



Association for the Development of Education in Africa

**Biennale on Education in Africa
(Libreville, Gabon, March 27-31, 2006)**

Effective Literacy Programs

Parallel Session A-1

**Vision, Policy and Strategy :
Analysis and Prospects for
Future Development**

**Integrating Literacy and Non Formal Education
Programs within the Educational Policies of Burkina
Faso**

by Pierre BALIMA

**Working Document
DRAFT**

PLEASE DO NOT DISSEMINATE

DOC A-1.2

This document was prepared by ADEA for its Biennial Meeting (Libreville, Gabon, March 27-31, 2006). The views and opinions expressed in this volume are those of the authors and should not be attributed to ADEA, to its members or affiliated organizations or to any individual acting on behalf of ADEA.

The document is a working document still in the stages of production. It has been prepared to serve as a basis for discussions at the ADEA Biennial Meeting and should not be disseminated for other purposes at this stage.

© Association for the Development of Education in Africa (ADEA) – 2006

Association for the Development of Education in Africa (ADEA)

International Institute for Educational Planning

7-9 rue Eugène Delacroix

75116 Paris, France

Tel.: +33(0)1 45 03 77 57

Fax: +33(0)1 45 03 39 65

adea@iiep.unesco.org

web site: www.ADEAnet.org

TABLE OF CONTENTS

ACRONYMS AND ABBREVIATIONS	6
1. EXECUTIVE SUMMARY	
2. RESUMÉ	
3. INTRODUCTION	7
4 EVOLUTION OF POLICIES AND STRATEGIES FOR LITERACY AND NONFORMAL EDUCATION	8
4.1 THE MAJOR PHASES OF LITERACY POLICIES IN BURKINA FASO IN THE 1960s DURING THE PERIOD OF MASS LITERACY (LITERACY COMMANDOS AND BANATAARÉ)	8
4.1.1 <i>The rural school experiment</i>	8
4.1.2 <i>The UNESCO-HAUTE-VOLTA experiment and other innovations</i>	9
4.2 FROM “ALPHA COMMANDO” AND BANTAARÉ LITERACY CAMPAIGNS TO THE SETTING UP OF PERMANENT LITERACY AND TRAINING CENTERS (CPAF) 1986-1991	10
4.2.1 <i>Alpha Commando</i>	10
4.2.2 <i>The bantaaré operation</i>	10
4.2.3 <i>The development of the new literacy policy: the creation of Permanent Literacy and Training Centers (CPAF)</i>	11
5 THE CURRENT POLICY OF LITERACY AND NONFORMAL EDUCATION	11
5.1 DEFINITION OF THE CONCEPTS AND FRAMEWORK FOR IMPLEMENTATION	11
5.1.1 <i>Elaboration of an overall policy of basic education</i>	12
5.1.2 <i>National Committee for an Integrated Plan for Eliminating Illiteracy</i>	12
5.1.3 <i>Nonformal Basic Education</i>	13
5.2 POLICY, STRATEGIES AND PROGRAMS	13
5.2.1 <i>Literacy and nonformal education as measures to remedy the shortcomings of the formal system</i>	13
5.2.2 <i>Training content offered in AENF</i>	14
- <i>Permanent Literacy and Training Centers (CPAF)</i>	15
- <i>Alternative formulas for Nonformal Basic Education</i>	16
5.2.3 <i>The new vision of literacy/adult training</i>	17
5.2.4 <i>Financing literacy and nonformal education</i>	19
<i>Sources of financing for bilateral and multilateral cooperation</i>	19
<i>The “make-do” strategy and Funds for Literacy and Nonformal Education</i>	19

5.2.5	<i>The gender dimension of AENF</i>	21
5.2.6	<i>Supervision, evaluation, certification</i>	22
5.2.7	<i>Measuring the right to basic education, a key step towards an integration of formal and nonformal methods in the area of evaluation</i>	23
5.2.8	<i>The print environment and editorial policies</i>	23
5.2.9	<i>Institutional measures and the strengthening of AENF capacities</i>	23
5.2.10	<i>The partnership framework and organizing the field of literacy</i>	24
6	CHALLENGES AND PERSPECTIVES	24
6.1	CHALLENGES	24
6.1.1	<i>The problem of national languages and the literate environment</i>	24
6.1.2	<i>The diversity and multiplicity of nonformal actors</i>	25
6.1.3	<i>The state's lack of means for supporting the literacy subsector</i>	25
6.2	FORCES AND POTENTIAL	25
6.2.1	<i>The setting up of a national Forum for Literacy every three years</i>	26
6.2.2	<i>The “make-do” strategy and providing funds for literacy and nonformal education (FONAENF)</i>	26
6.2.3	<i>The strategic framework for the Fight against Poverty and the Ten-year Plan for Developing Basic Education 2001-2010 (PDDEB)</i>	27
6.2.4	<i>The importance of forming local communities</i>	27
6.3	SYNTHESIS OF THE MAIN PROBLEMS	27
6.4	PRIORITY ACTIONS	28
6.4.1	<i>Strengthening skills and research</i>	28
6.4.2	<i>Social mobilization</i>	28
6.4.3	<i>Correcting disparities between regions, genders, and the socio-economic conditions of basic communities</i>	28
6.4.4	<i>Mobilizing financial and management resources</i>	28
6.5	PRIORITY PROGRAMS	28
7	CONCLUSION	29
8	BIBLIOGRAPHY	

ACRONYMS AND ABBREVIATIONS

ADEA	: Association for the Development of Education in Africa
AENF	: Literacy and Nonformal Education
AI	: Initial Literacy
AME	: Association of Educating Mothers
APE	: Student Teacher Association
APENF	: Association for Promoting Nonformal Education
AREB	: Workshop for Burkinian Educational Research
BAD (ADB)	: African Development Bank
BPE	: Office for Education Projects
CAPES	: Center for Analyzing Economic and Social Policies
CEB	: Basic Educational District
CEBNF	: Nonformal Basic Education Center
CEP	: Primary School Certificate
CFJA	: Training Center for Young Agricultural Workers
CPAF	: Permanent Literacy and Training Center
CSLP	: Strategic Framework for the Fight against Poverty
DAF	: Department for Financial Administration
DEP	: Department for Studies and Planning
DGCRIEF	: General Directorate for Educational Research, Innovations and Training
DGAENF	: General Directorate for Literacy and Nonformal Education
DPEBA	: Provincial Department for Basic Education and Literacy
DPEF	: Department for Promoting the Education of Young Women
DREBA	: Regional Department for Basic Education and Literacy
ENEP	: National School for Primary School Teachers
EPT/PA	: Education for All/Fast Track
FCB	: Complementary Basic Education
FDC	: Community Foundation for Development
FONAENF	: Funding for Literacy and Nonformal Education
FTS	: Specific Technical Training
FJA	: Training for Young Agricultural Workers
IST	: Sexually transmitted diseases
LO	: Education Outline Act
MEBA	: Ministry for Basic Education and Literacy
ONG/NGO	: Non-government organization
ORD	: Regional Development Organization

PDDEB	: Ten-year Plan for the Development of Basic Education
PENF	: Partnership for Nonformal Education
PP	: Priority Provinces
PTF	: Technical and financial partners
SE-AENF	: State Department for Literacy and Nonformal Education
SP/PDDEB	: Permanent Department for the Ten-year Plan for the Development of Basic Education
TBA	: Gross Admission Rate
TBS	: Gross Rate of Enrollments
VIH/SIDA	: Human Immunodeficiency Virus

1 EXECUTIVE SUMMARY

1. This report presents the experience in Burkina Faso concerning literacy and nonformal education programs. It first gives a brief overview of the evolution of literacy policies and strategies since the postcolonial period up until the creation of Permanent Literacy and Training Centers (Centres Permanents d’alphabétisation et de formation/CPAF) in 1991, including mass literacy operations (Alpha-Commando and *bantaaré*) carried out between 1986 and 1992 during the revolutionary period. It concentrates on the importance of nonformal educational as part of the education “supply,” which could remedy the shortcomings of the formal system; strengthen the relationship between formal and nonformal sectors so as to resolve problems which must be faced by both of them; and draw on the forces and potentials of these subsectors to strengthen their capacities, and better organize themselves in meeting the educational needs of the population.

2. Conscious of the weakness of its educational system, which is characterized by insufficient “supply” in the face of high educational “demand,” Burkina Faso has signed the World Declaration on Education for All, adopted in Jomtien in March 1990 and ratified in Dakar in April 2000 by the international community. The nonformal education offer is in line with the recommendations of Jomtien which above all advocates the universality of education and the setting up of educational programs aimed at making adults literate. But how does one meet the challenge of Basic Education for All in a population where 48% are under 15 years of age, while merely relying on the formal system which can only accommodate 57% of the educable population. How does one assure Basic Education for All, when over 70% of the active population is illiterate, and that the country itself is faced with enormous budgetary problems? How does one reduce disparity in enrollments between boys and girls, and between urban and rural zones, without experimenting with new educational models? In this context, one can understand the importance that the government gives to nonformal basic education, which contributes to improving the basic education offer. This is shown by the creation of a Department for Literacy and Nonformal Education in 2000, which eventually became a Junior Minister’s Cabinet responsibility in 2002.

3. The Education Outline Act stipulates that “*nonformal education involves all structured educational and training activities organized within a non-academic framework.*” (LO, 1996). The creation of the Ministry for Basic Education and Literacy (Ministère de l’enseignement de base et de l’alphabétisation/MEBA) in 1988 was a decisive factor in bringing together the two subsectors which used to work in isolation. Since then, the MEBA has been working to gain an integrated vision of the two subsystems. This is revealed by the setting up of Regional Departments for Basic Education and Literacy (Directions régionales de l’enseignement de base et de l’alphabétisation/DREBA) and the Provincial Departments for Basic Education and Literacy (Directions provinciales de l’enseignement de

base et de l’alphabétisation/DPEBA) whose mission is the management of the entire basic education system. Because of its flexibility, nonformal education is the test bench for innovations which are later applied to the formal level, e.g. bilingual schools. Nonformal education contributes to improving both the availability and the quality of formal education, i.e. when parents are literate. It is more and more evident that nonformal education, through its alternative educational formulas, is potentially capable of correcting the shortcomings of the formal subsystem if only we could supply it with the necessary resources.

