



United Nations
Educational, Scientific and
Cultural Organization

Regional Bureau
for Education
in Africa

Planner's Guide For The Introduction of African Languages and Cultures in the Education System





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FOREWORD

The world features between 6000 and 7000 languages, a majority of which are spoken in Africa,

The African continent is characterized by a large linguistic variety and multilingualism, as opposed to other rare, linguistically homogeneous countries such as Finland, Republic of Central Africa and Madagascar.

As a matter of fact, the current promotion of a quality education for all, which constitutes a concern of African States and their partners since the World Education Forum organized in Dakar in 2000, cannot be achieved without taking into account the various existing socio-cultural and linguistic contexts and specificities.

But often this is not the case. Many local cultures and languages are omitted from educational systems, in terms of both tools and education concern.

Since the 1950s, UNESCO and about ten years later the African Union, have paid much attention to the problem of African languages promoting them as a medium for teaching/learning and as a means of promoting cultures, know-how and endogenous skills.

Many international and national meetings have been organized, all recommending countries to take suitable measures for languages but without achieving the expected impact.

Thus, one cannot but acknowledge that the African countries remain reluctant to bring more proactive actions to promote national languages in education and administration.

While various Global Monitoring reports for EFA (GMR) have revealed considerable advances in access to Universal Primary Education, improving quality remains one of the major challenges. At the same time we know from studies and country experiences that investing in multilingualism is key to improve the quality of education.

In this context it is necessary to commend the African Group which, with the technical support of UNESCO's Regional Office for Education in Africa, based in Dakar, initiated the project on the use of languages at school, which is the subject matter of the present publication.

This publication, intended to help planners in Ministries of Education to successfully plan and implement multilingual education, is based upon field experiences, recalls the main principles of languages planning in education, and gives precise orientations on "how to" and the various steps to ensure success.

I would like to express my profound gratitude to Mr. Paul Taryam IILBOUDO of the NGO SOLIDAR (Burkina Faso) who closely cooperated with UNESCO BREDA as Senior consultant for the production of the present guide, as well as to Mr Aimé DAMIBA and Mr Norbert NIKIEMA for their precious technical contributions.

UNESCO Dakar remains ready to bring the necessary technical support to countries that so wish, for the elaboration and the implementation of linguistic policies that promote national languages and cultures in education.

Ann Therese NDONG-JATTA

Director BREDA

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I. Introduction: Background and specific issues

1.1. Policy on the use of African languages as media of instruction-learning and good practices

At the global level, it is worth noting that the African education systems uses only 176 of the thousands of existing African languages, broken down as follows:

- 87% in adult literacy and non-formal education programmes ;
- Between 70 and 75% in nursery schools, kindergarten and early years of elementary school;
- 25% in secondary education;
- 5% in higher education;

(Study on international languages commissioned by UNESCO Gadelil, 2004, Why and how to invest in African languages and multilingual education, UNESCO, UIL, ADEA).

Thus, the use of African languages as media of instruction for adult literacy has been firmly established since the 1970s, even though initial training in foreign languages is still practiced in many places, but generally in addition to rather than in replacement of literacy in African languages.

Concerning formal education, particularly at elementary level, monolingual education in the official foreign language is often found, at least in « Francophone » and « Portuguese-speaking » sub-Saharan Africa. In this part of the continent, the use of the mother-tongue in schools is a recent development which has given rise to three major situations. In some multilingual countries, the situation is one of conglomeration in which several vehicular languages are used, according to the zones, for communication by the various communities speaking their own languages. A second situation is one of domination in which several dominant languages emerge in specific spaces but do not extend beyond the territories of other languages. The third situation is that of dissemination, marked by extensive linguistic fragmentation, since each language is typically spoken on its own territory. In this case, the use of local languages as media of instruction is still experimental and has not yet been fully integrated into the educational system.

In this context, the trend seems to be extremely favourable: In theory, the framework laws on education give pride of place to local languages. Countries that have opted for it have, since the 1970s and 1980s, gone beyond the question of « why use African languages in school »; they have since the 1990s, focussed their attention on «how to integrate African languages and cultures in school? ».

To contribute to the promotion of African languages and cultures in school, the African Group within UNESCO, with the technical support of BREDIA, initiated a research action with a view to taking stock of the issue in francophone and Anglophone countries in order to

identify the success stories, on the one hand and prepare a planners' guide, based on research results, on the other.

In this connection, two studies were undertaken by Professors Norbert Nikiéma (2010) specifically focused on Francophone and Portuguese-Speaking countries, and Sammy B Chumbow (2010) concerning Anglophone countries. These two studies described complex linguistic situations and documented ongoing experiments and good practices. Professor Nikiéma's research was related to the experiences of Burkina Faso, Mali, Niger, Senegal, Chad and Mozambique while Professor Chumbow analyzed the experiences of Cameroon, South Africa, Tanzania, Nigeria, Egypt, Ethiopia and Mauritius.

The results of these two research works underpin the proposals made in this planners' guide which can be considered as complementary to the «Policy Guide », endorsed by Ministers at the Ouagadougou Conference.

1.2. Problem to be tackled

Even though the need to use national languages as a medium of instruction is generally acknowledged, this is far from being the practice, particularly in francophone and Portuguese-Speaking African countries, notwithstanding the framework laws adapted to that end. Several studies, including those mentioned above, observed that the linguistic policies implemented in Africa are highly implicit and are marked by the absence of real linguistic planning. All the countries are not yet committed and the indecisive political will is exacerbated by lack of know-how or inadequate knowledge on the issue.

As part of their political will and as signatories to the national and international instruments on African national languages and education, the African Ministers of Education validated the « Policy Guide for the introduction of African languages and cultures in the education system », at a recent conference on the integration of African languages and cultures into the education systems, jointly organized by UNESCO and ADEA in Ouagadougou from 20th to 22nd January 2010.

The Policy guide proposes key lines of action which includes:

- The establishment of policy and legislative frameworks;
- General awareness-raising and advocacy at national level and the development of regional networks ;
- Institutional strengthening and capacity building ;
- The development of monitoring and evaluation strategies to assess learning outputs;
- Curriculum development and training of educators ;
- Publishing in national languages and adoption of a book policy;
- Research and teaching innovation; mobilization of financial resources.

For practical purposes, there is need to complete the policy guide with an instrument for the design and management of the experiment and the expansion of bi/multilingual education.

1.3. Purpose of the guide

The broad objective of the guide is to meet this need to establish guidelines for and thoroughly plan the bi-multilingual education offer. It more specifically entails preparing a **Practical Guide, an instrument to steer the successful introduction of African languages and cultures in the education system**, to be placed at the disposal of national organs entrusted with this mission. This guide is perfectly in line with the continuance of the Policy Guide endorsed at the Ouagadougou Conference.

1.4. Assumptions:

For it to be useful to as many countries as possible, the guide is based on a general conceptual design. However, since the concern is to show that the introduction of African languages and cultures in education is feasible in Africa today, the guide draws inspiration from concrete cases of the African reality and, more specifically, from success stories in the area under consideration. To that end, the guide is based on a set of assumptions.

- A “fictitious” country: This guide does not explicitly mention any country. However, it refers to the experiment of a multilingual basic education continuum in a country of Francophone West Africa. This continuum comprises three elements: A nursery (3 years), an elementary school (5 years), post-primary education (4 years).
- The use of African languages as media of instruction-learning is a decision obtained in the framework law on education and its implementing orders now need to be issued.
- The use of African languages as a media of instruction – learning is a constituent of a more extensive programme, that of the global reform of the education system without which the use of national languages would not have a solid basis.
- The model of bilingualism adopted in this guide is additive bilingualism. Contrary to the widespread practice consisting in using African languages during the first two or three years of schooling and abandoning them immediately after to switch to a foreign language, this guide suggests the coexistence of the national African language and French throughout primary school and during the early part of the post-primary cycle, in proportions that are well defined in the contribution of each medium to learning.
- The experiment envisaged here covers a 10 year period: a primary education cycle of 6 years and 4 years of post-primary education which generally corresponds to the junior secondary level.
- Another 10 year period is spent expanding the innovation with a view to its progressive generalization.

1.5. Methodology

- The research/study drew examples from various documents on the use of national African languages in the education system.
- Lessons learnt from concrete cases of good practices, notably those considered in the study: « Policy on the use of African languages as media of instruction/ learning

and good practices in that regard in Francophone Africa, Norbert Nikiéma», will serve as a basis for the proposal of a realistic strategy.

- The guide is intended to be a proposed action plan drafted according to the existing methodology in that regard. It thus takes into account a certain number of areas referring to those proposed in the Policy Guide by specifying the objectives identified for each line of action, formulating the expected outcomes and identifying the major actions to be undertaken to achieve them. All these are reproduced in a logical frame in the annex. The actions are listed on a schedule to give an idea about the time required. A financial estimate is prepared to give an order of the magnitude of resources to be mobilized for the experiment.
- The guide comprises two major parts, in addition to this introduction: Part I: experimenting the multilingual basic education continuum, Part II: expanding the multilingual basic education continuum.

II. Part I: Experimenting the multilingual basic education continuum

2.1. Field of activity: Preliminary institutional arrangements

Issue

Does the bilingual education experiment result from a decision by the highest State authorities? The question is important because it affects the conduct of the experiment and partly the outcome. A review of the different experiences offers a variety of situations. In most cases, initiatives to use national languages are more often taken at the Non Formal Education and adult literacy sectors with the support of NGOs.

But the context is becoming increasingly favourable and the environment propitious for experimenting bilingual programmes in formal education. Actually, encouraging results have been obtained through non-formal education. Moreover, governments were not impervious to the advocacy for the integration of African languages and cultures into education systems and to testimonies of success stories in this regard. However, this is far from the cup and the lip, because the decision to use African languages and cultures in education is part of a more global issue: the need for relevance and effectiveness of education can only be obtained through an in-depth reform of the education system.

Before looking into the bilingual education experiment, a certain number of preliminary institutional arrangements should be made.

Line of action 1: Adopting legislative and regulatory measures

Issue

The scenario used in this guide considers the adoption of a framework law which provides for “*the use of French and national languages in education both in educational practice and in evaluations*” as an important element attesting to the favourable context. Moreover, according to the same law, basic education is mandatory for all from 6 to 16 years old. But the law alone does not suffice; attendant measures need to be adopted.

Specific objective

Convince the State to decide to experiment the integration of African languages and cultures into the formal education system.

Expected outcomes

Implementing texts of the orientation law on education:

- A bilingual education framework document (both a linguistic policy and education policy document) ;

- An education reform document based on the integration of African languages and cultures into education systems;
- A decision to launch an experimental bilingual education programme as the first phase of the implementation of the bilingual education framework document and/or the education reform.

Major actions to be undertaken

It does not make sense to experiment bilingual education without the will to develop national languages, or to reform education. Political will should be matched by the populations' elicited support. In this perspective, actions to be taken to implement the framework law on education include:

Bilingual education framework document

1. Advising Ministers in charge of education to propose a draft bilingual education framework;
2. Preparing a bilingual education framework document;
3. Adoption by the government of the bilingual education framework.

Education reform document

4. Advising Ministers in charge of education to propose a draft education reform;
5. Preparing a draft education reform;
6. Adoption of the draft education reform by the government.

Experimental bilingual education programme

7. Advising Ministers in charge of education to initiate the bilingual education experiment.

Line of action 2: Setting up directive, steering and implementation organs

Issue

The option for the valuation of national languages, the option for a profound reform of education that are based on integration of national languages and cultures, are options that involve the country in all its aspects, from the political sphere to the civil society. The options in question are the key justifications of the experiment of bilingual education, which as such must have an appropriate level of leadership.

Specific objective

Provide an able and aggressive leadership for the bilingual education experiment process.

Expected outcomes:

An Interministerial mechanism is set up for the promotion of bilingual education (referred to as: Steering Committee);

A central organ entrusted with promoting, coordinating and evaluating the implementation of the bilingual education programme is established (referred to as: Coordinating Institution);

Major actions to be undertaken

8. Setting up an Interministerial directive and steering committee for the implementation of the bilingual education programme (Steering Committee).

This is imperative because of the interdependence between ministries with respect to financial and staff recruitment issues, and even more so in the event where the multilingual basic education continuum is rooted in several ministries.

9. Designation by the authority of a national institution in charge of promotion, evaluation and implementation (coordinating institution).

It is a high-ranking structure in the administrative hierarchy: the National Teachers' College, or the Basic Education Directorate, for example, expressly mandated and granted extensive freedom of action to implement the programme for the integration of national languages and cultures into the education systems by establishing the multilingual basic education continuum. The institution should be headed by the right person, fully committed to bilingual education; in other words an advocate.

Line of action 3: Proposed general experimental schedule

Issue

The integration of African languages and cultures into education systems is certainly a fundamental option for the development of education set forth in the framework law on education and the draft education reform. However, education reform processes are long and slow by nature and suffer many setbacks depending on the experimental data. The experiment of the multilingual basic education continuum should take these realities into consideration and adopt an appropriate implementation strategy.

Specific objective

Build the experiment on an operational and flexible implementation strategy.

Expected outcomes:

Have an agreement between the key actors on the duration of the experiment, the geographical and linguistic coverage, the number of people concerned, the evaluation system.

Major actions to be undertaken

The organ entrusted with promoting and coordinating the implementation of the innovation takes the necessary initiatives to make a basic proposal and organize discussions on this proposal with a view to concluding an agreement among the key actors.

