
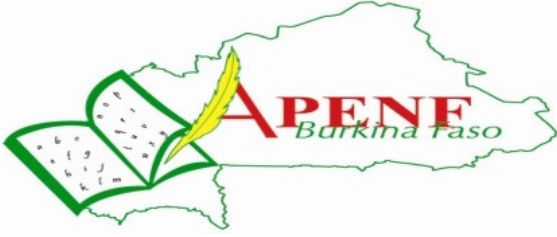


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## Learning from Reflect experience in Burkina Faso

**Final Report, August 2010**

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## Introduction

Human Capital remains one of the major determinants of sustainable human development, as indicated by the correlation between levels of schooling, poverty and literacy and national socio-economic realities.

Non-literate people do not lack knowledge, know-how and inter-personal skills but in a world of constant evolution, illiteracy is a large-scale tragedy which reduces people's responsiveness to development challenges and limits people's access to technical information and knowledge that would render daily activities easier, more profitable and more beneficial. Thus significant improvement of human capital remains a prerequisite for sustainable human development.

Burkina Faso embraced « Education For All » (EFA) following the International Conference on Education in Jomtien in March 1990. EFA contributes to the achievement of the Millennium Development Goals (MDGs), which aim to create a favourable environment for development and the elimination of poverty, to which education is central. Progress towards EFA requires improvements in access, quality, relevance and functioning of education systems. The processes developed after the education debate in 1994 and the implementation of the *Ten-year Basic Education Development Plan* (PDDEB) aim to tackle these factors which are central to the emergence of an effective education system. The PDDEB plan includes non-formal education through the adoption of the *faire-faire* strategy which comprises a partnership between State and Civil Society, funded, since 2002, through the *Fund for Literacy and Non-formal Education* (FONAENF). The key objectives of this plan are to: (i) increase opportunities for both formal and non-formal education; (ii) improve the quality and relevance of the education system.

In other countries of the region such as Benin, the Gambia, Ghana, Guinea-Bissau, Mali and Mauritania (those countries which sent representatives to the exchange workshop in Burkina Faso), educational policies integrate the non-formal education sector as a strategy for developing holistic education systems. Encouraging State commitments, Civil Society Organisations in these countries are also committed to contributing to the development of non-formal education – understood as essential to economic development and social change. The analysis of non-formal education processes in these countries resembles that of Burkina Faso, even if certain experiences are more recent. It can be said that non-formal sector actors, Civil Society organisations in particular, seek to achieve similar objectives in the different countries concerned.

In the particular case of Burkina Faso, Civil Society is one of the components of the *faire-faire* strategy, thus contributing to the non-formal educational sub-sector. Committed to social mobilisation and community education, Civil Society advocates for the right to education for all and to the development of effective educational processes.

Amongst these contributions is research to ensure the quality of non-formal education provision and the promotion of educational and pedagogical innovations. Reflect is one of these.

In Africa, the Reflect approach has been known and practised for a number of years now, with rapid geographical expansion as reflected in the growing number of Pamoja-Africa [Africa Reflect Practitioners' Network] member countries. In Burkina Faso, the *Association for the Promotion of Non-formal Education* (APENF), supported by the Swiss Cooperation's *Literacy Programme*, has promoted Reflect since 2000 and Reflect now represents the second most

practised approach to non-formal education, superceded by only the «classical literacy» approach developed and promoted by the State.

However Reflect suffers from lack of capitalisation of good practice, particularly in Burkina Faso. Despite the progressive spread of Reflect in Burkinabé communities, the approach has not benefited from any in depth research or systematic reinforcement of implementation strategies to increase its impact. Such a process, with the inclusion of specific experiences from other countries of the region, can provide a rich source of learning from analysis of shared challenges and problems.

*Capitalisation* means giving value to a capital; that is to know, understand and value this capital. It refers to mechanisms contributing to socio-economic effectiveness and to promoting new practices as necessary. In its first phase this capitalisation exercise entails researching current existing processes in their different cultural and socio-economic contexts. Such research includes: curricula, pedagogies, local mechanisms, the uses made of literacy including the educational progression. It also looks at the promotion of socio-economic learning and related transformational processes and lessons learnt. In addition the capitalisation would not be complete without assessment of future potential and this constitutes the second phase.

The present report concerns the results of the research phase. Key points include methodology, objectives and key tasks, the theoretical basis of Reflect, internal and external effectiveness of implementation and analysis of practice. The lessons learnt will serve as orientation for future improvements.

This report starts by sharing the case study of Burkina Faso before going on to look at experiences in other African countries. This analysis was the key theme of the international exchange workshop held in Ouagadougou, Burkina Faso, the 12th and 13th of July 2010.

# I. Research Framework

## 1.1. Objectives

The general objective of this Capitalisation process is to contribute to the analysis and improvement of the internal and external effectiveness of Reflect through the lessons learnt across the sub region.

Other key objectives for this phase of documentation & dissemination are:

- To reinforce the synergy of actions amongst Pamoja West Africa's member countries through exchange of experiences;
- To learn lessons from experiences in participating country to build future actions to develop quality education systems linked to responsible citizenship and local, national and regional development;
- To produce and document the assessment process, together with the actors concerned by this innovation;
- To reinforce the human capital to assess the internal and external effectiveness of Reflect initiatives including representatives of Anglophone, Arabophone, Francophone and Lusophone African countries in consideration of pedagogic added value.

## 1.2. Expected Results

The expected results for the first phase of capitalisation exercise are found at two levels:

- Local organisations using Reflect are expected to gain methodological and operational skills in evaluating and assessing their processes and progress towards improved non formal education opportunities.
- Pamoja-Burkina is expected to benefit from:
  - ✓ Collaboration with other Pamoja-Africa country members;
  - ✓ The documentation of experiences of implementing Reflect and dissemination within the Pamoja-Africa network. The document is required to cover the curriculum framework for the Burkinabé context and provide an exploratory analysis of Reflect effectiveness through looking at the experiences across the region.
  - ✓ The reinforcement of the trainers' capacity to implement field research.

## 1.3. Main Tasks

This capitalisation process consisted of the following components:

- The active involvement of Pamoja-Africa country representatives;
- A description of the education curriculum;
- Determination of the national geographical and linguistic spread of Reflect;
- The discovery of indigenous implementation mechanisms at different levels of the educational process;
- Analysis of internal effectiveness;

- Analysis of external effectiveness – comprising impact on local development, including gender;
- The effect of chosen implementation and assessment mechanisms on internal and external effectiveness;
- The identification of mechanisms, strategic options and lessons learnt;
- The improvement of technical capacities of local actors to organise and facilitate participatory assessments of organisations practising Reflect;
- The production of a document including Burkina Faso’s case study and the analysis of Reflect effectiveness.

## **1.4. Methodological Approach**

The meaning of the concept « capitalisation of experiences » varies.

The present capitalisation process aims to be a formative evaluation process, that is to say an effective learning assessment, as underlined in the introduction of this document.

This capitalisation is a process that identifies and explores effective mechanisms and promotes the spread of these for wider returns. It aims to provide transversal coverage of Reflect initiatives looking at: planning, implementation, use of literacy and organisation. The importance of the latter resides in the fact that effective organisation remains a key determinant for achieving the desired results. Moreover, this capitalisation respects the principles of ownership and empowerment inherent within such a learning assessment. This assessment can only be effective if programme operators and other local actors can make use of the results; this requires that such actors are an integral part of the process, which enables them to see their own project in a new light and to discover applicable ways of improvement.

### **1.4.1. Data collection**

This capitalisation includes Reflect experiences in other West Africa countries. Data has been collected at both the national and the Pamoja-West Africa network levels. It has also been collected for the territory covered by the *Working Group of Non-Formal Education (GTENF)* in Africa through a sample of countries and considering the linguistic diversity. Thus, the countries involved are: Francophone Mali and Benin, Anglophone Ghana and the Gambia, Lusophone Guinea-Bissau and bilingual Francophone and Arabophone Mauritania. These countries responded to a questionnaire sent to them after their participation in the Burkina Faso workshop from 12<sup>th</sup> to 13<sup>th</sup> July, 2010. The questionnaire is presented in Appendix 1. The lessons learnt from the country experiences will help to reinforce the relevance and quality of non-formal education in relation to responsible citizenship, human rights and human development.

In Burkina Faso, institutions and communities provided the research environment. The *Association for the Promotion of Non-formal Education (APENF)*, Burkina Faso’s original promotor of Reflect, coordinated the process. Burkina Faso is implementing a policy of decentralisation to local government at Commune level, which gives added importance to exploring the experiences of Communes experimenting with Reflect. The villages and the various targeted APENF regional offices are identified in Appendix 2.



### ***1.4.2. Secondary data collection at the national level***

Field work was preceded by the gathering of secondary data. All Reflect implementing organisations in the countries concerned were asked to contribute.

The analysis of this data has provided significant information in its own right and also provided the basis for the field work phase.

### ***1.4.3. Field work***

The fieldwork consisted of analysis of curriculum, planning, implementation, use of literacy and the internal and external returns, using for the most part participatory Reflect tools.

A key concern was to facilitate the empowerment of local actors through the research. Sustainable community ownership of educational processes requires local capacity to test and evaluate such processes and develop and promote new processes as necessary. Thus the initiating organisation has an important role in facilitating this transfer of competence.

In line with the participatory nature of Reflect, gathering of field data was carried out by implementing organisations supported by APENF's regional offices and other initiating organisations. In their facilitating role of technical assistance they orientated and stimulated exploratory reflexions, gave the necessary emphasis to the process, favoured the consolidation of technical capacities and collected data of interest.

The collected data was disseminated to implementing organisations and to regional levels and has been the object of detailed analysis.

This approach focuses on facilitating the analysis of education and the appropriation of the results. The appropriation is meant to materialise, in the elaboration of a report by each implementing organisation in their language of choice to contribute to organisational archives and feed in to the ongoing process of developing the literacy environment.

The collected data was summarised for the needs of the international exchange workshop which represents a methodological component of this process of capitalisation.

## II. Presentation of Reflect

Reflect is the acronym of «Regenerated Freirian Literacy through Empowering Community Techniques». The adjective «Freirean » refers to the Brazilian philosopher and educator Paulo Freire, whose ideas are a major constituent of the conceptual basis of Reflect.

Reflect is an educational approach to social change and can be used for the teaching of literacy in this context. In the practice of Burkina Faso, it is a participatory, literacy and enabling process to promote social change.

Reflect was born following poor results from existing literacy programmes. A World Bank study (1995)<sup>1</sup> showed a rapid loss of skills in the majority of beneficiaries after one year. This suggested inefficient learning methods or programmes with no educational continuum. A loss of such magnitude also indicates ineffective programmes in terms of social change. Knowledge that gets easily lost means it is not adapted for reinvestment. Freire (1972)<sup>2</sup> mentions the need to link adult literacy to conscientisation. This conscientisation aims to allow learners to step back from their daily lives to perceive their situation from a different angle, and therefore, promote social change.

Reflect is practised in Africa, Latin America, Asia and Europe. Reflect is one of the rare non-formal educational approaches linking many African countries – be they Francophone, Lusophone, Hispanophone or Anglophone – as well as countries in other parts of the world. Reflect networking, coordinated across the region by Pamoja Africa, nourishes and promotes dialogue, innovation, capacity building and advocacy at local, national and international levels, contributing to making of Reflect a dynamic approach.

In Burkina Faso, Reflect has been in use since 2000. The Association for the Promotion of Non-formal Education (APENF) remains the current promoter with the technical collaboration of Pamoja-Burkina. The approach is nowadays part of the national educational landscape with presence in the various provinces and regions and within a diversity of socio-cultural, linguistic and gender contexts.

Reflect requires a structured learning framework based on dialogue, to facilitate: (i) learners' critical analysis of local and other realities through the questioning of development paradigms, power relations, gender, etc. (ii) the development of creative learning to build knowledge, required skills and actions for individual and collective wellbeing leading to social transformation. But what are the theoretical foundations?

### 2.1. Theoretical Basis of Reflect

Reflect takes its conceptual base from Paulo Freire, as well as Participatory Rural Appraisal techniques and gender and power analyses

For Paulo Freire, education is either domesticating or liberating. Domesticating education is characterised as a learning approach with imposed norms and use of primers: « There is an implicit concept exposed in the method and content of the primer, be it recognised or not (...) it is the teacher who chooses the words and proposes them to the learners (...). Learners must be filled up with words chosen by teachers. It is the profile of a person whose head (...) must be filled up or nourished in order to acquire certain knowledge ». This form of education sees learners as objects rather than thinking subjects.