2 RESUMÉ

4. Conscious of the weakness of its educational system, which is characterized by insufficient “supply” in the face of high educational “demand,” Burkina Faso has signed the World Declaration on Education for All, adopted in Jomtien in March 1990 and ratified in Dakar in April 2000 by the international community. The nonformal education offer is in line with the recommendations of Jomtien which above all advocates the universality of education and the setting up of educational programs aimed at making adults literate. But how does one meet the challenge of Basic Education for All in a population where 48% are under 15 years of age, while merely relying on the formal system which can only accommodate 57% of the educable population. How does one assure Basic Education for All, when over 70% of the active population is illiterate, and that the country itself is faced with enormous budgetary problems? How does one reduce disparity in enrollments between boys and girls, and between urban and rural zones, without experimenting with new educational models? In this context, one can understand the importance that the government gives to nonformal basic education, which contributes to improving the basic education offer. This is shown by the creation of a Department for Literacy and Nonformal Education in 2000, which eventually became a Junior Minister’s Cabinet responsibility in 2002. The Education Outline Act stipulates *that “nonformal education involves all structured educational and training activities organized within a non-academic framework.” (LO, 1996).*

5. This report presents the experience in Burkina Faso concerning literacy and nonformal education programs. It first gives a brief overview of the evolution of literacy policies and strategies since the postcolonial period up until the creation of Permanent Literacy and Training Centers (Centres Permanents d’alphabétisation et de formation/CPAF) in 1991, including mass literacy operations (Alpha-Commando and *bantaaré*) carried out between 1986 and 1992 during the revolutionary period. It concentrates on the importance of nonformal educational as part of the education “supply,” which could remedy the shortcomings of the formal system; strengthen the relationship between formal and nonformal sectors so as to resolve problems which must be faced by both of them; and draw on the

forces and potentials of these subsectors to strengthen their capacities, and better organize themselves in meeting the educational needs of the population.

6. The creation of the Ministry for Basic Education and Literacy (Ministère de l'enseignement de base et de l'alphabétisation/MEBA) in 1988 was a decisive factor in bringing together the two subsectors which used to work in isolation. Since then, the MEBA has been working to gain an integrated vision of the two subsystems. This is revealed by the setting up of Regional Departments for Basic Education and Literacy (Directions régionales de l'enseignement de base et de l'alphabétisation/DREBA) and the Provincial Departments for Basic Education and Literacy (Directions provinciales de l'enseignement de base et de l'alphabétisation/DPEBA) whose mission is the management of the entire basic education system. Because of its flexibility, nonformal education is the test bench for innovations which are later applied to the formal level, e.g. bilingual schools. Nonformal education contributes to improving both the availability and the quality of formal education, i.e. when parents are literate.

7. However, certain limitations still hinder the development of Literacy and Nonformal Education:

- Despite the introduction of national languages into the education system, they remain marginalized in the country's administrative, socio-economic and political activities. The provisions of the Basic Law on Languages are insufficient to assure their real integration, and the creation of a literate environment in which those who speak and write them can comfortably compete with French speakers.
- The lack of measures to strengthen the skills of those concerned, especially civil society and basic communities. The success of literacy programs and their continuity can only be based on the increased responsibility of basic communities considered as the ultimate beneficiaries. This granting of responsibility should extend from program design to final evaluation. This is the reason why social mobilization is so important in achieving literacy objectives based on the full involvement of everyone concerned. Because all must play their part in achieving literacy, as defined in the "make-do" strategy: "*... an innovative and efficient strategy which allows a country and its partners (NGOs, associations, state services, etc.) to obtain the means for functional role sharing in the execution of literacy programs and basic education. This is achieved by civil society assuming responsibility for implementing training activities on the ground.*" A.W. DIAGNE (2000: 7).
- The lack of state resources for supporting the literacy subsector. Despite the expressed wish of the government to give the subsector the place that it deserves within the educational system, Literacy and Nonformal Education (AENF) suffers from a lack of serious financing. Before the implementation of the "make-do" strategy, the national budget devoted less than 1% to the literacy subsector. Today, the financing of literacy is mostly covered by technical and financial partners.

8. However, the subsector contains forces and potentials on which it can rely to strengthen its capacities and better organize itself to meet the educational needs of the population. First, there is the holding of a national Forum on Literacy every three years to serve as a cooperative framework where all actors are invited to find operational solutions to further the development of literacy and nonformal education. Then, there is the “make-do” strategy and the mobilizing of Funding for Literacy and Nonformal Education (Fonds pour l’alphabétisation et l’éducation non formelle/FONAENF), and the Strategic Framework for the Fight against Poverty (Cadre stratégique de lutte contre la pauvreté/CSLP) which has targeted basic education as a priority to favor access to minimum education for the disadvantaged. Next comes the setting up of a Ten-year Plan for the Development of Basic Education (Plan décennal de développement de l’éducation de base/PDDEB) which aims at developing basic education both in quantitative and qualitative terms, and which is striving to meet the challenge of 40% literacy by 2010. Nor must one forget the population’s desire, and particularly women, to have access to knowledge. Finally, there is the creation of a Junior Ministerial Cabinet to coordinate literacy activities, etc. It is increasingly evident that nonformal education, by offering alternative formulas for education and training, is potentially capable of meeting the shortcomings of the formal subsystem, and answering the challenges which face society, which are, among other issues: the rise in poverty, with fluctuating purchasing power and a difficulty in meeting the costs of education for rural populations; the spread of unemployment among young people, perceived by young people, themselves, as a form of social exclusion and injustice; mass media pressures which propose lifestyles and models to young people which are incompatible with their own values; social challenges such as the AIDS pandemic, gender questions, the pursuit of peace, etc. Nonformal education can meet these challenges if only it can obtain the necessary resources.

Recommendations:

Programs will only succeed if they are accompanied by measures to **reinforce the capacities of all concerned**, particularly at the level of civil society and basic communities.

Social mobilization is also important to attain the aims of literacy, based on the effective involvement of everyone concerned. The success of literacy programs and their continuity can only be built on the increased responsibility of basic communities considered as ultimate beneficiaries. This drive for responsibility should extend from initial program design to ultimate evaluation.

The literacy programs within the strategic framework of the fight against poverty should take into account the disparities which compromise the chances of a successful Education for All, according to the principle of equity. That is why the following targets should be top priorities: women, especially in the poorest rural zones; young children from 9-15 years who have neither been enrolled or who were forced to drop out; poor populations from the provinces, where the rate of literacy is significantly lower than the national average (the 20 priority provinces defined by the PDDEB); extremely young children (0-6 years); women enrolled in literacy centers, so as to reduce the dropout rate and increase success completion.

With an increased education “supply” more in keeping with “demand” and the specific needs of target publics, **a mobilization of financial resources for implementing programs is of the utmost importance.**

3 . INTRODUCTION

9. Burkinian statute law includes education as a “national priority” (Article 2 of the Outline Act for Education). The Burkinian Constitution of 2 June 1991 recognizes education as a fundamental right for each Burkinian citizen. Burkina Faso’s educational system has always been considered among the top priorities in programs for economic development, since it considers that all development depends on education and training. Burkina Faso is, however, one of the world’s least developed countries (Pays les moins avancés/PMA), and the illiteracy of its population is one of the major barriers to its development. In 2004, the gross rate of enrollments (Taux brut de scolarisation/TBS) was 56.80%, with a success rate of 33.5%, while during the same period, the literacy rate was 22%.

10. To rectify the country’s backward position, the Government drew up a development strategy in the **Strategic Framework for the Fight against Poverty** (Cadre stratégique de lutte contre la pauvreté/CSLP) approved by the World Bank (WB) and the International Monetary Fund (IMF) in July 2000. In terms of the objectives and the strategic aims of the CSLP, the Ten-year Plan for the Development of Basic Education (Plan décennal de développement de l’éducation de base/PDDEB) is the expression of CSLP in terms of basic education. Thus, its implementation contributes to meeting the objectives of the fight against poverty, specifically through education. Despite the efforts chosen for promoting essential basic social services (basic education and health), Burkina still suffers from a large social deficit which can be explained, among other things, by its low gross rates of enrollment and literacy, which remain among the lowest in the sub-region. Thus, Burkina Faso figures among those countries where education is of overwhelming concern. Despite the relative importance of the

financial means deployed through the Ten-year Plan for the Development of Basic Education, the setting up of a partnership plan and the creation of a common fund for Technical and Financial Partners (PTF).

11. Besides these weaknesses, the education system is characterized by the early dropout of young people, and serious geographical and gender disparities. In the face of all these inadequacies, nonformal education appears as an opportunity. “*Nonformal education touches all educational and training activities, structured and organized within a non-educational context.*” (Education Outline Act: Loi d’orientation de l’éducation/LO, 1996). The Burkinian educational system is governed by the Education Outline Act of 9 May 1996. Three ministries are in charge of education: The Ministry for Social Action and National Solidarity (Ministère de l’action sociale et de la solidarité nationale/MASSN) for preschool education; the Ministry for Basic Education and Literacy (Ministère de l’enseignement de base et de l’alphabétisation/MEBA) for primary education and the literacy of adults and adolescents, with a Junior Minister in charge of literacy and nonformal education; and a Ministry for Secondary Schools, Universities and Scientific Research (Ministère des Enseignements secondaire, supérieur et de la recherche scientifique/MESSRS) with a Junior Minister responsible for technical and professional training.