10. Preparation of a basic proposal for the multilingual basic education continuum experiment

According to an assumption made in this guide, the basic proposal comprises the following constituents:

- Duration of the experiment : 10 years (which covers the entire 6-year primary school cycle and the first secondary school cycle lasting 4 years) ;
- Number of languages covered: 5 languages (the 5 languages selected should represent about 80% of speakers of national languages) ;
- Number of regions covered: 10 regions representing about two-thirds of the country's regions to ensure that the experiment has a significant dimension;
- Number of bilingual primary schools : 10 per region (this can represent between 25 000 and 30 000 students) ;
- Number of 3E : 5 per region (which can represent about 25 000 children)
- Number of CMS: 1 per region ;

Monitoring and evaluation mechanism: A dual mechanism, namely, a criterion-referenced and hierarchical system based on the objectives, on the one hand and on the other, the conventional school performance measurement system (for the purpose of comparing results). This internal evaluation system is combined with external evaluations.

11. Organizing a social dialogue on the basic proposal

The basic proposal is submitted to a commission composed of: Representatives of ministries responsible for all or part of the basic education sector, Parliament (education committee), social partners of the education sector (teachers' unions, parent-teacher associations), technical and financial partners active in the education sector.

Since the experiment's host regions have already been targeted, it will be fitting to include representatives of local authorities, decentralised education services, decentralized territorial communities.

2.2. Field of activity: Mobilization of human and financial resources, involvement strategy through various partnerships

Issue

The first generation of education reforms in Africa were not very successful and did not go further than the africanization of programmes and text books; reforms involving national languages were even less successful. One of the drawbacks in some cases consisted of the excessive reliance on external interventions in terms of expertise and funding. The integration of national languages and cultures into the education system cannot be limited to an external initiative funded by a donor and discontinued after the financing ceases. The whole issue boils down to being able to mobilize the bulk of the required human and financial resources at national level through manifold partnerships. External contributions should only come in as a complement.

Line of action 4: Mobilization of human resources

Issue

For the purpose of this document, it is assumed that the State, through ministries in charge of basic education, will take the initiative of launching a bilingual education programme. The experiment is therefore done within the public education system, mobilizing State employees, first.

Specific objective

Identify human resources to be involved and organize them into an intervention mechanism at different levels: central, regional and local.

Expected outcomes:

A Steering Committee (see line of action 2);
A Coordinating Institution (see line of action 2);
Central offices involved;
Regional and local entities involved;
Grassroots communities involved;
Civil society organizations involved;

Major actions to be undertaken

At the central level

- Setting up an interministerial committee to manage and implement the bilingual education programme (realized within the preliminary institutional arrangements) ;
- Designation by the authority of a national coordinating institution realized within the preliminary institutional arrangements) ;

12. Setting up a multi-disciplinary technical team –spearhead of the innovation- within the national coordinating institution.

It is specifically entrusted with the planning, monitoring and evaluation of the operational activities of the experiment and build on the results.

13. Co-opting national specialists

The bilingual education programme needs the support of many specialists: Teachers, planners, linguists, educationalists, trainers, curriculum developers, designers of pedagogical documents, evaluators, etc.... All these specialists can be found at the national University and in various other institutions within the country; there is need to identify those whose services would be needed and conclude a clear-cut agreement with them for their intervention at the required moment.

14. Involvement of central offices:

The implementation of the bilingual education programme should be considered as a programme of the entire ministry of basic education and beyond. In this regard, each central structure should assume its institutional role. Actually, the programme needs the attention of all the other entities. For example : The Research and Planning Directorate (DEP/RPD) which should include the programme in the education development plan, the Administrative and Financial Directorate (AFD/AFD) which should budget the funds required for the programme, the Human Resources Directorate (DRH/HRD) which should post teachers to bilingual schools, and so fourth. The national coordinating body is thus entrusted with a crucial mission consisting of providing information and sharing responsibilities (distributing documents, organizing information seminars, organizing working committees, etc. ...) with respect to other central education structures and through the different ministries in charge of a segment of basic education.

At regional, provincial and local levels

15. Mobilize decentralized authorities.

Within the framework of the decentralization policy, these authorities (Governors, Prefects, Regional Councillors, and Mayors) play an increasingly important role in the development of basic education. They should therefore be fully informed and be part and parcel of the bilingual education programme. Experience shows that these authorities, who are in close contact with the local population, rapidly grasp the relevance of bilingual education in proportion to the quality of the information and advocacy missions;

16. Assign their missions to the regional and provincial basic education directorates and provide them with the means to carry out these missions on the basis of the bilingual education programme, namely:

- Participate in preparatory missions on the sites in which the multilingual basic education continuum is located;
 - Monitor activities relative to the setting up of infrastructure ;
 - Recruit students;
 - Position the staff and provide support-advice;
 - Conduct comparative assessments between bilingual schools and between bilingual schools and conventional schools.
17. Mobilize grassroots communities. The decision to open a 3^E, a bilingual primary school (BPS), a CMS, in each selected locality should be taken with the full consent of the grassroots community organized into local development association or parent-teacher association (preliminary field study missions, social dialogue and advocacy missions)

At civil society and private sector levels

18. Win the trust of teachers' unions and opinion leaders : by organizing advocacy activities addressed to various target publics ;
19. Encourage the private sector to get involved in the bilingual education experiment: through specific agreements concluded between the State and promoters of secular and conventional private schools.

Line of action 5: Mobilization of financial resources

Issue

The belief that bilingual education is expensive is a prejudice that has been proven groundless by the experimental data on which this guide is based. The innovation is not more costly than the conventional school system generally provided with the required resources (well trained teachers, teaching materials and school supplies, convivial and fully equipped institutions). Of course, there are additional costs pertaining to cultural and production activities as well as specific subjects at CMS level. But these costs are globally offset by greater internal and external efficiency, and by reducing the duration of primary education from 6 to 5 years. However, for the pilot phase there is need to mobilize resources for the investment cost in order to obtain relevant and enhanced quality education, in the long-term. Occasionally, part of this investment cost is earmarked for a project submitted for external funding.

Specific objective

Guarantee the smooth conduct of the experiment by making the necessary resources available.

Expected outcomes:

State contribution
Contribution of decentralized entities
Contribution of the civil society and private sector
Contribution of parents
Contribution of technical and financial partners

Major actions to be undertaken

At State level

During the first year of the Programme:

20. Funds granted by the government to launch the various preparatory works.
21. Preparation of the overall experimental budget
A global estimate of financial needs for the experiment will be made. A year-to-year breakdown of this evaluation will later be undertaken to ensure its inclusion in the annual budget of the institution in charge of the experiment;
22. The inclusion in the second year budget, of funds earmarked to finance the experiment ;

At the level of technical and financial partners

23. Preparation of a request for support to the bilingual education programme ;
24. Approaching potential partners ;
25. Signing and implementing financing and support agreements

At the level of territorial communities

26. Advocacy action for the contribution of territorial communities to the bilingual education programme ;
27. Including a line of credit in the budgets of territorial communities for the promotion of bilingual education in their territorial jurisdiction.
This will be done in the regions, provinces and communities selected in the experimental schedule. Advocacy actions should contribute to this to ensure that the bilingual education programme becomes a collective endeavour.

At civil society and private sector levels

- 28 Advocacy action for contribution to the bilingual education programme ;
29. Seek the indispensable contribution (in cash or in kind) of parents. The parents' participation is consubstantial with the very philosophy of the programme for the integration of African languages and cultures into education.
30. Encourage the private sector to get involved in the bilingual education experiment: through precise agreements concluded between the State and promoters of secular and confessional private schools.

2.3. Field of activity: Curricula development

Issue

Education for Africa's renaissance in the 21st century is one based on the positive values of African culture which, in the learning process, establishes a close link between theory and practice, and is open to the world. The multilingual basic education continuum is a response to this requirement and is given concrete expresses in its curriculum. The latter takes into account the various aspects of African culture including national languages; it associates knowledge and know-how through productive practical activities and is open to the world through languages of international communication.

A group of teachers, specialists in various fields should be established to develop the multilingual basic education curriculum for the three stages of education: Pre-school, primary and post-primary.

Line of action 6: Curriculum for pre-school, the

Issue

In a country with a pre-schooling rate of less than 2%, the 3Es have a particularly important mission consisting of democratizing the services for the development of early childhood in the rural, urban and peri-urban areas based on the involvement of beneficiary communities and compatible with the country's resources.

Specific objective

Prepare a curriculum for early childhood development based on the use of the mother-tongue as a medium of instruction and the parents' involvement in the implementation.

Expected outcomes:

A holistic curriculum complementing the services offered by families with respect to hygiene, nutrition, psychomotor development and likely to prepare the young child psychologically, physically and mentally through an early national language/French bilingualism at the start of the primary education cycle. The curriculum may involve the following activities:

- Health, hygiene and nutrition activities;
- Play, cultural and artistic activities,
- Household activities;
- Cognitive activities (graphic designs, initiation to mathematics, oral French with a view to developing an early national language/French bilingualism) ;

- Manual and practical activities.

Major actions to be undertaken

31. Setting up a curriculum development commission;
32. Environmental study and social dialogue;
33. Curriculum proposal;
34. Adoption of the curriculum.

Line of action 7: Curriculum for bilingual primary education

Issue

Bilingual primary education is intended to be a genuine and credible alternative to primary education inherited from the colonial era, under the following three aspects:

- The use of the national language demonstrating its efficiency as a medium of teaching various subjects while facilitating the teaching of French ;
- The reconciliation of the school with its environment by integrating positive cultural values into the latter and involving the neighbouring community;
- Combining the action of learning to that of production in order to prepare children to later become sober and motivated local, regional and national development actors.

These three aspects will be merged into a new five-year primary education curriculum; the reduction by a year of the duration of this curriculum compared to the inherited primary education system is justified by the increased internal and external efficiency of bilingual education.

Specific objective

Prepare a curriculum for a holistic education intended to provide an all-out training to the human being, to be pursued throughout his life, on the basis of the four pillars of learning : **Learning to know** acquired through national and foreign languages, **learning to do** in which we are initiated through productive practical activities, **learning to live together** and **learning to be** by being well rooted in the culture and positive values of the environment while cultivating an openness to the world.

Expected outcomes:

Development of a five-year primary education curriculum using national languages and French, integrating the cultural dimension and developing productive practical activities; Thus, the curriculum of each year of bilingual primary education is as follows:

- Content of Year 1:
 - Initial literacy in the language used at community level and understood by students (reading, writing, written arithmetic) for 90% of the schedule;

- Learning oral French for 10% of the schedule;
- Culture-related activities (values, songs, dance, proverbs, tales, playing musical instruments) ;
- Educational and manual production tasks.
- Content of Year 2:
 - Teaching in national languages (80% of the schedule): reading, writing, arithmetic, grammar of the language in the language, history, geography, observational science ;
 - Teaching French (20% of the schedule): Oral, reading, writing French. French is taught as a foreign language;
 - Culture-related activities;
 - Production activities.
- Content of Year 3:
 - Teaching in national languages (50% of the schedule) : expressive reading and various documents, different arithmetical operations and problems (arithmetic, geometry, metric system), written and oral language techniques, bilingual grammar;
 - Teaching in French (50% of the schedule) : In the third year, the programme covers the entire 4th year programme (fourth grade) of the conventional school system and students are supposed to have learnt enough French to pursue their studies in this language ;
 - Culture-related activities;
 - Production activities.
- Content of Year 4:
 - Teaching in national languages (20% of the schedule): reading, writing, arithmetic, written and oral language techniques ;
 - Teaching in French (80% of the schedule) : In the fourth year, the entire 5th year programme (CM1) of the conventional school system is taught ;
 - Culture-related activities;
 - Production activities.
- Content of Year 5:
 - Teaching in national languages (10% of the schedule): talk-discussion sessions, reading, writing, arithmetic, written and oral language techniques ;
 - Teaching in French (90% of the schedule) : In the fifth year, the entire 6th year programme (grade 6) of the conventional school system is taught;
 - Culture-related activities;
 - Production activities.

At the end of this fifth year, students of the bilingual school sit for the official primary school leaving certificate examination (CEP) all of which is in French.

Major actions to be undertaken

35. Setting up a curriculum development commission;
36. Environmental study and social dialogue;
37. Proposing a 5-year bilingual primary school curriculum;
38. Testing the first year curriculum ;
39. Testing the second year curriculum;
40. Testing the third year curriculum;
41. Testing the fourth year curriculum;
42. Testing the fifth year curriculum;
43. Validation and adoption of the curriculum.

Line of action 8: Curriculum for post-primary education: the CMS

Issue

The Specific Multilingual College is the last cycle of the basic education continuum. With the preceding cycle of bilingual primary education it forms a nine-year basic education system which corresponds to the current education trend in Africa, namely the extension of mandatory education up to the age of 16. The CMS is responsible for the first cycle of secondary education which it transforms through its content based on the use of national languages, culture, as well as productive practical activities.

Specific objective

Develop a post-primary education curriculum to train responsible citizens, agents of development, and actors in community life, who have acquired the content of the first secondary education cycle as well as the specific content pertaining to culture, production and national languages.