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<sup>1</sup> Banque Mondiale (1995) Priorités et stratégies pour l'éducation. Une étude de la Banque Mondiale, 1995. Washington

<sup>2</sup> Freire, P. (1972) Action culturelle pour la liberté, Londres, Penguin Books Ltd, 1972

In such education, the adult person is often managed as a container, an objet in which to spread knowledge and pre-defined norms without considering what s/he knows and wants. This education views the teacher as the absolute knowledge holder with methods that limit the learners' involvement in the decisions that concern their own existence. Learning appropriation is not facilitated. For Paulo Freire, the knowledge transfer in the vertical, top-down mode is designed to fail. Knowledge cannot be imposed on those who learn. Each individual has the capacity to learn and participate. A synthesis of the teachers's systematised knowledge and that of the learner through dialogue is necessary.

Liberating education remains, on the contrary, closely linked to social change. For Paulo Freire it links literacy to conscientisation. He advocates that liberation be conceived as a process both of transformation of « myself » and of creation of a new society. Social change coming from the learnings implies the productive appropriation of these. In this sense, the process of learning, according to Freire, must not keep the person passive to make of her/him the object of the learning process. It must rather make of her/him a participant subject from whom the teacher can also learn in a process of constructive dialogue.

In short, liberating education is based not on primers but on the experiences and concerns of the learners to provide the context of an learning interactive process. This process makes learners thinking subjects, understanding objectives, analysing situations and developing skills for the challenges of social change. Such education requires dialogue (participation) and cares about the effective liberation of learners through learning appropriation. It is not about transmitting pre-defined contents to people but rather to support them with appropriate and participatory methods in order to put them in charge of the process and enable them to implement their know how and knowledge to achieve social change.

It is this Freirean concept of liberating education that constitutes one part of the theoretical base of Reflect. Archer & Cottingham (1997)<sup>3</sup>, explain that Reflect is also based on the thinking of Robert Chambers. Even if their philosophy remains divergent, Chambers believes, like Freire, in the existence of popular knowledge.

Reflect requires participatory methods for its operationalisation, notably the method of Participatory Rapid/ Rural Appraisal (PRA). PRA is linked to Chambers' thinking (1983; 1993)<sup>4</sup> and its concept of popular knowledge. PRA originated in response to the failure of classical models of research in rural areas. PRA offers procedures or visual tools that help stimulate people's participation in analysis and decisions. These tools have the advantage of being accessible to non literate people both from an operational perspective (as it is based on the visual side) and from a cost perspective (as it can be done on the ground drawing or using local materials).

PRA bases research on local knowledges and realities and facilitates active construction, knowledge appropriation and community commitment in local development. With these tools, people create an analytical language of possibility to create a new world.

Reflect is an educational approach that remains open and borrows current best practices of learning and participatory approaches. It values local knowledges and adapts to different contexts. It is not about a ritualisation or dogmatisation of Freire's work. Freire makes explicit this risk of ritualisation in his own work: « the way that a person has of applying, in her/his own context, one of the suggestions I have made, is precisely to remake what I have done, that is, not to follow me. In order to follow me, it is essential not to follow me » (Freire & Foundez, 1989)<sup>5</sup>.

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<sup>3</sup> Archer, D. et Cottingham, S. (1997) Reflect Mother Manual, A new approach to adult literacy. ACTIONAID, Hamlyn House, Archway, Londres N19 5 PG

<sup>4</sup> Chambers, R. (1983) Rural Development Rural: Putting the Last First. Harlow, Longman, 1983 / Chambers, R. (1993) Challenging the professions: Frontiers of development Rural (en anglais). Londres, IT Publications

<sup>5</sup> Freire, P. et Foundez, A. (1989) Learning to Question. Continuum, New York

For Bimal Phnuyal (1995)<sup>6</sup>, it is often about a reinvention of Freire's work. The practice with the organisations contributes to its ongoing development.

## **2.2. Reflect in Burkina Faso**

The relevance and sustainability of an approach lies in its capacity to adapt to different contexts. The consolidation of Reflect in Burkina Faso has taken place within the orientation and strategic options promoted by the State for a better non-formal education sub-sector. Thus, the implementation of Reflect adapts to the socio-political local realities. The key points below describe the general trajectory followed by Reflect in Burkina Faso.

### **2.2.1. Social mobilisation**

The effectiveness of the Reflect educational process depends on community driven social mobilisation. The more that communities understand and own the challenges and issues that concern them, the greater the impact of circle activities and the easier it becomes to facilitate the operation of Reflect circles.

Social mobilisation and local involvement is needed to take the decision to start using Reflect. However, social mobilisation is not a one-off preliminary to the startup of activities of the centre or circle but an ongoing aspect of circle operation that reinforces ownership and manifests through regular attendance, application of learning and improvement in social circumstances and the application of new skills. Delay in the manifestation of impact can lead to learners' discouragement and reduce mobilisation, especially since participants are adults who face pressing needs on a daily basis.

### **2.2.2. Choice of the facilitator**

The actor fulfilling the role of teacher in the literacy process is an *animator*. In Reflect, s/he is called a *facilitator* to stress the specificity of the role, which is not to impose knowledge as "one who knows" to "those who know not", but rather, to stimulate dialogue and reflexion on the basis of the learners' knowledge, drawing on and validating learners' wealth of experience, knowledge and know-how as the foundation enabling analysis, development of new knowledge and actions to meet identified objectives.

Reflect relies on local facilitators since they know their communities and the local context, something which it is difficult for an outsider to assimilate.

Communities identify their facilitators on the basis of a number of criteria. In certain contexts though, as in Burkina Faso, this must be validated by the State, as guarantor of non-formal education quality control.

The effectiveness of an approach depends on its implementing actors. Reflect thus requires a lot of commitment and know-how from facilitators. Programmes deal with diverse topics and require facilitators not only to master of the process but also to make use of available resource people for additional input on topics outside their experience. Facilitators also need to be gifted with creativity and flexibility to be able to meet learners' requirements. Thus initial facilitator training can cover two ten-day sessions, with regular refresher training as required.

### **2.2.3. Initial appraisal**

Being an approach to social change, Reflect is based on community realities and solutions. Thus, Reflect always starts from local research, gathered through participatory rural appraisal

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<sup>6</sup> Bimal Phnuyal (1995) Commemoration of the death of Paulo Freire. In Participation, literacy and the transfer of power. PLA Notes

techniques. This appraisal is the first part of the Reflect implementation process after social mobilisation.

The appraisal is conducted involving communities and using PRA tools to facilitate their active participation both in data collection and analysis. The results of this appraisal must define development constraints, community concerns, topics for study and related objectives. These results must be fed back to the communities for a final validation. The appraisal can also serve to reinforce social mobilisation for involvement in the programme.

#### ***2.2.4. Development of study plans***

A study plan uses the results of the appraisal to develop a programme of topics for discussion and analysis and literacy and skills development. Its content varies from one community to another, as their realities are different so each center or circle has its own study plan. The interdependence between certain topics and objectives, and the learning progression all need to be taken into account when developing the study plan. The plan can also indicate the proposed calendar of implementation, although this is flexible and may change if topics take more or less time than predicted as a function of the interest of the group. The thematic content also remains flexible as other unforeseen needs may arise or develop.

Reflect is an ongoing process. The learning groups define the times for their sessions. In Burkina though, given the need for adaptation to State non-formal education standards, study plans for Reflect community programmes get distributed in three levels. Each of these levels often corresponds to an official literacy campaign of 4 to 6 months covering around 600 hours.

#### ***2.2.5. Development of the facilitator's guide***

The guide is designed following the study plan. It comprises the topics to be approached, the objectives in terms of skills to be acquired and suggests facilitation tools as well as related reading, writing and maths exercises.

As already discussed, Reflect develops its own learning materials through using PRA graphics to facilitate discussion of the identified topics as opposed to using pre-defined primers. The content of such primers does not always make sense to the learners. Traditional approaches to literacy use such primers as the basis for repetition and memorisation, in contrast to the analysis and discussion of Reflect. Reflect makes use of the local context that is meaningful to the learners; that is, creating learning that starts from what is known and familiar to participants. The learning of instrumental skills (reading, writing and calculation) is not based on primers but on the contents of the PRA tools coming from the thematic discussions.

#### ***2.2.6. Running of a session on literacy and capacity building***

A learning session focussed on a topic in the study plan. The session clarifies and identifies objectives in line with the learners' expectations for social change.

With the objectives in mind the facilitator facilitates a discussion on the given topic using a PRA tool. The facilitator explains the PRA tool and how it will be constructed before asking the participants to provide the information to feed the discussion and build the tool.

These discussions contribute to an analysis of the question concerned, the identification of possible strategic options or solutions and the commitment and planning for their implementation. The implementation of such action points provides the context for building confidence and capacity and practicing new skills. The circle may identify the need for additional training or further information which the facilitator can help to implement.

After discussions, the « literacy » phase operates based on the content of discussions and the PRA graphic to assist the development of reading, writing and calculation skills linked to the theme concerned. This content created and owned by the learners provides the learning content of the materials. Thus, literacy in Reflect is always built on the world and realities of the learners, thus being of interest to them and providing motivation for learning. Exercises to transition through stages of writing, reading or maths are drawn from the content of the discussion adapted to the level of the learners to serve as learning supports. In this way, we pass from thematic discussions to the learning of instrumental skills without needing pre-established primers.

### **2.2.7. Action plans**

Action plans are activities for social change that learners plan to undertake as a result of their thematic analyses and discussions concerning aspects of feasibility. Such activities exploit skills developed during the sessions and are part of the learning process. They are not to be confused with practical literacy exercises within the centres.

Action plans are identified by the learners. They may be individual or collective and can touch on any of the many domains seen during the topics of study and in accordance with the objectives of social transformation identified. Their effective implementation promotes real processes of social change in the area.

These Action plans contribute to the learning within the circle and to community life outside.

### **2.2.8. Monitoring & evaluation of the effectiveness**

Reflect integrates internal monitoring of implementation by participants. This internal monitoring allows communities to control the quality and performance of their strategies and plan re-orientations accordingly. The external monitoring & evaluation of the State or other actors comes as reinforcement – be it formative or summative.

Reflect aims to be a process that enhances literacy, capacities and social change that values learning. Thus monitoring, must take into account its multi-dimensional profile and look at both internal and external effectiveness.

The *internal effectiveness* refers not only to the quality of the graduate profile in terms of skills, aptitudes and attitudes but also to the rate of achievement of learners. Some of its parameters of analysis are: the quality of learning content, the degree of mastery of instrumental skills, the aptitude and attitude reactions to daily challenges and the attendance or loss of learners. The curriculum and its implementation are the main axes of analysis and action.

The *external effectiveness* refers to impact on individual and community development; namely, the quality of the learning process through time, the practicability of learnings in the field, the use of learning in learners' life context and the relevance of processes contributing to social transformation. On the one side, it is determinant of the impact of the educational process; on the other side, it depends on the internal effectiveness or graduate profile. Some of its parameters of analysis are: the durability of learning, the transfer of learning to communities, innovations to management of socio-economic activities and the relevance of new enterprises or projects.

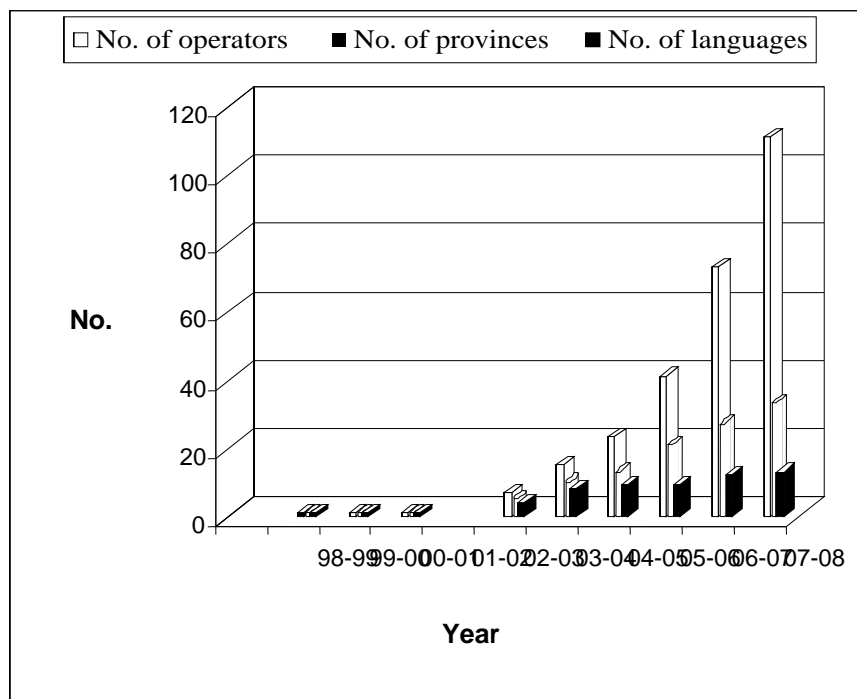
In short, a critical monitoring of Reflect must look at both the internal and the external performance. Such monitoring allows a systemic approach to efforts to improve practice.

