
**Country Analysis
Education**

Burkina Faso



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2007

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1. General educational situation

1.1 Educational history

Similar to other French West African colonies, Burkina Faso (known as Upper Volta until 1983) based its educational system on that of France up until it achieved independence in 1960. Six years of primary education, beginning at age six, was followed by up to seven years of secondary instruction. Less than 1 percent of the population actually enrolled in secondary education; those who did graduate were forced to seek higher education in France as none existed at the time in Upper Volta. During the 1950s, the French government increased the percentage of the national budget spent on education from 13 percent to 23 percent. As a result, primary education enrollment jumped from 2 percent to 6 percent. Concerned that such a sizable portion of the budget was needed to maintain such a meager enrollment rate, education officials began examining ways to make education more accessible, particularly to girls and to children living in rural areas, while at the same time increasing the economic efficiency of the system.

1.2 Formal education system

In Burkina Faso, education has always been given according to the educational system inherited from France, the colonizing country, except for some minor changes and adjustments now and then. This system affects the administration of education at all levels (primary, secondary, and higher education), and concerns all schools and teaching institutions, public and private. The teaching curricula, including syllabi, schedules, exams, marking systems and, to some extent, textbooks are centrally determined and managed by the Ministry of Basic Education, and the Ministry of Secondary and Higher Education and of Scientific Research.

Primary Education

Burkinabe children enter class one of primary school at age seven. Teaching is entirely in French. At the end of their six-year studies, the pupils must take a final exam to get elementary school completion certificates, which will allow them to register in secondary schools. The six years are actually subdivided into three courses of two years each.

Secondary Education

Secondary education is divided into two main parts: the junior high school level and the senior high school level:

The junior high school education consists of a four-year study program. Admission is open to any student who has completed primary school and obtained a certificate. Curricula mainly include general studies in Letters and Languages (French, German, Arabic and Spanish), Geography and History, Sciences (Biology/Geology/Zoology, Physics and Chemistry) and Mathematics. At the end of this four-year junior high study program, students take an exam that entitles them to the junior high school completion diploma. After that, if a student chooses not to attend a senior high school for further general studies, he is authorized to compete for entrance in junior high level vocational schools for two or three-year professional training as primary schoolmasters, nurses, midwives, police, customs or public administration clerks.

The senior high school education consists of a three-year general study program closing with the baccalaureate exam. Upon obtaining this diploma, the student can enroll in a university.

University education

There are currently three established institutions of higher education: the University of Ouagadougou, the Polytechnic University of Bobo-Dioulasso, and the Teachers Training College of Koudougou.

The University of Ouagadougou is currently composed of five teaching units:

- the Faculty of Languages, Letters, Arts, Humanities and Social Sciences;
- the Faculty of Science and Technology;
- the Faculty of Economics and Management;
- the Faculty of Law and Political Sciences; and
- the Faculty of Health Care Sciences.

The Polytechnic University of Bobo-Dioulasso is composed of three teaching units:

- The University Institute of Technology, which trains students in Business Administration and Secretarial Work;
- The Institute for Rural Development, which is a college of Agriculture, Forestry, and Environmental Studies; and
- The Higher School of Computer Sciences, which provides a study program for computer software and hardware technicians.

The Teachers' Training College of Koudougou offers a two-year postgraduate training program for secondary school teachers, teacher trainers, curriculum developers and inspectors of secondary school education.

1.3 Curriculum, primary and secondary education

After initial focus on expanding access to primary education within school structures inherited from the colonial era, the 1970s saw extensive piloting of innovative programmes linking education and production, and integrating indigenous knowledge, culture and local languages within the framework of the Education for Community Rural Development project. Political change and the National Revolutionary Council ended this initiative abruptly in 1984 in favour of a reform project for a revolutionary school that was later to be abandoned. The most recent curriculum reform initiated in the mid-1990s builds on these historic experiences and is grounded in broad national consultations and debate. Rather than the introduction of sudden radical educational change with all the managerial complexities involved, recent educational mutations have been based on the progressive introduction of innovations, including the strengthening of local languages, and the introduction of new learning areas, including environmental education, civic education and technology-based education. Education is mainly conducted in French, which only 15% of Burkinabè can speak, rather than in indigenous languages of the country.

1.4 Government education policy

The ministry of Basic Education and Literacy (MEBA) has developed a Ten Year Basic Education Sector Plan (PDDEB) aimed at creating long term solutions for the weaknesses in the country's basic education system. The PDDEB has three components:

- Increasing the supply of basic education, including alternative education, and reducing socio-economic, regional and gender disparities;
- Improving the quality, relevance and effectiveness of basic education and developing coherence and integration between the various levels and styles of education;
- Building capacity to lead, manage and assess centralized and decentralized sectoral structures as well as the ability to coördinate external assistance.

The PDDEB was endorsed by donors in December 2001 and the implementation of the plan is supported by an increasing number of donors that increasingly coördinate and harmonize their efforts in a joined basked fund. In Burkina Faso basic education is seen as an essential element for poverty reduction. The importance the government attaches to primary education is reflected in the share of basic education of the MEBA in the national budget: 13,87 % in 2004.

With the rapid growth in the number of children who reach grade 6 more and more debate came up about post-primary education, where capacity has not kept up with the increased demand.

The Burkina government has started the development of a sector policy for technical and vocational training, which is supported by the Netherlands, Denmark and Austria.

Non financial efforts

Since the implementation of PDDEB slowed down in 2003 and 2004 due to capacity constraints, the donor community has put much effort in the dialogue on education with the Burkina government, identifying constraints, pragmatic solutions and boosting political commitment for progress in the implementation process.

On harmonization: in the context of Burkina's endorsement under the FTI, during the past two years new donors have agreed to join the basked fund (Belgium, Denmark, France, Sweden), That was initially shared with World Bank, the Netherlands and Canada.

Joint results in 2004

Results since the start of PDDEB in 2001 (MEBA figures):

The number of new entries in the first year of formal primary education has increased with 47,6% t. 436.512.

The number of class rooms increased with 16% (in 2004/2005 there were 20.470 class rooms in government schools and 3.933 in private schools).

The number of teachers increased by 21% (in 2004/2005: 30.843).

Access to literacy facilities increased considerably. The 2003/2004 literacy campaign resulted in 281/596 entries for basic literacy courses, a 71% increase compared to 2001/2002.

The number of entries for additional types of non-formal education increased by 110 % (100.157) compared to 2001.

Girls enrolment in grade 1 of primary education has increased from 45 of 100 entries in 2002 to 65 of 100 entries in 2004, largely due to the abolishment of entry fees for girls in first grade.

In 2004 there was less progress in the improvement of quality in education. However, more school materials have become available, also as a result of a pilot on decentralized school funds for the acquirement of school materials in five provinces. On the basis of this pilot MEBA will further decentralise funding unto 22 provinces in the near future.

To learn more about this initiative go to: <http://www.mfdr.org/Sourcebook/1stEdition/6-90BurkinaFaso-Ten-Year.pdf>