Expected outcomes:

Development of a four-year post-primary education curriculum using national languages and French, integrating the cultural dimension and developing productive practical activities. Thus, the curriculum of each year of the CMS is as follows:

- Content of Year 1:
 - Academic instruction/general education: French, English, mathematics, life and earth sciences, history, geography, physical and sports education, (physics, chemistry?);
 - Specific education: national language enrichment 1(NL1), oral learning widely spoken national language 2 (NL2), cultural activities, productive practical

activities, and possibly other emerging subjects (education for peace, the environment, the population, sustainable development...)

- Content of Year 2:
 - General education: French, English, mathematics, life and earth sciences, history, geography, physical and sports education, (physics, chemistry?);
 - Specific education: national language enrichment 1(NL1), oral learning widely spoken national language 2 (NL2), cultural activities, productive practical activities, and possibly other emerging subjects (education for peace, for the environment, the population, sustainable development...)
- Content of Year 3:
 - General education: French, English, mathematics, life and earth sciences, history, geography, physical and sports education, (physics, chemistry?);
 - Specific education: national language enrichment 1(NL1), oral learning widely spoken national language 2 (NL2), cultural activities, productive practical activities, and possibly other emerging subjects (education for peace, for the environment, the population, sustainable development...)
- Content of Year 4:
 - General education: French, English, mathematics, life and earth sciences, history, geography, physical and sports education, (physics, chemistry?);
 - Specific education: national language enrichment 1(NL1), oral learning widely spoken national language 2 (NL2), cultural activities, productive practical activities, and possibly other emerging subjects (education for peace, for the environment, the population, sustainable development...)

Major actions to be undertaken

44. Setting up a curriculum development/adaptation commission;
45. Environmental study and social dialogue;
46. Proposing a curriculum for the 4 years of CMS ;
47. Testing the first year curriculum ;
48. Testing the second year curriculum;
49. Testing the third year curriculum;
50. Testing the fourth year curriculum;
51. Validation and adoption of the curriculum.

2.4. Field of activity: Training teachers and teaching supervisors

Issues

Teachers generally represent instruments through whom the restrained but steady alienating task is discharged, as they provide education exclusively in a foreign language inherited from the colonial era. However, with the decision to use national African languages as a medium of instruction–learning, teachers are mandated-through the promotion of education in African languages- to serve as vectors of African cultural renaissance, a major aspect of the African education reform in the 21st century. The awareness of this challenge partakes of the training of teachers to enable them to use African languages.

In the country under study, the teaching and supervisory staff are trained as:

- Primary school teachers : Training within a year in national primary teacher training colleges (ENEP) ;
- Secondary school: Training at the Secondary-level Teacher Training Institution (‘Ecole Normale Supérieure’, within the University) ;
- Teaching supervisors : training
- Pre-school education facilitators: the country has no training structure.

The pilot phase will take on all the aspects of a review or a complete overhaul of the training system.

Overall objective

Have the teachers and supervisory staff needed to experiment over the fixed 10 year period (in 2 phases) and for 5 national languages, the multilingual basic education continuum comprising: Pre-school education centres, bilingual primary schools, bilingual secondary schools.

Line of action 9: Training teachers for the bilingual primary school

Specific objective

- Implement a programme for the initial training and retraining of teachers to serve in bilingual primary schools;

Expected outcomes:

- About 700 teachers, 600 of whom have undergone refresher courses and 100 who have pursued initial training are available for bilingual education. (The figure of 700 teachers exceeds the exact needs estimated at 500. The various chance factors experienced by both sides due to the fact that initial training for bilingual education in the pilot phase is more optional than mandatory are also taken into account).

Major actions to be undertaken

Year 1 of the experiment

52. Designing modules (10) for retraining first year (grade 1) teachers:
- Initiation to the transcription of national languages,
 - Methodology for teaching in national languages (talk-discussion module, reading module, writing module, arithmetic module),
 - Methodology for teaching oral French,
 - Methodology for teaching production activities,
 - Methodology for teaching culture,
 - initiation to active education methods,
 - Learning assisted self-appraisal techniques for assessing learning outcomes.
53. Delivering the training to first year (grade 1) teachers (6 weeks)

Year 2 of the experiment

54. Designing modules (12) for retraining second year teachers:
- Initiation to the transcription of national languages (enrichment)
 - Grammar of the national language,
 - Arithmetic 2nd year on national languages (arithmetic, geometry and metric system),
 - Expression comprehension (starting with the national language, appropriation of French sounds and letters),
 - Teaching subjects in national languages (history, geography, observational science),
 - Methodology for teaching production activities,
 - Methodology for teaching culture,
 - Learning assisted self-evaluation techniques for assessing learning outcomes (2nd year) ;
55. Delivering the training to a group of 2nd year teachers (6 weeks), formerly 1st year teachers;
56. Delivering the training to a new group of 1st year students (6 weeks).

Year 3 of the experiment

57. Designing modules (12) for retraining third year teachers:
- Techniques for teaching early childhood development subjects in French (history, geography, observational science) using the knowledge already acquired in national languages,
 - French Grammar (taught by using the national language as a medium),
 - French conjugation (starting with the understanding in the national language of concepts relative to the tense-space-mode system),

- Writing techniques (letter, report, narrative, composition, description) and oral techniques (presentation, narrative, report ...) in national language and French,
 - Arithmetic (techniques for transferring from national languages to French and problem resolution techniques) by using French and the national language by turns,
 - Techniques required in evaluating various subjects according to the principle of assisted self-appraisal, using criteria arranged in order of growing difficulties.
58. Delivering the training to a group of 3rd year teachers (5 weeks), formerly 2nd year teachers;
59. Delivering the training to a group of 2nd year teachers (6 weeks), formerly 1st year teachers;
60. Delivering the training to a new group of 1st year teachers (6 weeks).

Year 4 of the experiment

61. Monitoring the group of 4th year teachers, formerly 3rd year teachers (2 weeks);
62. Delivering the training to a group of 3rd year teachers (5 weeks), formerly 2nd year teachers;
63. Delivering the training to a group of 2nd year teachers (6 weeks), formerly 1st year teachers;
64. Delivering the training to a new group of 1st year teachers (6 weeks).

Year 5 of the experiment

65. Monitoring the group of 5th year teachers, formerly 4th year teachers (2 weeks);
66. Monitoring the group of 4th year teachers, formerly 3rd year teachers (2 weeks);
67. Delivering the training to the group of 3rd year teachers (5 weeks), formerly 2nd year teachers;
68. Delivering the training to the group of 2nd year teachers (6 weeks), formerly 1st year teachers;
69. Delivering the training to a new group of 1st year teachers (6 weeks).

According to the general experimental schedule, five years after the launching of the experiment, it is said to have involved 5 national languages in 100 schools distributed in 10 regions of the country with a total of about 15 000 students. The first students (about 1000) who joined the experiment 5 years earlier will sit for the national primary school completion examination. Depending on their results, these students will apply to pursue post-primary studies in the context of mandatory schooling up to 16.

Year 6 of the experiment will be marked by the beginning of a second 5-year phase. The same 5 national languages will be taught in the same 100 schools located in the same 10

regions with a total of about 15 000 students, at completion (second wave of the bilingual primary school). The establishment of CMS will begin during this second phase.

Training is organized for the new teachers joining the innovation cycle, while the capacities of practicing teachers to handle the monitoring-support mechanism are strengthened.

Line of action 10: Training facilitators for the 3^E

Issue

Since pre-school education is still a luxury accessible only to relatively well-off families in the cities, the bilingual education programme makes provision for an early childhood development space (3^E) in each bilingual primary school, for early childhood, partly funded by the community.

Specific objective

Train the supervisory staff composed of: Parents-educators, members of the steering committee, cooks for the operation of 100 early childhood development spaces which will be opened at the rate of 10 per annum.

Expected outcomes:

Trained staff:

- About 450 parents-educators ;
- About 100 members of the steering committee ;
- About 300 cooks.

Major actions to be undertaken

Year 1 of the experiment

70. Designing the training programme comprising two components:

For facilitators (parents-educators and members of the steering committee) the following elements:

- Definition and key concepts of the 3^E ;
- National policy for the integrated development of early childhood
- Pedagogical content of early childhood supervision (annual programme, timetable, lesson preparation book, manual work...);

For the cooks, the following elements:

- Study the three food groups and diseases related to malnutrition ;
- Preparing a menu;
- Calculation of a food ration;
- Preparing a collection of cooking recipes.

71. Preparatory missions: identification of people to be trained for 10 3^E ;
72. Delivering the training;
73. Staff deployment and monitoring.

Year 2 of the experiment

74. Preparatory missions: identification of people to be trained for ten 3E ;
75. Providing the training;
76. Staff deployment and monitoring.

This will be the situation up to the fifth year of experiment at the end of which the fifty 3^E institutions would have been set up. With effect from the sixth year, the same institutions will continue to operate by admitting new groups of children.

Line of action 11: Training teachers for post-primary teaching

Issue

The third element of the multilingual basic education continuum consists of a four-year cycle corresponding to a secondary school and referred to as Specific Multilingual College (CMS). In addition to the subjects offered by the college, there are a certain number of specific courses relative to national languages, culture, productive practical activities.

With respect to languages, students at the CMS will have to:

- Pursue their education in French, as a medium of instruction;
- Continue to learn the national language used as a medium of instruction in primary school and taught as national language 1(NL1) at the CMS ;
- Begin learning another national language taught as national language 2(NL2) ;
- Begin learning English taught as a foreign language.

The ideal situation would be:

For languages

- To ensure that all secondary-level teachers of a CMS are trained in the national language (NL1), regardless of the subject they teach ; this contributes to enriching the language (NL1) ;
- To have a teacher of national language 2 (NL2) in each CMS, just as it is essential to have an English teacher.

For culture:

- At the CMS, in the perspective of the multilingual basic education continuum, all the subjects taught should have a cultural content related to the immediate neighbourhood. However, a teacher will be specifically entrusted with

coordinating culture-related activities. This will be done in collaboration with members of the community.

For productive practical activities:

- Productive practical activities are teaching-learning media in themselves as well as for various other subjects. Depending on the activity selected by the CMS, it would be necessary to have a teacher to coordinate the productive practical activity chosen by the CMS (agricultural, handicrafts activity etc.).

Specific objectives

Have staff trained in the following specific subjects, for the operation of the 10 CMS to be opened during the pilot phase: national language (NL1), national language 2 (NL2), cultural activities, productive practical activities.

Expected outcomes:

Trained staff:

- About 50 teachers to teach national languages 1(NL1) ;
- About 10 teachers to teach national language 2(NL2) ;
- At least 10 specialists to coordinate cultural activities;
- At least 10 specialists to coordinate productive practical activities;

Major actions to be undertaken

From year 6 to year 10 of the experiment, 2 CMS should be opened every year in 2 of the country's regions to enrol students having completed their five-year schooling at the bilingual primary school the year before and would like to pursue post-primary education. The training of the CMS staff should start in year 5 of the experiment. The following actions will be undertaken:

For national language 1:

77. Preparation of modules for the training of CMS teachers in national language 1 (NL1), to enable them to develop oral and written communication skills in their students;
78. Providing the training;
79. Periodic monitoring of teachers once the CMS become operational.

For national language 2:

80. Preparation of modules for the training of CMS teachers in national language 2 (NL2), to enable them to develop oral and written communication skills in their students;
81. Recruitment and training;
82. Periodic monitoring of teachers once the CMS become operational.

For the coordination of cultural activities;

83. Recruiting a specialist capable of developing technical expression skills in music, choreography, drama, drawing and painting....;

84. Periodic monitoring of teachers once the CMS becomes operational.
For the coordination of productive practical activities;

85. Recruiting specialists capable of inculcating in students the understanding of the link between theory and practice in different learning activities during animal breeding, plant production and handicrafts activities which, incidentally, are income-generating;

86. Periodic monitoring of teachers once the CMS becomes operational.

Line of action 12: Training teaching supervisors

Issue

The supervisory staff of conventional schools are responsible for supervizing bilingual schools in each province: these include Head Teachers, Roaming Educational Advisers, and Primary Education Inspectors.

Specific objective

Empower the educational support staff to efficiently accomplish their mission of supervizing and promoting the innovation (bilingual education).

Expected outcomes:

- 10 regional educational teams (RET) set up to train both teachers and supervisory staff in the bilingual education methodology ;
- The entire educational support staff of the ten regions covered by the experiment initiated in the bilingual education methodology.

Major actions to be undertaken

87. Preparation of the training programme (using the training modules of 1st , 2nd and 3rd year teachers) ;

88. Setting up a regional educational team (ERT) in each province;

89. Organizing a six-week traineeship for teaching supervisors every year, prior to or concomitant with the teachers' training.

Line of action 13: Training trainers of teacher training institutions

Issue

The development of bilingual education in the long term will rely on the new teachers graduating from teacher training institutions for primary and post-primary education. There

is thus a need to anticipate and introduce the bilingual education methodology in the training programmes and make it possible for the teaching staff to deliver the corresponding training.

Specific objective

Have new teachers trained in bilingual education right from their initial training.

Expected outcomes:

- Teachers of national schools for primary education are trained in the bilingual education methodology;
- Teachers of Teacher Training Colleges are trained in the bilingual education methodology ;
- The bilingual education methodology is introduced in the teachers' initial training programmes;
- Graduates from teacher training institutions are initiated in the bilingual education methodology.