### III. Reflect in Burkina Faso

#### 3.1. Geographic and Linguistic Evolution

The 1998-1999 literacy campaign marked the start of Reflect in Burkina Faso. A pilot phase from 1998 to 2001, was followed by an evaluation in 2001-2002 in order to assess the adaptability and practicability of the approach within the local contexts. The result has been a notable spread at the national level nourished by a growing demand. Table 1 shows the spread of Reflect in terms of the number of operators, geographic spread and languages used from 1998 to 2008. Figure 1 below visualises this evolution.

**Figure 1 : Chronological evolution of the number of provinces and languages of learning**



The geographical and linguistic evolution of the approach has kept growing. The number of provinces where Reflect is used has increased and consecutively, the number of languages of learning. This geographical and linguistic extension shows the adoption of Reflect by different communities. Linked to this spread, a significant increase of the number of operators /implementing organisations can be found (Table 1).

The fast spread remains remarkable from 2002, final year of the pilot phase. From one campaign to another, there has been an increase of implementing organisations, provinces and even languages (Figure 1). From a village in 1999 to various villages in 2002, Reflect was present in all 13 regions of Burkina in 2008; more precisely, in 33 out of its 45 provinces. With only one pilot implementing organisation from 1999 to 2001, the number has grown to 111 (Table 1). Thus, the social and cultural contexts of promotion of Reflect are presently as varied as the languages of learning. Equally, learning topics in Reflect are also as diversified as the socio-professional profiles.

The community interest in Reflect underlies this evolution. In the different contexts of promotion, Reflect is perceived and managed as an approach to development and social change rather than as a simple educational and pedagogical formula. Thus, it is promoted not only for

literacy and capacity-building processes but also for transformation processes in many domains such as agro-pastoral production, environmental protection, health/hygiene, nutrition, HIV/Aids, income-generating activities, gender relations, citizenship, conflict management, children rights, etc. Reflect is also utilised by policy-making entities in the promotion of local development.. This shows Reflect adaptability to the different socio-political contexts.

**Table 1 : Geographic and Linguistic Evolution of Reflect in Burkina Faso**

<b>Campaign</b>	<b>Number of implementing organisations</b>	<b>Number of provinces of promotion</b>	<b>Languages of learning</b>	<b>Number of languages of learning</b>
<b>1998-1999</b>	<b>1</b>	<b>1</b>	Mooré	<b>1</b>
<b>1999-2000</b>	<b>1</b>	<b>1</b>	Mooré	<b>1</b>
<b>2000-2001</b>	<b>1</b>	<b>1</b>	Mooré	<b>1</b>
<b>2001-2002</b>			.	
<b>2002-2003</b>	<b>7</b>	<b>5</b>	Mooré ; Dioula ; Bissa ; Fulfudé.	<b>4</b>
<b>2003-2004</b>	<b>15</b>	<b>10</b>	Mooré ; Dioula ; Bissa ; Fulfudé, Dagara ; Djian ; Lobiri ; Gulmancema.	<b>8</b>
<b>2004-2005</b>	<b>23</b>	<b>13</b>	Mooré ; Dioula ; Bissa ; Fulfudé, Dagara ; Djian ; Lobiri ; Gulmancema ; Tamatchek.	<b>9</b>
<b>2005-2006</b>	<b>41</b>	<b>21</b>	Mooré ; Dioula ; Bissa ; Fulfudé, Dagara ; Djian ; Lobiri ; Gulmancema ; Tamatchek.	<b>9</b>
<b>2006-2007</b>	<b>73</b>	<b>27</b>	Mooré ; Dioula ; Bissa ; Fulfudé, Dagara ; Djian ; Lobiri ; Gulmancema ; Tamatchek ; San ; Lyélé ; Sissala.	<b>12</b>
<b>2007-2008</b>	<b>111</b>	<b>33</b>	Mooré ; Dioula ; Bissa ; Fulfudé, Dagara ; Djian ; Lobiri ; Gulmancema ; Tamatchek. San ; Lyélé ; Sissala; Dogossé.	<b>13</b>

**Sources:** Secondary data from the Association for the promotion of non-formal education (APENF); implementing organisations; technical services and our field surveys (July, 2010)



### 3.2. Quantitative Progression of Centres and Learners

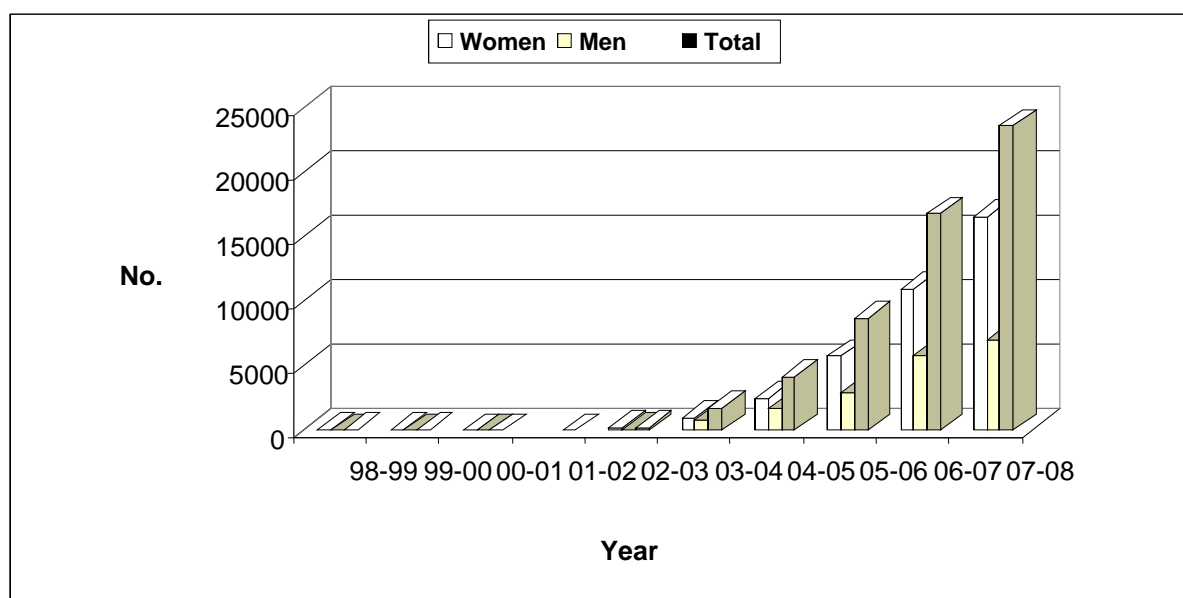
The geographical and linguistic evolution of Reflect in Burkina Faso from 1998 to 2008, goes hand in hand with an increase of centres or circles. Table 2 below shows the progression of the number of centres from one campaign to another. The scope of the progression by campaign from 2002 onwards is considerable.

**Table 2 : Quantitative progression of centres and learners from 1998 to 2008**

Campaign	Number of implementing organisations	Number of circles/centres	Number of learners		
			Women	Men	Total
1998-1999	1	1	30	0	30
1999-2000	1	1	30	0	30
2000-2001	1	1	20	0	20
2001-2002					
2002-2003	7	9	247	37	284
2003-2004	15	59	945	855	1800
2004-2005	23	157	2488	1672	4160
2005-2006	41	318	5812	2985	8797
2006-2007	73	566	11021	5898	16919
2007-2008	111	817	16692	7072	23764
<b>Totals</b>			<b>37285</b>	<b>18519</b>	<b>55804</b>

**Sources:** Secondary data from implementing organisations, APENF, technical services and our field surveys (July, 2010)

The fast progression of Reflect centres is remarkable. From only 9 circles or centres in 2002, it went up to 57, 566 and 817 centres in 2003-2004, 2006-2007 and 2007-2008 respectively. This process shows that communities really like Reflect once they discover it. The increasing variation in the number of learners from one campaign to another (Table 2) corroborates this observation. Figure 2 below situates the levels of this variation.



**Figure 2:** Temporal variation of the number of women and men in Reflect from 1998 to 2008

The evolution of the number of learners corresponds to that of the centres. Its exponential character is evident (Figure 2): from 284 in 2002-2003, to 8 787 in 2005-2006 and 23 764 in 2007-2008 (Table 2).

This increase affects the geographical areas of promotion differently. Table 3 (*next page*) shows the increase is more pronounced in certain regions such as *Centre-Nord*, *Centre-Est*, *Nord* and the *Cascades*, where the majority of implementing organisations practice Reflect. These regions are the areas where Reflect is most popular. The *Cascades*, for example, started with a centre in 2002-2003 with only one implementing organisation to reach, in 2007-2008, 55 centres/ circles and 9 implementing organisations to the benefit of 1 043 learners. In the *Nord* region, the evolution is even more significant for the same period. From 2 centres and 2 implementing organisations in 2002-2003, 16 organisations promoted Reflect in 2007-2008 with 3 615 learners.

Learners are both women and men; yet, a female predominance marks the evolution from one campaign to another. Tables 2 and 3 as well as Figure 2 clearly reveal the gap between the size of female and male populations in each campaign. The massive involvement of women in Reflect is a reality in the Burkinabe context. This predominance may also be one of the results of the country gender approach to basic education to reduce the literacy deficit of girls and women.

This increase in centres and learners would undoubtedly have been even more pronounced if funding demands had been always been met. Yet, according to field data, there is a real lack of funding each year when many requests remain unresourced. Nonetheless, Reflect is already positioned as the 2<sup>nd</sup> most practised non-formal approach in Burkina Faso, following the classical literacy approach developed and promoted by the State. In terms of centres and learners, the State approach is by far the most used.

This data shows the community interest in Reflect. Reflect is present in various provinces and practised by different communities nationally. This interest seems to result from the comparative internal and external effectiveness of Reflect. But what is this effectiveness really about? The next chapter provides more information on this.

**Table 3 : Geographical and time evolution of learners in Reflect from 1998 to 2008**

Campaign	Region	Number of implementing orgs.	Number of learners		
			Woman	Men	Total
1998/99	Plateau Central	1	30	0	30
	<b>Total 1998-99</b>	<b>1</b>	<b>30</b>	<b>0</b>	<b>30</b>
1999/00	Plateau Central	1	30	0	30
	<b>Total 1999/00</b>	<b>1</b>	<b>30</b>	<b>0</b>	<b>30</b>
2000/01	Centre Nord	1	20	0	20
	<b>Total 2000- 01</b>	<b>1</b>	<b>20</b>	<b>0</b>	<b>20</b>
2002/03	Cascades	1	24	1	25
	Centre	1	60	0	60
	Centre- Est	2	82	16	98
	Hauts Bassins	1	24	2	26
	Nord	2	57	18	75
	<b>Total 2002- 03</b>	<b>7</b>	<b>247</b>	<b>37</b>	<b>284</b>
2003/04	Cascades	1	14	1	15
	Centre	2	88	2	90
	Centre- Est	3	328	66	394
	Est	1	120	30	150
	Hauts bassins	2	112	71	183
	Nord	2	48	18	66
	Sud Ouest	4	235	667	902
	<b>Total 2003-04</b>	<b>15</b>	<b>945</b>	<b>855</b>	<b>1800</b>
2004/05	Cascades	2	257	112	369
	Centre	1	60	0	60
	Centre- Est	1	408	169	577
	Centre Nord	3	218	216	434
	Centre Sud	2	210	70	280
	Est	2	196	108	304
	Hauts Bassins	1	172	107	279
	Nord	5	577	214	791
	Plateau Central	1	54	60	114
	Sahel	1	204	159	363
	Sud Ouest	4	132	457	589
	<b>Total 2004-05</b>	<b>23</b>	<b>2488</b>	<b>1672</b>	<b>4160</b>