12. The present study strives to analyze the evolution of nonformal educational policies and strategies. It puts particular emphasis on the process of integrating literacy and nonformal education in the education and development policies of Burkina Faso. It also wishes to draw attention to the major challenges which arise in the subsector, and opens perspectives for the better integration of literacy and nonformal education to advance the educational policies and development of the country.

4. EVOLUTION OF POLICIES AND STRATEGIES FOR LITERACY AND NONFORMAL EDUCATION

4.1 The major phases of literacy policies in Burkina Faso in the 1960s during the period of mass literacy (literacy commandos and *bantaaré*)

13. In Burkina Faso, one of the wide-ranging activities which were undertaken as part of nonformal educational activities is literacy. The role assigned to literacy in the post-colonial period was, above all, to endow people with vital knowledge in the form of reading, writing and arithmetic. Literacy was then characterized by the so-called “traditional approach.” The illiterate person was therefore someone who mastered these three instruments which are writing, reading and arithmetic and who could apply them to daily life. This understanding and practice of literacy gave disappointing results, i.e. students reverted to illiteracy when they returned to their communities. The second, so-called functional approach arose at the Teheran conference in 1965, with the launching of the Experimental World Literacy Program (Programme experimental mondial d’alphabétisation/PEMA). The Burkinian government, who had decided to continue the combat against illiteracy, focused its efforts on a “functional literacy” approach. These two phases, which fundamentally marked literacy in Burkina Faso, gave rise to the implementation of several experiments:

4.1.1 The rural school experiment

14. Rural schools (Écoles rurales/ER), created by the decree of 14 June 1961, aimed at overcoming the financial difficulties which made an increase in enrollment rates difficult to achieve. Within three years, this system was to “give elementary schooling, training in civic life, and professional tools to illiterate rural young people” (A. Tiendrebéogo,¹ 2000). However, among villagers, the system was soon negatively perceived. Moreover, the training given turned out to be insufficient both in terms of applicable knowledge, and tools for the workplace; and in 1973 it was necessary to overhaul the ER system, especially in terms of content and of spirit. The revamped ERs then became the Training Centers for Young Agricultural Workers (Centres de formation de jeunes agriculteurs/CFJA) which enrolled young persons from 14 to 17 years who were then placed under the responsibility of the Ministry for Planning and Rural Development, and not under the responsibility of the Ministry of Education. The aim of CFJAs was to train young people professionally. After a three-year program, they were supposed to be able to identify and develop resources in their own environment, to rationally exploit them, act as agents for social development, and energize their surroundings.

15. However, the dissatisfaction of young people and their parents expressed itself by high dropout rates which affected about a third of enrolled students. According to A. Tiendrebeogo: *“One of the reasons for this disaffection was the tendency of comparing the Training for Young Agricultural Workers (Formation de jeunes agriculteurs/FJA) with the classical educational system, which created frustrations among graduates and their parents. A two-tier system arose: classical schooling for city dwellers, and FTA for rural folk, with the former being the only path to social advancement.”*

¹ Alice Tiendrebeogo, Minister for Basic Education and Literacy (1988-96)

16. In addition to the rural school, a few other innovations should be mentioned: **cultural mutual aid** and **adult courses** which also strived to achieve public literacy.

17. To some degree, all of these innovations aimed at supplementing classical schools, which were judged to be costly, discriminatory and ill-adapted. However, since literacy was French literacy, most students reverted to illiteracy when they returned home, while thousands of rural learners emigrated to the cities and coastal countries.

18. The obvious conclusion is that despite budgetary efforts, innovations and the political will to achieve full literacy, illiteracy persists and endures. The Burkinian government is still committed to pursuing the struggle against illiteracy, though now through the means of **functional literacy**.

4.1.2 The UNESCO-HAUTE-VOLTA experiment and other innovations

19. Thanks to the new, so-called functional literacy approach launched in Tehran in 1965 during the World Congress of Ministries of Education, the Burkinian government undertook other experiments based on national languages, which drew on the support of UNESCO. At this period, the rate of enrolments was 12% for the overall population, and only 7% for girls. For this reason the government, with the help of UNESCO, set up a ten-year experimental project called the “UNESCO-HAUTE-VOLTA project to open education opportunities for women and girls.” *“This project aimed at civic and family education, technical training for women, higher enrolments and functional literacy so as to improve the working conditions and productivity of women and contribute to national development (A. Niameogo¹, 1996).*

20. One of the important innovations was achieving literacy in national languages: especially *mooré*, *jula* and *kasim* in which the teaching was done. Although the experience gained from this project was too limited in time and space to remedy illiteracy in our country, it provided a stimulus to several other initiatives from the private and semi-public sectors, like:

- ✓ the “Frères des Hommes” initiative, a charity organization which in 1970 developed a functional literacy course for agricultural workers, fishermen and shopkeepers of Mogteedo
- ✓ the ORD experiment in 1973 which successfully applied the functional literacy techniques developed by the “Frères des Hommes”

- ✓ religious missions (both Catholic and Protestant) which besides using functional literacy approaches, also produced numerous publications in several Burkinian languages, such as dictionaries, grammar books, collections of proverbs and folk tales, and religious writings..

21. On all fronts, functional literacy in national languages is moving rapidly ahead, since it is perceived as an efficient tool for economic, social and cultural development. However, certain failings have checked the momentum of these various organizations: primarily, a lack of training for trainers, a dearth of post-literacy publications, and poor coordination of the efforts of those organizations dedicated to fighting illiteracy.

These problems were resolved only in 1974, with the creation of the National Office for Permanent Education and Functional and Selective Literacy (Office national pour l'éducation permanente et l'alphabétisation fonctionnelle et selective/ONEPAF) which coordinated and provided support for literacy initiatives in national languages. This office became in 1978 the Department for Functional and Selective Literacy (Direction de l'alphabétisation fonctionnelle et selective/DAFS) and then, in 1983, the National Institute for Literacy and Adult Education (Institut national pour l'alphabétisation et la formation des adultes/ INAFA), and finally, from 1993 onwards, the National Literacy Institute (Institut national d'alphabétisation/INA).

¹ Anatole Niaméogo, General Director of the National Literacy Institute (Institut national d'alphabétisation (1989-96)

4.2 From Alpha Commando and *bantaaré* literacy campaigns to the setting up of Permanent Literacy and Training Centers (Centres permanents d’alphabétisation et de formation/CPAF) 1986 91

22. In 1983, a new turning point came about with the arrival of the democratic and popular revolution of 4 August 1983 which, in imitation of Cuba, manifested its political will to totally eliminate illiteracy in Burkina Faso. Within this framework, two vast literacy operations were attempted: Alpha Commando (1986): “commando” because of the speed of its implementation; then in 1988, “bantaaré” which means in the national language “fulfilled,” “ascension,” “promotion to a higher stage.” These operations were mainly characterized by a mass approach.

4.2.1 Alpha Commando

23. After 50 days of literacy training, learners were supposed to know how to read, write, and calculate in the national languages, and use these acquisitions within the context of their professional activities (note taking, making reports, drawing up statements and letter writing). *"This literacy policy was aimed at furthering the advancement of agricultural workers as the spearhead of consciousness and freedom"* (A. Tiendrebeogo, 2000). Literacy was considered to be massive in terms of the towns affected. However it was selective to the degree that it only concerned those responsible for male and female village groups, the members of defense committees for the revolution, young agricultural workers, village midwives, etc. Some 30,000 learners were involved, scattered over 1,070 literacy centers operating as boarding schools. Ten national languages were chosen. A total of 13,700 peasants were declared to be literate, that is 48.06% of those evaluated. Political mobilization was important, with the setting up of a headquarters responsible for supervising the operation at national, regional, provincial, and village level. In the following year, 1987, Post Alpha was launched to bring up to standard those who had been declared literate. It involved 1,600 agricultural producers.

4.2.2 The *bantaaré* operation

24. Since the participation of women in the Alpha Commando movement had been low (16% of enrollments), a campaign targeting them specifically was undertaken in 1988. This was the Bantaaré operation. The aim of this campaign was to teach peasant women to read, write and do arithmetic in their own language. The training was intended to reach 10,000 women; but actually involved 13,269 women, spread throughout 470 centers. Besides the mastery of the tools of reading, writing, and arithmetic, learners were able to acquire other types of information concerning hygiene, health, nutrition, family planning. Among them, 43% were declared literate.

25. The commando operations generated enormous enthusiasm, a real surge forward, and a confidence in literacy among the population, but was it going to be possible to continue this policy within the framework of the Ministry of Basic Education and Mass Literacy?

4.2.3 The development of the new literacy policy: the creation of Permanent Literacy and Training Centers (Centres permanents d'alphabétisation et de formation/CPAF)

26. Because of low enrollments and illiteracy, in 1988 a new ministry was created: the Ministry for Basic Education and Mass Literacy (Ministère de l'enseignement de base et de l'alphabétisation de masse/MEBAM) in order to promote enrollments and expand literacy. *"The MEBAM was well aware that mass operations had to be terminated because of their high cost and dubious results. Indeed, on one hand, due to the absence of a post-literacy policy, it was difficult to safeguard the achievements of a literacy policy; and on the other, the main financial partners had expressed their concern about the cost of these campaigns. It was thus necessary to rethink the literacy policy to make it more efficient and less costly, while taking into account what had been acquired during the Alpha Commando and bantaaré campaigns. It was also deemed necessary to make the beneficiaries increasingly responsible by encouraging their own contributions"* (A. Tiendrebeogo, 2000). This is why in 1990 the Ministry proposed the creation of Permanent Literacy and Training Centers. They are defined as training structures and frameworks to support development and self-promotion through literacy. From then on, literacy in Burkina Faso was defined in functional and selective terms: *"functional, because it aimed at promoting skills and to allow greater participation in economic, political and social life; selective, because it aimed at the elimination of illiteracy by focusing on precise sectors of the population, with priority given to producers"* (A. Tiendrebeogo, 2000). In December 1991, the Cabinet approved the new approach to literacy policy, and a public awareness campaign was launched to explain the reason behind the new policy. The setting up of CPAFs required a three-phased approach: awareness-negotiation, implementation, and daily operations.