Major actions to be undertaken

90. Preparation of the training programme (using the training modules of 1st , 2nd and 3rd year teachers) ;
91. Organizing six-week traineeships for the teaching staff of training institutions, concomitantly with the training of the educational support staff;
92. Introduction of the bilingual education methodology in the teachers' initial training programmes;
93. Selection of newly-trained teachers to be assigned to bilingual classes ;
94. Preparation of the training programme for CMS supervisors and teachers in Secondary-Level Teacher Training institutions ;
95. Selection of staff to be trained ;
96. Organizing a six-week training prior to and concomitant with the training of CMS teachers;
97. Introduction of the bilingual education methodology in the initial training programme of secondary-level teachers (CMS) by decision of the Minister of Post-Primary Education.

2.5. Field of activity: Design, editing and production of school textbooks and other teaching materials

Issue

After developing the curriculum, the actors of the innovation are faced with the important task of preparing and producing school textbooks, with the aim of providing students at all

levels of the multilingual basic education continuum with books and teachers with guides, in the long-term. The country already has some experience of the editorial process through the production of textbooks for classical primary school teachers. Under the circumstances, there is need to mobilize the existing national experience.

Line of action 14: Teaching materials for pre-school education

Issue

As a result of the low pre-school development level in the country, most of the teaching materials being used are imported. There is need to design teaching and play materials corresponding to the innovative curriculum that has been developed.

Specific objective

Objectives: Design and publish teaching and play materials for the 3^E.

Expected outcomes:

The teaching materials expected include the following documents:

- Voluntary parent-educator Guide on psychology and pedagogy ;
- Play activities sheet;
- Compilation of songs, tales and proverbs ;
- Colouring and graphical exercise sheets ;
- Pre-math worksheets ...

Major actions to be undertaken

The overall process for the design, editing and production of school textbooks and other teaching materials consists of:

98. Setting up a team of technicians experienced in the basic national language serving as a model to the experiment ;
99. Initial design of documents in the basic language;
100. Test, review, validation in the initial design language;
101. Adaptation and/ or translation into the other selected languages ;
102. Production of materials (tender calls to local printing houses) ;
103. Use of materials: Opening kindergarten year 1 of 3^E;
- 104 .Use of materials in kindergarten year 1 of 3E ;
- 105 .Use of materials: Opening kindergarten year 2 (3^E);
- 106 .Use of materials in kindergarten year 3 (3^E);
- 107 .Use of materials: Opening kindergarten year 3 (3^E ;

- 108 .Use of materials in kindergarten year 3 (3^E);
- 109 .Evaluation of teaching materials with the participation of students, parents, teachers, teaching supervisors and educationalists ;
- 110 .Review of teaching materials on the basis of the evaluation results.

Line of action 15: Teaching materials for bilingual primary education

Issue

For learning to be successful, it is crucial to ensure the availability of school textbooks for students and guides for teachers. This is more so in a context marked by the innovative multilingual basic education continuum.

Specific objective

Objective: Design and edit school textbooks and other teaching aids for students and teachers of the bilingual primary school.

Expected outcomes:

For the bilingual primary school, it is expected that special documents in the national language or in both the national and foreign languages will be provided to students for each of the five years of the cycle. Teachers should also be provided with guides.

- Documents for year one:
 - 1 syllabic speller;
 - 1 talk-discussion, reading and writing guide for teachers;
 - 1 arithmetic guide ;
 - 1 arithmetic guide for teachers;
 - 1 language guide for oral French teacher;
 - Data sheets for cultural activities ;
 - Data sheets for productive practical activities.
- Documents for year 2:
 - 1 guide on the grammar of the language in the language ;
 - 3 documents for classical fourth grade adapted and/or translated, notably: history, geography, observational science ;
 - 1 bilingual 2nd year arithmetic guide and its teacher's guide ;
 - 1 French reading-expression-comprehension guide and its teacher's guide ;

- 1 2nd year language guide ;
- Data sheets for cultural activities ;
- Data sheets for productive practical activities.
- Documents for year 3 :
Since the third year is the year of transition from the national language (50%) to French (50%), the 4th year of conventional school documents are required.
 - Language techniques in national languages ;
 - Arithmetic 3rd Year;
 - French Grammar ;
 - 4th year of conventional school documents;
 - Data sheets for cultural activities ;
 - Data sheets for productive practical activities.
- Documents for Year 4:
The year 4 documents correspond to those of year 5 of conventional schools, in addition to educational exercises for teaching written and oral language techniques in national languages and worksheets for activities relative to cultural and productive practical activities.
- Documents for year 5:
The year 5 documents correspond to those of year 6 of conventional schools, in addition to educational exercises for teaching written and oral language techniques in national languages and worksheets for activities relative to cultural and productive practical activities.

Major actions to be undertaken

The overall process for the design, editing and production of school textbooks and other teaching materials noted above and recalled below will be followed:

111. Setting up a team of technicians experienced in the basic national language serving as a model to the experiment;
112. Initial design of documents in the basic language;
113. Test, review, validation in the initial design language;
114. Adaptation and/ or translation into other selected languages;
115. Production of materials (tender calls to local printing houses);
116. Use of materials: Opening year 1 of bilingual primary schools (BPS);
117. Use of materials in year 1 of BPS;
118. Use of materials: Opening year 2 of BPS;
119. Use of materials in year 2 of BPS;
120. Use of materials: Opening year 3 of BPS;
121. Use of materials in year 3 of BPS;
122. Use of materials: Opening year 4 of BPS;

123. Use of materials in year 4 of BPS;
124. Use of materials: Opening year 5 of BPS;
125. Use of materials in year 5 of BPS;
126. Evaluation of teaching materials with the participation of students, parents, teachers, teaching supervisors and educationalists;
127. Review of teaching materials on the basis of the evaluation results.

Line of action 16: Teaching materials for post-primary education: CMS

Issue

The requirements at this stage are less significant than during the preceding level. Actually, the CMS draws on all the books used in the four years of secondary school (General secondary school). However, additional documents on languages, culture, productive practical activities are required.

Specific objective

Objective: Design and edit school textbooks specific to bilingual education for CMS.

Expected outcomes:

The following documents are expected:

- All the documents from grade 1 to grade 4 of general secondary schools;
- 1 textbook and its teacher's guide for teaching the second national language of communication (NL2) ;
- 1 textbook and its teacher's guide for teaching in operational English based on communication skills;
- Data sheets for cultural activities ;
- Data sheets for productive practical activities.

Major actions to be undertaken

For the design, editing and production of school textbooks and other additional teaching materials required at CMS level, the overall process noted above will be followed.

128. Setting up teams of specialists in specific subjects;
129. Design and produce 1 textbook and its teacher's guide for teaching the second national language of communication (NL2);

130. Design and produce 1 textbook and its teacher's guide for teaching the second national language of communication;
131. Design and produce data sheets for cultural activities;
132. Design and produce data sheets for productive practical activities;
133. Test, review, validation.
134. Production of materials (tender calls to local printing houses);
135. Use of materials: Opening CMS Year 1 (Year 7 of the programme)
136. Use of materials in CMS Year 1;
137. Use of materials: Opening CMS Year 2 (Year 8 of the programme)
138. Use of materials in CMS Year 2;
139. Use of materials: Opening CMS Year 2 (Year 9 of the programme)
140. Use of materials in CMS Year 3;
141. Use of materials: Opening year 4 CMS (Year 10 of the programme)
142. Use of materials in year 4 CMS;
- Development of teaching materials
- Review of teaching materials on the basis of the evaluation results.

Line of action 17: Production and distribution of school textbooks

Issue

The country prints its textbooks abroad. Since they are generally financed through external resources, the international shopping process prefers printing them abroad where it is cheaper. However, with regard to printing books in national languages, there is an urgent need to promote national capacity in this area for obvious reasons of facilitating interaction with the printing services. Within the framework of literacy programmes using national languages, the structures are increasingly specializing in the production of documents in national languages. There is a need to take advantage of this potential and contribute to its promotion in the interest of the development of bilingual education.

Specific objective

Ensure the availability of teaching materials in national languages for the multilingual basic education continuum.

Expected outcomes:

- All the school textbooks for the 3^E are produced according to the set timetable;
- All the school textbooks for the BPS are produced according to the set timetable;
- All the school textbooks for the CMS are produced according to the set timetable;
- School textbooks are available in schools.

Major actions to be undertaken

Production and distribution of teaching materials for the 3^E;

145. Evaluation of national capacities to print documents in national languages;

146. Invitations to tender;

147. Production and printing of books;

148. Distribution of books in schools.

Production and distribution of teaching materials for the BPS;

149. Evaluation of national capacities to print documents in national languages;

150. Invitations to tender;

151. Production and printing of books;

152. Distribution of books in schools.

Production and distribution of teaching materials for the CMS;

153. Evaluation of national capacities to print documents in national languages;

154. Invitations to tender;

155. Production and printing of books;

156. Distribution of books in schools.

2.6. Field of activity: Experiment layout

Issue

A general experimental schedule was prepared and the necessary preliminary actions were accomplished in the key areas dealt with above. There is now need to give concrete expression to the innovation by opening the various institutions of the multilingual basic education continuum, namely: 3^E, BPS, CMS.

Line of action 18: Implementing the location strategy

Issue

The implementation strategy is underpinned by two key aspects: the authorities' constant political support, on the one hand, and public support, on the other.

Specific objective

Achieve a successful experiment for the introduction of African languages and cultures in education

Expected outcomes:

- 3^E opened,
- BPS opened,
- CMS opened,
- The experiment is followed up

Major actions to be undertaken

157. Opening pre-school education centres (3^E)

- Social dialogue,
- Building infrastructure and providing equipment,
- Developing and providing teaching materials
- Staff training and deployment

158. Opening bilingual primary schools

- Social dialogue,
- Building infrastructure (construction/transformation)
- Providing equipment,
- Developing and providing teaching materials
- Staff training and deployment

159. Opening bilingual post-primary schools (CMS)

- Social dialogue,
- Deploying infrastructure (construction/transformation)
- Providing equipment,
- Developing and providing teaching materials
- Staff training and deployment

2.7. Field of activity: Consolidating the experiment

Issue

Major educational innovations, education reforms come up against powerful opponents, if not enemies both within and outside the education system. Thus, initiators and promoters are often in constant fear of failure, since a deadly blow can come from an unexpected source anytime. For this reason, the experiment should not only be supported through regular advocacy, but it should be provided with formative and summative evaluation systems that would lead to remediation and comparison.

Line of action 19: Evaluation of the experiment and consolidation

Issue

A good idea is everlasting and the introduction of African languages and cultures in education is one of them. For this reason, once the option is adopted, it should be considered as irrevocable and everything possible should be done to overcome the

inevitable difficulties by taking the necessary remedial measures to consolidate the innovation. The implementation of the evaluation system draws inspiration from such an attitude.

Specific objective

Be in a position to provide the experiment with all the required corrections and be capable of comparing its results with those of the conventional education system.

Expected outcomes:

The bilingual education objectives are achieved;

The results compare favourably with those of the conventional education system.

Major actions to be undertaken

Internal evaluation in relation to the bilingual education system itself

160. Conduct the ongoing evaluation of students' performance in relation to the objectives of the bilingual education system (formative evaluation). The evaluation system is based on objectives with criterion-based and graduated assessment instruments that would help assess each learner on the basis of a 4-level scale marking the progressive achievement of skills development objectives.

External evaluation in relation to conventional schools

161. Assess students on the basis of the conventional schools' student performance evaluation system, with effect from the second year (comparison between the bilingual education system and the conventional education system);

162. Ensure that bilingual education students sit for conventional school examinations: The Certificate of Primary Studies (in Year 5), the First Cycle Educational Diploma (in Post-Primary Year 4);

International evaluation

163. Put the bilingual education system through international assessment.

Line of action 20: Preparation of an expansion plan

Issue

The ultimate justification of the multilingual basic education continuum experiment is to show its superiority to the conventional education system in terms of relevance, quality and efficiency. If the various evaluations reach the same conclusion, we would have grounds to propose a progressive generalization of the innovation with a view to instituting the multilingual basic education continuum as the majority education system in the country.

However, scaling up an innovation is not an automatic process. The conditions of an experiment are different from those of a generalization. By analogy with the industrial processes, a new product once developed in the laboratory should go through various stages of development and enter the market thanks to the appropriate marketing operations. According to an author, the integration of African languages and cultures into education systems calls for an integrated social marketing mission (H. Ekkehard Wolff in *Optimizing Learning and Education in Africa – the Language Factor*. (ADEA Working Document 22/07/2005). Preparing an operational progressive generalization strategic plan would be the first action to be undertaken following the positive conclusions of the evaluations.

Specific objective

Prepare the progressive expansion of the multilingual basic education continuum.

Expected outcomes:

A plan for the progressive expansion of the multilingual basic education continuum is proposed.