Campaign	Region	Number of implementing orgs.	Number of learners		
			Woman	Men	Total
2005/06	Boucle Mouhoun	1	75	0	75
	Cascades	4	353	102	455
	Centre	3	301	7	308
	Centre- Est	2	540	257	797
	Centre Nord	4	777	528	1305
	Centre Sud	2	329	119	448
	Est	2	232	143	375
	Hauts Bassins	2	450	147	597
	Nord	11	1791	503	2294
	Plateau Central	3	437	297	734
	Sahel	2	332	234	566
	Sud Ouest	5	195	648	843
		<b>Total 2005- 2006</b>	<b>41</b>	<b>5812</b>	<b>2985</b>
2006/07	Boucle Mouhoun	3	313	116	429
	Cascades	5	559	296	855
	Centre	6	460	151	611
	Centre Est	3	580	297	849
	Centre Nord	13	1757	1405	3162
	Centre Ouest	4	593	48	641
	Centre Sud	5	820	399	1219
	Est	2	217	219	436
	Hauts Bassins	3	514	212	726
	Nord	12	3076	809	3885
	Plateau Central	6	845	480	1325
Sahel	3	721	507	1228	
Sud Ouest	8	594	959	1553	
	<b>Total 2006- 07</b>	<b>73</b>	<b>11021</b>	<b>5898</b>	<b>16919</b>
2007/08	Boucle Mouhoun	10	708	209	917
	Cascades	9	960	548	1508
	Centre	5	387	167	554
	Centre- Est	4	717	278	995
	Centre Nord	19	2574	1402	3976
	Centre Ouest	6	712	151	863
	Centre Sud	8	937	456	1393
	Est	2	149	70	219
	Hauts bassins	3	536	211	747
	Nord	16	5454	1122	6576
	Plateau Central	9	1290	679	1969
	Sahel	9	899	785	1684
Sud Ouest	11	1369	994	2363	
	<b>Total 2007- 08</b>	<b>111</b>	<b>16692</b>	<b>7072</b>	<b>23764</b>

**Sources:** Secondary data from implementing organisations, APENF and technical services.

## IV. Internal Effectiveness of Reflect

Any formalised educational process aims to: 1) retain learners until the end of the formative period and 2) achieve the expected graduate profile. The level of achievement of these two objectives defines its internal effectiveness.

Reflect is a literacy and capacity-building process. In the Burkinabe context, does it performance well in terms of internal effectiveness? This leads us to the analysis of: (i) learners' attendance, (ii) their mastery of literacy skills and (iii) their acquisition of other skills and new capacities. The last two parameters address the quality of the graduate profile.

### 4.1. Learners' Attendance

Table 4 presents a summary of the evaluation results at the end of each Reflect campaign from 1998 to 2008 in terms of dropout rates for of men and women learners. An analysis of the table shows a strong adherence of learners to the circles, with relatively few dropouts and generally high rates of attendance. Dropouts do not exceed an average rate of 15% and, since 2006, the level has decreased to less than 10%.

**Table 4 : Results of summative evaluations in terms of learners' dropout (1998-2008)**

Campaign	Number of implementing organisations	Total number of learners			Average rate of dropout		
		Women	Men	Total	Women	Men	Total
1998-1999	1	30	0	30	0,00	----	0,00
1999-2000	1	30	0	30	0,00	----	0,00
2000-2001	1	20	0	20	0,00	----	0,00
2001-2002							
2002-2003	7	247	37	284	0,81	18,92	3,17
2003-2004	15	945	855	1800	11,96	23,74	17,56
2004-2005	23	2488	1672	4160	6,15	11,06	8,13
2005-2006	41	5812	2985	8797	13,40	16,75	14,54
2006-2007	73	11021	5898	16919	6,23	8,27	6,94
2007-2008	111	16692	7072	23764	6,06	9,47	7,07
Totals		37285	18519	55804	4,96	14,70	6,38

**Sources:** Evaluation reports at the end of campaign of the technical services in charge of non-formal education

The tendency of women to remain in the centres seems greater than that of men. The average dropout rate for women is always lower compared to that of men (Table 4). The strong female attachment to the centres in spite of their heavy work load, remains a significant advantage of Reflect, as compared to the high female dropout rate with the predominant classical approach.

These results occur in the majority of the cohorts which shows notable internal effectiveness. According to field testimonies the quality of sessions is one of the major determinants of this effectiveness. The more the sessions are motivating and the environment attractive, the more learners are interested and join the centres (unless there is a particular social constraint).

Significant contributions to regular attendance are: the focus on finding solutions to learners' problems, the active learning environment, the participatory approach, the

assessment of knowledge, the lively debates feeding the emergence of practical action plans derived from the process.

#### 4.2. Mastery of Instrumental Skills

Reading, writing and calculating are instrumental skills. They represent literacy in its *stricto sensu*. The mastery of these, which enable access to other types of knowledge, is the objective of this literacy. Does the literacy process of Reflect in Burkina Faso lead to their mastery?

Table 5 below presents the statistics of success regarding learners' instrumental skills from end of campaign evaluations from 1998 to 2008. Statistical details by region are presented in Appendixes 3 & 4. These evaluations were carried out by State non-formal education technical services, which are responsible for quality control, validation of learning and certification of learners. They carry out the assessment of graduate profiles in a given cycle and instrumental skills constitute their primary object.

**Table 5: Results of the summative evaluations of instrumental skills at the end of campaign (1998-2008)**

Campaign	Number of implementing organisations	Total number of learners			Average rate of success (regarding the registered ones) to the summative evaluations		
		Women	Men	Total	Women	Men	Total
1998-1999	1	30	0	30	100,00	----	100,00
1999-2000	1	30	0	30	100,00	----	100,00
2000- 2001	1	20	0	20	95,00	----	95,00
2001-2002							
2002- 2003	7	247	37	284	93,12	75,68	90,85
2003 - 2004	15	945	855	1800	74,39	64,44	69,67
2004 - 2005	23	2488	1672	4160	82,19	78,65	80,77
2005- 2006	41	5812	2985	8797	69,20	71,73	70,06
2006- 2007	73	11021	5898	16919	83,01	83,91	83,33
2007- 2008	111	16692	7072	23764	84,99	81,50	83,95
<b>Totals</b>		<b>37285</b>	<b>18519</b>	<b>55804</b>	<b>86,88</b>	<b>75,98</b>	<b>85,96</b>

**Sources:** Evaluation reports at the end of campaign of the technical services in charge of non-formal education

Analysis reveals considerable success for many Reflect learners. At the national level, the average rates of success for registered graduates are superior to 64% and, in the majority of cases, to 80%. Another evaluation of 183 new Reflect graduates in provinces of 6 different regions corroborates this. Table 6 below summarises the results of this evaluation. The average rates of graduates having a good performance are superior to 68% and, in the majority of cases, to 85%.

**Table 6 : Degree of mastery of instrumental skills by the graduates**

Regions	Distribution of learners according to the degree of mastery of instrumental skills																				
	Number of evaluated graduates			Production of Written Text						Expressive Reading						Resolution of mathematic situations					
				Good			Weak			Good			Weak			Good			Weak		
W	M	T	W	M	T	W	M	T	W	M	T	W	M	T	W	M	T	W	M	T	
Sahel	13	9	22	8	4	12	5	5	10	9	6	15	2	3	5	10	7	17	4	1	5

<b>Sud Ouest</b>	16	28	44	9	16	25	7	12	19	14	22	36	2	6	8	14	27	41	2	1	3
<b>Cascades</b>	27	15	42	20	13	33	7	2	9	25	15	40	2	0	2	22	14	36	5	1	4
<b>P. Central</b>	24	10	34	17	4	21	7	6	13	19	10	29	5	0	5	19	6	25	5	4	9
<b>Nord</b>	26	15	41	23	12	35	3	3	6	25	12	37	1	3	4	26	12	38	0	3	1
<b>Total</b>	106	77	183	77	49	126	29	28	57	92	65	157	12	12	24	91	66	157	16	10	22
<b>%</b>				72,6	63,6	68,9	27,4	36,4	31,1	86,8	84,4	85,8	11,3	15,6	13,1	85,8	85,7	85,8	15,1	13	12
<b>W: Women; M: Men; Total: Total</b>																					
<b>Sources:</b> our surveys (July, 2010)																					

Of the men and women evaluated, 68,9% present a good level in the *production of written text*, 85,8% have a good mastery of *expressive reading* and 85,8% deal with *mathematical problems* efficiently. In the *Nord* region, where the experience of Reflect is the oldest, data shows Reflect superiority in comparison to classical literacy.

Women's achievements are notable (Tables 5 & 6). The various evaluations tend to show that they perform better than men. This represents another strength of the Reflect approach together with the popularity of Reflect circles among women. The comparison of women's performance in Reflect to that of women in the classical approach, supports this analysis.

In Burkina Faso, Reflect contributes to an effective literate culture. The development of instrumental skills is evident. But obviously, this development depends on the regular attendance of learners, the quality of implementation and the facilitator's capacity to dynamise the acquisition and appropriation of new knowledge.

### 4.3. Capacity Building of Learners

If Reflect aims to be a capacity-building process, we can ask to what extent the processes implemented in Burkina Faso develop learners' skills. Learners of Reflect centres have many skills before they become Reflect participants. Thus any evaluation concerning skills needs to take this into account and try to assess how Reflect has contributed to the life of the participant.

Such an evaluation requires the identification of new skills developed by learners *during* their time in the centers. These skills are those recognised by learners themselves as predominantly resulting from Reflect. Table 7 lists them. Skills vary depending on learners and the topics dealt with in their centers (the technical content is not always the same in the different centers). They affect a diversity of domains as showed in the summary below:

**Table 7 : New skills developed by the learners of the centres**

<b>Domains</b>	<b>Skills at the level of:</b>
<b>Agriculture</b>	<ul style="list-style-type: none"> <li>➤ Agricultural planning activities based on a better management of time.</li> <li>➤ Integration of improved techniques such as organic fertilisation through dung pits, choice of appropriate seeds and the integration of agriculture-livestock farming.</li> <li>➤ Vision of profit in production activities: linking investment and returns to reduce exploitation expenditure while increasing field profits.</li> </ul>
<b>Livestock rearing</b>	<ul style="list-style-type: none"> <li>➤ Integration of preventive measures against diseases.</li> <li>➤ Food care for animals.</li> <li>➤ Profitability? of livestock activities for the selection of breeds with strong potential for good returns.</li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>➤ Rationalisation of the exploitation of firewood with the technique of improved cooking stoves and efforts for the reduction of bushfires.</li> </ul>
<b>Income generating activities (IGA)</b>	<ul style="list-style-type: none"> <li>➤ Profitability of IGAs through the use of tools for accounting, management and monitoring.</li> </ul>
<b>Health/hygiene/nutrition</b>	<ul style="list-style-type: none"> <li>➤ Practices to minimise the risks of diseases, namely, STD and HIV/AIDS.</li> <li>➤ Monitoring of the vaccinal calendar for children.</li> <li>➤ Culture of attendance to health posts.</li> </ul>
<b>Education</b>	<ul style="list-style-type: none"> <li>➤ Monitoring notebooks and school performance of children.</li> <li>➤ Schooling of children.</li> </ul>
<b>Gender relations</b>	<ul style="list-style-type: none"> <li>➤ Culture of dialogue within the couple for decision-making on the household functioning.</li> </ul>
<b>Associative life and citizenship</b>	<ul style="list-style-type: none"> <li>➤ Active participation in meetings and trainings.</li> <li>➤ Written reports of meetings (minutes)</li> <li>➤ Promotion of democratic governance in the association.</li> <li>➤ Production and use of technical documents in national languages.</li> <li>➤ Active participation in the municipal councils.</li> </ul>
<b>Source:</b> our surveys (July, 2010)	

This summary of the skills identified by learners demonstrates the practical contribution of Reflect. Yet, field observation revealed little diversification of skills among learners considering the range of topics covered.

Operationalisation of Reflect study plans should lead to the development of human capital, including meeting development challenges and providing skills to take action. However, a deficit was observed at this level. The different topics treated in the centres resulted in learners developing relatively few skills. Poor mastery of numerous topics by the facilitators may explain this situation. In absence of a facilitator with the required

profile, a synergy of action with external resource people can help develop learners' skills. Very often though, external interventions require payments that the implementing organisations and their learners cannot afford. Financial partners do not always fund this dimension of skills development through support for technical training. Thus, one of the sustainable solutions to this problem seems to lie in the facilitator's qualification. The achievement of graduate profiles with the expected skills requires it.



