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Burkina Faso's experience of planning and implementation of EFA**Burkina's position after the Dakar Forum**

The country's position was clear: the national EFA action plan is the Ten-Year Basic Education Development Plan (PDDEB) 2001-2011.

The extent of the plan, in relation to all the Dakar goals, has been established.

The strategy adopted to take into account the Dakar goals not included in the PDDEB involves gradually incorporating them during the plan's implementation, so as not to disturb the machinery in place.

The TFPs and civil society agree on this.

This choice is credible and in line with the strategic approach spelled out in Dakar. The PDDEB's flexibility and adaptability (phased programming and yearly action plans) means it is technically feasible.

The PDDEB and the PRSP (Poverty Reduction Strategy Paper)

The PRSP is the reference for the PDDEB, which is considered the application of the PRSP's strategic educational options.

Organisation of planning

Planning has been done at two complementary levels:

- **Central**

The government has set the goals, chosen its strategy and taken political steps to ensure the programme's technical, institutional and financial feasibility. To make the choices more real, in terms of access, educational quality and ability to run the system, all parties to the programme (the government with an inter-ministerial group, the TFPs, civil society and consultants) conferred over a 10-day period in groups dealing with different topics. This helped to give content to the various parts of the programme.

The advantage of this was the time saved and the chance to hear and discuss the input of each party involved.

Planning has been done taking into account the resources available: government funding commitments, TFP promises and programmes and projects already under way.

The key to this set-up is government leadership.

Problems include weak technical capacity of the planning ministry and managing the strategies chosen.

- **Decentralised**

Based on the structure established at central level, each province draws up a yearly action plan. These make regional action plans that together comprise the national one each year. Central government funding is sent to the provinces to pay for their yearly action plans in full.

The advantage is that decentralised drafting of the action plans gives the programme a flexibility that allows adaptation and adjustment each year.

Partnership and consultation

■ ***PDDEB planning machinery***

-- Existence of a dialogue framework between TFPs, MEBA and civil society has been a key factor in drawing up the PDDEB.

-- Parties involved in PDDEB planning:

TFPs: all bilateral and multilateral partners operating in education, including certain sponsors of EFA (the World Bank, UNICEF, UNESCO)

Civil society: national and international NGOs, parent-teacher associations.

Teacher trade unions were not involved. This is because of the history of relations between the government and the unions in Burkina.

Civil society's contribution has not been pre-defined or limited. It has been focused, like the TFPs, in fields where it thinks it can best contribute. However NGOs and community groups are most active in pushing informal education, school health-care, innovation and support for communities.

Universities have been individually involved in doing grassroots research, but the role of such research is minimal.

■ ***Incorporation of Dakar goals that are absent or insufficiently addressed in the PDDEB***

-- *An EFA consultation group* exists, comprising an inter-ministerial committee (five ministries and the MEBA) and civil society and talks have begun to incorporate all the Dakar goals in the PDDEB with the aim of meeting the MINEDAF VIII deadline. But integration into the PDDEB machinery remains to be done.

-- *Public discussion and the media's role in EFA*. There is public debate about educational development in Burkina, especially through the PDDEB, but it does not get much media coverage. EFA seems to be relegated to the sidelines and treated as something for experts.

Funding sources

■ ***National budget***

■ Funding of 18% of the programme's first phase.

-- Government commitment: the share of public money earmarked for education will rise from the present 19.6% to 23.7% in 2011, and basic education's share of the total education budget will stay at 60%, including 7% for informal education programmes.

-- ***HIPC funding***: contribution estimated at 12.5% in the first phase of PDDEB

-- ***Ongoing projects and programmes***: 11% of cost of first phase.

-- ***TFP funding committed to sectoral budget support*** (CIDA, the Netherlands, World Bank): 30% of the first phase. Support anticipated from Belgium, Sweden, Japan and the Inter-American Development Bank.

-- ***Fund for the Development of Informal Education***. An association receiving public funds (national budget and HIPC), as well as contributions from TFPs, the private sector and other donors to finance programmes run by NGOs and community groups. The Fund is being built up and has promises of contributions.