Major actions to be undertaken

- 164. Preparation of the terms of reference for the drafting of the strategic plan;
- 165. Setting up a strategic plan drafting committee;
- 166. Drafting the strategic plan;

ANNEXES

Schedule of major events

Logical framework

Summary of financial estimates

LOGICAL FRAMEWORK: MULTILINGUAL BASIC EDUCATION CONTINUUM EXPERIMENT

Field of activity	Objectives	Expected outcomes	Objectively verifiable indicators	Sources of verification	Assumptions	Actors	Budget
Lines of action							Estimation components
2.1 Field of activity							
Institutional arrangements							
Line of action 1. Adopting legislative and regulatory measures	Objective: Get the State to take the decision to experiment the integration of African languages and cultures into education systems	.A bilingual education framework document .An education reform document	.Publication of the text of the decision (decree or decision) to launch the experiment	.Official Gazette	Existence of a framework law on education stipulating the use of national languages in education	.President's Office /Prime Minister's Office .Ministry in charge of basic education	Costs relative to the commissions responsible for drafting documents
Line of action 2 : Setting up directive, steering and implementation organs	Objective: Ensure an efficient and aggressive leadership of the bilingual education experiment process	.An Interministerial steering committee .An implementation coordination Institution	.Publication of texts (decree) establishing the organs	.Official Gazette	Sound collaboration between involved ministries	.President's Office /Prime Minister's Office .Ministry in charge of basic education	.For the record

Line of action 3 : Proposing a general experimental schedule	Objective: Build the experiment on an operational and flexible implementation strategy.	.A consensual guide on the content, terms and conditions of the experiment	.A consensual guide on the content, terms and conditions of the experiment	.General Secretariat of the ministry of basic education	Inclusion of the experimental programme in the Education Development Plan	.Ministry in charge of basic education .Steering Committee .Coordinating institution .DEP	Costs relative to commissions responsible for drafting documents
2.2. Field of activity: Mobilization of human and financial resources							
Line of action 4 : Mobilization of human resources, involvement strategy	Objective: Identify human resources to be involved and organize them into an intervention mechanism at different levels: central, regional and local.	A multi-disciplinary technical team set up within the coordinating institution.	Engagement letter Memorandum Convention	General Secretariat of the ministry of basic education	Inclusion in the education development plan	Ministry in charge of basic education Steering Committee Coordinating institution	Costs relating to the organization of information meetings
Line of action 5 : Mobilization of financial resources	Objective: Guarantee the smooth conduct of the experiment by making the necessary resources available	Financial resources available in the budgets: State, territorial communities, and financing agreements with TFP	Budget documents	Consultation of budget documents Administration and Finance Directorate of the ministry of basic education	.Constant political support of top authorities.	Ministry of basic education, .Ministry of Finance .DEP and AFD	Estimates of the global experiment cost

2.3. Field of activity:							
Curricula development							
Line of action 6 : curriculum for pre-school, 3 ^E	Objective: Prepare a curriculum for early childhood development based on the use of the mother-tongue as a medium of instruction and the parents' involvement in the implementation.	.A holistic curriculum : covering health, hygiene, nutrition, play activities, cognitive activities	.Publication of the curriculum document	Consultation at the coordinating institution	Consistency with the education reform option	.Coordinating institution .Technical Drafting Commission	.Costs relating to the coopting of specialists (consultant contracts)
Line of action 7. Curriculum for bilingual primary education	Objective: Prepare a holistic curriculum for the acquisition of knowledge, know-how, learning to live together, learning to be.	.A five-year bilingual primary education curriculum	.Publication of the curriculum document	Consultation at the coordinating institution	Consistency with the education reform option	Coordinating institution .Technical Drafting Commission	Costs relating to the coopting of specialists (consultant contracts)
Line of action 8. Curriculum for post-primary education : CMS	Objective: Prepare a holistic post-primary education curriculum in the philosophy of bilingual education	.A curriculum for a four-year post-primary education of a terminal nature	.Publication of the curriculum document	Consultation at the coordinating institution	Consistency with the education reform option	Coordinating institution .Technical Drafting Commission	Costs relating to the coopting of specialists (consultant contracts)
2.4. Field of activity:							
Training teachers and teaching supervisors							

Line of action 9. Training teachers for the bilingual primary school	Objective: Implement a programme for the initial training and retraining of teachers to serve in bilingual primary schools	About 1000 teachers, 600 of whom have undergone refresher courses and 400 initial training available for bilingual education.	.Number of teachers are actually available	Coordinating institution .HRD of the ministry of basic education	Introduction of bilingual education modules in training institutions	Coordinating institution .Primary teacher training institutions	Costs relative to the retraining sessions
Line of action 10 : Training of 3 ^F staff	Objective: Train the staff composed of parents-educators, members of the steering committee and cooks	About: 300 parents-educators, 200 members of the steering committee and 300 cooks	Number of teachers are actually available	Coordinating institution .HRD of the ministry of basic education	Basic communities' support to bilingual education	.Coordinating institution	Training-related costs
Line of action 11 : Training teachers for post-primary schools: CMS	Objective: Train the teaching staff in subjects specific to CMS	Trained teachers, about 50 in national language 1, and at least 10 in national language2, 10 in culture, 10 in production	Number of teachers are actually available	Coordinating institution .HRD of the ministry of secondary education	Teachers' support to bilingual education	Coordinating institution .Post-primary teacher training institutions	Training-related costs
Line of action 12 : Training teaching supervisors	Objective: Enable the educational support staff to accomplish their mission and promote the innovation of bilingual education	.10 regional educational teams set up .The entire educational support staff initiated in the bilingual education methodology	Actual number of teaching supervisors initiated in bilingual education methodology	Coordinating institution	Teachers' support to bilingual education	.Coordinating institution .Educational support staff training institution	Training-related costs

Line of action 13 : Training trainers of teacher training institutions	Have new teachers trained in bilingual education right from their initial training.	Bilingual education methodology introduced in teacher training institutions	Bilingual education training modules	Curriculum for training institutions	Teachers' support to bilingual education	.Coordinating institution	For the record
2.5. Field of activity: Design, editing and production of school textbooks							
Line of action 14. Teaching materials for pre-school	Objective: Design and edit teaching and recreational materials for the 3 ^E .	.Teaching materials for children .Guides for Parents-educators	Actual number of books prepared	Coordinating institution	Existence of designers specialists of pre-school education	. Coordinating institution ; Drafting team	Costs relating to the coopting of specialists (consultant contracts)
Line of action 15. Teaching materials for bilingual primary education	Objective: Design and edit school textbooks and other teaching aids for students and teachers of the bilingual primary school.	All the documents required for the five years of studies have been prepared	Actual number of books prepared	Coordinating institution	Existence of designers of teaching materials specialists of primary education	. Coordinating institution ; Drafting team	Costs relating to the coopting of specialists (consultant contracts)
Line of action 16. Teaching materials for post-primary education :	Objective: Design and edit school textbooks specific to bilingual education for CMS.	All the documents specific to bilingual education are prepared	Actual number of books prepared	Coordinating institution	Existence of designers of teaching materials specialists of post-primary education	. Coordinating institution ; Drafting team	Costs relative to the coopting of specialists (consultant contracts)

Line of action 17. Production and distribution of school textbooks for bilingual education	Ensure the availability of teaching materials in national languages for the multilingual basic education continuum.	.All the school textbooks for the BPS are produced according to the set timetable; . School textbooks are available in schools.	Number of books actually produced every year	Vouchers confirming deliveries to various institutions	Existence of a national capacity to print school textbooks in national languages	. Coordinating institution .National printing houses .School textbooks distribution system	.Costs of printing books (contracts with printers) .Costs of transporting books up to the school area
2.6. Field of activity: Experiment layout							
Line of action 18. Implementing the location strategy	Objective: Achieving a successful experiment	.3 ^E opened . BPS opened, . CMS opened, .The experiment is followed up	Number of schools actually opened every year of the experiment	Periodic report of the Steering Committee	.Constant support of top authorities .Constant public support	.Steering Committee .Coordinating institution	Costs relative to construction and equipment
2.7 Field of activity Consolidating the experiment							

Line of action 19. Evaluation of the experiment	<p>Objective: Be in a position to provide the experiment with all the necessary remediation and be capable of comparing its results with those of the conventional education system.</p>	<p>.Level of achievement of bilingual education objectives observed</p> <p>.The results can be compared with those of the conventional system</p> <p>.Corrective and consolidation measures are regularly taken</p>	<p>Key rates:</p> <p>.Promotion</p> <p>.Repeater</p> <p>.Survival</p> <p>.Passing the tests</p> <p>.Passing the exams</p>	<p>. Periodic report of the Steering Committee</p> <p>.Internal assessment report.</p> <p>External assessment reports</p>		<p>.Coordinating institution</p> <p>.External assessment teams</p>	<p>External assessment costs (consultant contracts)</p>
Line of action 20. Preparation of an expansion plan	<p>Objective: Prepare the progressive multilingual basic education continuum expansion.</p>	<p>Strategic expansion plan proposed</p>	<p>The plan</p>	<p>. Periodic report of the Steering Committee</p>	<p>Successful experiment</p>	<p>.Coordinating institution</p> <p>.Ad hoc drafting Committee</p>	<p>Costs relative to the setting up of the committee in charge of drafting the strategic plan</p>

GLOBAL MULTILINGUAL BASIC EDUCATION CONTINUUM EXPERIMENTAL PROGRAMME

YEAR	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
DESIGNATION											
Preparing the establishment of BPS											
Opening Year 1											
Opening Year 2											
Opening Year 3											
Opening Year 4											
Opening Year 5											
Preparing the establishment of CMS											
Opening Year 1											
Opening Year 2											
Opening Year 3											
Opening Year 4											
Preparing the establishment of 3E											
Opening pre-school 1											
Opening pre-school 2											
Opening pre-school 3											

SCHEDULE OF ACCOMPLISHMENTS

Year 1 of the Programme and onwards

2.2. Field of activity: Mobilization of human and financial resources

Identification of major actions :	Jan		Feb		March		April		May		June		July		August		Sept		Oct.		Nov		Dec.	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
	Line of action 5 : Mobilization of financial resources																							
YEAR 1.																								
20. Allocating a special start-up budget																								
21. Preparation of the overall experimental budget																								
22. Inclusion in the second year budget, of funds earmarked to finance the experiment ;																								
YEAR 2.																								
23. Preparation of a request for support to the bilingual education programme																								
24. Approaching potential partners																								
25. Signing and implementing financing and support agreements																								
SUBSEQUENT YEARS																								
26. Advocacy action targeting territorial communities																								
27. Including a line of credit for the promotion of bilingual education in the budgets of territorial communities.																								
28. Advocacy action at civil society level																								
29. Seek the indispensable contribution (in cash or in kind) of parents.																								

30. Encourage the private sector to get involved in the bilingual education experiment																			
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

SCHEDULE OF ACCOMPLISHMENTS Years 2 to 7 of the Programme

2.3. Field of activity: Curricula development

Identification of major actions :	Jan		Feb		March		April		May		June		July		August		Sept		Oct.		Nov		Dec.	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
	3^E Curriculum. YEAR 2																							
31. Setting up a commission to develop the pre-school curriculum; the 3 ^E																								
32. Studying the environment and social dialogue;																								
33. Proposed curriculum																								
34. Adoption of the curriculum.																								
BPS Curriculum YEAR 2																								
35. Setting up a commission to develop the bilingual primary education curriculum																								
36. Studying the environment and social dialogue;																								
37. Proposing a 5-year bilingual primary school curriculum;																								
38. Testing the first year curriculum ; YEAR 2																								
39. Testing the second year curriculum; YEAR 3																								
40. Testing the third year curriculum; YEAR 4																								
41. Testing the fourth year curriculum; YEAR 5																								
42. Testing the fifth year curriculum; YEAR 6																								
43.; Validation and adoption of the curriculum. YEAR 7																								

SCHEDULE OF ACCOMPLISHMENTS Years 7 to 11 of the Programme

2.3. Field of activity: Curricula development

Identification of major actions :	Jan		Feb		March		April		May		June		July		August		Sept		Oct.		Nov		Dec.	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
	Line of action 8. Curriculum for post-primary education : CMS																							
44. Setting up a curriculum development/adaptation commission for post-primary education YEAR 7																								
45. Studying the environment and social dialogue;																								
46. Proposing a curriculum for the 4 years of CMS ;																								
47. Testing the first year curriculum;																								
48. Testing the second year curriculum; YEAR 8																								
49. Testing the third year curriculum; YEAR 9																								
50. Testing the fourth year curriculum; YEAR 10																								
51. Validation and adoption of the curriculum. YEAR 11																								

SCHEDULE OF ACCOMPLISHMENTS

Years 2 to 6 of the Programme

2.4. Field of activity: Training teachers and teaching supervisors

Identification of major actions :	Jan		Feb		March		April		May		June		July		August		Sept		Oct.		Nov		Dec.	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
	Line of action 9. Training teachers for the bilingual primary school																							
BPS 1st year of experiment YEAR 2 of Programme																								
52. Designing modules (10) for retraining first year teachers:																								
53. Delivering the training to first year teachers (6 weeks)																								
BPS 2nd year of experiment YEAR 3 of Programme																								
54. Designing modules (12) for retraining second year teachers:																								
55. Delivering the training to group of 2 nd year teachers (6 weeks), formerly 1 st year teachers																								
56. Delivering the training to a new group of 1 st year teachers (6 weeks).																								
BPS 3rd year of experiment YEAR 4 of Programme																								
57. Designing modules (12) for retraining third year teachers:																								
58. Delivering the training to the group of 3 rd year teachers (5 weeks), formerly 2 nd year teachers																								
59. Delivering the training to the group of 2 nd year teachers (6 weeks), formerly 1 st year teachers																								

Identification of major actions :	Jan		Feb		March		April		May		June		July		August		Sept		Oct.		Nov		Dec.	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Line of action 9. Training teachers for the bilingual primary school (continuation)																								

	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
60. Delivering the training to a new group of 1 st year teachers (6 weeks), formerly 1 st year teachers																								
BPS 4th year of experiment	YEAR 5 of Programme																							
61. Monitoring the group of 4 th year teachers, formally 3 rd year teachers																								
62. Delivering the training to the group of 3 rd year teachers (5 weeks), formerly 2 nd year teachers																								
63. Delivering the training to the group of 2 nd year teachers (6 weeks), formerly 1 st year teachers																								
64. Delivering the training to a new group of 1 st year teachers (6 weeks).																								
BPS 5th year of experiment	YEAR 6 of Programme																							
65. Monitoring the group of 5 th year teachers, formally 4 th year teachers																								
66. Monitoring the group of 4 th year teachers, formally 3 rd year teachers																								
67. Delivering the training to the group of 3 rd year teachers (5 weeks), formerly 2 nd year teachers																								
68. Delivering the training to the group of 2 nd year teachers (6 weeks), formerly 1 st year teachers																								
69. Delivering the training to a new group of 1 st year teachers (6 weeks).																								