## V. External Effectiveness of Reflect

The meaning given here to *external effectiveness* lies in the expression of the Reflect educational processes through local, socio-economic development. The external effectiveness will grow if graduates use their learning in their everyday lives resulting in dynamic social transformation in key areas of interest.

It is legitimate to evaluate the external effectiveness of Reflect in Burkina Faso. For example an analysis of the sustainability and use of literacy skills serves as a possible indicator. This aims to inspire an ongoing literate culture and the development of individual and socio-economic processes for social change.

### 5.1. Sustainability of literacy skills

The sustainability of literacy skills was assessed through a summative and individual evaluation of women and men who finished their Reflect cycle 4 years ago, that is, *senior graduates*. Six regions were part of the evaluation. An analysis of the way these skills are being used in daily life provided another source of information.

Table 8 summarises these evaluation results. Details of the evaluated graduates by province and implementing organisation are presented in Table 9.

**Table 8 : Synthesis of evaluation results of durability of instrumental literacy skills in senior graduates**

Region	Distribution of the people evaluated by the degree of mastery of instrumental skills																				
	N of people evaluated			Production of Written Text						Expressive Reading						Resolution of mathematic situations					
				Good			Weak			Good			Weak			Good			Weak		
	W	M	T	W	M	T	W	M	T	W	M	T	W	M	T	W	M	T	W	M	T
Sahel	10	3	13	10	3	13	0	0	0	10	3	13	0	0	0	10	3	13	0	0	0
H. Bassins	17	9	26	11	4	15	6	5	11	14	6	20	3	3	6	11	4	15	6	5	11
Sud Ouest	17	16	33	14	13	27	3	3	6	16	16	32	1	0	1	15	14	29	2	2	4
Cascades	7	9	16	3	4	7	4	5	9	4	6	10	3	3	6	3	4	7	4	5	9
P. Central	14	6	20	3	2	5	11	4	16	13	5	18	1	1	2	13	5	18	1	1	2
Nord	21	14	35	16	12	28	5	2	7	18	13	31	3	1	4	16	12	28	5	2	7
Total Général	86	57	143	57	38	95	29	19	49	75	49	124	11	8	19	68	42	110	18	15	33
%						66			34,3			87			13,3			76,9			23
W: Women; M: Men; T: Total																					
Sources: our surveys (July, 2010)																					

Table 8 shows a good mastery of *production of written text, expressive reading and resolution of mathematic situations* by more than 66% of the total population evaluated. The instrumental skills showing the highest mastery by senior graduates are *expressive reading and resolution of mathematic situations*. More than 70% showed good performance.

The sustainability of these instrumental skills can also be observed in the progressive emergence of a literate culture. The majority of learners confirmed having acquired the capacity of reading road and other signs and technical documents in their national language. Other capacities mentioned by graduates comprise: the function of secretary in meetings, being managers of individual or collective accounts such as those of associations, being editors of journal articles, etc. These examples, amongst others, show the sustainability of instrumental skills, as capital of intellectual culture. Thus, the graduates who were able to produce *written text*, were those who practice it often.

These results show that the majority of learners leave Reflect cycles with instrumental skills. But a significant part of the sustainability of these skills seems to depend on the learner's motivation. If the skills are not used they will be lost. The more the skills are used the more they are consolidated, developed and sustained. Moreover, s/he is enriched with new learnings and improves her/his cultural capital.

Obviously, the existence of a surrounding literacy environment and of an active educational continuum facilitates this sustainability and permanent culture. While this continuum is rare in the implementing organisations, some initiatives have been observed. For example in the *Nord* region cards are given to each graduate by the *Union de Koumbri* for monitoring daily activities and familiar events. The assessment is done periodically and enables learners to maintain and reinforce literacy skills while being informed on current local affairs.

This is also the case in the *Sud-ouest* region, where the *Association TBL* has created a journal, *Daa-yi*, that feeds the literacy environment and is mostly animated by senior learners. Another case is the implementing organisation *AAR* in the *Cascades* region, which aims to nourish and diversify the literacy environment through providing learners with documents of interest.

The sustainability of instrumental skills contributes to the development and maintenance of a literate culture. The promotion of these skills in socio-economic enterprises proves to be a genuine springboard for their consolidation. The educational continuum also represents a source of sustainability. Its development by the implementing organisations to support and reinforce learning is very important.

**Table 9 : Evaluation results of the instrumental skills in senior graduates for the durability of skills**

Implementing Org./ Region	Province	N. of People Evaluated			Distribution of learners according to the degree of command of instrumental skills																		
					Production of Written Text						Expressive Reading						Resolution of Mathematic Situations						
					Good			Weak			Good			Weak			Good			Weak			
		W	M	T	W	M	T	W	M	T	W	M	T	W	M	T	W	M	T	W	M	T	
<b>Cascades</b>																							
AAR	Comoé	4	5	9	2	2	4	2	3	5	2	3	5	2	2	4	2	2	4	2	3	5	
TON	Comoé	3	4	7	1	2	3	2	2	4	2	3	5	1	1	2	1	2	3	2	2	4	
<b>Total Cascades</b>		<b>7</b>	<b>9</b>	<b>16</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>9</b>	<b>4</b>	<b>6</b>	<b>10</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>9</b>	
<b>Hauts Bassins</b>																							
MUSO DAMBE	Houet	4	5	9	2	2	4	2	3	5	2	3	5	2	2	4	2	2	4	2	3	5	
SIRAYIRI	Houet	3	4	7	1	2	3	2	2	4	2	3	5	1	1	2	1	2	3	2	2	4	
YEELLEN	Houet	10	0	10	8	0	8	2	0	2	10	0	10	0	0	0	8	0	8	2	0	2	
<b>Total H. Bassins</b>		<b>17</b>	<b>9</b>	<b>26</b>	<b>11</b>	<b>4</b>	<b>15</b>	<b>6</b>	<b>5</b>	<b>11</b>	<b>14</b>	<b>6</b>	<b>20</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>11</b>	<b>4</b>	<b>15</b>	<b>6</b>	<b>5</b>	<b>11</b>	
<b>Region du Nord</b>																							
REPROSO	Yatenga	4	3	7	4	3	7	0	0	0	4	3	7	0	0	0	4	3	7	0	0	0	
ASEPE	Yatenga	5	5	10	3	5	8	2	0	2	3	5	8	2	0	2	4	5	9	1	0	1	
UGNK	Yatenga	8	2	10	6	2	8	2	0	2	8	2	10	0	0	0	7	2	9	1	0	1	
DEWRAL	Yatenga	4	4	8	3	2	5	1	2	3	3	3	6	1	1	2	1	2	3	3	2	5	
<b>Total Nord</b>		<b>21</b>	<b>14</b>	<b>35</b>	<b>16</b>	<b>12</b>	<b>28</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>18</b>	<b>13</b>	<b>31</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>16</b>	<b>12</b>	<b>28</b>	<b>5</b>	<b>2</b>	<b>7</b>	
<b>Plateau central</b>																							
UTEB	Ganzourgou	5	5	10	1	1	2	4	4	8	5	4	9	0	1	1	4	4	8	1	1	2	
FUAKPP	Oubritenga	9	1	10	2	1	3	7	0	8	8	1	9	1	0	1	9	1	10	0	0	0	
<b>Total P. Central</b>		<b>14</b>	<b>6</b>	<b>20</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>11</b>	<b>4</b>	<b>16</b>	<b>13</b>	<b>5</b>	<b>18</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>13</b>	<b>5</b>	<b>18</b>	<b>1</b>	<b>1</b>	<b>2</b>	
<b>Region du Sud Ouest</b>																							
UDPK	Poni	5	5	10	5	2	7	0	3	3	5	5	10	0	0	0	4	4	8	1	1	2	
ALMY	Ioba	3	4	7	2	4	6	1	0	1	3	4	7	0	0	0	3	4	7	0	0	0	
GRAAD	Ioba	4	4	8	4	4	8	0	0	0	4	4	8	0	0	0	4	4	8	0	0	0	
TBL	Bougouriba	5	3	8	3	3	6	2	0	2	4	3	7	1	0	1	4	2	6	1	1	2	
<b>Total Sud Ouest</b>		<b>17</b>	<b>16</b>	<b>33</b>	<b>14</b>	<b>13</b>	<b>27</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>16</b>	<b>16</b>	<b>32</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>15</b>	<b>14</b>	<b>29</b>	<b>2</b>	<b>2</b>	<b>4</b>	
<b>Region du Sahel</b>																							
AES	Soum	3	1	4	3	1	4	0	0	0	3	1	4	0	0	0	3	1	4	0	0	0	
BAARKE	Soum	7	2	9	7	2	9	0	0	0	7	2	9	0	0	0	7	2	9	0	0	0	
KHOOLESMEN	Séno																						
<b>Total Sahel</b>		<b>10</b>	<b>3</b>	<b>13</b>	<b>10</b>	<b>3</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>3</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>3</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>Final Total</b>		<b>86</b>	<b>57</b>	<b>143</b>	<b>57</b>	<b>38</b>	<b>95</b>	<b>29</b>	<b>19</b>	<b>49</b>	<b>75</b>	<b>49</b>	<b>124</b>	<b>11</b>	<b>8</b>	<b>19</b>	<b>68</b>	<b>42</b>	<b>110</b>	<b>18</b>	<b>15</b>	<b>33</b>	
	<b>%</b>				<b>66</b>	<b>67</b>	<b>66</b>	<b>34</b>	<b>33</b>	<b>34,3</b>	<b>87</b>	<b>86</b>	<b>87</b>	<b>13</b>	<b>14</b>	<b>13,3</b>	<b>79</b>	<b>74</b>	<b>76,9</b>	<b>21</b>	<b>26</b>	<b>23</b>	
W: Women; M: Men; T: total																							
Sources: our surveys, July 2010																							

## 5.2. Promotion of Socio-economic Processes

The *external effectiveness* of the Reflect processes refers to the skills acquired by Reflect graduates, their effective use in daily life and for promoting social change. What is the situation in this regard in Burkina Faso?

Field observations during the research showed that Reflect while Reflect in Burkina has improved living conditions this is not universal among all graduates, such improvements being very visible with some but virtually nonexistent with others – on occasion both categories occurring within learners from the same circles. This is probably due to different degrees of entrepreneurship among participants from the same Reflect group.

The improved activities observed and judged as attributable to Reflect concern different socio-economic activities, as summarised below:

The use of appropriate technologies in **agriculture**, such as composting, linear seedbeds, improved seeds and mixed cultivation has increased returns including financial benefit, ie improved quantity and quality of food and cash for reinvestment or other expenses.. In the *Sahel*, learners reduced the size of their fields but compensated by using soil enrichment techniques and succeeded in increasing production. In the *Plateau central*, graduates managed to reduce their input expenses and increased the profitability of their land. Improved market gardening techniques improved the diets of participants' families and increased income. Both men and women reported that better planning and time management helped them to achieve more efficient and effective farm management.

Regarding **livestock**, examples of improved cattle, goats, sheep, pigs and poultry rearing were seen. The cattle and sheep/goat rearing is being developed in the *Plateau central*, the *Nord* and the *Sahel* regions. In the *Sud-ouest*, the *Cascades* and the *Hauts Bassins*, pork and poultry rearing provide the key to learners' new economic progress. In the *Cascades*, learners have increased the family income through the selling of poultry in local markets and at gold mining sites.

Animal production practices showed significant improvement. Some learners reduced the mortality rate among their livestock by introducing regular veterinary care. In the *Cascades*, the *North*, the *Sahel* and the *Plateau central*, strategies have been developed to optimise profits from livestock breeding and rearing. This profit has enabled producers to select breeds with stronger potential for good returns, demonstrating a transition from subsistence farming to the market economy.

Regarding the **environmental restoration and protection**, significant community commitment to fighting desertification was noted in all six regions covered by the study. This includes reduced exploitation of firewood through the use of improved cooking stoves and through reforestation projects and reduction of bushfires. Construction of latrines has spread to replace the bush in its role of natural toilet.

**Small businesses**, mainly operated by women, have become more diversified production of local items: soap, cooking condiments (soubala), woven and dyed fabrics, vegetable oils, local beer, etc. Management methods use more effective tools for accounting and assessing profitability. These activities undoubtedly contribute to women's financial well being and their capacity to react when faced with certain household needs.

The effects of **health** related discussions and training sessions were evident in some learners. A growing awareness of endemic diseases and general health problems was noted. Participants reported new behaviour in relation to the prevention of diseases, such as visits to health centres, reproductive health practices, family planning, food and body hygiene, improved child care and prevention of STD including HIV/AIDS.