5. THE CURRENT POLICY OF LITERACY AND NONFORMAL EDUCATION

5.1 Definition of the concepts and framework for implementation

27. *"The implementation of new educational policies depends on their founding principles and inherent requirements. Without a clear social vision or project, they can hinder the expansion of educational systems, both quantitatively and qualitatively."* (A. Tiendrebeogo, 2000). Therefore, it is of prime importance to clearly define these concepts on which educational policies depend, and how they are to be implemented.

5.1.1 Elaboration of an overall policy of basic education

28. The vision of basic education adopted by the Ministry was a positive factor in bringing the two subsystems together. The first concern of the Ministry, since its creation in 1980, was to promote an integrated policy for eliminating literacy by combining both formal and nonformal resources. To achieve this, it was first necessary to fully understand the concept of *basic education*. Basic education is seen by the Ministry as involving two sectors: the formal and the nonformal. The *Koudougou Seminar* (January 1989) made an exhaustive inventory of basic training activities of the other ministries, so as to define the concept of basic education, propose broad lines for a new policy, and draw up an action plan for its implementation. Basic education was defined as being *"a process destined to give each and every Burkinian a level of minimum education corresponding to the needs and potentialities of the country. It must provide a basis for continuing and complete education aimed at improving the conditions of life, existence, and ensuring individual and collective advancement"* (*Koudougou Seminar Report, 1999*).

This process, conceived as the catalyst for continuing education affects both formal and nonformal resources. It must take into account traditional values, have a functional character, be flexible, employ means which are easy to apply, and promote the interests of the individual and the community, while providing an opening to the outside world.

"The Koudougou Seminar at the same time recommended interaction between formal and nonformal resources. This interaction must be of such a type that eventually both subsystems can coalesce within a common framework for applying what has been learned from education and literacy. For example, national languages should be introduced on the formal side, while adults should be encouraged to learn basic French." Alice Tiendrebeogo, 2000

5.1.2 National Committee for an Integrated Plan for Eliminating Illiteracy

29. The framework for implementing this vision was provided by the National Committee for an Integrated Plan for Eliminating Illiteracy. This Committee, under the responsibility of the Ministry of Basic Education and Mass Literacy, goes further than the simple integration of basic education/literacy by involving all ministries who have something to do with basic education: the Ministry of Secondary Education, Universities and Scientific Research which is also home to the National Commission for Burkinian Languages; the Ministry of Agriculture and Husbandry, responsible for the diffusion of information in the area of agricultural; the Ministry of Water, which produces post-literacy booklets on the management of water resources and irrigated areas; the Minister of the Environment and Tourism which publishes documents encouraging environmental protection; the Ministry of Health, responsible for health matters, hygiene and family planning; the Ministry of Education and Culture which has been assigned the task of creating awareness and mobilizing resources concerning the fight against illiteracy. Each of these ministries is encouraged to get involved in post-literacy activities through talks, special events, and editorial policies.

The creation of a national languages unit was proposed for each ministry to answer letters from newly literate persons and translate post-literacy documents for specific technical training, thus creating an interaction between persons conversant in national languages and those literate in French. The Committee issued a report on *"integrated strategies for eliminating illiteracy"* by proposing common resources bringing together technical partners, sponsors and institutions involved in basic education. It was important that these institutions shared a common approach, where efforts were complementary and based on equitable task sharing.

The Integrated Plan for Eliminating Illiteracy was the precursor of the Ten-year plan for the Development of Basic Education (Plan intégré d'élimination de l'analphabétisme est le précurseur du Plan décennal de développement de l'éducation de Base/PDDEB).

5.1.3 Nonformal Basic Education

30. In Burkina Faso, the Education Outline Act of 9 May 1996 in Chapter 2, Article 18, defines nonformal education as follows: *"Nonformal Education involves all activities of education and*

training, structured and organized within a non-academic framework. It concerns every person who desires to receive special training in a non-academic context" (LO, 1996).

It is provided in Nonformal Basic Education Centers (Centres d'éducation de base non formelle/CEBNF), Permanent Literacy and Training Centers (Centres permanents d'alphabetisation et de formation/(CPAF), Training Centers for Young Agricultural Workers (Centres de formation des jeunes agriculteurs/CFJA), and various other structures for training and supervision. Nonformal Basic Education includes basic literacy programs, including pre-professional training for children, young people, and adults. It concerns literacy and training activities aimed at improving the conditions of life and the professional advancement/improvement of the overall population.

5.2 Policy, strategies and programs

5.2.1 Literacy and nonformal education as measures to remedy the shortcomings of the formal system

31. Aware of the weakness of its educational system, characterized by a lack of educational "supply" and high "demand," Burkina Faso signed the World Declaration of Education for All, adopted in Jomtien in March 1990, and ratified in Dakar in April 2000 by the international community. Nonformal education adheres to the recommendations of Jomtien which advocates universal access to education as a basic principle and the implementation of education programs to make adults literate. That is why, while making education a priority, Burkina Faso recognizes the importance of access for the overall population to knowledge and learning. The nonformal education and alternative formulas which it offers appear to be an appropriate means to allow everyone to improve his/her quality-of-life and to contribute to the country's development.

But, in fact, how does one meet the challenge of Basic education for All in a population where 48% are under 15 years of age, while merely relying on the formal system which can only accommodate 57% of the educable population. How does one assure Basic Education for All, when over 70% of the active population is illiterate, and that the country itself is faced with enormous budgetary problems? How does one reduce disparity in the enrollment between boys and girls, and between urban and rural zones, without experimenting with new educational models? In this context, one can understand the importance that the Ministry for Basic Education and Literacy gives to nonformal basic education, which contributes to improving the basic education offer.

In practice, nonformal education includes:

- ✓ literacy programs for persons over 15 years of age
- ✓ post-literacy programs which serve as a framework for safeguarding acquired literacy skills

- ✓ alternative approaches for nonformal basic education which comprise enriching innovations for the formal sector, and offer pathways from formal to nonformal, and vice versa. These alternative approaches involve children from nine to 15, whether previously uneducated or dropouts, by giving them access to a complete cycle of basic education of a practical and a professional nature in national languages, with French studied for a period of up to four years.

32. In Burkina Faso, formal and nonformal education are brought together to form an inseparable tandem both upstream and downstream. Upstream, education is used to eliminate illiteracy at its source. But how does one eliminate illiteracy at its source when downstream, mass illiteracy among adults exercises a negative influence on the education of children? Not only do illiterate parents not send their children to school, but moreover, this mass illiteracy provokes the premature unraveling of education due to the fact that when children leave school, they move back into an environment which does not favor the continuity of their intellectual achievements. This would be otherwise if the rate of literacy was between 80 or 90%: (literate parents produce educated children; or literate parent = survival of intellectual achievement). And this is also due to the interaction between formal and nonformal education.

It is more and more evident that nonformal education, through its alternative education programs, is potentially capable of meeting the shortcomings of the formal subsystem, if only it could be endowed with the necessary resources.

5.2.2 Training content offered in AENF

33. Human advancement is founded on basic education as it was defined by the Jomtien Conference in 1990, and in the widest sense of the word (both formal and nonformal). In Jomtien, it was proposed that “*basic learning needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem-solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.* (World Declaration on Education for All).

This conception of basic education implies that literacy, the mastery of writing, remains an essential component. Because of this, literacy within basic education aims at a double objective:

- ✓ to train autonomous individuals, fluent in their language, proud of their culture, confident of their identity and wishing to continue their education during their entire lives (personal dimension)

- ✓ to train young people and adults capable of truly operating within their surroundings and participating in the overall development of society (the economic, social and cultural dimension)

During the current period of globalization, governments are conscious of the full extent of national illiteracy which hinders the development of their respective economies. Given this fact, initiatives are being developed to allow the maximum number of people access to writing, considered as knowledge in itself and as a tool of learning. In this perspective, literacy must not only have cognitive aims, but also strive for social justice, human dignity and autonomy without any distinction of age, origin or sex.

- ✓ Like other countries, Burkina Faso has implemented programs and/or literacy projects and alternative nonformal basic education formulas, to hasten the elimination of literacy which remains the main impediment to development initiatives. Among these initiatives are:

34. Permanent Literacy and Training Centers (Centres permanents d'alphabétisation et de formation/CPAF)

Created by the National Literacy Institute in 1991, CPAFs aim at providing functional literacy at three levels:

initial literacy (alphabétisation initiale/AI)

complementary basic education (Formation complémentaire de base/(FCB)

specific technical training (Formation technique spécifique/FTS)

The CPAFs were created for the illiterate population in the 16 to 50-year-old age range.

Initial literacy is aimed at the tools of learning (reading, writing, arithmetic) and creating awareness through the raising of consciousness about a certain number of problems related to the environment, health, collective or individual hygiene, etc.

Complementary basic education is aimed at consolidating skills acquired during initial literacy. These first two levels, while concentrating on learning and consolidating the tools of learning, also aim at providing a newly literate person with a minimum of knowledge and skills considered as essential for daily life and likely to help understand the problems of his/her environment, and to create greater awareness of responsibilities and rights and to participate in the social economic development of the community.

Specific technical training gives to newly literate persons from the first two levels the knowledge or techniques they need to assume functions and responsibilities within their communities, for which literacy is an essential component, or to use them for improving productivity or living conditions. This technical competence would be unattainable without literacy. It aims at creating the conditions for transferring skills to literate persons.