Identification of major actions :	Jan		Feb		March		April		May		June		July		August		Sept		Oct.		Nov		Dec.		
	Line of action 10 : Training facilitators for the 3 ^E	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2

70. Designing training modules YEAR 1 of Programme																																								
Year 1 of experiment YEAR 2 of Programme																																								
71. Preparatory missions: identification of people to be trained for 10 3 ^E ;																																								
72. Providing the training;																																								
73. Staff deployment and monitoring.																																								
Year 2 of experiment YEAR 3 of Programme																																								
74. Preparatory missions: identification of people to be trained for 10 3 ^E ;																																								
75. Providing the training;																																								
76. Staff deployment and monitoring.																																								
And so on up to the tenth year of the experiment																																								

Identification of major actions :	Jan	Feb	March	April	May	June	July	August	Sept	Oct.	Nov	Dec.
	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Year 1 of experiment YEAR 7 of Programme												

77. Social dialogue																												
78. Preparation of training modules for Secondary-level teachers (CMS) in national languages 1 and 2																												
79. Preparation of training modules for culture-related activities																												
80. Preparation of training modules for activities relative to production																												
81. Delivering the training on national languages																												
82. Recruitment of specialists in culture and training																												
83. Recruitment of specialists in production and training																												
Year 2 of experiment YEAR 8 of Programme																												
84. Social dialogue - Delivering the training on national languages for a new contingent																												
85. Recruitment of specialists in culture and training for a new contingent																												
86. Recruitment of specialists in production and training for a new contingent																												
And so on up to the last year																												

Identification of major actions :																													
Line of action 12 : Training teaching supervisors	Jan	Feb	March	April	May	June	July	August	Sept	Oct.	Nov	Dec.																	
Line of action 13 : Training trainers of teacher training institutions	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	
Training teaching supervisors for BPS YEAR 2 of the programme																													
87. Preparation of the training programme ;																													
88. Constitution of a regional educational team (ERT) in each province;																													

SCHEDULE OF ACCOMPLISHMENTS from Year 1 to Year 5

2.5. Field of activity: Design, editing and production of school textbooks and other teaching materials

Identification of major actions :	Jan		Feb		March		April		May		June		July		August		Sept		Oct.		Nov		Dec.	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
	Line of action 14. Teaching materials for pre-school																							
Year 1 of programme :																								
98. Setting up a team of technicians experienced in the national language serving as a model to the experiment ;																								
99. Initial design of documents in the basic language for the three grades of the 3E																								
100. Testing, review, validation in the initial material design language;																								
Year 2 of programme :																								
101. Adaptation and/ or translation into the other selected languages ;																								
102. Production of materials (tender calls to local printing houses) ;																								
Use of materials: Opening pre-school 1 of 3^E (Year 2 of programme)																								
104. Use of materials in pre-school 1 of 3E ;																								
105. Use of materials: Opening pre-school 2 of 3^E (Year 3 of the programme)																								
106. Use of materials in pre-school 2 of 3E																								
107. Use of materials: Opening pre-school 3 of 3^E (Year 4 of the programme)																								
108. Use of materials in pre-school 3 of 3E																								
109. Evaluation of teaching material																								

110. Review of teaching materials on the basis of the evaluation results.	[Blacked out]																							
Identification of major actions :																								
Line of action 15. Teaching materials for bilingual primary education	Jan		Feb		March		April		May		June		July		August		Sept		Oct.		Nov		Dec.	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Year 1 of programme :																								
111. Setting up a team of technicians experienced in the national language	[Blacked out]																							
112. Initial design of documents in the basic language;	[Blacked out]																							
113. Testing, review, validation in the initial design language;																					[Blacked out]			
. Year 2 of programme :																								
114. Adaptation and/ or translation into the other selected languages;	[Blacked out]																							
115. Production of materials (tender calls to local printing houses) ;	[Blacked out]																							
116. Use of materials: Opening year 1 BPS (Year 2 of the programme)																					[Blacked out]			
117. Use of materials in year 1 of BPS ;	[Blacked out]																							
118. Use of materials: Opening year 2 BPS (Year 3 of the programme)																					[Blacked out]			
119. Use of materials in year 2 of BPS ;	[Blacked out]																							
Use of materials: Opening year 3 BPS (Year 4 of the programme)																					[Blacked out]			
121. Use of materials in year 3 of BPS ;	[Blacked out]																							
122. Use of materials: Opening year 4 BPS (Year 5 of the programme)																					[Blacked out]			
123. Use of materials in year 4 of BPS ;	[Blacked out]																							
124. Use of materials: Opening year 5 BPS (Year 6 of the programme)																					[Blacked out]			

Evaluating the cost of the experiment

The data derived from the concrete case which serves as a basis for the preparation of this guide made it possible to estimate the cost of the experiment on the introduction of African languages and cultures in education.

Details of the financial estimate of the

Multilingual basic education continuum experiment

2.1. Field of activity: Institutional arrangements:	
Action 1. Commission for the preparation of the bilingual education framework document and linguistic policy, fixed price: 10 000 000	10 000 000
Action 2. Commission for the preparation of the education reform document, fixed price : 10 000 000	10 000 000
2.2. Field of activity: Resource mobilization	
Action 3. Commission for the preparation of the general experimental schedule of bilingual education, fixed price: 10 000 000	10 000 000
Action 4. Organization of information meetings on the bilingual education project, fixed price : 20 000 000	20 000 000
Action 5. Preparation of the overall experiment budget	PM
2.3. Field of activity: Curricula development	
Action 6 : Curriculum for the 3 ^E	
<ul style="list-style-type: none"> Consultant contracts for a team of specialists to prepare the 3^E curriculum, fixed price : 15 000 000 	15 000 000
Action 7. BPS Curriculum :	
<ul style="list-style-type: none"> Costs of advisory services of 5 teams of specialists for the sociolinguistic study of 5 languages, fixed price : 15 000 000 5 75 000 000 	75 000 000
<ul style="list-style-type: none"> Consultant contracts for a team of specialists to prepare the curriculum, fixed price : 15 000 000 	15 000 000
Action 8. CMS Curriculum :	
<ul style="list-style-type: none"> Consultant contracts for a team of specialists to prepare 	15 000 000

the 4-year CMS curriculum, fixed price : 15 000 000	
2.4. Field of activity: Training teachers	
Action 9. Training BPS teachers:	
<ul style="list-style-type: none"> Preparation of 34 training modules, costs of advisory services per module, fixed price : $1\,000\,000 \times 34 = 34\,000\,000$ 	34 000 000
<ul style="list-style-type: none"> Retraining 600 teachers on duty for the BPS (each teacher will undergo 21 weeks of training during a period of 5 years, the week of training is estimated at 15 000) i.e. : $21 \times 15\,000 \times 600 = 189\,000\,000$ 	189 000 000
<ul style="list-style-type: none"> A 100 graduates of teachers' initial training institutions initiated in bilingual education for a total of 6 weeks training, i.e. : $6 \times 15\,000 \times 100 = 9\,000\,000$ 	9 000 000
Action 10. Training 3 ^E staff:	
<ul style="list-style-type: none"> Preparation of the training programme comprising 2 components: Training programme for parents-educators and members of the steering committee, training programme for cooks, fixed price for services of drafting teams, 1 000 000 per programme. 	2 000 000
<ul style="list-style-type: none"> Training of parent-educators and members of the steering committee ; all in all 500 people undergoing 18 weeks of training each, i.e. a total of 6 000 per week of training, i.e. : $18 \times 6\,000 \times 500 = 54\,000\,000$ 	54 000 000
<ul style="list-style-type: none"> Training of cooks, 300 people undergoing 3 weeks of training estimated at 6 000 per week of training, i.e. : $3 \times 6\,000 \times 300 = 5\,400\,000$ 	5 400 000
Action 11. Training CMS teachers	
<ul style="list-style-type: none"> Preparation of 4 training modules : costs of advisory services per module, fixed price 1 000 000, i.e. : $4 \times 1\,000\,000 = 4\,000\,000$ 	4 000 000
<ul style="list-style-type: none"> Retraining 80 teachers on duty for the CMS, 10 weeks each estimated at 15 000 per week of training, i.e.: $10 \times 15\,000 \times 80 = 12\,000\,000$ 	

<ul style="list-style-type: none"> Graduates of institutions for the initial training of 20 secondary-level teachers initiated in bilingual education in 15 weeks of training estimated at 15 000 per week of training, i.e.: $15 \times 15\,000 \times 20 = 4\,500\,000$ 	4 500 000
Action 12. Training of teaching supervisors	
<ul style="list-style-type: none"> Training of BPS teaching supervisors: Inspectors, Educational Advisers, Head Teachers about 15 people per region, 150 in total, each undergoing 6 weeks of training estimated at of training estimated at 25 000 per week, i.e.: $6 \times 25\,000 \times 150 = 22\,500\,000$ 	22 500 000
<ul style="list-style-type: none"> Training of CMS supervisors: 50 inspectors of secondary education having undergone 6 weeks of training each estimated at 25 000 per week, i.e. $6 \times 25\,000 \times 50 = 7\,500\,000$ 	7 500 000
Action 13 : Training of trainers for teacher training institutions	
<ul style="list-style-type: none"> Training of 40 public primary school (ENEP) teachers undergoing 15 weeks of training each estimated at 25 000 per week, i.e.: $15 \times 25\,000 \times 40 = 15\,000\,000$ 	15 000 000
<ul style="list-style-type: none"> Training of 10 lecturers of the secondary-level teacher training institution, having undergone 15 weeks of training each estimated at 25 000 per week, i.e. $15 \times 25\,000 \times 10 = 3\,750\,000$ 	3 750 000
2.5. Field of activity: Design and editing of school textbooks	
Action 14 : Teaching materials for pre-school	
<ul style="list-style-type: none"> Design and adaptation of 5 documents in 5 languages : Costs of advisory services, fixed price of 2 500 000 per guide and per language, i.e.: $5 \times 5 \times 2\,500\,000 = 62\,500\,000$ 	62 500 000
Action 15 : Teaching materials for the BPS	
<ul style="list-style-type: none"> Design, adaptation, review, of 15 didactic documents in 5 languages for the BPS : Costs of advisory services, fixed price of 2 500 000 per guide and per language, i.e.: $15 \times 5 \times 2\,500\,000 = 187\,500\,000$ 	187 500 000
<ul style="list-style-type: none"> Design and adaptation of 14 educational exercises in 5 	70 000 000

languages for the BPS : Costs of advisory services, fixed price of 1 000 000 per guide and per language, i.e.: 14 X 5 X 1 000 000 = 70 000 000	
Action 16. Teaching materials for the CMS:	
<ul style="list-style-type: none"> Design, adaptation, review of 4 didactic documents for the CMS, at the rate of 2 500 000 per guide in 5 languages, i.e.: 4 x 5 x 2 500 000 =50 000 000	50 000 000
Action 17. Production and distribution of school textbooks	
Production and distribution of teaching materials for 3 ^E students:	32 000 000
<ul style="list-style-type: none"> Production and distribution of about 20 000 textbooks for students (for about 4 500 children and 500 other people: Facilitators, trainers, supervisors...) at the rate of 1600 per textbook, i.e. : 20 000 x 1600 = 32 000 000	
<ul style="list-style-type: none"> Production and distribution of about 2 500 guides for parents-educators and members of the steering committee and about 300 guides for cooks (for 500 trainers and 300 cooks...) at the rate of 2100 per guide , i.e.: 2 800 x 2100 = 5 880 000	5 880 000
Production and distribution of school textbooks for BPS students:	640 000 000
<ul style="list-style-type: none"> Production and distribution of about 400 000 textbooks for BPS students (for about 25 000 students and 950 other people: Teachers, supervisors, trainers...) at 1600, i.e. : 400 000 x 1 600 = 640 000 000 	
<ul style="list-style-type: none"> Production and distribution of about 15 000 guides for BPS teachers (for 700 teachers and 250 other people, supervisors, trainers...) at 2100 each, i.e.: 15 X 000 X 2 100= 31 500 000	31 500 000
Production and distribution of school textbooks for CMS teachers:	16 000 000
<ul style="list-style-type: none"> Production and distribution of about 10 000 documents for CMS students (for about 2 000 students and 160 other people: teachers, supervisors, trainers...) at 1600, i.e. : 	