Change was observed at both the individual and the collective level. Group initiatives showed that constructive action for social change can be a reality with Reflect. Participants understood the benefits of acting together in the common interest. In the *Plateau Central* region, collective initiatives have been able to solve recurrent problems such as the lack of water by accessing funding for drillings. Producer groups are strengthened by the administrative and accounting skills of Reflect graduates. Group memory benefits from written records. Improved organisational capacity of both implementing organisations practicing Reflect and the various production groups.

In addition, we noted a growing awareness of **citizenship** both at the level of commune management and overall community commitment. Literate Reflect graduates can be found in municipal councils and development bodeis such as village development councils.

Transformations in **gender relations** were also observed. There is a developing culture of dialogue between couples concerning household decisions. Issues such as the children's schooling, women's work load and access to and control of family resources are discussed in some households. This was also seen to occur in households where partners are not married. In the *Hauts Bassins* region, concern about such couples has led to the organisation of collective weddings to minimise costs. Some men remarked that they now pay more respect to their women, who they formerly treated like beasts of burden.

Reflect has certainly brought both individual and collective changes in the different regions where it is practiced. The study found evidence of the beginning of behavioural change and the strengthening of associative bodies. This shows Reflect's capacity to promote social transformation. Its external effectiveness is thus a reality – provided that it is well understood, adapted to the context and well implemented.

In short, Reflect aims to assist the socio-economic development of communities and research findings concerning both internal and external effectiveness show that it is succeeding. This probably explains the increasing demand for funding for Reflect coming from implementing organisations. Moreover, it has served to inspire reflection regarding the renewal of the national curriculum.

However Reflect's internal and external effectiveness could be further improved through better mastery of Reflect in its fundamental principals to avoid a return to more traditional approaches to literacy which can occur if the facilitator does not have a good understanding of his role and good support, ongoing training and networking opportunities. The international workshop served to inspire participating countries to discuss how to go beyond present practices and improve Reflect implementation and impact. The following chapter concerns this aspect.

## VI. Improving Reflect Effectiveness

Analysis of data and findings represents one of the key stages in the capitalisation process. Its purpose is to identify improvements to implementation practices in order to encourage increased benefits from Reflect. Each stage of the Reflect process, from planning and implementation to post graduation from the centre was subjected to constructive criticism during the experience sharing workshop. This analysis was based not only on experience in Burkina Faso but also on the experiences and good practices of other participating countries. This constituted the focal point of the exchange workshop on « country experiences » held at Ouagadougou, in Burkina Faso, the 12th and 13th of July 2010.

Reflect is a non-formal approach to education and social change currently of interest across a number of different countries. Thus it provides a common link between the non-formal educational sub-sectors of different African countries and those in other parts of the world. This Reflect platform is fed by international networking which contributes to making Reflect a dynamic approach.

Benin, Mali, Ghana, The Gambia, Guinea-Bissau and Mauritanie were the countries invited to the Burkina workshop, each having specific experiences to share. Mali and Ghana, like Burkina Faso, have a long Reflect experience. Contrarily, Mauritanie is relatively new and has very limited practical experience. The invitation to Burkina aimed to support the development of further pilot initiatives. As for Benin and Guinea-Bissau they started Reflect some years ago. Yet, already in Benin, the evaluation of the first centres or circles has revealed a success rate close to 90% with a limited 10% drop out rate. Thanks to Reflect, 20 groups of production and transformation have increased their annual turnover by around of 30 to 45% and have seen their activities thrive due to better organisation and management. Moreover, 112 out of 120 young trainees in sewing, hairdressing, mechanics, joinery and others successfully passed their final exams organised at communal level.

This workshop aimed to provide an opportunity for sharing of experiences and developing strategies for improving practices based on analysis of shared challenges and was a rich learning experience for all concerned. Two observations stand out:

- (i) In the participating countries, the socio-political contexts are favourable to the promotion of non-formal education, and thus, of Reflect. Civil society has a significant contribution to make to the improvement of non-formal education. Reflect supports capacity development and acts as a catalyst to local development. Reflect represents a source of inspiration for ensuring that non-formal education is adapted and relevant to local needs. Thus civil society has an interest in demonstrating the advantages of Reflect, ensuring that it is widely known and encouraging its use particularly by State non formal education services and programmes.
- (ii) Reflect implementation strategies are at the root of internal and external effectiveness so analysis of monitoring and evaluation data is needed so that recommendations and learning can feed into practice. The analysis below clarifies this.

## **6.1. Mechanisms Contributing to Reflect Effectiveness**

The analysis of the curriculum, planning, implementation and post-centre management lead to the identification of mechanisms that seem to contribute to the internal and external effectiveness of programmes.

### ***6.1.1. Capacity needs appraisal by communities***

The participatory community appraisal is the first stage of Reflect. This appraisal provides a framework for gathering information based on community knowledge, know-how and experience, including aspects of the need for literacy. The initial appraisal enables communities to identify their needs and their potential and signals the development of a space to collaborate for individual and common benefits. It is also the starting point for developing literacy in the context of local development since it identifies the community issues that will form the basis of the learning material.

Reflect also motivates community involvement and participation since they own the processes and improvements to their lifestyles which are the result of their analyses and actions. It is evident that an adult's motivation for an educational process lays in its relevance to her/his daily problems. The greater the involvement in this initial appraisal the greater will be the motivation and ownership of subsequent activities.

### ***6.1.2. Integration of the learners' knowledge in the process of learning***

Reflect revolves around participants' knowledge, beliefs and life experience, which are understood as the context for learning. Thus Reflect practice has no need for primers since learning materials are created by participants and are thus fully coherent with their reality.

This approach values participants' knowledge, beliefs and life experience and the integration of these as the root of the learning process builds participants' self-confidence and encourages them to value themselves and their life experience. Thus they recognise that they can discuss, analyse and plan for change and are not dependent on others to do this for them. Communities can often make improvements to local or traditional practices through group discussion and analysis of what they already know.

### ***6.1.3. Creating a dynamic learning environment***

This environment is induced during discussions using of PRA tools. When well-managed, learners play an active part in contributing to a common conclusion. The resulting exchanges and games cultivate a lively atmosphere that maintains the enthusiasm for participation, regular attendance and ownership of study themes developed in the centre/circle. The better the facilitator the more this learning atmosphere is effective.

### ***6.1.4. Motivation of facilitators***

Usually facilitators receive no promise of any in-kind motivation. However it is common among some implementing organisations to give a prize to facilitators who have performed well at the end of a campaign. The key objective is to foster healthy competition between facilitators and to encourage quality. In the *Cascades* in Burkina

Faso, for instance, the common incentive for facilitators and even learners consists of specific documents that contribute to the diversification of the local literacy environment.

#### ***6.1.5. Production of written text***

Production of written texts reinforces the writing skills and abilities to use these skills in different contexts. Learners produce texts based on their discussions on the various study topics. These texts are then displayed in the centre as appropriate. In Burkina Faso, some implementing organisations organise regular sessions specifically to produce written texts on topics of interest in their particular context. These texts can then be used in journals in national languages as facilitated by the Association TBL in the *South-West* of Burkina Faso. In Benin, competitions around written texts are often organised to help reinforce writing skills. In Mali, the concept of village writers has been developed to improve the literacy environment and learners produce a journal in their national language, *Jèkabaara*. Initiatives to translate civil status certificates and modules for domains such as education, agriculture, health, livestock rearing, savings/ credit and income generating activities in national languages are also planned.

#### ***6.1.6. Use of learning tools***

Examples of these tools are the *Waligana* and the *Kinkajou* developed and practised in Mali. The first is a traditional game adopted as a tool to aid in the command of numeracy. The second is a small projector for use when classes take place after dark. However its use of pre-conceived materials means that it is not strictly speaking a part of the Reflect approach.

#### ***6.1.7. Moving on to further educational opportunities***

The chance to progress to other educational opportunities remains a source of motivation for some learners, in line with their ambitions. In Ghana, non-formal education graduates can join the formal educational system to continue their studies. In Burkina, some Reflect learners aspire to master French to be open to the wider world. The formula A3F (“learning of basic functional French”) based on literacy skills in the national language offers them such an opportunity. Thus, the existence of an educational continuum Reflect-A3F constitutes a source of motivation that encourages good performance in the literacy process of Reflect.

#### ***6.1.8. Action plans***

These are activities of socio-economic change that learners implement using the capacities and skills developed through Reflect. They are part of the educational process. Their effective implementation promotes change and contributes to social transformation. Action points are therefore an essential component of an effective Reflect process.

#### ***6.1.9. Internal assessment of the activities undertaken***

These assessments are conducted by implementing organisations and enable learning to feed into activities for ongoing improvement. Such assessments emerge as important tool that contribute to both internal and external effectiveness. If external effectiveness



refers to the relation between the educational process and local development – moral, cultural, social and economic induced changes can be seen as indicators.

A way of assessing is self-evaluation during organised pedagogical days at the mid-term of the campaigns. Its use by the *Association Sirayiri Formation* in the *Hauts Bassins* in Burkina Faso has led to significant results and ongoing reinforcement of facilitators' capacities.

#### **6.1.10. Micro finance for women**

Rural women are often exposed to major financial difficulties. Access to credit often represents an opportunity to develop for social and economic activities. This contributes to keeping enthusiasm for Reflect high, since learning is directly related to improvements in daily life. The implementing organisation *TBL* in the *South-West* of Burkina Faso demonstrates the relevance of this practice in women's education. The more participants' real needs are covered, the better they mobilise and join the enterprises, as they find a reason for hope for the future.

## **6.2. Factors Limiting Reflect Effectiveness**

Some aspects of Reflect are not as effective as they might be and this usually comes down to poor understanding of the fundamental principles of the approach. Such aspects are indicated below as they occur in the Burkiniabe context.

### **6.2.1. Inappropriate running of appraisals**

The initial appraisal, despite its importance in Reflect, is not always effectively carried out. It is often superficial with approximate results and objectives. This leads to study plans that are not rooted in local realities and which do not therefore fulfil their purpose. Learners are not then able to identify with the thematic content, which is seen as an imposition. Content is delivered, but does not address real community problems. This can be seen as a failure when looking at Reflect's mission as an approach to social transformation and empowerment.

### **6.2.2. The “unique bearer of knowledge” behaviour**

This behaviour remains a reality with some facilitators, which cannot really be called as such because they work as if they are the sole bearers of knowledge. They consider learners as containers to be filled up with knowledge, the facilitator's knowledge. They are not at ease with the idea of knowledge construction with others. In these conditions, the best thing to be expected from learners is memorisation, which, unfortunately, is not sustainable.

This behaviour is most often found in animators accustomed to classical practices, who are resistant to the new skills promoted during facilitators' training workshops. These classical practices constitute real obstacles for new learnings. These animators need to be encouraged to “unlearn” certain habits when they choose to come to Reflect.

### ***6.2.3. No transposition of new knowledge***

Facilitators cannot be expected to have in depth knowledge of all the topics covered, and this is not the objective. However they do need to be able to access human and other resources to supplement the required knowledge that is not available within the Reflect circle. Relevant new information needs to be available and presented in a way that is accessible and adapted to participant needs. Facilitators are not all able to do this which limits the quality of thematic discussions and the reinforcement of technical capacities. Thus, learners often end up learning what they already knew which can be a source of demotivation and dropping out as they do not always find the added value they seek in the learning sessions.

### ***6.2.4. Inappropriate pedagogy with some thematic contents***

Reflect study plans can be very diverse covering themes such as: language, maths, life, earth and social sciences. Some facilitators do not have specific knowledge on how to link each theme to the daily lives of participants. Thus, some scientific themes are skimmed through due to a skills deficit. Some notions in maths such as geometry are approached abstractly. The production of written text does not always benefit from creative approaches either. Encouragement of approaches that are marked by learners' active participation, their knowledge assessment and ownership and use of learning would without doubt contribute to more sustained and effective educational and transformational processes.

### ***6.2.5. Little promotion of capacity building***

Capacity building is not always evident. Although, a diversity of topics is planned to encourage new skills, very few real skills are noted in many graduates. Weakness in the training of facilitators partly explains the situation. It is very rare to have a facilitator with good capacity building skills and bringing in external resource people for the complementary technical trainings requires funding which is not always available. This is an aspect that needs support – both to strengthen facilitator skills and to cover costs of external resources.

