research and innovations in non-formal education and literacy (DRINA);
- the Directorate of non-formal education for adolescents (DENFA);
- the project: Satellite School/ non-formal basic education center (ES / CEBNF);
- the Project: A Lamp for Africa;
- the SMASE project;
- the school management committees support Project (PACOGES);
- the Provincial Directorate of Education and Literacy (DPENA) Kadiogo;
- a representative of the Ministry of Social Welfare and National Solidarity (MASSN);
- a representative of the Ministry of Secondary Education and Higher Education (MESS).

Article 3: The missions of the Technical Committee are as follows:

- The development of guidelines for the peer review of ADEA / UNESCO;
- The drafting of the letter of intent of Burkina Faso for the peer review by ADEA;
- Data collection during the document and literature review;
- The establishment of a national mechanism for the implementation of the review;
- The definition and approval of the roles and tasks of the stakeholders;
- The organization of the preliminary visit of the steering committee of the working group to jointly define the modalities of the review and finalize the documents for its implementation (communication strategy, dissemination plan, monitoring plan and fundraising document);
- The drafting of recommendations and guidelines (indicators, benchmarks and other specific numerical targets) for the evaluation of the system performance;
- Finalizing (discussion, approval and signing) of the cooperation framework;
- The raising of financial resources for the review work;
- The organization of the self-assessment, the international review, the national consultation and impact assessment.

Article 4: The costs of the organization of the review are supported by the State budget.

Article 5: The Permanent Secretary of the Ministry of Education and Literacy Promotion is responsible for the implementation of this Ordinance which shall be registered, published and communicated wherever necessary.

Ouagadougou,

Koumba BOLY / BARRY
Officer of the National Order

Following a request from Burkina Faso, an in-depth peer review was conducted in this country between 2013 and 2014, with a backing from ADEA and its partners, including Korea and UNDP. The review was conducted by a national team composed of key Burkinabe educators and an international team of peers from Cameroon, Guinea, Mali, Niger, and South Korea. The team was led by Madam Hadja Adiza HIMA a former Permanent Secretary of Niger Ministry of Basic Education and former Executive Secretary of CONFEMEN. The overall undertaking was supervised by Pr Ibrahima BAH-LALYA, Coordinator of the ADEA Working Group on Non Formal Education.

A few lessons were learned from the exercise, which focused on three areas: (1) an analysis of the consistency, practicality and feasibility of the new curriculum, (2) identification of ways and means to introduce and implement pre-vocational training in basic education, and (3) effectively anchoring non formal education to Burkina overall educational system.

About 64 recommendations were drawn from the exercise, out of which 14 were selected by representatives of the country for implementation in a short term span. The present report documents the process followed by the reviewers, the conclusions reached by the review and the recommendations made at the end of the procedure.

The editors:

Ibrahima BAH-LALYA was a Professor at the Conakry and Kankan Guinean National Universities. He also served as National Director of Education in Guinea Ministry of Education. He completed a Doctorate Degree at Florida State University, USA;

Adiza MAILELE-HIMA was a Niger High School Teacher and a Principal for several years before holding key positions as Niger Permanent Secretary of Education, Executive Secretary of CONFEMEN, and Senior Consultant with AFD, ADEA and other institutions;

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