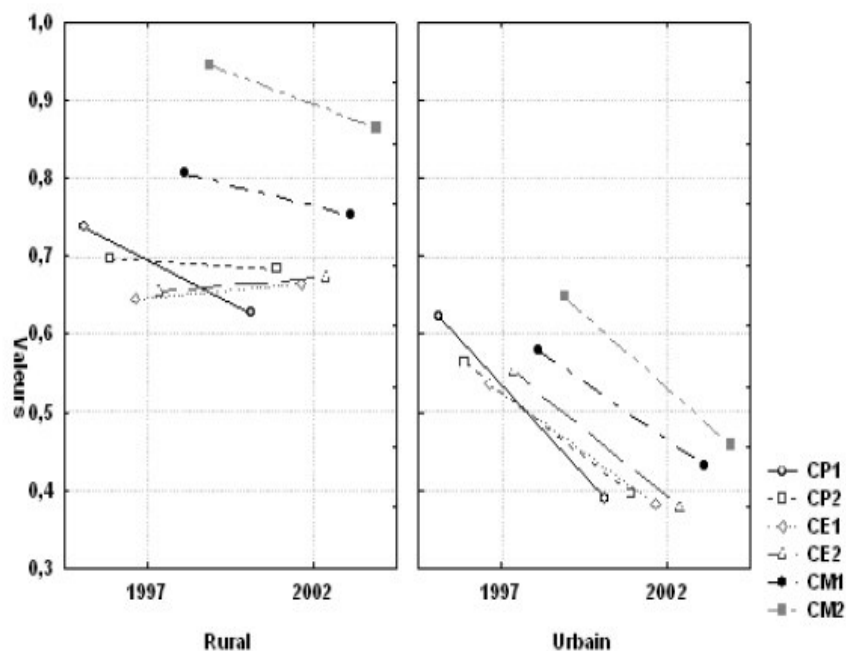
1.5 Providers of education

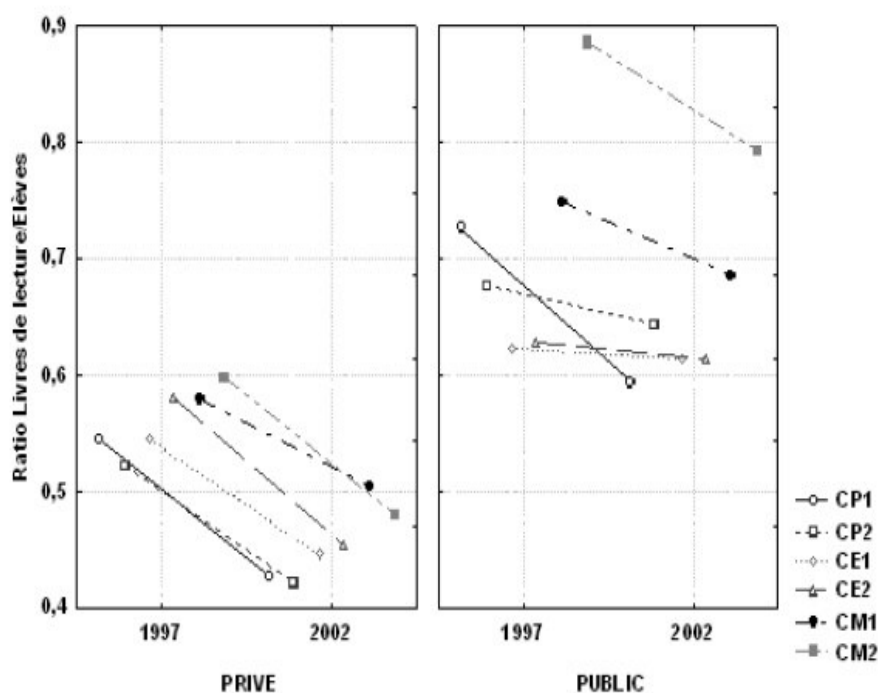
The demand for education in Burkina Faso is, at this moment, to high for the government, to provide for every child. This is the reason that public sources account for a large part of education spending in Burkina Faso.

1.6 The quality of education

There are several indicators to the quality of education. One of which is the textbook/pupil ratio. On the whole and at all levels, the real availability of reading material in Burkina Faso has decreased. The drop out is more noticeable in urban areas. This is not surprising since the effort undertaken in the context of the Ten-Year Plan for the Development of Basic Education

(PDDEB) mainly targeted the rural areas, with special emphasis on the priority provinces. PDDEB grants preferential treatment to 20 “priority” provinces. Those provinces, which are essentially rural, have been determined solely with respect to the quantitative aspects of school enrolment. It may be an exaggeration to impute this inequality to the sole net effect of the PDDEB, still in its initial stage. But this effect certainly exists. Moreover, it can be asserted that this example brings forth one of the major weaknesses of the PDDEB: at the pressing request of the donor agencies, the Plan in the first instance could only identify priority zones according to purely quantitative criteria 5, on account of this very pressure. An overview of the textbook/pupil ratio:





1.7 Religion within education

While exact statistics on religious affiliation were not available and varied widely according to a source, the Government estimated in its most recent census (1996) that approximately 60 percent of the population practiced Islam, the majority of whom belonged to the Sunni branch of Islam, while remaining minorities adhered to the Shi'a, Tidjania, or Wahhabi branches. The Government also estimated that 16.6 percent of the population practiced Roman Catholicism, approximately 3 percent were members of various Protestant denominations, and 23.7 percent exclusively or principally maintained traditional indigenous beliefs.

Religious instruction was not offered in public schools; rather, it was limited to private schools and to the home. Muslim, Catholic, and Protestant groups operated primary and secondary schools. A total of 18 percent of elementary school students attended religious schools in the 2005-06 academic year, while 13 percent of secondary school students attended religious schools during the same period. Although school officials had to submit the names of their directors to the Government and register their schools, religious or otherwise, the Government was never involved in appointing or approving these officials.

The Government did not fund any religious schools. Unlike other private schools, religious schools were not required to pay taxes unless they conducted for-profit activities. The Government reviewed the curriculum of such schools to ensure that religiously oriented schools offered the full standard academic curriculum found in all other schools. The Government, however, did not interfere with the curriculum of supplemental classes offered by private schools, such as classes on the Bible or the Qur'an.

1.8 Literacy

The vast majority of the population of Burkina Faso is illiterate. Because this is inhibiting the country's development efforts, the government is intent on reforming the education system and

has embarked on a number of literacy campaigns over the past ten years. Efforts have focused on functional literacy because the government considers that "reading, writing, and arithmetic are meaningful only if they serve as tools for information, communication, management, and for social and economic advancement."

Adult literacy campaigns

Burkina Faso has conducted several literacy campaigns in the past decade. These have boosted adult literacy from 16% in 1990 to about 20% in 1995.

From the outset, programs were designed for functional literacy. Hence, curricula have focused on accounting, the management of village enterprises such as cereal banks, grain mills, and village pharmacies. The 1995 massive literacy campaigns dubbed *'Operation Commando'* were clearly aimed at "providing management skills to heads of villages through selective, functional literacy". The ultimate goal was management training. Literacy acquisition was considered as a means rather than an end. The emphasis on functional literacy was taken up in the slogan "No jobless neoliterates".

From 1990, Burkina Faso adopted a new strategy. Permanent Training and Literacy Centres (CPAF) were created. The proximity of the training centres to the learners' homes drastically cut to one fifth the cost of instruction without impairing the effectiveness of the training.

The social and economic impact

The social and economic impact of newly acquired literacy and numeracy on people's lives was measured in a survey conducted in 1991 by the Burkina Faso Literacy Institute (INA). Findings of the survey are the following:

- One third of those surveyed now hold positions within development units and structures;
- The role of neoliterates is important within these economic units: records keeping in the cereal banks, grain mills, village pharmacies, etc.;
- The attitudes of the neoliterates were perceived as socially positive by the surveyors even if those concerned were not always aware of this;
- It is considered that literacy increases receptiveness to messages such as mass media awareness campaigns.

Another positive feature should be highlighted: literacy promotes national languages. In 1966, literacy programs were conducted in three languages (Mori, Dyula, and Casena). By the time of the *'commando'* campaigns in 1985, 11 languages were used. Today, literacy campaigns are conducted in 20 national languages.

Shortcomings

Despite the progress made, a number of shortcomings should be pointed out:

- The lack of coordination of literacy activities due to the large numbers of actors involved, inadequate logistics, the insufficient number of qualified personnel for data collection and analysis to ensure systematic assessment of the programs;
- The inadequate participation of women who are held back by housework chores, pregnancy, and the reluctance of husbands;
- A limited number of trained and qualified people for post literacy training;
- The lack of integration between the formal and non formal systems despite the establishment of the MEBAM.

Newer projects

These deficiencies have led the government to institute two other projects:

- The Non Formal Basic Education Centre Project (CEBNF):
CEBNF centres are primarily for an increasing number of 9-15 year old children who are increasingly enrolling in the Permanent Training and Literacy Centres (CPAF) even though they were originally designed for older people aged 15-50 years. CEBNF centres will also be developed in localities which do not have formal schools so that children aged 7 to 9 years may follow at least three years of schooling.

- The Zanu program:
Operation Zanu, intended to reach 8103 villages, is a vast community program promoting local development through functional literacy. The involvement of community development leaders is one innovative feature of the operation. Not only are such leaders in charge of training, they also act as motivators and coordinators. They are expected to be "*driving forces for development*". They must gear their work to local priorities and must at all times be aware of the situation of the community in terms of education, the economic status and the social environment.

Literacy statistics:

Data	Year	
	2003	2005
Adult illiterate population. Female	2.773.055	2.922.317
Adult illiterate population. Male	2.279.076	2.387.348
Adult illiterate population. Total	5.052.131	5.309.665
Youth illiterate population. Female	939.124	989.689
Youth illiterate population. Male	786.273	820.174
Youth illiterate population. Total	1.725.397	1.809.863
Adult illiterate population. % female	55	55
Youth illiterate population. % female	54	55
Gender parity index for adult literacy rate	0,52	0,53
Adult literacy rate (%). Female	15,2	16,6
Adult literacy rate (%). Male	29,4	31,4
Adult literacy rate (%). Total	21,8	23,6
Gender parity index for youth literacy rate	0,65	0,66
Youth literacy rate (%). Female	24,8	26,5
Youth literacy rate (%). Male	38,4	40,4
Youth literacy rate (%). Total	31,2	33,0

1.9 Teacher education

The majority of primary school teachers are certified, having first graduated from four-year general study secondary schools, and then been trained at two-year schoolmasters training schools.

The majority of the teaching staffs at the junior and senior high schools are national citizens graduated mostly from African and European universities, and a few European expatriates and U.S. Peace Corps volunteers.

The higher education teaching staff in Burkina Faso mainly consists of permanent and temporary national personnel, and of some third-country visiting scholars and missionary teachers:

- Permanent full-time national staff:
The permanent national staff is made of government employees. They are teachers and researchers with their doctorate degrees (the minimum level required), and who are recruited as assistant lecturers. This status is renewed each year up to a maximum of five years, until the incumbents meet the requirements for promotion to the grade of junior lecturer. Those who do not meet these requirements within the lead-time are dismissed. Only the junior lecturers are tenured. Junior lecturers develop into senior lecturers. The highest grade of this education system is that of full professors.
- Temporary part-time staff:

Most of the temporary staff are local or foreign personnel with very specific competencies and experiences, (i.e., Law, Political Sciences, Economics, Environmental Sciences, etc.), who are recruited part-time each academic year as needed, and generally from ministerial departments, to make up for the lack of permanent staff.