### ***6.2.6. Limited creativity in the productive mechanisms***

Reflect is a participatory approach that encourages learner's ownership of their learning process. However old habits die hard and PRA tools can sometimes be used in a mechanical or ritualistic fashion that destroys their potential as analytical tools for learning. The root of this problem seems to be the poor command of the Reflect process by facilitators. If it is claimed that Reflect is not demanding when it comes to the facilitator's capacity this is clearly not the case.

### ***6.2.7. The post-centre educational continuum***

The *educational continuum* is a device that allows learners to keep on reinforcing their learnings after they leave the Reflect centre/circle. Reflect is conceived as an ongoing process, an educational continuum in itself. But it is necessary to recognise that, in Burkina sessions are often interrupted for long periods. The sustainability of centres/circles learnings is in the interests of learners in order to support a continuum

of learning and keep up the literate culture and the ongoing development of the intellectual capital of the individual.

The socio-economic assessment of learning is one dimension of this continuum, as the frequent and productive use of learning contributes to its maintenance and reinforcement. But the literacy environment remains limited or very poor when it can be said to exist at all. Implementing organisations do not always act on this concern and it remains a handicap to ongoing literacy development.

#### ***6.2.8. Virtuality of the volume of hours by campaign***

Reflect is flexible, especially in terms of the learning period, which is adapted to the availability of learners. But in a literacy process, and taking into account government standards promoted on the issue, the indication of a minimum volume of hours for the graduate profile is necessary. This is not always the case. In Burkina Faso, Reflect annual cycles are planned for a learning period of 4 to 6 months. The emphasis is on the number of learning months rather than on the number of required hours. Thus, a centre/ circle can take place over 6 months but without reaching an effective number of learning hours. Thus, the number of hours remains theoretical at the moment and is approached differently by different field actors. The number of hours is one of the necessary components of any curriculum and a « minimum required », is always necessary.

#### ***6.2.9. Imposition of action plans***

Good Reflect implementation requires understanding of its practical implications. Yet, some implementing organisations do not demonstrate an understanding of the role of the participants in identifying and implementing action plans, which are on occasion dictated by the implementing organisations themselves whereas this should rather be the prerogative of learners. This results in weak local ownership of the plans which are thus somewhat precarious.

### **6.3. Recommendations and Lessons learnt**

#### ***6.3.1. Lessons learnt***

Various lessons can be learnt from this process of capitalisation. These lessons emanate from both field observations and the inter-country exchange at the Ouagadougou workshop. They are explained below:

- (i)** Reflect is a local development approach more than an educational or pedagogical method. Its tripartite logic of literacy, capacity building and promotion of socio-economic development based on expressed community problems, position it as such. Topics, determined by socio-cultural, economic and political challenges can be as varied as agropastoral production, environmental management, health, hygiene, nutrition, fight against HIV/ AIDS, income generating activities, gender relations, citizenship, conflict management, women and children's rights, etc. Its effectiveness demands a good mastery of its fundamental principals and the adoption of adequate mechanisms for its implementation.

- (ii) Reflect is adapted to different socio-political contexts as demonstrated by its practice in a sample of rural communes in Burkina Faso. Reflect is a tool for local development and citizen participation in terms of: dialogues around challenges and strategies for community participation; developing human capital through provision of opportunities for youth and adults who have never been to school or who have dropped out of education, for whatever reasons and the introduction of individual and collective enterprises to encourage socio-economic advances.
- (iii) The results observed with Reflect in comparison to other approaches encourage its increased use within the communities. In the Burkinabe context, the combination of literacy with local development and with the fight against poverty is required. This requires significant social mobilisation based on participant testimonies. Sustainable appropriation by the State and increased funding are needed to make this a success.
- (iv) Promoting Reflect literacy learning opportunities for young men and women will contribute to their socio-economic perspectives. The aptitudes and attitudes of young men and women graduating from effectively managed centres/circles will stand them in good stead to contribute to the development of their communities and their own ongoing education. The experience apprenticeships and job training linked to Reflect circles in Benin seems to be a source of inspiration for developing the educational continuum, as is the Reflect support for transition to the formal education sector in Ghana.
- (v) The number of viable socio-economic enterprises initiated by Reflect circle participants depends on a number of factors which often include start up support, business skills training and access to credit. The availability of these will often make or break a small enterprise. Rural women are the ones most often exposed to extreme financial vulnerability; with poverty in Africa being mostly female and rural. They are limited in their social self-promotion initiatives by limited capital. Facilitating their access to micro-credit constitutes added value to their socio-economic self-promotion.
- (vi) Poor capacity-building in Reflect restricts the level of literacy *stricto sensu*. A real promotion of this aspect is needed. It demands the effective development of study plans and improved facilitator training and resources for implicating other resource people if Reflect's true potential as an approach to literacy and social transformation is to be achieved.
- (vii) The quality of the facilitator seems to be a major problem. Facilitators are crucial to both internal and external effectiveness yet a deficit in skills is often noticed. The reduction of this deficit demands, amongst others: a significant reinforcement of Reflect training and adequate numbers of sessions to meet literacy objectives. A minimum of two weeks initial training is required for facilitators, followed by regular opportunities to meet together and periodic refresher training sessions. This is not the current provision in Burkina Faso.  
  
The level of the facilitators must be the object of particular attention and advocacy for facilitator training and certification must go alongside a requirement for adequate remuneration in recognition of the work demanded. In Burkina Faso, the adoption of State criteria for those

intervening in non-formal education will help by the introduction of clear profiles in three years time.

- (viii) The educational continuum through the literacy environment remains a necessary device for non-formal education and Reflect. Its relevance is even more evident as it contributes to a permanent literate culture, guaranteeing the reinforcement and durability of learning and ongoing information and improvement of technological skills. But this continuum is not currently a major concern for most actors. Promoting low cost practices can contribute to progressive promotion and diversification of the literacy environment. Some are: translation into national languages of technical documents; administrative acts of interest for the communities; thematic compilations of texts coming from the centres, and competitions through local journals.

#### ***6.4.2. Capital of practices to be promoted***

This research, even if focused on Burkina Faso, has served as a framework for interactive reflexion on improving Reflect. In essence, it has allowed countries to learn from the experience of others for overcoming current difficulties.

The social profit of Reflect can be further increased. An approach can only produce results if it is correctly implemented. The improvement of the effectiveness requires, first of all, an improvement of implementation mechanisms.

In Burkina Faso, results must be widely shared with as many people as possible. With the objective of reinforcing knowledge of Reflect principals and the capacity of Reflect trainers.

### **Conclusion**

The analysis of Reflect shows that it induces perceptible socio-economic processes. It is able to lead to an assumption of endogenous cultural values while: 1) opening unsuspected awareness raising, 2) more elaborated conceptions of daily life activities through planning, 3) economic management turned to market economy options, and 4) more effective participation of the graduates in the management of production structures, etc.

The implementation of Reflect as observed in the various Burkinabe contexts positions it more as a development approach than as a simple educational and pedagogical formula. This is because, beyond literacy and capacity-building techniques, it goes on to promote desired socio-cultural, economic and political transformations. However, its internal and external return demands appropriate practices. Thus, the minimum requirement for implementing Reflect is sufficient understanding of its basic principles among implementing organisations and their funders. This is not about mystifying Reflect through difficult-to-access concepts but rather to communicate the theoretical principles and their practical implications.

In this capitalisation the synergy of action with the various countries of the region has enabled Reflect to be considered in various contexts. Each has undoubtedly learnt lessons on quality educational systems linked to responsible citizenship and local, national and regional development. The effective appropriation of learning through active implication

of local actors is already showing impact. There is already ongoing questioning about Reflect operative modalities. This demonstrates openness to critical assessment and predisposition to innovation. Strengthening formative monitoring will undoubtedly contribute to these processes.

The various implementation experiences clearly demonstrate the relevance of Reflect to individual and group social, economic and cultural ambitions. But its effectiveness depends on a sound implementation of its principles. This capitalisation represents a contribution and it is hoped that it will inspire practitioners and supporters to go beyond current practices towards more effective non-formal education. The potential is there.

## APPENDIX 1

Questionnaire sent to Pamoja West Africa Network country members (Mali, Benin, Mauritania, Ghana, the Gambia and Guinea-Buissau) for their contribution to the process of learning from experiences of Reflect implementation organised in Burkina Faso

*N.B: This questionnaire is linked to the global objective of the capitalisation exercise*

- (1) In your country, what are the main challenges you can identify regarding non-formal education that?
- (2) In your country, what are the good practices regarding non-formal education policies and strategies? What roles are played by different stakeholders in the improvement and appropriation of education of youth and adults (men and women)?
- (3) What are the constraints in the development and promotion of appropriate non-formal education policies and practices?
- (4) Reflect is renowned for integrating best practices regarding learning and participatory approaches. It values local knowledges and adapts to the different conceptions of literacy. What are your best practices in terms of: (i) development of skills regarding the facilitator's profile, (ii) educational continuum, (iii) post-circle learnings assessment and, (iv) literacy environment?

**Thanks for sharing your comments with us.**

**Best Wishes.**

## APPENDIX 2

Sample of the APENF coordinations and the implementing organisations  
having supported the field research

<b>Regional coordinations /APENF</b>	<b>Key implementing organisations</b>	<b>Province of intervention</b>
Cascades	AAR	Comoé
	AEC	Comoé
	Munyu	Comoé
	Association Ton	Comoé
Haut Bassins	ASF	Houet
	Yelen	Houet
	Muso Dambé	Houet
	UAFK	Kénédougou
Sud-Ouest	ALMY	Ioba
	TBL	Bougouriba
	GFARSO	Bougouriba
	UDPK	Poni
Plateau central	FUAKPP	Oubritenga
	AMI	Oubritenga
	CDMRN	Oubritenga
	UTEB	Ganzourgou
Nord	UGN Koumbri	Yatenga
	DEWRAL	Yatenga
	REPROSO	Yatenga
	ASEPE	Yatenga
Sahel	Kholesmen	Seno
	Baarké	Soum
	UGVA	Soum
Communes	Commune rurale de Poa	Bulkiemdé (Centre-Ouest)
	Communes rurale de Pouytenga	Kouritenga (Centre-Est)
	Commune rurale de Legmoin	Noumbiel (Sud-Ouest)