35. Having replaced the Training Centers for Young Agricultural Workers (CFJA) and the Mass Literacy campaigns which were considered to be too costly, CPAFs still remain the front line against illiteracy and ignorance. CPAF strategies allowed the development of human resources for the various agricultural organizations: including the self-organization and self-management of socioeconomic units (village seed banks, mills, pharmacies, etc.) which are now run by people who can read and write. The acquirement of initial literacy and complementary basic education by these communities is today a reality. Literacy trainers and supervisors now come out of the basic community. This self-management has moreover allowed a reduction of cost per each new literate person, and the total assumption of responsibility in some communities for the training of their members. At present, the opening of a new CPAF arises from the sheer determination of the basic community. The government neither opens nor manages a CPAF. In many villages, CPAFs are considered to be the starting point for village groups and agricultural cooperatives who fully participate in the socioeconomic development of the rural environment.

36. Alternative formulas for Nonformal Basic Education

Taking into account the ambitions of Education for All (Education pour Tous/EPT) and the Ten-year Plan, there is little doubt that the main activities likely to contribute to attaining their goals depend on widening educational choices, developing and implementing alternatives, and providing wide-ranging educational innovations.

A burst of effort to accelerate and improve the educational "supply" gave birth to numerous alternative educational formulas to support the efforts of the state.

37. Nonformal Basic Education Centers (Centres d'éducation de base non formelle/CEBNF)

With the support of UNICEF, the Burkinian government implemented the CEBNF strategy to accommodate young people from nine to 15 years of age, who either had never been to school or had prematurely dropped out. CEBNFs are thus alternatives to the formal system and are based on the dynamism inherent in village communities. CEBNFs have been operating since 1995. A CEBNF course lasts four years. The training programs comprise two phases: theoretical training and professional training. After two years of learning the national languages, students continue their education in French for the final two years. Those who wish to do so, especially the youngest ones, pass their primary certificate (certificate d'études primaires/CEP) and then move on to academic studies; the others have the possibility of continuing vocational training.

38. *ALFAA and TIN-TUA methods*

Basic French after Literacy in National Languages (Apprentissage du français fondamental à partir des acquis de l'alphabétisation de langues nationales/ALFAA), combining national languages and French in adult literacy programs, dates from 1987. This program was jointly conceived by the National Literacy Institute (Institut national d'alphabétisation/INA) and the Comoé Sugar Co. (Société sucrière de la Comoé/SOSUCO) in July to October 1987. It strives to first achieve literacy in the national language i.e. the language spoken by the worker and then to teach both oral and written basic French.

After a very positive experience, the National Literacy Institute (INA), working together with researchers from the Burkina Pedagogical Institute (Institut pédagogique du Burkina/IPB) and with the technical and financial support of the Swiss Workers Support Organization (Oeuvre suisse d'entraide ouvrière/OSEO) fine-tuned the method (1992). At the same time, the TIN-TUA successfully experimented with another method for teaching French based on *gulmancema*.

39. The extension of these methods and their eventual wide diffusion made it possible to build a bridge between native French speakers and speakers of the national language, and thus promote interactivity between formal and nonformal education by reducing the gap between those who are literate in French and those literate in national languages. The ALFAA and TIN-TUA methodology have also resulted in the opening of bilingual schools founded on the same approach, which execute the program at primary school level in five years instead of six. The first results (1998) at primary certificate level were conclusive: a 57% success rate compared to the national average success rate of 42%; a 94% success rate in 2004, while the national average was 73.73%. At present, 115 bilingual schools are operating in eight languages.

40. *Operation ZANU*

Operation *ZANU* which means *learning* in a national tongue called *Dagara* is a community action program aimed at local development, using functional literacy as a support. The operation which was launched in 1995 aimed at recruiting 8,103 young graduates at junior high school level (brevet d'études du premier cycle/BEPC) so that each of the 8,103 villages has its Permanent Literacy and Training Center (CPAF) and its community development agent (Agent communautaire de développement/ACD). The *ZANU* operation is part of six national initiatives and will eventually contribute to the self-advancement of village communities. However, financial difficulties have led to their suspension.

41. *Community schools (Ecoles communautaires/Ecom)*

This innovative experiment, called "community schools" or "Kéogo" (initiation center) in the *mooré* national language aims specifically at integrating the school with its surroundings by transferring technical skills and essential technologies to assure local and durable development at social, cultural and economic levels. The relevant age group is from nine to 15 years, and teaching is bilingual (national languages/French). The curriculum lasts four years, after two initial years of instruction in the national languages. Students then continue in French for the next two years. The best ones, i.e. those who obtained an average of 12 out of 20, continue in classical schools in the CM1 stream (CM or Cours Moyen is equivalent to Grade 5), while those who have over a 13 average are enrolled in CM2 and eventually obtain the primary school certificate (certificate d'études primaire/CEP) in the same way as students in classical schools.

There is no repeating or failing of grades. These Nonformal Basic Education Centers (CEBNFs) were inspired by the community school model.

42. "Banmanuara" centers

The "banmanuara" centers (Centres "banmanuara" or CBNs) were created by the "TIN-TUA" Association. "Banmanuara" means "knowledge is good" in the *gulmacema* language.

- CBN young people (9 to 15 years): French is introduced as early as first year, orally, at the same time as the national languages. The program lasts four years and concludes with the CEP exam.
- CBN adults: as its name indicates, these programs are open to newly literate adults who after having reached the initial stage of literacy in the national language, would like to learn French (four years) with the aim of achieving a CEP.

43. Literacy within the Workplace (*alphabétisation en milieu de travail/AMT*)

Learning needs as expressed by numerous adults working in the nonformal environment has been satisfied thanks to the setting up of Literacy within the Workplace (AMT).

This innovative formula for teaching literacy was developed in 2003 as part of the "Partnership for Nonformal Education Project" (Partenariat pour l'éducation non formelle/PENF), financed through Canadian cooperation. It consists in developing literacy in local languages, as well as French.

There exist other alternative programs within Literacy and Nonformal Education (AENF): the "Shepherd School" (École du berger) which was an experiment of the Anndal & Pinnal Association, the Textual Pedagogy Approach (Approche de la Pédagogie du texte/PDT), the REFLECT Method, developed respectively by the Association for Promoting Nonformal Education (Association pour la promotion de l'éducation non formelle/APENF) and "Aid and Action" (Aide et Action); however these new developments have not yet been evaluated.

5.2.3 The new vision of literacy/adult training

44. The National Forum on Literacy, which was held in September 1999, redefined the profile of a literate person by referring to the concept of basic education in which literacy is an element: “*basic education allows the individual to acquire within a given historical, social and linguistic context a minimum of knowledge, skills and attitudes which will allow him/her to understand the environment, and continue education and training, so as to more effectively contribute to economic, social, cultural and political development.*” (Report, 1999 Forum).

In a traditional approach, teaching adults how to read is done at three levels:

- Initial Literacy (Alphabétisation initiale/AI)
- Complementary Basic Education (Formations complémentaires de base (FCB))
- Technical and Specific Training (Formations techniques et spécifiques (FTS))

The traditional approach encountered numerous difficulties, conceptually, organizationally, and in terms of adult learning capabilities; and was not able to fulfill the requirements for basic literacy.

45. Taking into account these internal and external shortcomings, Burkina Faso adopted a new vision of literacy/education for adults by approving new curricula and requirements in Literacy and Nonformal Education (AENF). Thus, literacy/training now includes two learning phases: **literacy/basic education**. These phases are organized into two levels of 300 hours each:

- The first level corresponds to the initiation phase for acquiring learning tools, to rediscover the learner’s own environment and, above all, to organize insight so as to create a positive attitude towards his/her surroundings. Instruction at this level does not result in a certificate.
- The second level aims at consolidating these initial acquisitions and completing basic education by introducing new content, judged to be appropriate to the status of literacy. This level of learning results in a certificate.

46. Learning à la carte

Literate learners are offered the possibility of having immediate access to one of three types of training; each corresponds to an option:

Option I: learning basic and functional French (A3F) during a period of 1,200 to 2,400 hours

Learning basic and functional French allows literate persons:

- to learn French via literacy in the national languages
- To master knowledge, skills and self-confidence provided through cultural, scientific and technical training, and within specific technical training.

Option II: Cultural, Scientific and Technical (CST) training: estimated at 600 hours

It includes the five modules for Complimentary Basic Education (Formation complémentaire de base/FCB), incorporates the essential elements of level II literacy/basic education, and integrates technological know-how, as well as methods and techniques for stimulating learning, so as to promote the acquisition of teaching skills through precise means, such as recruiting literacy trainers through tests.

Option III: Specific Technical Training (Formations techniques spécifiques/FTS): of variable duration

It prolongs the aims of transferring professional knowledge, and sees itself on one hand as the real “test bench” for new development technologies; and on the other hand, as the special framework for continuing education over an entire lifetime.

5.2.4 Financing literacy and nonformal education

47. Sources of financing for bilateral and multilateral cooperation

Technical and financial partners promoting literacy programs are essentially comprised of players from different bilateral cooperative efforts (Switzerland, the Netherlands, Canada, Belgium, etc.), or multilateral ones (UNESCO, BAD, PNUD, UNICEF, the European Union, etc.) and organizations subject to private law, such as special projects, NGOs; but also private-sector producer organizations which mobilize important financial means to carry out their literacy programs.

48. However, it is important to remark that local communities contribute materials, money and human resources to support literacy. However, this contribution is difficult to mobilize within communities

which lack activities which can generate revenue. The result of this situation is that villages are not often capable of opening literacy centers.

49. The “make-do” strategy and Funds for Literacy and Nonformal Education

"Before adopting the “make-do” strategy, the state spent less than 1% of the budget allocated to the Ministry of Basic Education to the literacy subsector. Today, the "make-do" strategy, sustained by literacy and nonformal education funding, has allowed the state and its partners to mobilize in a three-year period over 4 billion CFA francs to finance literacy programs." (Source: FONAENF).