- Third-country visiting scholars and teachers:
Higher education in Burkina Faso also benefits from the services of foreign teachers and lecturers under the auspices of some bi-lateral exchange programs between Burkina Faso and some European countries (France, Great-Britain, Belgium, Netherlands, Germany), and the United States of America (for the CIES-administered Fulbright programs, the IIE-managed university affiliations program, and the Peace Corps volunteers program.)

1.10 Conclusions

Burkina Faso has a lot of projects running to improve the quality and accessibility of education in the country. However the country still has a long way to go compared to other African countries. The main focus in education is on adult literacy and equality of women in their access to education. On this latter focus the country has made great improvements and at present the education of girls is almost equal to that of boys. Adult literacy however is still very low.

2. Primary education

2.1 School attendance

While primary school attendance rates have steadily increased in Burkina Faso in the past 30 years, net attendance rates remain low for boys and girls in most regions. A gender gap exists in all regions, ranging from 3% to 11%.

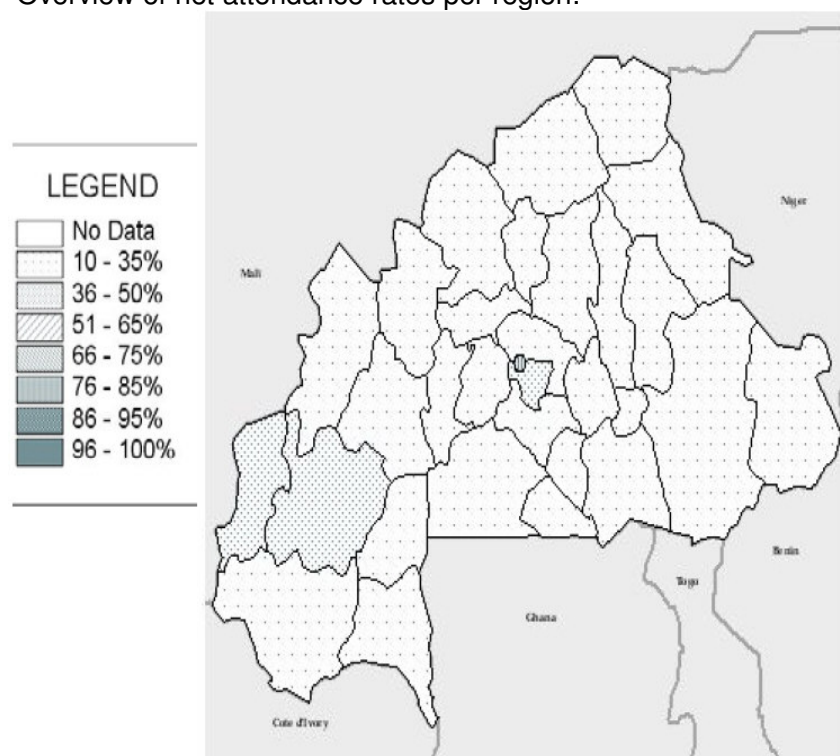
Low net attendance rates in the regions are due, in part, to low rates in rural areas (<33). The gap in net attendance rates between urban and rural areas is greater than 25 percentage points in all regions. 95% of the primary age children out-of-school live in rural areas.

Statistics on pre-primary and primary education:

Year	2002	2003	2004	2005
Data				
Percentage of female students. Pre-primary	48	...	49	49
Percentage of female students. Primary	42	42	43	44
Pupils of the official school age. Pre-primary. Female	6.595	...	...	...
Pupils of the official school age. Pre-primary. Male	7.266	...	...	...
Pupils of the official school age. Pre-primary. Total	13.861	...	...	...
Pupils of the official school age. Primary. Female	315.411	333.527	373.287	433.873
Pupils of the official school age. Primary. Male	442.886	459.837	497.065	562.879
Pupils of the official school age. Primary. Total	758.297	793.364	870.352	996.752
Enrolment in pre-primary. Public and private. All programs. Female	6.597	...	11.653	11.954
Enrolment in pre-primary. Public and private. All programs. Total	13.861	...	23.762	24.375
Enrolment in primary. Public. All programs. Female	349.290	370.090	428.612	479.989
Enrolment in primary. Public. All programs. Total	838.026	880.211	991.793	1.096.082
Enrolment in primary. Public and private. All programs. Female	399.310	426.577	492.469	555.518
Enrolment in primary. Public and private. All programs. Total	956.721	1.012.150	1.139.512	1.270.837
Enrolment in primary. Grade 1. Total	214.479	234.635	289.927	314.014
Enrolment in primary. Grade 2. Total	180.804	192.906	221.622	265.802
Enrolment in primary. Grade 3. Total	167.132	174.000	188.422	215.787
Enrolment in primary. Grade 4. Total	139.812	146.081	159.699	174.865
Enrolment in primary. Grade 5. Total	122.400	128.072	136.092	149.569
Enrolment in primary. Grade 6. Total	132.094	136.456	143.750	150.800
Gross enrolment ratio. Pre-primary. Female	1	...	2	2
Gross enrolment ratio. Pre-primary. Male	1	...	2	2
Gross enrolment ratio. Pre-primary. Total	1	...	2	2
Gross enrolment ratio. Primary. Female	40	41	47	51
Gross enrolment ratio. Primary. Male	54	55	59	64
Gross enrolment ratio. Primary. Total	47	48	53	58
Gender parity index for gross enrolment ratio. Pre-primary	0,94	...	0,99	0,99
Gender parity index for gross enrolment ratio. Primary	0,74	0,75	0,78	0,80
School life expectancy (years). Primary to secondary. Female	3.0	3.2	3.5	3.9
School life expectancy (years). Primary to secondary. Male	4.2	4.4	4.7	5.0

School life expectancy (years). Primary to secondary. Total	3.6	3.8	4.1	4.4
Rate of primary school age children out of school. Female	68	67	64	60
Rate of primary school age children out of school. Male	56	56	54	49
Rate of primary school age children out of school. Total	62	62	59	55
Percentage of private enrolment. Primary	12	13	13	14
Gross intake ratio to the last grade of primary. Female	23	24	25	27
Gross intake ratio to the last grade of primary. Male	32	32	34	35
Gross intake ratio to the last grade of primary. Total	27	28	29	31
Teaching staff in pre-primary. Female	314	...	...	...
Teaching staff in pre-primary. Total	473	...	...	...
Teaching staff in primary. Female	5.191	6.125	6.615	7.828
Teaching staff in primary. Total	20.780	22.664	23.402	26.938
Pupil-teacher ratio. Pre-primary	29	...	...	...
Pupil-teacher ratio. Primary	46	45	49	47
Percentage of trained teachers. Primary. Total	...	87	89	88

Overview of net attendance rates per region:



For the most recent statistics visit:

http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=136&IF_Language=en&BR_Topic=0

2.2 School accessibility

The number of primary schools in Burkina Faso is around 3000. Overall there are not enough schools to provide every child in the country with basic education.

Approximately 25% of the national budget is intended for free compulsory education, but this is insufficient to provide universal, free, primary education. Families are responsible for paying for school supplies and other charges that are usually impossible for parents to pay.

2.3 Forms of primary education

Pre-primary education

There is pre-primary education in Burkina Faso, however it is still very limited. Teachers only needed qualifications are that they have finished lower secondary education. Pre-primary has a part in the Ten Year Basic Education Sector Plan and so Burkina Faso is trying to improve the access to pre-primary education.

Primary education

Burkinabe children enter class one of primary school at age seven. Teaching is entirely in French. At the end of their six-year studies, the pupils must take a final exam to get elementary school completion certificates, which will allow them to register in secondary schools. The six years are actually subdivided into three courses of two years each. Lower secondary education is the minimum academic level required to teach in primary education in Burkina Faso. However, the majority of primary school teachers are certified, having first graduated from four-year general study secondary schools, and then been trained at two-year schoolmasters training schools.

2.4 Special needs education

Deeply entrenched social attitudes insist that persons with disabilities should be under the care of their family and not in the workforce or education. Social discrimination against persons with disabilities is widespread. Recently, a number of laws have been passed in an attempt to make it easier for disabled children to get education. When parents cannot afford to educate all their children, the able-bodied get priority. New legislation is intended to waive school fees to help disabled children get an education.

Schooling for children with special educational needs in Burkina Faso had been confined to private initiatives operating four institutions: a school for young blind persons, a school for young deaf persons and two centers for children with intellectual disabilities. Only the first, very tentative efforts had been made to integrate children with special educational needs into the regular school system. Moreover, the country had no expertise in special needs education. There have now been initiatives that have been supported by the government to integrate these children into the regular school system. This is, however, very new and there are no statistics on the numbers of children that have been integrated.

2.5 Conclusions

The primary education system in Burkina Faso resembles that of France in its structure and in its lesson plans, however it is far from being of the same standard. As can be seen in the statistics, the percentage of children attending primary school is far less than would be desired and of those children attending, the number that does not finish primary school is alarmingly high. There are several factors that make it impossible for children to attend and/or finish primary school, the most important of these factors are:

- Lack of time, because children (especially girls) are needed for work at home;
- Lack of money, schools are technically tuition free for poor parents, but costs for school supplies still makes primary school too expensive for many parents;

- Lack of accessibility, the demand for primary education is bigger than the supply. Pre-primary education and special needs education are both still very much under developed and will need a lot of work to make this type of education available for all.