### APPENDIX 3: Results from summative evaluations of Reflect centres at the end of campaign (1998–2004)

Year	Region	Nbre OP	Number of registered people									Total registered			Average dropout rate			Average success rate			
			Centres of N1			Centres of N2			Centres of N3			Total registered			Average dropout rate			Average success rate			
			W	M	T	W	M	T	W	M	T	W	M	T	W	M	T	W	M	T	
1998/99	<i>Plateau Central</i>	1	30	0	30	0	0	0	0	0	0	0	30	0	30	0,00	----	0,00	100,00	----	100,00
<b>Total 1998-99</b>		<b>1</b>	<b>30</b>	<b>0</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>30</b>	<b>0</b>	<b>30</b>	<b>0,00</b>	<b>----</b>	<b>0,00</b>	<b>100,00</b>	<b>----</b>	<b>100,00</b>
1999/00	<i>Plateau Central</i>	1	0	0	0	30	0	30	0	0	0	30	0	30	----	----	0,00	----	----	100,00	
<b>Total 1999-00</b>		<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>30</b>	<b>0</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>30</b>	<b>0</b>	<b>30</b>	<b>0,00</b>		<b>0,00</b>	<b>100,00</b>	<b>----</b>	<b>100,00</b>	
2000/01	<i>Centre Nord</i>	1	20	0	20	0	0	0	0	0	0	20	0	20		----	0,00		----	95,00	
<b>Total 2000-01</b>		<b>1</b>	<b>20</b>	<b>0</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>0</b>	<b>20</b>	<b>0,00</b>	<b>----</b>	<b>0,00</b>	<b>95,00</b>	<b>----</b>	<b>95,00</b>	
2002/03	<i>Cascades</i>	1	24	1	25	0	0	0	0	0	0	24	1	25	0,00	0,00	0,00	100,00	100,00	100,00	
	<i>Centre</i>	1	60	0	60	0	0	0	0	0	0	60	0	60	0,00	----	0,00	86,67	----	86,67	
	<i>Centre- Est</i>	2	82	16	98	0	0	0	0	0	0	82	16	98	0,00	0,00	0,00	100,00	100,00	100,00	
	<i>Hauts Bassins</i>	1	24	2	26	0	0	0	0	0	0	24	2	26	0,00	0,00	0,00	100,00	100,00	100,00	
	<i>Nord</i>	2	57	18	75	0	0	0	0	0	0	57	18	75	3,51	38,89	12,00	84,21	50,00	76,00	
<b>Total 2002-03</b>		<b>7</b>	<b>247</b>	<b>37</b>	<b>284</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>247</b>	<b>37</b>	<b>284</b>	<b>0,81</b>	<b>18,92</b>	<b>3,17</b>	<b>93,12</b>	<b>75,68</b>	<b>90,85</b>	
2003/04	<i>Cascades</i>	1	0	0	0	14	1	15	0	0	0	14	1	15	0,00	0,00	0,00	100,00	100,00	100,00	
	<i>Centre</i>	2	88	2	90	0	0	0	0	0	0	88	2	90	0,00	0,00	0,00	47,73	0,00	46,67	
	<i>Centre- Est</i>	3	253	50	303	75	16	91	0	0	0	328	66	394	4,88	3,03	4,57	90,55	92,42	90,86	
	<i>Est</i>	1	120	30	150	0	0	0	0	0	0	120	30	150	4,17	16,67	6,67	91,67	80,00	89,33	
	<i>Hauts bassins</i>	2	88	69	157	24	2	26	0	0	0	112	71	183	2,68	4,23	3,28	92,86	94,37	93,44	
	<i>Nord</i>	2	0	0	0	48	18	66	0	0	0	48	18	66	14,58	27,78	18,18	77,08	61,11	72,73	
	<i>Sud Ouest</i>	4	235	667	902	0	0	0	0	0	0	235	667	902	34,89	28,19	29,93	42,13	58,02	53,88	
<b>Total 2003-04</b>		<b>15</b>	<b>784</b>	<b>818</b>	<b>1602</b>	<b>161</b>	<b>37</b>	<b>198</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>945</b>	<b>855</b>	<b>1800</b>	<b>11,96</b>	<b>23,74</b>	<b>17,56</b>	<b>74,39</b>	<b>64,44</b>	<b>69,67</b>	
2004/05	<i>Cascades</i>	2	243	111	354	0	0	0	14	1	15	257	112	369	8,56	15,18	10,57	68,09	67,86	68,02	
	<i>Centre</i>	1	0	0	0	60	0	60	0	0	0	60	0	60	3,33	----	3,33	75,00	----	75,00	
	<i>Centre- Est</i>	1	165	90	255	243	79	322	0	0	0	408	169	577	0,25	0,59	0,35	99,75	99,41	99,65	
	<i>Centre Nord</i>	3	218	216	434	0	0	0	0	0	0	218	216	434	4,59	6,94	5,76	74,31	81,48	77,88	
	<i>Centre Sud</i>	2	210	70	280	0	0	0	0	0	0	210	70	280	0,00	0,00	0,00	100,00	100,00	100,00	
	<i>Est</i>	2	122	63	185	74	45	119	0	0	0	196	108	304	2,04	6,48	3,62	73,47	71,30	72,70	
	<i>Hauts Bassins</i>	1	92	53	145	80	54	134	0	0	0	172	107	279	10,47	10,28	10,39	52,33	66,36	57,71	
	<i>Nord</i>	5	577	214	791	0	0	0	0	0	0	577	214	791	1,04	0,47	0,88	98,09	98,13	98,10	
	<i>Plateau Central</i>	1	54	60	114	0	0	0	0	0	0	54	60	114	14,81	15,00	14,91	77,78	76,67	77,19	
	<i>Sahel</i>	1	171	94	265	33	65	98	0	0	0	204	159	363	14,71	15,09	14,88	69,12	84,91	76,03	
<i>Sud Ouest</i>	4	59	150	209	73	307	380	0	0	0	132	457	589	25,00	21,66	22,41	46,21	53,17	51,61		
<b>Total 2004-05</b>		<b>23</b>	<b>1911</b>	<b>1121</b>	<b>3032</b>	<b>563</b>	<b>550</b>	<b>1113</b>	<b>14</b>	<b>1</b>	<b>15</b>	<b>2488</b>	<b>1672</b>	<b>4160</b>	<b>6,15</b>	<b>11,06</b>	<b>8,13</b>	<b>82,19</b>	<b>78,65</b>	<b>80,77</b>	

N1: centre of 1<sup>st</sup> year; N2: centre of 2<sup>nd</sup> year; N3: centre of 3<sup>rd</sup> year. W: women; M: men; T: total.  
Sources: Reports of the summative evaluations at the end of the campaigns from the technical services

#### APPENDIX 4: Results from summative evaluations of Reflect centres at the end of campaign (2005–2008)

Year	Region	Nbre OP	Number of registered people									Total registered			Average dropout rate			Average success rate		
			Centres of N1			Centres of N2			Centres of N3			Total registered			Average dropout rate			Average success rate		
			F	H	T	F	H	T	F	H	T	F	H	T	F	H	T	F	H	T
2005/06	<i>Boucle Mouhoun</i>	1	75	0	75	0	0	0	0	0	0	75	0	75	26,67	----	26,67	56,00	----	56,00
	<i>Cascades</i>	4	218	43	261	92	25	117	43	34	77	353	102	455	4,25	3,92	4,18	88,10	85,29	87,47
	<i>Centre</i>	3	161	4	165	84	3	87	56	0	56	301	7	308	16,61	28,57	16,88	57,81	57,14	57,79
	<i>Centre- Est</i>	2	142	92	234	165	91	256	233	74	307	540	257	797	3,52	31,13	12,42	86,67	88,33	87,20
	<i>Centre Nord</i>	4	598	352	950	179	176	355	0	0	0	777	528	1305	7,59	6,82	7,28	80,95	89,02	84,21
	<i>Centre Sud</i>	2	167	67	234	162	52	214	0	0	0	329	119	448	11,55	12,61	11,83	66,26	80,67	70,09
	<i>Est</i>	2	51	41	92	117	60	177	64	42	106	232	143	375	10,34	34,97	19,73	66,38	53,15	61,33
	<i>Hauts Bassins</i>	2	319	53	372	65	50	115	66	44	110	450	147	597	17,56	8,84	15,41	43,78	65,31	49,08
	<i>Nord</i>	11	1137	277	1414	577	214	791	77	12	89	1791	503	2294	19,49	20,48	19,70	69,68	71,37	70,05
	<i>Plateau Central</i>	3	391	242	633	46	55	101	0	0	0	437	297	734	6,18	2,69	4,77	88,56	89,56	88,96
	<i>Sahel</i>	2	182	130	312	123	68	191	27	36	63	332	234	566	10,84	10,68	10,78	80,72	81,62	81,10
<i>Sud Ouest</i>	5	74	245	319	47	133	180	74	270	344	195	648	843	32,31	25,31	26,93	41,03	53,24	50,42	
<b>Total 2005-06</b>		<b>41</b>	<b>3515</b>	<b>1546</b>	<b>5061</b>	<b>1657</b>	<b>927</b>	<b>2584</b>	<b>640</b>	<b>512</b>	<b>1152</b>	<b>5812</b>	<b>2985</b>	<b>8797</b>	<b>13,40</b>	<b>16,75</b>	<b>14,54</b>	<b>69,20</b>	<b>71,73</b>	<b>70,06</b>
2006/07	<i>Boucle Mouhoun</i>	3	255	116	371	58	0	58	0	0	0	313	116	429	13,74	17,24	14,69	69,01	70,69	69,46
	<i>Cascades</i>	5	218	191	409	139	10	149	202	95	297	559	296	855	4,47	1,69	3,51	86,05	92,23	88,19
	<i>Centre</i>	6	276	147	423	124	2	126	60	2	62	460	151	611	15,22	7,28	13,26	70,00	88,74	74,63
	<i>Centre Est</i>	3	154	132	286	165	91	256	233	74	307	580	297	849	4,14	13,47	4,24	86,21	78,79	86,45
	<i>Centre Nord</i>	13	1150	888	2038	419	332	751	188	185	373	1757	1405	3162	5,98	7,33	6,58	83,89	86,33	84,98
	<i>Centre Ouest</i>	4	593	48	641	0	0	0	0	0	0	593	48	641	6,58	27,08	8,11	86,68	60,42	84,71
	<i>Centre Sud</i>	5	486	215	701	189	140	329	145	44	189	820	399	1219	5,61	12,28	7,79	84,76	81,95	83,84
	<i>Est</i>	2	151	149	300	46	51	97	20	19	39	217	219	436	0,46	2,28	1,38	80,18	93,61	86,93
	<i>Hauts Bassins</i>	3	217	119	336	233	41	274	64	52	116	514	212	726	18,09	14,15	16,94	45,91	71,23	53,31
	<i>Nord =</i>	12	1466	464	1930	980	182	1162	630	163	793	3076	809	3885	3,28	1,98	3,01	94,44	97,28	95,03
	<i>Plateau Central</i>	6	338	205	543	433	250	683	74	25	99	845	480	1325	3,79	5,00	4,23	93,25	86,88	90,94
<i>Sahel</i>	3	435	290	725	221	133	354	65	84	149	721	507	1228	1,25	0,59	0,98	77,53	89,55	82,49	
<i>Sud Ouest</i>	8	439	461	900	110	371	481	45	127	172	594	959	1553	21,38	17,62	19,06	47,98	67,05	59,76	
<b>Total 2006-07</b>		<b>73</b>	<b>6178</b>	<b>3425</b>	<b>9603</b>	<b>3117</b>	<b>1603</b>	<b>4720</b>	<b>1726</b>	<b>870</b>	<b>2596</b>	<b>11021</b>	<b>5898</b>	<b>16919</b>	<b>6,23</b>	<b>8,27</b>	<b>6,94</b>	<b>83,01</b>	<b>83,91</b>	<b>83,33</b>
2007/08	<i>Boucle Mouhoun</i>	10	483	182	665	166	24	190	59	3	62	708	209	917	8,47	12,44	9,38	80,65	67,46	77,64
	<i>Cascades</i>	9	687	356	1043	171	184	355	102	8	110	960	548	1508	11,98	12,23	12,07	82,08	84,31	82,89
	<i>Centre</i>	5	136	70	206	107	31	138	144	66	210	387	167	554	15,50	10,78	14,08	70,80	85,63	75,27
	<i>Centre- Est</i>	4	92	46	138	233	86	319	392	146	538	717	278	995	2,79	3,24	2,91	86,19	87,41	86,53
	<i>Centre Nord</i>	19	1449	744	2193	713	487	1200	412	171	583	2574	1402	3976	6,92	6,21	6,66	84,23	88,94	85,89
	<i>Centre Ouest</i>	6	514	105	619	198	46	244	0	0	0	712	151	863	2,81	18,54	5,56	92,28	77,48	89,69
	<i>Centre Sud</i>	8	637	282	919	235	148	383	65	26	91	937	456	1393	2,13	3,95	2,73	63,29	67,98	64,82

<i>Est</i>	2	0	0	0	149	70	219	0	0	0	149	70	219	100	100	100	0,00	0,00	0,00
<i>Hauts bassins</i>	3	245	56	301	225	81	306	66	74	140	536	211	747	13,62	13,27	13,52	52,61	67,30	56,76
<i>Nord</i>	<b>16</b>	3086	529	3615	1476	393	1869	892	200	1092	5454	1122	6576	0,50	5,17	1,29	97,10	93,32	96,46
<i>Plateau Central</i>	<b>9</b>	730	373	1103	240	155	395	320	151	471	1290	679	1969	6,67	6,33	6,55	87,91	88,51	88,12
<i>Sahel</i>	<b>9</b>	437	381	818	310	260	570	152	144	296	899	785	1684	2,67	4,20	3,38	86,43	88,54	87,41
<i>Sud Ouest</i>	11	408	288	696	449	235	684	512	471	983	1369	994	2363	13,08	18,61	15,40	75,16	61,97	69,61
<b>Total 2007-08</b>	<b>111</b>	<b>8904</b>	<b>3412</b>	<b>12316</b>	<b>4672</b>	<b>2200</b>	<b>6872</b>	<b>3116</b>	<b>1460</b>	<b>4576</b>	<b>16692</b>	<b>7072</b>	<b>23764</b>	<b>6,06</b>	<b>9,47</b>	<b>7,07</b>	<b>84,99</b>	<b>81,50</b>	<b>83,95</b>

N1: centre of 1<sup>st</sup> year; N2: centre of 2<sup>nd</sup> year; N3: centre of 3<sup>rd</sup> year. W: women; M: men; T: total.

Sources: Reports of the summative evaluations at the end of the campaigns from the technical services