10 000 x 1600 = 16 000 000	
<ul style="list-style-type: none"> Production and distribution of about 700 guides for CMS teachers (for 80 teachers and 80 other people, supervisors, trainers...) at 2100 each, i.e.: 700 x 2100 = 1 470 000 	1 470 000
2.6 Field of activity: Experiment layout	
Action 18 : Implementing the location strategy	
Location of 3E	
<ul style="list-style-type: none"> Social dialogue and sites identification missions (2 missions per site on average, at 375 000 per mission), i.e.: 375 000 X 2 X 50 = 37 500 000 	37 500 000
<ul style="list-style-type: none"> Construction of 50 3^E schools at the rate of 5 000 000 per school, i.e.: 50 x 5 000 000 = 250 000 000 	250 000 000
<ul style="list-style-type: none"> Construction of 50 3^E schools at the rate of 1 100 000 p^{er} school, i.e.: 50 x 1 100 000 = 55 000 000 	55 000 000
locating the BPS	
<ul style="list-style-type: none"> Social dialogue and sites identification missions (2 missions per site on average, at 375 000 per mission), i.e.: 375 000 X 2 X 100 = 75 000 000 	75 000 000
<ul style="list-style-type: none"> Construction of school complexes (there are no construction charges, the principle being to transform existing schools into bilingual schools) ; 	PM
<ul style="list-style-type: none"> Construction of workshops for practical work and textbooks in 100 schools at the cost of 2 000 000 per school, i.e.: 100 x 2 x 000 000 = 200 000 000 	200 000 000
<ul style="list-style-type: none"> Equipping workshops for practical work and textbooks in 100 schools at the cost of 2 000 000 per school, i.e.: 	200 000 000

$100 \times 2 \times 000\ 000 = 200\ 000\ 000$	
Location of BPS	
<ul style="list-style-type: none"> Social dialogue and sites identification missions (2 missions per site on average, at 375 000 per mission), i.e.: $375\ 000 \times 2 \times 10 = 7\ 500\ 000$	7 500 000
<ul style="list-style-type: none"> Construction of school complexes (there are no construction charges, the principle being to transform existing schools into CMS); 	PM
<ul style="list-style-type: none"> Construction of workshops for practical work and textbooks in 10 schools at the cost of 2 000 000 per school, i.e.: $10 \times 2 \times 000\ 000 = 20\ 000\ 000$	20 000 000
<ul style="list-style-type: none"> Equipping workshops for practical work and textbooks in 10 schools at the cost of 2 000 000 per school, i.e.: $10 \times 2\ 000\ 000 = 20\ 000\ 000$ 	20 000 000
2.7. Field of activity: Consolidating the experiment	
Action 19. Evaluation of the experiment	
<ul style="list-style-type: none"> Monitoring cost at the central level: At least one outing a month, i.e. 9 outings per annum or 90 outings for a ten-year period, at the cost of 135 000 per outing, i.e.: $90 \times 135\ 000 = 12\ 150\ 000$	12 150 000
<ul style="list-style-type: none"> Monitoring cost at EPR level: Each of the 10 EPR is supposed to organize at least one outing a month, i.e. 9 outings per annum or 90 outings for a ten-year period, at the cost of 135 000 per outing, i.e.: $9 \times 10 \times 10 \times 135\ 000 = 121\ 500\ 000$	121 500 000
<ul style="list-style-type: none"> Annual evaluations: Costs of organizing the annual evaluation, fixed price of 2 500 000 per annum, i.e.: $10 \times 2\ 500\ 000 = 25\ 000\ 000$ 	25 000 000
<ul style="list-style-type: none"> International assessment: Costs of specialists' advisory services for 3 international assessments at the rate of 15 000 000 each, i.e.: $3 \times 15\ 000\ 000 = 45\ 000\ 000$ 	45 000 000

Action 20. Preparation of an expansion plan	
<ul style="list-style-type: none"> Costs relating to specialist services for the preparation of the expansion plan, fixed price of 15 000 000 	15 000 000
TOTAL	5 606 761 500

There is need to recall that the innovation occurs in the existing education system using parametres that are operational in the system it seeks to transform. This objective justifies an investment that will be profitable in the medium and long terms, on the assumption of expanding a successful innovation.

III. Part III: The multilingual basic education continuum expansion

Overall problem: How to scale up?

The multilingual basic education continuum was certainly tested with success, but what are a hundred schools in comparison to thousands of schools operating in the country under consideration? What is 30 000 children compared to more than 1 900 000 compiled students? What are 5 national languages in comparison to some sixty languages?

At the time one embarks on the multilingual basic education continuum expansion, one should be perfectly aware of the orders of magnitude. The almost disproportionate gap between the dimensions of innovation and those of the reality it strives to transform might be crippling. It is important to have a clear perception of issues in the face of challenges, opportunities in the face of threats.

The integration of African languages and cultures into education systems is part of the African vision of an « *education for Africa's Renaissance in the 21st Century in the context of a globalized economy, communication and culture* ». But on the other hand, one observes an education system beset by serious drawbacks, in a context of severe economic constraints, defective and irrelevant and far from the Education for All (EFA) objectives.

The multilingual basic education continuum is an exceptional opportunity because it corresponds to the African options of a quality basic education of 9 or 10 years preparing students for their full social and economic integration into society through the use of national languages as a medium, and the integration of specific subjects enhancing national culture and the practice of productive activities. But there is the threat of inertia of the education system and its strong resistance to change.

In the light of the foregoing, how can the multilingual basic education continuum become the education system for the majority of the country's children? This calls for the coordination of a set of key actions in the same areas of the experiment but at a larger scale. It is understood that a fraction of the population will, for various reasons, always be dependent on conventional schools.

3.1. Field of activity: Strengthening the institutional steering, implementation, monitoring-evaluation framework

Lessons of the experiment

The expansion of the multilingual basic education continuum supposes a definite ownership of the innovation by all the ministerial structures in charge of basic education whose style of management should be underpinned by the results-based management spirit and practice.

Thus, to manage the pilot phase, as suggested by this document, two organs were set up, one at the political level: an Interministerial directive and steering committee, and the other at the technical level: An institution entrusted with promoting and coordinating implementation. The roles of these structures should be taken up, strengthened and broadened in the expansion phase to constantly ensure that the two rationalities: political and technical which govern the development of education coincide.

Overall objective

Ensure the mastery of the progressive extension of the multilingual basic education continuum within the more global education reform process which assumes the integration of African languages and cultures into education systems.

Implementation strategy

The implementation strategy is based on three lines of action leading to:

- Taking the political decision to expand;
- Ownership of the innovation by the education administration;
- Consolidation of the monitoring-evaluation mechanism.

Line of action 1: Taking the political decision to expand

Assumption

The assumption made in the strategic plan for the expansion of bilingual education is as follows:

- Ensure that within one or two generations, the majority of the country's children will start school and learn basic skills in a language they master, (in principle, the mother-tongue, whenever possible), in accordance with the education reform option.
- Extend the bilingual basic education offer (on a large scale) to at least half of the country's primary schools, in the basic education vision as a continuum with the following stages: the early childhood development space (3E), the bilingual primary school (BPS) the specific multilingual college (CMS).

These options found concrete expression in the long-term education development plan (**Ten-Year Plan**).

For the purpose of this document, the country under study has a ten-year basic education plan which stipulates as follows, with respect to bilingual education and the multilingual basic education continuum for the next ten years:

- Increase the number of 3^E from 50 to about 500 ;
- Increase the number of BPS from 100 to about 1000 ;
- Increase the number of CMS from 10 to about 100 ;
- Increase the number of languages from 5 to 8.

Issues

At the political level, the decision to experiment the use of national languages in education does not guarantee a political decision to broaden the innovation, even if the experiment were successful. Actually, the review of the practice throughout various African countries shows experimental cases being pursued for ten years without a decision to expand.

The politico- technical organs which coordinated the experiment should launch the political decision-making process for the expansion. The political decision to expand is based on the framework law on education which sets forth the use of national languages in education. It is given concrete expression in the government programme and, more specifically, in the education policy and has the support of education stakeholders.

Specific objective

Ensure that the decision to expand the multilingual basic education continuum is taken.

Expected outcomes:

The implementation of the strategic action plan for the extension of the multilingual basic education continuum is initiated.

Major actions to be undertaken

1. Technical validation of the strategic expansion plan;
2. Introduction of the issue in Cabinet ;
3. Publication of the Cabinet decision.

Line of action 2: Ownership of the innovation by the education administration;

Issue

The successful experiment of the innovation does not guarantee its ownership by the administrative hierarchy of the education sector.

At the technical level, the entire administrative mechanism which pilots the education system at both the central and decentralized levels should take responsibility for the success of the experiment. Each link of the administrative chain holds a morsel of power which can either promote or hinder the expansion of the innovation. Here again, the innovation ownership process should be launched by the politico- technical organs which coordinated the experiment.

Specific objective

Ensure that the education administration takes responsibility for the conclusions of the experiment.

Expected outcomes:

With respect to the implementation of the strategic action plan for the multilingual basic education continuum expansion, the roles are distributed among the different entities of the education administration.

Major actions to be undertaken

At the central level

4. Organize an information seminar on the strategic action plan for the multilingual basic education continuum expansion addressed to Central Directors and their staff ;
5. Prepare and widely distribute a documentation on the multilingual basic education continuum ;
6. Enact texts (orders, decisions, memorandum) specifying the role of each Central Directorate in the implementation of the strategic action plan for the multilingual basic education continuum expansion.

At the central level

7. Organize an information seminar on the strategic action plan for the multilingual basic education continuum expansion addressed to the decentralized/devolved academic authorities and their staff ;
8. Prepare and widely distribute a documentation on the multilingual basic education continuum ;
9. Enact texts (orders, decisions, memorandum) specifying the role of each decentralized entity in the implementation of the strategic action plan for the multilingual basic education continuum expansion.

Line of action 3: Consolidation of the monitoring-evaluation mechanism

Lessons of the experiment

In the pilot phase, the bilingual education programme was put through a double monitoring-evaluation system: A system for the evaluation of all the specificities of the bilingual education programme, and the monitoring-evaluation system of conventional schools, for comparison purposes which helped highlight the superiority of bilingual education in various respects. This double system will be maintained and strengthened until the multilingual basic education continuum becomes the education system of the majority of children and will then operate according to its own monitoring-evaluation method.

Specific objective

Ensure the ongoing improvement of the teaching-learning process and the results of the multilingual basic education continuum throughout its expansion.

Expected outcomes:

- The conclusions and recommendations of the periodic evaluations are effectively implemented;
- The staff of organs at the central and decentralized levels are evaluated and assessed for their efficiency in the implementation and monitoring of multilingual education activities.

Major actions to be undertaken

10. Identify special staff training needs in the monitoring-evaluation of bilingual education ;
11. Provide the necessary means for the implementation of monitoring-evaluation actions (ongoing evaluation, summative evaluation, external evaluation) throughout the expansion programme

3.2. Field of activity: Organizing advocacy at various levels***Lessons of the experiment***

The experimental process has been constantly accompanied by awareness-raising and advocacy which constitute a key factor of success. The opening of bilingual schools was always preceded by a preliminary field study, discussions with the community and the latter's consent. The same applied to the opening of 3^E and CMS. In so doing, the communities perceived their interest in the innovation and agreed to contribute in various ways. During the innovation's extension phase, advocacy becomes a full fledged and ongoing activity which needs to be systematized. Actually, while the appropriateness of the option to integrate African languages and cultures in education is shared by many people, many others are doubtful of its effective application in the field.

Overall objective

Encourage the greatest number of people to support the multilingual basic education continuum.

Implementation strategy

Lessons of the experiment: Positive conclusions, conditions of success and difficulties encountered provide justification for a systematic awareness-raising and advocacy programme the implementation strategy of which will be based on:

- The organization of proximal advocacy through seminars, information sessions, visiting the facilities ;
- The organization of long-distance advocacy by disseminating information messages

The lines of action will relate to the preparation of advocacy contents, training advocacy actors, conducting advocacy actions for different target publics.

Line of action 4: preparation of advocacy contents and advocacy programme

Issue

The ministries of education do not communicate sufficiently among themselves and with their partners; No doubt, because the problems are numerous, very serious and structural. The limelight does not help matters either since it highlights extreme events: Strikes sometimes punctuated by violence, wasted academic years. And yet, there is need to communicate about the different problems, the solutions envisaged and implemented, and successes. The multilingual basic education continuum experiment is one of the promising solutions to the serious problems relative to the relevance and efficiency of basic education. It is therefore necessary to promote it through all modern and traditional means of communication and information.

Specific objective

Use different communication media to disseminate information on the multilingual basic education continuum.

Expected outcomes:

The following productions are available:

- Printed: Newspaper articles, brochures, books, posters, leaflets...
- Radio: Programmes, coverage of events, reporting, interviews, discussions.....
- Audiovisual: At the television (programmes, coverage of events, reporting, interviews, discussions.....), documentary films...

Major actions to be undertaken

12. Prepare a printed, radio, audiovisual news programme;
13. Create/strengthen information production structures (journal, school broadcasting) within the ministry in charge of basic education;
14. Conclude contracts with structures competent in the production of certain types of information ;
15. Acquire background documents on innovations existing in other countries;
16. Archive background documents and ensure that they are effectively placed at the disposal of various users.
17. Prepare a multi-annual awareness-raising and advocacy programme comprising:
 - national information campaigns for the public ;
 - targeted awareness-raising and advocacy activities based on the progression of the programme initiated to implement the strategic plan for the expansion of the multilingual basic education continuum ;

Line of action 5: Training advocacy actors

Issue

Should we have a specific permanent unit in charge of advocacy or should we be contented with a form of non-permanent organization, mobilizable on an ad hoc basis?