3. Secondary education

3.1 School attendance

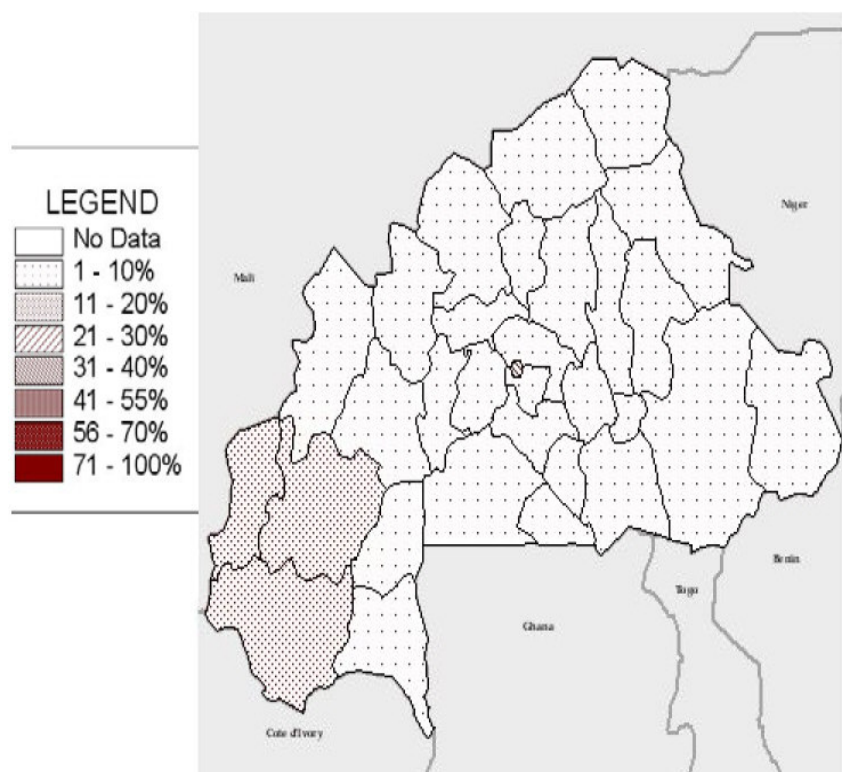
Secondary school attendance rates have had small increases in the past 20 years, but still remain very low. Urban areas show an overall drop, by roughly 20-40%, in net attendance rates from primary to secondary levels. Secondary net attendance is nearly non-existent in rural areas.

Statistics on secondary education:

Years	2002	2003	2004	2005
Data				
Percentage of female students. Total secondary. General programs	38	39	40	40
Percentage of female students. Total secondary. All programs	39	40	40	41
Percentage of female students. Total secondary. Technical/vocational programs	51	50	50	49
Pupils of the official school age. Secondary. Female	62.922	74.253	84.851	95.867
Pupils of the official school age. Secondary. Male	98.800	111.887	125.411	139.556
Pupils of the official school age. Secondary. Total	161.722	186.140	210.262	235.423
Enrolment in secondary. Grade 1. Total	59.937	67.237	75.870	84.878
Enrolment in secondary. Grade 2. Total	...	45.682	51.738	58.049
Enrolment in secondary. Grade 3. Total	...	34.946	39.401	44.051
Enrolment in secondary. Grade 4. Total	...	39.741	41.200	42.862
Enrolment in secondary. Grade 5. Total	...	11.267	15.050	18.907
Enrolment in secondary. Grade 6. Total	...	9.110	10.764	12.472
Enrolment in secondary. Grade 7. Total	...	10.510	11.109	11.761
Enrolment in lower secondary. Public. All programs. Female	38.491	...	...	53.497
Enrolment in lower secondary. Public. All programs. Total	108.268	...	...	147.152
Enrolment in lower secondary. Public. General programs. Female	37.817	...	...	52.878
Enrolment in lower secondary. Public. General programs. Total	106.634	...	...	145.713
Enrolment in lower secondary. Public. Technical/vocational programs. Female	674	...	...	619
Enrolment in lower secondary. Public. Technical/vocational programs. Total	1.634	...	...	1.439
Enrolment in lower secondary. Public and private. All programs. Female	65.966	79.924	89.157	98.706
Enrolment in lower secondary. Public and private. All programs. Total	162.798	194.395	215.200	236.767
Enrolment in lower secondary. Public and private. General programs. Female	62.538	76.654	86.085	95.822
Enrolment in lower secondary. Public and private. General programs. Total	156.014	187.606	208.354	229.840
Enrolment in lower secondary. Public and private. Technical/vocational programs. Female	3.428	3.270	3.072	2.884
Enrolment in lower secondary. Public and private. Technical/vocational programs. Total	6.784	6.789	6.846	6.927

Enrolment in total secondary. Public. All programs. Female	45.740	...	...	63.237
Enrolment in total secondary. Public. All programs. Total	134.353	...	...	179.768
Enrolment in total secondary. Public. General programs. Female	43.835	...	...	61.021
Enrolment in total secondary. Public. General programs. Total	129.892	...	...	174.783
Enrolment in total secondary. Public. Technical/vocational programs. Female	1.904	...	...	2.216
Enrolment in total secondary. Public. Technical/vocational programs. Total	4.461	...	...	4.985
Enrolment in total secondary. Public and private. All programs. Female	80.201	94.598	107.200	120.331
Enrolment in total secondary. Public and private. All programs. Total	204.847	236.914	265.508	295.412
Enrolment in total secondary. Public and private. General programs. Female	71.104	85.352	97.082	109.291
Enrolment in total secondary. Public and private. General programs. Total	186.924	218.493	245.132	272.980
Enrolment in total secondary. Public and private. Technical/vocational programs. Female	9.097	9.246	10.118	11.040
Enrolment in total secondary. Public and private. Technical/vocational programs. Total	17.923	18.421	20.376	22.432
Gross enrolment ratio. Lower secondary. All programs. Female	12	14	15	16
Gross enrolment ratio. Lower secondary. All programs. Male	17	19	20	22
Gross enrolment ratio. Lower secondary. All programs. Total	14	16	18	19
Gross enrolment ratio. Secondary. All programs. Female	9	10	11	12
Gross enrolment ratio. Secondary. All programs. Male	13	14	15	16
Gross enrolment ratio. Secondary. All programs. Total	11	12	13	14
Gender parity index for gross enrolment ratio. Lower secondary. All programs	0,70	0,72	0,73	0,73
Gender parity index for gross enrolment ratio. Upper secondary. All programs	0,52	0,54	0,57	0,60
Gender parity index for gross enrolment ratio. Secondary. All programs	0,66	0,68	0,69	0,70
Percentage of private enrolment. Lower secondary. General programs	32	...	...	37
Percentage of private enrolment. Lower secondary. Technical/vocational programs	76	...	...	79
Percentage of private enrolment. Upper secondary. General programs	25	...	...	33
Percentage of private enrolment. Upper secondary. Technical/vocational programs	75	...	...	77
Percentage of private enrolment. Secondary	34	...	...	39
Teaching staff in secondary. Female	...	839	940	...
Teaching staff in secondary. Total	...	7.559	8.471	...
Pupil-teacher ratio. Secondary	...	31	31	...

Overview of net attendance rates per region:



For the most recent statistics visit:

http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=136&IF_Language=en&BR_Topic=0

3.2 School accessibility

There are not enough secondary schools to provide every child in the country with secondary education.

Approximately 25% of the national budget is intended for free compulsory education, but this is insufficient to make secondary education available for all. If a poor child qualifies on the basis of grades, tuition-free education can continue through secondary school. Families are responsible for paying for school supplies and other charges that are usually impossible for parents to pay.

3.3 Forms of secondary education

Secondary education is divided into two main parts: the junior high school level and the senior high school level:

The junior high school education consists of a four-year study program. Admission is open to any student who has completed primary school and obtained a certificate. Curricula mainly include general studies in Letters and Languages (French, German, Arabic and Spanish), Geography and History, Sciences (Biology/Geology/Zoology, Physics and Chemistry) and Mathematics. At the end of this four-year junior high study program, students take an exam that entitles them to the junior high school completion diploma. After that, if a student chooses not to attend a senior high school for further general studies, he is authorized to compete for entrance in junior high level vocational schools for two or three-year professional training as primary schoolmasters, nurses, midwives, police, customs or public administration clerks.

The senior high school education consists of a three-year general study program closing with the baccalaureate exam. Upon obtaining this diploma, the student can enroll in a university.

3.4 Conclusions

Just like primary education, secondary education is based on the French model. However there are larger problems in secondary education than in primary education. As can be seen in the statistics only around ten percent of children attend secondary school. The reasons for these numbers are the same as they are for primary education:

- Lack of time, because children (especially girls) are needed for work at home;
- Lack of money, schools are technically tuition free for poor parents, but costs for school supplies still makes primary school too expensive for many parents;
- Lack of accessibility, the demand for primary education is bigger than the supply.

Another factor also plays a role in secondary education and that is that children first have to finish primary education to start in secondary. Because of the large drop-out rate in primary education, the number of children that can start in secondary education is very limited. Of course because of the age, lack of time also plays a bigger role.