The "make-do" strategy was initiated in Senegal by the Department of Literacy and Basic Education. Our country, when implementing the Ten-year Plan for the Development of Basic Education adopted it, and adapted it to its own context during the National Forum on Literacy in September 1999. The "make-do" strategy was presented as an innovative strategy to allow the state and civil society (largely represented by NGOs, and associations considered as literacy experts) to find a way to assign functional roles in the execution of literacy programs. The state and its decentralized departments have chosen the mission of: guidance, inspiration, coordination, control, supervision, and evaluation of literacy programs, as well as technical and financial support. As it happens, civil society, the prime movers in literacy assume responsibility for carrying out literacy programs. The "make-do" strategy is accompanied with creating funds called Funds for Literacy and Nonformal Education (Fonds pour l’alphabétisation at l’éducation non formelle/FONAENF) aimed at financing the literacy programs put forward by literacy experts. Thus, based on a manual of procedures, jointly drawn up by the state and technical and financial partners who contribute financing, literacy operators have access to the necessary public funds needed to carry out their programs of literacy and education.

50. The FONAENF is a tool that has been set up for four kinds of literacy providers:

- the state and local communities
- technical and financial partners
- literacy operators
- the private sector

The FONAENF organization includes:

- ✓ The General Assembly (Assemblée générale/AG)
- ✓ the Board of Directors (Conseil d’Administration/CA), comprising 11 members
- ✓ the National Financing Committee (Comité national de financement/CNF), composed of five members (cf. Art. 27 of the statutes)

- ✓ Regional Financing Committees (Comités régionaux de financement/CRF), composed of seven members (cf. Art. 30 of the statutes)
- ✓ Provincial Financing Committees (Comités provinciaux de financement/CPF), also composed of seven members (cf. Art. 33 of the statutes)
- ✓ Members of the Honor Committee (Comité des membres d'honneur/CMH)
- ✓ General Directorate of FONAEF.

The makeup and functions of each of these entities are described in the basic texts, namely the internal Rules and Regulations. As for the General Directorate, its operations and responsibilities are governed by a manual of administrative, financial and accounting procedures on one hand, and by a field manual for literacy operators, on the other.

51. The criteria for the eligibility of a FONAEF are:

Have a legal “acknowledgement of receipt” confirming AEF operator status

Have a registered office and a fixed address

Have their own resource personnel with accredited skills to undertake these activities or, failing that, to be able to draw on these resources elsewhere

Have at least three years experience in literacy training and/or nonformal education

Be ready to open a bank account exclusively dedicated to receiving funds for the project

Hold an accreditation concerning past performance or credibility from the Provincial Department for Basic Education and Literacy

Be ready to cooperate with the Ministry for Basic Education and Literacy’s decentralized technical services for supervision and evaluation

Have documents promising to open centers, countersigned by representatives of the communities which will benefit from the project

52. List of technical and financial partners contributing to funding

Canadian cooperation

Dutch cooperation

Danish cooperation

Swiss cooperation

Belgian cooperation

French cooperation

World Bank

African Development Bank

From 2002 to the present, the FONAENF has received from the Burkinian state and its technical partners and sponsors a total sum of four billion one hundred and seventy seven million, nine hundred and eight-nine thousand and five hundred (**4 177 989 500**) CFA francs.

2.2.5 The gender dimension of AENF

53. In Burkina Faso, gender is also taken into account when developing and implementing literacy policies. Thus, it is stipulated that student recruitment in CPAFs and CEBNFs must assure a parity of women to men. The access indicators for PDDEBs specify 60% of women for initial literacy, while the CEBNF stipulates 15 girls for every 15 boys.

Indicator table for PDDEB taking into account the gender factor in terms of achievement

Indicators	2002/2003	2003/2004	2004/2005
Number of learners evaluated for Initial Literacy (AI)	131 045	153 667	172023
% of women evaluated for AI	56,00%	56,09%	88,52%
Number of learners evaluated for AI in 20 Priority Provinces (PP)	66 492	76 184	79251
Rate of success in AI exams	68,66%	74,54%	76,2%
Number of learners evaluated for Complementary Basic Education (FCB)	41 222	56 328	80021
% of women evaluated for FCB	51,68%	52,89%	52,12%
Number of learners evaluated for FCB in 20 PPs	24 139	28 514	38806
Success rate for FCB	82,00%	84,82%	84,32%
Numbers declared literate	33 802	47 780	67 472
% of women declared literate	47,57%	51,29%	83,61%
Number of learners achieving literacy in 20 PPs	19 810	24 258	32 422
Success rate for literacy	31,70%	30,93%	37,01%

Source: PDDEB biannual report, 2005

54. Likewise, literacy trainers are asked to take into account the activities of women when developing their program. Nurseries are even set up so that women can attend literacy classes.

In the choice of operators eligible for receiving financial support from the FONAENF, particular attention is given to submissions by female operators. Moreover, learning materials are offered free of charge to women in literacy centers. Gender is also taken into account in the choice of literacy trainers.

55. With the aim always of correcting inequalities, a literacy program for “9,000 girls and women” was jointly carried out by OXFAM-QUEBEC and TIN-TUA, financed by the Canadian International Development Agency (CIDA), to assist three priority provinces in the eastern region. The operation, which was carried out between 2002 and 2004, allowed the opening of 300 new AI centers to reach 8,965 learners of the 9,000 targeted, 3,116 of whom were declared literate (TIN-TUA Report, 2004). Finally, it should be noted that within the framework of the Ten-year Plan for the Development of Basic Education (PDDEB, emphasis was placed on achieving adult literacy in twenty of the country’s poorest provinces.

5.2.6 Supervision, evaluation and certification

Supervisory measures

56. Supervision-support-evaluation influences the efficiency of literacy activities, because it makes it possible to certify learning and resolve problems. For this purpose, there are several levels of involvement:

- ✓ *Internal supervision-evaluation at the operator level*
Each operator sets up internal measures for supervision-evaluation which clearly describe for each actor (whether trainer, supervisor, or coordinator), the tasks, tools, frequency, and means for collecting and analyzing information.
- ✓ *Internal supervision at the community level*
The community oversees efficiency through a management committee set up to monitor the center’s operations, social awareness, student attendance, and the presence of personnel (trainer, supervisor) etc.
- ✓ *External supervision-evaluation by independent MEBA services*
The literacy services, with the participation of those responsible for basic education school districts, see that all educational regulations are respected, and that includes respect for the program’s principles and goals (application of guidelines and recommendations; campaign launch; pedagogical, administrative and technical supervision based on random checks; attendance; external evaluation).
- ✓ *External valuation and certification*

The Literacy Service (Service d’alphabétisation/SA) of the Provincial Department for Basic Education and Literacy (DPEBA) is responsible for evaluating the learning process (Initial Literacy; Complementary Basic Education; Cultural, Scientific and Technical Training; Learning Basic and Functional French). When necessary, the SA calls in resource personnel to carry out this work. It is also responsible for the preparation, organization and gathering of data; undertakes analysis, and produces reports under the supervision of the DPEBA, or the head of the basic education division (Chef de circonscription d’éducation de base/C.CEB).

57. The main difficulties for controlling activities (after a recently carried out study done by NAPON, 2004):

a. At the level of state services

Lack or insufficiency of logistical means both at central level and on the ground to assure supervision-support

Insufficient qualification of certain agents within literacy services

Insufficient involvement of DPEBA and literacy services in controlling certain operators

Unavailability of supervisory tools

Lack of expertise in collecting and processing statistical data

No resources for following the evolution of the subsector

b. At the operator level

- Lack of punctual supervision at every level
- Insufficient training for coordinators/evaluators

The inefficiency of the supervisory system hampers the ability of the Ministry to coordinate literacy activities. This explains why a significant number of operators do not assure Complementary Basic Education, and are unable to organize Specific Technical Training (Formations techniques spécifiques/FTS).

5.2.7 Measuring the right to basic education, a key step towards an integration of formal and nonformal methods in the area of evaluation

58. Education is a fundamental right to which all citizens have a claim, including children and adults. Up until now, recognizing this right has been achieved through law and legislation (the Constitution, Educational Outline Acts, etc.) which supervise the education system. Today, thanks to the Interdisciplinary Institute for Ethics and Human Rights (Institut interdisciplinaire d’éthique et des

droits de l'homme/IIEDH) of the University of Friburg in Switzerland, and the Association for Promoting Nonformal Education (Association pour la promotion de l'éducation non formelle /APENF), Burkina Faso has a control system to measure the right to education. This control system includes a certain number of indicators which take into account various aspects of the educational system to measure the efficiency of this right to education. Using a set of evaluation criteria common to the entire education provides an evaluation grid for measuring the real quality of our educational system.

5.2.8 The print environment and editorial policies

59. The lack of documents in the field (basic documents, such as manuals and guides in AI, FCB and post-literacy) have led the authorities to formulate an editorial policy with the support of the "Partnership for Nonformal Education" (Partenariat pour l'éducation non formelle/PENF). The editorial policy makes it possible to have a reference point for defining the prerogatives of the state, its partners and operators in the area of Literacy and Nonformal Education (AENF) publishing. To implement the editorial policy, a commission was created: the National Commission for Publishing Educational Documents (Commission nationale de publication des documents didactiques en AENF/CNPDD).

5.2.9 Institutional measures and the strengthening of AENF capacities

60. The creation of centralized and decentralized departments by the Ministry for Basic Education and Literacy (MEBA) was vital for bringing together the two subsectors, which had been working separately until recently. Since the creation of the MEBAM (now called the MEBA), the regional Departments for Basic Education and Literacy (DREBA) and their provincial counterparts (DPEBA) have as their mission the management of the entire basic education system. To achieve this, training modules based on literacy theories and practices have been developed for the training of inspectors and the heads of basic education districts so that they can supervise literacy centers, nonformal education centers and other AENF structures. Note in passing the designation “basic education districts” (circonscription d’éducation de base/CEB) which provide an integrated vision of the two subsystems. Moreover, a project has been drawn up with the aim of rationally using educational infrastructures for literacy during night courses or on days when schools are normally closed.