4. Higher education and university

4.1 School attendance

Burkina Faso presently counts 11 higher training institutions. Three of them are owned by the state and the others by the private sector. The enrolment of students at the University of Ouagadougou is directly related to the total number of new baccalaureate holders. In 1990-91 for instance, 1,210 new baccalaureate holders out of 1,575 enrolled at the UO; in 1991-92 they were 2,868 out of 3,093 enrolled; in 1992-93, they were 2,673 out of 2,803 enrolled. UO alone hosts 80% of the students of Burkina Faso despite having a real capacity of 8,000 students. The more than 4,000 students repeating the same class during the invalidation of the year 1999-2000 has added to the normal total number of enrolments. Only one in three students is female, while fewer than one in four scholarship students is female.

Statistics on tertiary education:

Year	2002	2003	2004	2005
Percentage of female students. Total tertiary.	25	22	22	31
Enrolment in total tertiary. Female	3.946	4.078	4.228	8.587
Enrolment in total tertiary. Total	15.535	18.200	18.868	27.942
Gender parity index for gross enrolment ratio. Tertiary	0,35	0,29	0,29	0,45
School life expectancy (years). Tertiary. Female	-	-	-	0,1
School life expectancy (years). Tertiary. Male	0,1	0,1	0,1	0,2
School life expectancy (years). Tertiary. Total	0,1	0,1	0,1	0,1
Teaching staff in tertiary. All programs. Female	...	...	...	118
Teaching staff in tertiary. All programs. Total	807	541	561	1.984

Student Enrollment and Characteristics at University of Ouagadougou (1995-2001)														
Academic Year	Gender		Nationality						Status					
	M	F	Nationals		Foreigners		Refugees		Scholarship		Non-Scholarship		Wage-earners	
			M	F	M	F	M	F	M	F	M	F	M	F
1995-1996	6,339	2,086	5,712	1,883	602	198	25	5	2,019	534	3,905	1,437	415	115
1996-1997	6,112	1,856	5,369	1,634	724	218	19	4	1,757	410	3,838	1,329	517	117
1997-1998	6,061	1,809	5,515	1,641	530	164	16	4	1,477	329	4,153	1,369	431	111
1998-1999	6,764	2,049	6,241	1,863	510	182	13	4	1,385	297	4,844	1,589	535	163
1999-2000	7,993	2,407	7,417	2,225	566	180	10	2	1,345	280	5,962	1,941	686	186
2000-2001	8,678	2,599	8,429	2,543	242	55	7	1	1,441	324	6,835	2,168	402	107
Total	35,886	12,806	32,797	11,789	3,174	581	90	20	9,424	2,174	29,537	9,833	2,986	799

Source: Direction des Affaires Académiques et scolaires

For the most recent statistics visit:

http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=136&IF_Language=en&BR_Topic=0

4.2 History of higher education

Higher education in Burkina Faso dates back to April 24, 1961, with the signature of a cooperation agreement with France. The Institute for Teacher Training (CPES) was created on October 20, 1965 with an aim to provide training for first-cycle secondary teachers.

CPES, the first university structure, later became the Higher Education Training Center of Ouagadougou (CESup), endowed with separate legal status and financial autonomy. At that time, CESup was made up of all the higher education and research structures of the country, including the University College of Humanities, the University Educational Institute, the University Institute of Technology (IUT), the Upper Volta Center for Scientific Research (CVRS), and the Center for Documentation and Educational Development. The CVRS was withdrawn from the CESup on September 25, 1972. CESup was renamed the University of Ouagadougou (UO). Its enrolments at that time were estimated at 374.

Since its inception, the University of Ouagadougou has undergone two periods of reform, in 1985 and 1991. The significant outcome of the 1985 reforms was the multiplication of institutes and schools within the university. In 1991, these institutions were grouped into schools, with the objective of increasing the usefulness and the performance of UO in light of national realities. Ultimately, though, these structures were once again decentralized in 1995-96.

4.3 Management and teachers

Faculty

Supervision rates vary tremendously from one institution to another. UO has the least favorable rate, one teacher for every 24 students. The Polytechnic University of Bobo-Dioulasso has the best ratio, with one teacher for every three students. Wages and benefits have remained stable, despite the fact that inflation and devaluation have significantly reduced the standard of living for teachers. As a result, teachers resort to private courses, consultations, and other projects.

Teachers face tremendous difficulties to obtain teaching materials and recent publications in their specialty, which are necessary tools for research and the renewal of the course content; to take advantage of new information and communication technologies such as computers; and to afford the fees for a long stay abroad for research and personal development.

Appropriate libraries and laboratories for faculty research work are, in many fields, insufficient or nonexistent. For instance, no practical doctoral program can be undertaken and achieved at UO in applied rather than theoretical physics.

Students, Teachers, and other Staff at the University of Ouagadougou (2001)									
Services	Full Prof.	Asso. Prof.	Sen. Lect.	Assist.	FT Teacher	PT teacher	Stud.	Workers	Staff*
Rectorate	-	-	-	-	-	-	-	24	87
BUC	-	-	-	-	-	-	-	9	22
OB	-	-	-	-	-	-	-	7	9
ACM	-	-	-	-	-	-	-	2	20
UFR/SEG	-	3	11	12	-	-	2,357	6	18
UFR/SEAUFR/SVT	7	10	25	3	1	33	1,098	5	52
UFR/SJP	5	9	7	2	1	57	1,371		
UFR/LACUFR/SH	1	2	15	3	2	21	1,526	5	22
UFR/SDS	2	4	38	9	4	46	1,547	5	26
		6	37	4	1		2,356		
	7	19	22	21	-	18	1,150	6	23
	22	53	165	54	9	175	11,405	69	279

Total	478	-	-	-	-	-	-	348	-
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Source:

*Administrative, technical, and support staff and laborers.

Legend: A: Assistants; ACM: Central Maintenance Workshop; ATOS: Administrative, technical, laborers and support staff; BUC: Main Library of the University; MA: Senior Lecturer; MC: Associate Professor; ETP: Full-time teacher; OB: Baccalaureate Office; UFR: Research and Training Unit; LAC: Literature, Arts and Communication; SDS: Health Sciences; SEA: Exact and Applied Sciences; SEG: Economics and Management; SH: Humanitis; SJP: Legal and political Sciences; SVT: Life and Earth Sciences.

Management

The administrations of the UO and Bobo-Dioulasso are made up of five levels of decision making: the board of directors, the university assembly (or the council in charge of training and university life), the university council, institutions, and departments.

The board of directors is comprised of the representatives of the ministry of secondary, higher, and scientific research education; the ministry of finance; the ministry of public service; the ministry of health; the ministry of employment; a representative of the Chamber of Commerce; representatives of the administrative staff; the trade union movement; teachers; and students.

The duration of the mandate of the members of the board of director is three years and is renewable only once.

The assembly of the university, the Council of the Foundation and the Life of the University (CFVU), is responsible for deciding university policy. This structure is academic and administrative in its nature. No far-reaching decision can be taken without the agreement of the assembly. The rector summons the assembly of the university at least twice a year. The members of the assembly are the directors, the representatives of the teaching, administrative, technical, laborers staff; students, the CNRST, the ministry of employment, the chamber of commerce, and for consultation purposes, the directors of central services.

The rector or the chancellor supervises the running of all the institutions of the university. The rector is assisted in his function by the vice-chancellors. The secretary general also assists in the management of the university. He supervises social services and is responsible for the administrative and technical coordination of activities and also higher institutions. The directors of the UFR are responsible for the institutions and report to the rector.

An investigation carried out in 1998 found that 56% of teachers thought that the management of the administration is not efficient. Faculty often complain about administrative bottlenecks, the lack of autonomy of the institutions and the rector's procedure.

4.4 Research and publication

The National Center for Scientific and Technological Research (CNRST) contributes to the agricultural and technological development of the country. Teachers and researchers at UO have performed the best in the region on various tests organized by the CAMES. The CAMES is an institution made up of 14 Francophone African countries that makes grounded and scientific analysis of works of teachers and researchers in the sub-region.

Some hoped that the creation of the position of a vice dean responsible for research and development within each faculty from 1991-2000 would result in a greater coordination of research activities and a greater dissemination of research results nationally. Most of the research centers that should have been created for a rational use of scientific equipment and the coordination of actions around utilitarian and fundamental goals have not yet been developed. In 1996, Burkina Faso adopted a Strategic Plan for Scientific Research (PSRS) that set out the essential needs for the social development of the country and the well-being of the population.

Several publications in Burkina Faso publish academic research. These include The Annual Annals of the University of Ouagadougou, The Annual Scientific and Technical Review of CNRST, The Half Yearly Review: CEDRES Studies, and The Annual Burkinabé Review of Law. These reviews have reading committees that include professors from the University of Burkina Faso and researchers from CRNST.