61. Institutional resources set up for strengthening the subsector:

- ✓ The General Directorate for Literacy and Nonformal Education (Direction générale de l’alphabétisation et de l’éducation non formelle/DGAENF), which defines the prerogatives of the MEBA, is responsible for implementing state policy in matters of literacy and nonformal education. It includes two technical departments: the Department for Literacy/Training for Development, and the Department for Nonformal Education.
- ✓ The General Directorate of the Center of Research for Educational Innovations and Training (Direction générale du centre de recherches en innovations éducatives et de formation /DGCRIEF) was created to reinforce this integrating vision of basic education by taking into account all of the innovations relative to basic education. The DGCRIEF expresses the MEBA’s commitment to making quality basic education widely available. It above all aims at promoting and developing research in basic education, assuring continuous education for personnel, both at the formal and informal level, improving the quality and the relevance of basic and nonformal education, and presenting outstanding initiatives and innovations. It includes two departments: the Department for Research and Pedagogical Development (Direction de la recherche et du développement pédagogique/DRDP), and the Department for Research, Innovation for Nonformal Education and Literacy (Direction de la recherche, des innovations en éducation non formelle et en alphabétisation/ DRINA).
- ✓ The 13 Regional Departments for Basic Education and Literacy (Directions régionales de l’enseignement de base et de l’alphabétisation/DREBA) and the 45 Provincial Departments for Basic Education and Literacy (DPEBA) develop provincial action plans by integrating the two

subsystems, thus contributing to the process of strengthening the subsector which since 2002 benefits from the coordination of the Junior Minister responsible for Literacy.

5.2.10 The partnership framework and organizing the field of literacy

62. The energy that the subsector of nonformal education enjoys is due to its partnership. A partnership framework in cooperation with the state and technical and financial partners on one hand, and on the other, between the state and civil society through AENF operators, encourages and organizes the field of AENF activities which is expressed in its structure and the full control of its programs. The framework of cooperation with NGOs and basic education associations (Concertation en Education de Base/CCEB), the Association for Promoting Nonformal Education (Association pour la promotion de l'éducation non formelle/(APENF), the Partnership for Nonformal Education (Partenariat pour l'éducation non formelle/PENF), among others, have made possible a better control of the field of literacy by undertaking serious studies on AENF, and by their constant support in developing nonformal education. Through its operational structure, the FONAENF, is a driving force around which partnership is organized.

However, while recognizing this energy, a recent forum recommended a more active partnership, with the clear definition and sharing of missions and roles among key players in a spirit of complementarity.

6. CHALLENGES AND PERSPECTIVES

6.1 Challenges

6.1.1 The problem of national languages and the literate environment

63. If introducing national languages within the education system has been achieved, it is no less true that they remain marginalized in administrative, socio-economic and national policy activities; and the provisions of the basic law on national languages are insufficient to favor their real promotion. It is true that national languages are used in the media for news (seven languages in all), but this is far from favoring the emergence of a literate world in national languages in which readers/writers in the national languages could transparently interact with those using French. This state of affairs is due to the lack of literature in national languages and the marginalization of those who have acquired the

ability to write in the national language but with little scope to do so, and the inability of French speakers and writers to communicate with them.

“If the conditions for communication and transmitting information are not created between those literate in the national languages and those who speak and write French, no literate environment can exist for those who read and write the national languages. Nor can knowledge and technologies be transferred to them. This cannot be achieved without the efficient contribution of those literate in French who via translation can make scientific and technical documents accessible to their literate counterparts.” (B.Sevdou SANOU, 1996).

6.1.2 The diversity and multiplicity of nonformal actors

64. In the field, those involved in literacy and nonformal education act independently, without consultation between them, or official instructions in terms of defined objectives, means, and approaches. An inventory of nonformal education drawn up in 1998 by the Association for the Promotion of Nonformal Education (APENF) counted around 400 actors in literacy and nonformal education. They were randomly involved with their activities and not subject to state control. The creation of a concerted framework for those operating in AENF was deemed necessary to serve as an interface between the state and civil society.

6.1.3 The state’s lack of means for supporting the literacy subsector

65. Literacy activities are above all financed by literacy operators, technical and financial partners of bilateral or multilateral cooperative efforts, who technically or financially support agricultural organizations, associations, or village groups.

As for the state, its contribution before the implementation of the “make-do” strategy was each year less than 1% of the budget allocated for the literacy subsector. What’s more, these public efforts were dedicated to the operation of centralized and decentralized organizations, to the production of teaching materials, to CPAF equipment in terms of shared materials and logistics. This weak state involvement in financing literacy and nonformal education meant that the new operators who did not have financial aid were left out in the cold and were not able to provide literacy, and those with only limited financial support were unable to offer a complete literacy program, and were often limited to offering partial literacy which leads to an early return to illiteracy.

6.2 Forces and potential

66. The forces and potential which have been identified appear as milestones which promise better days for nonformal basic education and for all personnel within the subsector who have been hitherto ignored. These forces and potential are as follows:

6.2.1 The setting up of a national Forum for Literacy every three years

67. The national Forums for Literacy provide a framework for cooperation where all literacy actors are encouraged to consider operational responses to questions which have arisen concerning the development of literacy and nonformal education. These considerations also relate to synergy for action and the dynamics of partnership which could favor quality, as well as consolidate literacy activities and their development. Two forums were held. The first, in September 1999, made it possible to achieve very important advances for literacy and especially the creation of a State Department which was given the task of advancing literacy and nonformal education, now the Junior Minister's Cabinet. This allowed the implementation of the most important strategic options and the drawing up of a "make-do" strategy with the creation of a Fund for Literacy and Nonformal Education (FONAENF).

68. The second National Forum for Literacy, in December 2004, had as its theme *"the 'make-do' strategy for a synergy of activities aimed at reducing poverty."* Among other issues, participants examined the problem of dropouts, pathways between formal and nonformal education, reinforcing the capacity of operators in AENF, and providing support for new operators. At the end of the sessions, participants of this second forum adopted the AENF policy statement and 16 recommendations which were to guide the future of the AENF sector.

6.2.2 The "make-do" strategy and providing funds for literacy and nonformal education (Funds pour l'alphabétisation et l'éducation non formelle/FONAENF)

69. Since the adoption of the "make-do" strategy whose basic principle is the sharing of roles between the various actors of AENF which are the state, civil society, basic communities, and technical and financial partners, the AENF has carved out an important place in the education system because it is better organized, and better structured. The observable gains are due to the unprecedented role of AENF within the education system. It is omnipresent in major educational initiatives, such as the

adoption of the education policy (June 2001) and of the first operating plan of the PDDEB which has both a formal and nonformal component, in both physical and financial terms. This plan was accepted by all partners and the government, allowing literacy and nonformal education to be recognized as an integral part of national education policy for all. Then there was the successful formulation (November 2002) of a request within the Fast Track program to achieve universal education and 60% literacy rates by 2015. Initially, this place within Fast Track program was not recognized, as though one could achieve universal education within the environment of mass literacy! At the institutional level, other achievements were the setting up of a government Department for Literacy and Nonformal Education (2000) which later became the Junior Minister's Cabinet (June 2001), a General Directorate for Literacy and Nonformal Education, and a Research Center for Educational Innovations and Training. This allowed the state to assert its prerogatives concerning nonformal education within the framework of the "make-do" strategy.

6.2.3. The strategic framework for the Fight against Poverty and the Ten-year Plan for Developing Basic Education 2001-2010

70. The strategic framework of the Fight against Poverty is the reference for all development partners. The government has chosen basic education as a priority in its strategic framework for the Fight against Poverty. To assure the disadvantaged with access to a minimum level of education, it drew up a Ten-year Plan for the Development of Basic Education (PDDEB). The Plan aims at the quantitative and qualitative improvement of basic education both at the formal and nonformal level by raising the rate of enrollments in literacy respectively to 42.7% and 28% in 2001, and 70% and 40% by 2010. To achieve this, the portion of the state budget earmarked for nonformal education should rise from at least 1% in 2001 to 20% in 2010.

71. Thus, with the resources of the Heavily Indebted Poor Countries (HIPC) initiative awarded to Burkina Faso in the strategic framework of the Fight against Poverty, and the resources of the PDDEB, there's no doubt that these objectives will be achieved.

6.2.4 The importance of forming local communities

72. This awareness is evident in the desire of people and especially of women to obtain an education. The rate of participation of women in literacy programs has increased from 36.97% in 1995 to 57.7% in 2004 (Source SP/PDDEB). The state must not let this motivation wane and should do everything possible to allow these people who are eager to learn to achieve their full potential and realize their objectives.

6.3 Synthesis of the main problems

73. By analyzing the limits and potentials above, the literacy and nonformal education sector is confronted with the following major problems:

- ✓ insufficient cooperation on policy and strategies with organizations of civil society, basic communities, the scientific and technical community, and financial partners
- ✓ the enduring marginal role of national languages in administrative life
- ✓ the absence of measures favoring the use, retention and further development of literacy skills
- ✓ the lack of a support mechanism for communities that can help them draw up and implement tailored literacy programs in response to their needs and own daily activities
- ✓ the absence of a framework for implementing and decentralizing the management of literacy and nonformal education programs

6.4 Priority actions

6.4.1 Strengthening skills and research

74. Programs will only have a chance of success if they are accompanied by measures to strengthen the skills of all actors, especially at the level of civil society and basic communities to allow each and everyone to play his/her part just as it is defined in the “make-do” strategy. In addition, it is important that researchers are involved in innovative activities developed to improve the quality of trainers. These measures make it possible to organize current activities, and capitalize on lessons learned, and to share best practices so as to enrich the entire process.