4.5 Private higher education

Private higher education is relatively new to Burkina Faso. The Higher Institute of Computer Sciences (ISIG), established in 1992, was the first private institution of higher education in the country. Since 1996, a number of institutions have opened, including the College of Applied Sciences (ESSA) in Bobo-Dioulasso in 1996, the Training Center in Computer Science and Management (CEFIG) in 1997, the Private Polytechnic College (ISPP) in 1998, the College of Commerce (ESCO-IGES) in 1999, and the Free University of Burkina (ULB) in 2000. The Private education institutions include:

The Free University of Burkina (ULB) at Ouagadougou, which has 135 students and 19 teachers;

The Higher Institute of Computer Science and Management (ISIG), which has 550 students and 60 teachers;

Private Polytechnic Higher Institute (ISPP), which has 279 students and 35 teachers;

The Higher Institute of Technology (IST), which has 62 students and 24 teachers;

The College of Applied Sciences (ESSA), which has 231 teachers and 38 students;

The College of Commerce (ESCO-IGES), which has 300 students and 62 teachers;

The Training Center in Computer Science and Management (CEFIG), which has 81 students and 28 teachers; and

The School of Sciences and Computer Technics of Faso (ESTIF), which has 43 students and 17 teachers.

4.6 Financing

The state-owned universities have a budget mainly based on subsidies from the state, but public funds are insufficient to cover all of their operating expenses. Some additional funds are currently provided by bilateral or multilateral cooperation, as well as resources generated by the university. In the past, currency devaluation has negatively impacted the monetary value of the budget.

The total number of students at UO varied from 4,216 to 9,523 in 1995 and reached up to 10,000 in 1999. With the increase in the number of students and decline in the subsidy from the state, the university has been forced to find better ways to generate its own resources, especially through the university library, the university press, and the guest house. School fees of Burkinabé students were increased in October 1998 in an effort to improve financial resources.

4.7 Conclusions

As can be expected, when looking at the enrolment rates of primary and secondary education, there are not a lot of people in Burkina Faso that attend higher education facilities. This is a problem that can only be solved by increasing the number of children that finish secondary education. There is an increase in students, but the state budget for higher education is not increasing with it. To make higher education accessible for all, the higher education institutions will need more funding.

5. Informal education and literacy

5.1 Non-formal education and literacy

5.1.1 Non-formal education initiatives

Non-Formal Basic Education Centres

The CEBNF were created in 1995 by the State of Burkina Faso with financial support from UNICEF and other technical and financial partners.

The overall objectives of these centres are as follows:

- Democratizing knowledge by taking into account out-of-school children or dropouts aged 9 to 15;
- Equip learners with knowledge, know-how and interpersonal skills likely to contribute to their effective integration into their environment;
- Developing a multi-sectoral approach to the provision of basic education;
- Strengthening basic technical knowledge in the areas of agriculture and livestock;
- Using national languages as a teaching medium at the beginning of the cycle, in order both to facilitate the acquisition of knowledge and to enable the children to become firmly rooted in their environment and participate actively in development.

The Banma Nuara Centres

Spearheaded by the Association TIN TUA, the initiative of the “Banma Nuara” centres (“awareness awakens” in the Gulmancema language) began in 1992 with some forty literate adults having come to learn basic French. Since most of them are group leaders, supervisors, facilitators, mastering this language should enable them to interact with the technical training services of the rural world and especially with any foreign person (the partners of TIN TUA in particular).

The encouraging results obtained led the association to continue the experiment with various groups, thus taking into account the youngest (7-9 years old) in villages without schools. This will successively give rise to CBN2 (adults aged 15-30), the CBN1 (7-9 year-olds) and CBN2 (young adolescents aged 10-15 years).

Community schools of the Foundation for Community Development (FDC)

The community schools (ECOM) of the Foundation for Community Development were created in 1994 to cater for marginalized youth in their area of intervention. The community schools were built to increase the educational provision and to redress the imbalances and geographical and gender inequalities whose primary victims are the rural environment and girls.

The philosophy of ECOM is based on the integration of school into the environment with the transfer of technical and technological skills required for sustainable, self-managed development. In order to achieve this, these schools focus on three basic principles: community participation, the integration of school into its environment, a form of teaching that is adapted, practical, connected with life in the environment concerned.

ECOM are aimed at the following objectives:

- Providing minimum education to a maximum number of children
- Training children who have the ability to integrate harmoniously into their environment;
- Promoting community participation in decision-making and in the management of educational activities;
- Encouraging the use of teachers who live in the village;

- Making parents responsible for their children's education;
- Increasing the female enrolment ratio and promoting an education system adapted to local realities.

Analysis of the initiatives

An analysis of the various educational innovations shows that on a theoretical level, they have the same aims, objectives and strategies. They emerged as a result of the education system's limitations regarding the ability to provide access to basic education for all children entitled to it. Furthermore, the various internal assessments performed in relation to these pedagogical innovations revealed generally satisfactory results. The children who attended Satellite Schools, Bilingual Schools, Banma Nuara Centres, Community Schools obtained their *Certificat d'Etudes Primaires* (Primary School-Leaving Certificate) in the same way as their peers in traditional schools. As for the *Centres d'Education de Base Non-Formelle*, they help to bring centres close to the learners' environment.

To date, no external assessment of these innovations has been performed.

5.1.2 The educational approaches

The Reflect approach

Reflect is an approach to literacy programmes for adults which arose from the merging between the theory of Paulo Freire and the techniques of the *Méthode Accélérée de la Recherche Participative* (Accelerated Method for Participatory Research – MARP).

Reflect is aimed at the control of education and development by the populations. It is a training strategy which facilitates and promotes learning. The objectives are specific to each learning group or to each community. They may vary according to the context, they are not standard, predefined or predetermined by the facilitators. They concern knowledge to be acquired but also and especially development activities to be implemented within the community (which will lead to improving the living conditions of the populations).

The text pedagogy approach

It is an educational and pedagogical approach and a set of principles which guide the transmission (teaching/learning) of knowledge. It considers that quality basic education for youth and adults should:

- Target the comprehensive training of the human being (ethical, economic, political, aesthetic, religious, scientific, etc.);
- Enable the acquisition of theoretical and practical knowledge likely to be used in everyday life and likely to become an instrument of knowledge.

Achieving such a form of education necessarily requires the following basic conditions to be respected:

- Empowering learners to direct their own learning: study plans, timetables and educational materials are determined with the learner on the basis of the latter's concerns, requirements, and above all, availability;
- The teaching curriculum must address all aspects of life through the teaching/ learning of natural sciences, mathematical language and language skills. It should be noted that this approach requires facilitators with at least BEPC (Junior Secondary Education Certificate) level who must be perfectly trained both in the knowledge of the subjects they are responsible for teaching and with regard to learning methodology. In addition, they must have general knowledge in linguistics, psychology, sociology, mathematics, etc. and be trained to develop quality educational materials with the participants' collaboration.

Analysis of the approaches

The internal pedagogical assessments of both of these approaches reveal success rates between 84% and 100% with respect to instrumental knowledge in the centres. Let us note, however, that no external assessment of these approaches has been performed yet.

5.1.3 Innovative policies and practices

In Burkina Faso, the policy regarding basic education (formal and non-formal education) is elaborated by MEBA. Nevertheless, in order to make the literacy sector more visible, a ministry of Literacy and Non-Formal Education was created in 2002 following the recommendations of the national forum on literacy held in 1999.

Indeed, the first national forum on literacy was held in September 1999 to give impetus to literacy with a view to reaching a literacy rate of 40% in 2010.

By the end of these activities, a wide consensus emerged over the need for greater involvement of all the stakeholders in a partnership approach respectful of identities and of the healthy distribution of roles between the State, civil society organizations and the communities. This is the *faire-faire* strategy.

- The participants agreed on a certain number of proposals:
- The creation of a special autonomous financing fund;
- Positive discrimination in favour of women;
- Harmonization of costs;
- Reorganization of the Ministry departments;
- The drafting of studies on the profile of literate individuals, the new literacy scheme, etc.

Concerning the latter point, the new literacy scheme was achieved in 2002 and presents itself as follows:

In the traditional approach, adult literacy is achieved in two steps: initial literacy and basic further training.

The third step, which is that of Specific Technical Training, concerns agriculture, livestock, health, the management of economic units, etc.

In the new scheme, literacy/training now includes two learning cycles:

1. The literacy/basic training cycle

This cycle is structured into two levels of learning of 300 hours each.

The first level consists of the initiation phase to instrumental knowledge, the rediscovery of the learner's environment and especially training to reflection, with a view to conferring upon him/her a positive attitude towards his/her living environment. Teachings at this level do not result in the delivery of any form of certificate.

The second level focuses on strengthening initial learning and completing learners' training through the introduction of new contents considered relevant to achieve a literate individual's profile. Certificates are provided at this stage of training.

2. The *à la carte* training cycle or optional cycle

Literate learners are offered the opportunity of immediate access to one of the three types of training provided, each of which corresponds to an option:

Option I: Learning basic and functional French for a duration of 1.200 to 4.200 hours. This enables literate individuals to learn French using their literacy skills in national languages.

Option II: Cultural, scientific and technical training scheduled for 600 hours. This includes five (5) modules: the language module, the mathematics module, the health module, the agriculture-livestock-environment module and the history and geography module.

Option III: Specific Technical Training (FTS) which varies in length. This is provided to learners in accordance with their requirements.

The second forum on literacy was held in November 2004 with the purpose of examining the state of implementation of the recommendations of the 1999 forum.