6.4.2 Social mobilization

75. Social mobilization is also important to achieve the aims of literacy based on the effective involvement of all actors. The success of literacy programs and the continuity of activities can only be built on the increased responsibility of basic communities considered as the final beneficiaries. This responsibility should extend from initial program design to final evaluation.

6.4.3 Correcting disparities between regions, genders, and the social-economic conditions of basic communities

76. Literacy programs within the strategic framework of the fight against poverty must take into account disparity which compromises the success of Education for All and the principle of equity. This is why the following targets must be a priority:

- ✓ Women, especially in the poorest rural zones
- ✓ Young children from nine to 15 years, whether enrolled or not
- ✓ Poor populations from the provinces where the literacy rates are lower than the national average (the 20 priority provinces as defined by the PDDEB).
- ✓ Children in the low age group (0-6 years), women attending literacy centers so as reduce the dropout rate and increase the rate of success

6.4.4 Mobilizing financial and management resources

77. For an increased education "supply" which is more in keeping with "demand" and the specific needs of those targeted, a mobilization of financial resources is necessary to implement programs of prime importance.

6.5 Priority programs

78. Priority programs must, in our opinion, be based on an analysis of the needs and challenges that society is facing. What are those needs and challenges? According to a study done in June 2002 by the SE-AENF in an attempt to draw up a *"consensual technical document on the profiles, areas and content of literacy and nonformal education,"* the needs and challenges facing society are:

- ✓ the breakdown of the traditional family structure, with as a corollary the decline of solidarity and family influence on individuals and society
- ✓ illiteracy among young people and adults, with as a corollary the difficulty of using indispensable modern tools efficiently so as to fully participate in the socio-economic development of the nation

- ✓ increase in poverty, with as a consequence precarious purchasing power, and for rural populations the difficulty of paying for the cost of education
- ✓ increase in unemployment which is which is seen by young people as a cause of social exclusion and injustice
- ✓ acceleration of migratory movements, with the risks of AIDS and sexually transmitted diseases, discriminatory treatment linked to xenophobia, the attractions of drug use in the drift into delinquency
- ✓ development of mass media proposing, especially among young people, lifestyles and models that have nothing to do with their own surroundings

79. Faced with these realities, most illiterate basic communities find themselves incapable of taking part fully, not only in their own development, but also in the development of the society to which they belong. As for young people, they are in a state of anxiety and uncertainty about being able to live a happy life. Nonformal education must meet their concerns and help them to fulfill their futures. These programs must also take into account:

- ✓ challenges of a political nature, such as democracy, good governance, decentralization
- ✓ social challenges such as the AIDS pandemic, solidarity, gender, and the culture of peace
- ✓ challenges of an economic nature such as: the production and exchange of goods, globalization and the struggle against poverty, the improvement of the means of production

80. Nonformal education, whose mission it is to meet the educational needs of the masses, must strive to help shape the type of men and women that tomorrow's world needs.

Priority programs must also take into account the specific needs of adults which are:

- ✓ build a solid foundation for the personality, founded on self-confidence and social values
- ✓ contend with change, in all its aspects
- ✓ master technical progress
- ✓ harmoniously integrate into one's surroundings

7. CONCLUSION

81. Access of the greatest number of people to relevant, quality education not only raises the problem of means, but also, and especially, the problem of defining educational policies and strategies which

are both coherent and effective. If for various reasons (a lack of the educational "supply", or the intrinsic weakness of the system), the formal system cannot alone meet the goal of Education for All, it is necessary to diversify the formulas of education to increase the educational "supply," while never losing sight that these alternative formulas must not only be efficient, but coherent enough to allow an interaction between them and the formal system. Because of its flexibility, nonformal education is potentially capable of meeting the shortcomings of the formal subsystem, if only one can grant it the resources it needs to thrive.

8. Bibliography

- APENF (2002) - Repertory of literacy operators (Le repertoire des opérateurs en alphabetization)
- BALIMA Pierre (2000) Study for reinforcing skills (Etude sur le renforcement des capacités) (literacy sector, secteur de l'Alphabétisation), CAPES,
- BALIMA Pierre (2000) Developing a program for training agents of the Department of Literacy and the Promotion of National Languages (Elaboration du programme de formation des agents de la Direction de l'Alphabétisation et de la Promotion des Langues Nationales) (DAPLAN), N'Djaména (Tchad-UNESCO).
- BALIMA Pierre, et al. (1994) Evaluation of literacy programs/training for state or private partners who obtained the support of Swiss cooperation from 1991 and 1993 in the provinces of Yatênga, Oubritênga, Houet, Boulgou and Sanmatênga. (Évaluation des programmes d'alphabétisation/formation des partenaires étatiques ou de droit privé ayant bénéficié de l'appui de la Coopération suisse de 1991 à 1993 dans les provinces du Yatênga, de l'Oubritênga, du Houet, du Boulgou et du Sanmatênga.
- BOLY BARRY Koumba, NAPON Abou (2004) Literacy and nonformal education: inventory, the African challenge (L'alphabétisation et l'éducation non formelle : état des lieux, enjeux et défis en Afrique).
- LAGIER Fabienne (2000) Symposium report on the dynamics of nonformal education, working group ADEA nonformal education. Biennial of the ADEA, Johannesburg from 5 to 9 December 1999 (Rapport du Symposium sur les dynamiques de l'éducation non formelle, Groupe de Travail sur l'éducation non formelle de l'ADEA. Biennale de l'ADEA, Johannesburg, du 5 au 9 décembre 1999.)
- NAPON Abou (2004) National report on the policies and practices of literacy and nonformal education in Burkina Faso (Rapport national sur les politiques et pratiques d'alphabétisation et d'éducation non formelle au Burkina Faso.)
- NIAMEOGO Anatole (1996) Literacy in Burkina Faso (L'alphabétisation au Burkina Faso).
- NIAMEOGO A.(2002) - Literacy and nonformal education: inventory, AREB workshop (l'Education Non Formelle : Etat des lieux, Atelier de l'AREB).
- DGINA - Study of convergent activities to reach a 40% literacy rate by the year 2009 (Etude des convergentes Pour atteindre un taux d'alphabétisation de 40% d'ici l'an 2009).
- DIAGNE A. W. (2000) - The "make-do" strategy for literacy (La stratégie du « faire-faire » en alphabetization) (BELOISYA, the World Bank).
- IIEDH, APENF (2005) – Right-to-education measures (La mesure du droit à l'éducation, édition Khartala).
- MEBA (2002) – Consensual technical document on profiles, areas, and curriculum for literacy and nonformal education (Document technique consensuel sur les profils, domaines et contenus de formation en alphabétisation et éducation non formelle).
- MEBA (2000) Ten-year Plan for Developing Basic Education (Plan Décennal de développement de l'Education de base) (PDDEB)

MEBA(2000) - Development plan for nonformal education (Le Plan de Développement de l'Education Non Formelle)

MEBA (2002) Production on the efficiency of the three phases of literacy (Production sur l'efficacité des trois phases d'alphabétisation)

MEBAM (1993) Integrated strategies for eliminating illiteracy (Stratégies intégrées d'élimination de l'analphabétisme)

TAPSOBA Sibry JM, TIENDREBEOGO Alice, KASSOUM Sabiou (2000) Policies relating to Education for All in Africa, a reference and framework for the experiments in Burkina Faso (Les politiques d'éducation pour tous en Afrique, cadre référentiel et expérience du Burkina, Bureau Régional du CRDI pour l'Afrique de l'Ouest et du Centre).

Biography:

BALIMA Pierre, linguist, postgraduate diploma (Diplôme d'Etudes Approfondies/DEA) and a BA (Certificat de maîtrise/C₂) in the sociology of education and rural sociology (education option). Retired since July 2003, consultant for the literacy program at the permanent headquarters of the Ten-year Plan for Development of Basic Education (PDDEB).

Those responsible for programs work under the direct authority of the permanent headquarters and assist planning through to supervision/evaluation and implementation of the various components of the PDDEB. They also support the technical departments in the execution of missions which have been assigned to them.

President of the Special Committee II: "Education for All, continuing lifelong education." The special committees debate questions concerning UNESCO's responsibility, and prepare the general UNESCO conference by examining projects coming under the umbrella of UNESCO's programs and budgets. As such, I have been involved since 2001 in UNESCO's general conference sessions.

Previous responsibilities

General Director of the National Literacy Institute, Secretary of the National Committee for Implementing an Integrated Plan to Eliminate Illiteracy, technical adviser for the Ministry of Basic Education and Literacy, technical adviser for the Secretary of State responsible for Literacy and Nonformal Education.

Publications

"Manual of Mooré Grammar," Co-author, 1993

"Written Mooré or a manual for writing the Mooré language (*Le mooré s'écrit ou manuel de transcription de la langue mooré*) (privately published) – Imprimerie Presses africaines, 1997

"Guide for written Mooré" (*Guide de transcription du mooré s'écrit*) - Imprimerie Presses africaines, 1997

These manuals were designed to be used at secondary school level (national language option) and in nonformal education. *Written Mooré* is especially used for teaching the basics of writing by teachers and trainers in satellite schools, bilingual schools, and centers for nonformal basic education, and to help all those who speak the language, but cannot write it. They learn how to write in order to communicate through writing with literate students.

Other publications

Language is the most shared thing in the world (La langue est la chose au monde la mieux partagée), an article published in the local press in November 2005 during the summit on *Francophonie* in Ouagadougou. This article was written to encourage intellectuals to have a positive attitude towards national languages. *Education and Training in Chad: a collection of thematic studies (Education et Formation au Tchad : recueil d'études thématiques)* in the collection *Education policies and strategies*, UNESCO (ED-2002/WS/12). The studies were carried out by a team of UNESCO consultants, of which I was a member.

Work in progress

I am working in the area of publishing in national languages, in cooperation with native writers.

Pierre BALIMA
Linguist
Chevalier de l'Ordre des Palmes Académiques