This forum showed that progress has been achieved in the area of literacy but challenges still lie ahead, in particular in building a unified vision of literacy for all the stakeholders. How can the *faire-faire* strategy be used for a synergy of actions focused on the fight against poverty?

By the end of the activities, the implementation of a consensus communication plan on the *faire-faire* strategy was recommended in order to enable the stakeholders to become acquainted with the said strategy.

Conclusion

The study on literacy policies and practices in Burkina Faso has shown that since the independences in 1960, the stakeholders of education have unrelentingly endeavored to achieve literacy among youth and adults in the country. The literate population, which was barely 10% at the beginning of the 1970s, has now reached 28.44%. And this drive to combat illiteracy has intensified with the implementation of the 2001-2010 Plan Décennal de Développement de l'Éducation de Base (Ten-Year Basic Education Development Plan – PDDEB) and of PRSP. Through this plan, the government has set itself the goal of raising the literacy rate from 26% in 1998 to 40% in 2010.

5.2 Literacy

5.2.1 Issues and challenges

Literacy is a vital force for development in Burkina Faso insofar as it opens the way for self-promotion and fostering clearly understood change in the environment with a view to improving individual and collective well-being. Issues are thus raised at:

- the political level, as the aim is to encourage every citizen, male and female, to participate actively in the political, economic, legal and social life of the nation;
- the economic level, as it seeks to offer learners management, marketing and specific technical skills that will enable them to improve their performance and secure enough income to meet their needs;
- the level of gender, as it sets out to improve gender relations in such a way as to enable women to participate in decision-making (in the home and in society at large);
- and the cultural level, through the safeguarding of values linked to national languages that literacy can help preserve.

But there are many challenges that the government of Burkina Faso and its partners have yet to address. First, the people must be made to see the close link between literacy and development. Hitherto, attempts to promote literacy have failed to establish an inter linkage between literacy and development, so much so that the individual and society are clearly still feeling the harmful effects.

The second challenge is to mainstream the gender approach into literacy activities. Promoting women's literacy is considered an arduous task on account of the problems hindering women's access to learning (domestic duties, reluctant husbands, pregnancy and breast-feeding, etc.). Justice and development demand the introduction of gender equality. The social empowerment of women has in actual fact been shown to help secure for society such crucial conditions as healthy reproduction and food self-sufficiency. It has an impact on productivity, which is a guarantee of development.

The third challenge is to mainstream the HIV/AIDS component into literacy programmes for the many people in the country infected with the virus. The fact is that HIV/AIDS is not just a health problem. It is a development crisis of an unprecedented magnitude.

To this end, the government of Burkina Faso has negotiated with the United Nations Development Programme (UNDP) the signing of agreement BKF/97/004 introducing the integrated HIV/AIDS education pilot programme whose aim is to curb the spread of HIV/AIDS and STDs through the use of NICTs. The programme will be up and running at the CPAFs from the start of the 2005-2006 campaign.

5.2.2 Characteristics of and trends in literacy

Soon after independence, Burkina Faso launched initiatives aimed at improving the education delivery system inherited from colonization by running literacy programmes for young boys and girls and adult men and women at rural schools converted into *Centres de Formation des Jeunes Agriculteurs* (Training Centres for Young Farmers – CFJAs), as well as in the UNESCO Upper Volta project for women and girls' access to education.

Action taken in the early days of independence has been sustained over time, showing just how important literacy is in the light of low primary enrolment ratios.

The importance attached by the authorities to promoting literacy has therefore resulted in the implementation of non-formal basic education development policies, i.e.:

1. the setting up of the *Centres de Formation des Jeunes Agriculteurs* (Training Centres for Young Farmers), now the *Centre de Formation des Jeunes Agriculteurs*, the UNESCO Upper Volta project;
2. the setting up of an *Office National de l'Education Permanente et l'Alphabétisation Fonctionnelle et Sélective* (National Office for Permanent Education and Functional and Selective Literacy);
3. full-scale trials and extension of intensive (48-day) and semi-intensive (96-day) literacy programmes;
4. the preparation and delivery of the “commando” and *Bantaaré* literacy programmes from 1986 to 1989. The commando programme aimed to train 30,000 producers in 48 days. The term “commando” reflected the “firm political will of the revolutionary government of the day, the *Conseil National de la Révolution* (CNR), to train and organize rural world.” The *Bantaaré* (or “light” in Fulani) literacy programme aimed to teach 10,000 women to read and write in order to help them gain empowerment, under the same regime;
5. the establishment in 1990 of a new literacy strategy called the permanent centre for literacy and training (CPAF) strategy, which involved the opening of CPAFs in both urban and rural areas;
6. the introduction from 1995 of alternative approaches to increasing literacy rates and enrolment ratios through educational innovation: non-formal basic education centres (CEBNFs), satellite schools (ES), bilingual schools (Ec.Bs), etc.

The cumulative results helped to achieve an estimated literacy rate of 26% in 1998, with 15% for women. This rate was calculated using data from the 1996 general population census. It covers the population aged 10 and over. Given that it was still very low considering the large number of illiterates in the country's working population, the government of Burkina Faso decided, after the national literacy forum in 1999, to adopt the strategy of *faire-faire* (delegating), for it had become clear that the state would find it hard to open and run the literacy centres on top of its role in monitoring the quality of literacy education.

Faire-faire calls for civil society to play a significant part in the management of literacy programmes. This allows the state to cope with the problems caused by literacy. The fact is that while the government in Burkina Faso may have the political will, as displayed in its public

statements, its financial contribution remains trifling given that less than 1% of the MEBA budget goes to literacy. MEBA's budget comes to a total of some 40 billion, just 400 million of which are earmarked for FONAENF, the fund in charge of financing literacy.

5.2.3 The issue of literacy provision

Before 1990

In Burkina Faso, infrastructure provision has steadily increased year on year. To begin with, the first centers that opened were largely the work of NGOs and religious missions. They were very few in number. Since the involvement of the state and its various technical and financial partners, the number has not stopped growing. In 1986, 1,070 centers were opened with the "commando" campaign for the literacy of 30,000 producers. In 1989, 470 centers opened under the *Bantaaré* campaign for the literacy of 10,000 women. Those campaigns helped cover every province in the land (there were 30 at the time). In 1990, an operation aimed at raising the levels of 7,000 semi-literate women made it possible to open a further 570 literacy centers.

After 1990

The number of centers was to increase tenfold with the introduction of the CPAF strategy, which consisted in opening CPAF literacy and training centers in both urban and rural areas. The aim was to set up a system of permanent structures capable of making functional literacy more widely available, and to ensure a significant degree of organization on the part of the stakeholders and beneficiaries with a view to achieving the following goals:

- ensure that illiterates gain a command of – and use – reading, writing and arithmetic as tools for information, communication, better management and economic and social advancement;
- ensure that new literates increase their productivity by mastering more highly effective skills, becoming more aware of their role, and being open-minded enough to adapt to ever more suitable methods and technologies.

Under the first three-year plan:

- 1,868 centers were opened in 1990-1991;
- 2,356 centers were opened in 1991-1992;
- 3,294 centers were opened in 1992-1993.

In 1993-1994, 3,777 centers were opened. In 1994-1995, 3,970 centers were opened. The source of these statistics is Niameogo (1996).

The number of centers increased still further in 2002-2003 with the setting up of FONAENF, and the adoption of the *faire-faire* strategy, which entrusts the opening and running of the centers to literacy providers, leaving state services having to make do with the technical supervision of literacy programs. According to Ilboudo (2004), 7,654 centers were opened in 2003 (5,219 in IL and 2,435 in FCB) compared to 4,457 in 1993 (3,294 in IL and 1,163 in FCB), i.e. an increase of 71.7% in ten years.

Literacy efforts therefore cover the 45 provinces and every department of Burkina Faso. 5,219 of its 8,103 villages were covered. 280 of its 300 departments and 3,777 villages were covered in 1995. The number of villages covered rose by 38.17% between 1995 and 2003, i.e. four percentage points a year.

Notwithstanding this progress, it is important to note that literacy provision falls some way short of the demand due to a lack of funding and the poor quality of some requests. Indeed, just 175 of the 266 applications for funding submitted by providers in 2003-2004 were approved.

5.2.4 Results of literacy efforts

Notwithstanding the country's difficult economic circumstances, education coverage has increased from one year to the next through the combined efforts of the people, the local

communities, the number of learners at literacy centers is growing steadily and gender disparities are being reduced. Here are some of the literacy campaign's results.

Quantitative results

The numbers enrolled at literacy centers have grown steadily since 1991-1992. But the literacy rate remains low: 28.44% in 2004 according to MEBA.

Gender disparities in literacy levels, although highly pronounced at first, began becoming increasingly less marked from 1995-1996. The fact is that women's participation in literacy programs has shown steady growth, and now extends from between 52% and over 57% of those enrolled. Do such results mean that Burkina Faso is winning the day in regard to women's literacy? No they do not, for out of the 55% enrolled, 87% are evaluated, and only 62% of those evaluated, i.e. 54% of those enrolled, are declared literate. What percentage of all women of literacy training age does that 54% actually represent? Larger numbers of women enroll at the centers than men, but their success rate is still lower.

Moreover, while women are well represented in initial literacy – 54.7% versus 45.3% men in 2002-2003 – their numbers fall significantly as they progress to a higher level of knowledge.

50.7% of the 49,529 individuals enrolled in FCB in 2003 were women, compared to just 28.4% of the 7,172 enrolled in FTS. Women are also achieving lower success rates than men: 64.7% versus 69.7 % in FCB.

Trends by gender in initial literacy in Burkina Faso, 1992-2003

Year	Enrolled			Evaluated			New literates		
	M	W	T	M	W	T	M	W	T
1991-92	42,452	28,111	70,563	29,846	19,477	49,323	19,958	9,793	29,751
1992-93	49,965	30,966	80,931	35,640	21,313	56,953	25,153	11,870	37,023
1993-94	57,087	38,501	95,588	39,973	27,068	67,041	27,888	14,864	42,752
1994-95	55,604	46,420	102,024	39,379	33,977	73,356	26,247	18,579	44,826
1995-96	52,002	57,330	109,332	37,017	40,424	77,441	24,857	23,193	48,050
1996-97	64,868	66,634	131,502	48,074	47,821	95,895	28,090	32,342	60,432
1997-98	57,922	61,607	119,529	42,079	44,323	86,402	28,318	26,287	54,605
2000-01	52,992	69,505	122,497	43,536	59,404	102,940	30,117	34,256	64,373
2001-02	45,552	61,198	106,640	36,372	52,111	88,483	24,760	30,909	56,617
2002-03	69,958	84,523	154,481	57,663	73,382	131,045	44,271	45,700	89,971

Source: K. Boly and DEP/MEBA

Trends by gender in further basic training, 2000-2003

Year	Enrolled			Evaluated			Passes		
	M	W	T	M	W	T	M	W	T
2000/01	18,028	17,996	36,024	15,264	15,054	30,318	12,315	11,097	23,412

2001/02	16,255	15,523	30,778	13,209	12,106	25,315	10,710	9,436	20,146
2002/03	24,409	25,120	49,529	19,920	21,302	41,222	17,012	16,257	33,269

Source: DEP/MEBA: Analyse des données statistiques 2000-2003.

Qualitative results

Literacy has a major impact on a country's socio-economic life. The studies carried out by Baba and Sanwidi (1990), and quoted by Niameogo (1996), on the impact of literacy on new literates in Burkina Faso show a positive impact on people's lives. At the economic level, for example, it has helped provide communities with new literates capable of taking on responsibilities that they would have been unable to assume without literacy (management bookkeeping for grain banks, mills, village pharmacies, etc.).

5.2.5 Literacy stakeholders and funding sources

Target audience

Literacy programmes are generally aimed at adult men and women, young boys and girls aged 15 and over, living in rural areas. Only in the past couple of years (2002-2003) have urban areas been taken into account through literacy in the workplace programmes (company labour force, informal sector workers, etc.).

Stakeholders involved in literacy

The stakeholders and supervisory structures involved in literacy work tend to be socio-professional groups and associations, national and international NGOs and religious missions. Their numbers (and the diversity of their methods and approaches) make them key partners in any policy geared to expanding literacy programmes in the country.

Funding sources

A large share of the funding for literacy work is provided by the technical and financial partners. Their contributions and those of the state go into a National Fund for Literacy and Non-Formal Education (FONAENF) set up within the framework of the *faire-faire* strategy.

The technical and financial partners supporting the literacy programmes are basically stakeholders from various cooperation agencies – bilateral (Belgian, Canadian, Dutch, French, Swiss, etc.) and multilateral (UNESCO, UNICEF, European Union, etc.) – and private law structures such as project, NGOs and also the private sector, the producers' organizations which raise significant amounts of funding for their literacy programmes.

The issue of using national languages in literacy programmes

Although national languages have been used in adult literacy programmes since 1967, new literates have had few socio-economic benefits because an ability to write in those languages does not open the door to any paid jobs. Moreover, there is no clear language planning policy capable of fostering the use of written national languages in political, administrative, economic and legal spheres. The working language for the country's various institutions is French.

5.2.6 The State's commitments regarding formal and non-formal education

In spite of the significant economic progress achieved, the population of Burkina Faso has remained extremely poor, as reflected in the results of the priority surveys organized by the government in 1994 and 1998. The sustainable human development indicator in Burkina is one of the lowest in the world. It was 0.302 in 2002, thus ranking Burkina 175th out of 177 countries.

Although significant efforts have been made to promote basic essential social services, (basic education, health ...), Burkina Faso still suffers a wide social gap which results, *inter alia*, from the low enrolment and literacy rates which are still among the lowest in the sub-region. This social gap represents a major handicap for any sustainable development initiative. For this reason, the government, together with the participation of the various parties involved – public administration, the private sector, civil society and the partners for development – decided to devise a Poverty Reduction Strategy Paper (PRSP).

The Poverty Reduction Strategy Paper (PRSP)

PRSP is a framework document which aims to set out the priority development goals set by the government. It is not a substitute for the sectoral strategies that already exists or is being finalized in each ministry and which must nevertheless fit into the scheme of governmental priorities. It reflects the essential choices made in priority areas.

In the medium- and long-term development perspective, the government will pursue the following major quantitative goals:

- Increasing the gross domestic product (GDP) per capita by at least 3% between 2000 and 2002 and from 4 to 5% from 2003 onwards;
- Reducing the incidence of poverty from 45% to less than 30% by 2015 ;
- Improving life expectancy by at least ten years.

In order to attain these goals, the government has set itself goals in four priority sectors (Education, Health, Drinking Water, Agriculture and Livestock), whose achievement will have a significant impact on poverty reduction.

With regard to education, the global policy for education system development by 2010 is based on two principles:

1. Increasing the basic education provision with a view to achieving universal education while also improving the quality of education,
2. Ensuring that development of the education system, including at post-primary level, meets the requirement for an educated workforce and that school-leavers meet the quantitative and qualitative requirements of the economy. The prospects for the next ten years are to pursue this priority policy for the quantitative and qualitative development of basic education, but also to foster development at post-primary levels.

5.2.7 Ten-Year Basic Education Development Plan – PDDEB

The objectives sought by the *Plan Décennal de Développement de l'Éducation de Base* are fairly indicative of the government's will to win the fight against under-enrolment and adult illiteracy.

To achieve this, it sets out to carry out the following actions:

a) To promote enrolment:

- Construction and equipment of classrooms;
- Recruitment and training of new teachers;
- Reduction of all types of disparities;
- Development of basic education alternatives;
- Promotion of private initiative;
- Improvement of teachers' skills;
- Improvement in the production and provision of school textbooks and materials;
- Implementation of educational projects in schools;
- Improvement in the management and monitoring of the system.

b) To promote literacy and non-formal education, it sets itself the task of achieving increased mobilization of resources and better coordination of the actions of partners involved in this area of education. This is illustrated by:

- The creation of a ministry of literacy and non-formal education which is supported at central level by a *Direction Générale de l'Alphabétisation et de l'Education Non Formelle* (Directorate General for Literacy and Non-Formal Education) and a *Direction de la Recherche, des Innovations en Education Non Formelle et en Alphabétisation* (Directorate for Research on Innovation in Non-Formal Education and Literacy), and at the decentralized level by the *Directions Provinciales de l'Enseignement de Base et de l'Alphabétisation* (Provincial Directorates for Basic Education and Literacy) and the *Directions Régionales de l'Enseignement de Base et de l'Alphabétisation* (Regional Directorate for Basic Education and Literacy);
- The implementation of a *Fonds National pour l'Alphabétisation et l'Education non Formelle* (National Fund for Literacy and Non-Formal Education) in March 2001 to finance the literacy activities of providers in the field through the *faire-faire* strategy.

The actions and strategies envisaged to attain the objectives sought will be based on the program for intensification and improvement of the quality of literacy initiatives. This will consist of:

1. supplying each village which does not yet have one with a *Centre Permanent d'Alphabétisation et de Formation* (Permanent Centre for Literacy and Training) or a *Centre d'Education de Base Non Formelle* (Non-Formal Basic Education Centre – CEBNF);
2. ensuring the provision in these centers of quality literacy/training, adapted, in terms of organization, contents and teaching methods, to the specific requirements of their various audiences, in particular women and youth.
3. encouraging the integration of literacy/training initiatives within a range of activities and services (health, education, credit, popularization, etc.) in order to put them to effective, profitable use for the improvement of living conditions, the development of productive activities and a stimulating environment, and the organization of a literate environment, in particular with a view to promoting schooling.

Following the initiative of many other countries, Burkina does not yet have a national EFA action plan but has been implementing EFA goals since 2002, such as for instance those relating to primary education and literacy through PDDEB.

The study has also revealed that literacy is faced with a certain number of problems including:

- Weak financial commitment on the part of the State;
- Insufficient documents providing guidance and regulations on action at national level in order to harmonize initiatives and follow developments in the sector;
- The considerable reliance of literacy on external assistance;
- The problem of access to literacy for girls and women;
- The multitude of national languages and especially the absence of a clear linguistic planning policy.

5.3 Conclusions

There are a lot of projects for literacy and non-formal education running in Burkina Faso. The government supports these projects and there is outside sponsoring to make them possible. There is a great need for literacy programs in Burkina Faso because of the large illiteracy rates. The initiatives that are currently running are not enough for the entire country, but it does show that the government is seriously trying to do something about the problem.

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