In the country under consideration, the office of the Minister in charge of basic education is provided with the services of a press officer. Media structures also exist: school broadcasting, educational television, educational journal. All this deserves to be strengthened. However, this is not enough in the context marked by the expansion of the multilingual basic education continuum. In fact, there are many advocacy actors involved at various levels: Central directors and directors of devolved/decentralized services should promote advocacy. In any case, the existence at the central level of a specific entity in charge of advocacy should be combined with the possibility to mobilize other actors, on an ad hoc basis.

Specific objective

Create an effective awareness-raising and advocacy system.

Expected outcomes:

- A strengthened central advocacy unit;
- A group of people trained in advocacy and mobilizable on an ad hoc basis;
- Guides for different types of advocacies available.

Major actions to be undertaken

18. Evaluate the mechanism including advocacy skills existing within the ministry in charge of basic education with a view to its reorganization and consolidation;
19. Select a certain number of people among the education officers at the central and decentralized levels and train them in advocacy techniques, social dialogue facilitation;
20. Prepare guides for awareness-raising and advocacy for use by advocacy actors.

Line of action 6: Implementing the advocacy programme

Issue

There are manifold education stakeholders (students, teachers, parents, political authorities, and grassroots communities, technical and financial partners...); the interests are diverse and not always concordant. They should all be won over to the integration of African languages and cultures into education systems through the institution of the multilingual basic

education continuum. It is therefore crucial to adapt awareness-raising and advocacy actions to each target public.

Specific objective

Awareness-raising and advocacy activities are intended to:

- Create, within the public, an attitude that is favourable to the use of national languages in education;
- Obtain the support and participation of grassroots communities in the setting up and operation of the multilingual basic education continuum ;
- Convince teachers and education staff about the relevance of the innovation and commit them to it ;
- Inform the decentralized authorities about their role and responsibility in relation to the multilingual basic education continuum ;
- Provide political authorities with the arguments to legitimate their education policy options;
- Convince technical and financial partners to support the innovation ;

Expected outcomes:

- Requests for training in the transcription of national languages emanate from different cultural backgrounds;
- There are many requests for the creation of bilingual schools and the transformation of public and private schools into bilingual schools;
- A significant number of teachers show their preference for the multilingual basic education continuum ;
- National and foreign partners provide manifold support to the bilingual education programme ;
- The bilingual education programme has the strong support of central and decentralized authorities.

Major actions to be undertaken

21. Implement the annual awareness-raising and advocacy programme, notably:
- National information campaigns for the public ;
 - Actions to raise teachers' awareness;
 - Social dialogue with grassroots communities for the setting up of the multilingual basic education continuum ;
 - Actions to raise the awareness of other target public, as required.

3.3. Field of activity: Mobilization of human and financial resources

Issues: Departing from the projects syndrome

The development of education in Africa has, for too long, been highly subjected to having projects financed by bilateral and multilateral cooperation donors. Projects follow one another and their impact, in most cases, are felt in the development and growth lines of the inherited education systems. Very few projects propose an outright innovation calling to question all or part of the system, and are too often cut short after the financing ceases and even before the objective consisting of their ownership by the populations is achieved.

In the assumption made in this document, the multilingual basic education continuum experiment results from a national decision, it is implemented in and by the structures and staff of the ministry in charge of basic education. It essentially depends on the national budget, even though it receives additional external assistance. Despite all these precautions to integrate the innovation in the institutional mechanism of the ministry, the authorities need to have a great deal of lucidity, vigilance and determination (Minister of Education and Secretary General) to ensure that the experiment is spared from the projects syndrome. This is important because during the critical phase of expansion, scaling, the “project mentality” can resurface.

The key safeguard consists of ensuring that the multilingual basic education continuum is at the heart of the country’s multi-annual education development programme. In so doing, the human and financial resources required for the multilingual basic education continuum expansion are secured.

Line of action 7: Mobilization of human resources

Issues

Thanks to the experiment, the country has human resources which can be used to progressively commit other people to the multilingual basic education continuum expansion process.

This was already discussed earlier, in the institutional measures, (Line of action x: Ownership of the innovation by the education administration), the ownership of the innovation by the entire central and decentralized education administration.

The key human resources to be involved are the cohort teachers, on the one hand and groups or associations of parents, on the other, depending on the new bilingual classes to be opened following the schedule of the strategic multilingual basic education expansion plan.

Specific objective

Involve the new cohort of teachers on the one hand and new groups or associations of parents, on the other hand, in the multilingual basic education expansion process.

Expected outcomes:

The estimated staff needs for the next ten years are as follows:

- 6000 BPS teachers;

- 4000 facilitators (3^E);
- 800 Secondary-level teachers (CMS);
- The institutional mechanism is strengthened (see point 3.1. Field of activity: Strengthening the institutional steering, implementation, monitoring-evaluation system; Line of action 2: Appropriation of the innovation by the education administration).

Key activities to be undertaken

The major actions to be undertaken concern:

22. Advocacy (see line of action 6) :

- Actions to raise teachers' awareness;
- Awareness-raising and social dialogue actions undertaken by communities;

23. Training (see lines of action 9 and 10) :

- Training of 3^E staff,
- Training of BPS staff,
- Training of CMS staff,

Line of action 8: Management of financial resources

Issues

In the long term, the need for a global approach to the entire education sector is progressively emerging in education planning practices. This process fostered the development of basic education promoted by the Education for All (EFA) movement set in motion by the World Declaration on Education for All and its framework of action (Jomtien 1990), amplified by the World Forum on Education for All (Dakar 2000), and the adoption of the Millennium Development Goals (MDG).

In the scenario used in this document, the country under consideration has a ten-year basic education plan with proposals to expand multilingual basic education continuum (opening of 3E, bilingual primary schools, CMS).

Specific objective

Ensure the availability of financial resources for the expansion of the multilingual basic education continuum.

Expected outcomes:

The following entities provide the required financial resources:

- The State,
- Territorial communities,

- Civil society and private sector
- Technical and financial partners

Major actions to be undertaken

At State level

24. Estimate the overall cost of the multilingual basic education continuum expansion, activity to be undertaken in conjunction with the technical validation of the expansion programme;
25. Include the resources required for the bilingual education programme in the Ten-Year Basic Education Plan (in each three-year programme) ;
26. Include in each annual budget the funds required for the bilingual education programme;
27. Ensure that the funds voted are actually disbursed.

At the level of territorial communities

28. Advocacy action at the regional governorates and communes for inclusion in the local development plan of the bilingual education programme (local programme for the opening of 3^E, bilingual primary schools, CMS) ;
29. Inclusion in the budgets of territorial communities, of financial resources required for the implementation of the local programme for the opening of 3E, bilingual primary schools, CMS ;
30. Ensuring that the funds are actually disbursed for the implementation of the local programme relative to the opening of 3E, bilingual primary schools, CMS.

At civil society and private sector levels

31. Secure, through advocacy, the indispensable contribution (in cash or in kind) of parents to the multilingual basic education continuum expansion ;
32. Ensure the conclusion of specific agreements between the State and NGOs, promoters of secular and conventional private schools for the full or partial implementation of the multilingual basic education continuum.

At the level of technical and financial partners

Within the framework of the contribution of technical and financial partners to the Ten-Year Basic Education Plan:

33. Determine the volume of financial contribution to the multilingual basic education continuum expansion ;
34. Determine ways of providing the financial contribution of technical and financial partners ;

35. Actual disbursement of financing for the multilingual basic education continuum expansion.

3.4. Field of activity: Training and retraining teachers and educational staff

Lessons of the experiment

It is observed that many teachers show real enthusiasm for bilingual education. They are actually encouraged by various factors. Because of the use of languages spoken by students who have become active and participative, because of the cultural and production activities, the learning context has become motivating; students have obtained good results; the school is in step with its environment. The same applies to teaching supervisors who gladly participated in training sessions on bilingual education and acquired total mastery of the innovation philosophy and undoubted professionalism in the conduct of teacher training sessions in bilingual education modules, in carrying out prospecting and social dialogue missions for the opening of bilingual schools.

There is also need to observe the difficulties which include:

- The incapacity or refusal of some teachers to adapt to a new teaching practice marked by greater interaction between students, teachers and various other community actors ;
- Inadequate national language proficiency ;
- Insufficient initial training;
- Instability of teaching supervisors (postings and promotions).

In the light of this context, the significant changes in the teachers' profile in the event of the multilingual basic education continuum expansion can be evaluated.

Overall objective

Ensure the full appropriation of the multilingual basic education continuum by the teaching staff.

Implementation strategy

The implementation strategy will operate through two main lines of action concerning:

- In-service training;
- Initial training.

Line of action 9: In-service training

Issues

The country under consideration has xx primary school teachers and xx first cycle secondary school teachers. From the perspective of universal primary education, these figures are likely to increase to reach xx primary school teachers and xx first cycle secondary school teachers

within ten years. The entire staffs are concerned by the expansion of the multilingual basic education continuum to become the country's majority education system.

Specific objective

Prepare and implement a comprehensive training programme on teachers' in-service training for the expansion of the multilingual basic education continuum.

Expected outcomes:

During a period of ten years, half of the staff required for the expansion of the multilingual basic education continuum is obtained through:

- Ad hoc staff training for the 3^E:2000 ;
- Retraining the staff for bilingual primary schools : 3000 ;
- Retraining the staff for the CMS: 400.

Major actions to be undertaken

36. Design the in-service training programme ;
37. Ad hoc staff training for the newly opened 3^E ;
38. Selection from among the existing staff and training for the newly opened bilingual primary schools ;
39. Selection from among the existing staff and training for the newly opened CMS ;

Line of action 10: Initial training

Issue

It would be a lot easier to expand the multilingual basic education continuum if all the graduates of institutions in charge of the initial training of educational staff were trained in bilingual education. But for the time being, the introduction of the bilingual education curriculum in the training institutions of the country under study is far from satisfactory and calls for the following measures, among others:

- The extension of the training time, since the current period which is too short (a year, i.e. about 700 hours) covers only the transcription course but not the teaching methods of subjects in national languages, or learning about culture or practical activities ;
- The curriculum of training institutions should be reviewed to take bilingual education into consideration, since its subjects are, until further notice, optional;
- All secondary-level teachers of training institutions should be trained in bilingual education ;
- The institutionalization of training for pre-school education.

Specific objective

Reform the institutions in charge of training teachers and teaching supervisors to make the training relevant with respect to the multilingual basic education continuum.

Expected outcomes

- Initial training institutions, depending on their target , provide teachers qualified to teach in:
 - 3E
 - bilingual primary schools ;
 - CMS
- Institutions for the initial training of teaching supervisors, depending on their target, provide teaching supervisors qualified to monitor pedagogical activities in the multilingual basic education continuum.

Major actions to be undertaken

40. Reform primary school teacher training institutions in accordance with bilingual education ;
41. Institute a training section for preschool education in primary school teacher training institutions in accordance with bilingual education ;
42. Reform secondary school teacher training institutions in accordance with bilingual education ;
43. Introduce bilingual education training modules for the training of teaching supervisors.

3.5. Field of activity: Preparation of teaching materials

Lessons of the experiment

The decision to use national languages in education entails great autonomy in the editing and production of school textbooks and teaching aids. The pilot phase made it possible to establish the national mechanism in that regard. Skills were identified at national level to cover the editorial chain (design, adaptation, translation, experiment, review). For the production process, the services of local businesses specialized in the production of books in national languages were sought. Finally, they were distributed on an ad hoc basis, or within the free book distribution system.

Due essentially to the scaling, the most critical aspects of the multilingual basic education continuum expansion phase will be the production of textbooks within the set time frame and their distribution in schools before the beginning of every academic year.

Overall objective

Make available teaching materials specific to the multilingual basic education continuum, in sufficient quantity and quality, at the beginning of each academic year.

Implementation strategy

The implementation strategy prioritises three lines of action:

- Review /adaptation of teaching materials ;
- Local production of teaching materials ;
- Distribution of teaching materials.

Line of action 11: The review /adaptation of teaching materials;

Issue

After designing a book, it is pre-tested, reviewed and validated before being put to use in the pilot phase. During the experiment, arrangements are made to collect information about the books from various users. Finally, after about two years of use, the textbooks are evaluated with the participation of students, teachers, parents, teaching supervisors, educationalists. The results of these periodic evaluations lead to the review of textbooks.

For the three new languages to be introduced in the system, the translation and adaptation process will be initiated.

Specific objective

Provide quality books for an effective education

Expected outcomes

- School textbooks in all 3^E, BE and CMS subjects are ready to be reproduced in huge numbers ;
- Teachers' Guides in all 3^E BE and CMS subjects are ready to be reproduced in huge numbers.

Major actions to be undertaken

44. Set up teams for the review of school textbooks;
45. Revise all specific textbooks being used in the multilingual basic education continuum ;
46. Set up teams for the translation and adaptation of school textbooks ;
47. Translate; adapt books for use in the multilingual basic education continuum.

Line of action 12: Local production of teaching materials;

Issue

The existing system concerning the production of textbooks for conventional schools is based on the call for international competitive bidding in order to have the best price. This practice imposed because of its external financing, did not encourage the development of national capacities in the printing of school textbooks. The issue now is to know whether the production of school textbooks in national languages should follow the same process.

In the country under study, efforts to provide non-formal education and adult literacy in national languages led to the development of a capacity to produce textbooks in national languages. The expansion of the multilingual basic education continuum supposes a massive production of books. Can the local production units cope with it?

Specific objective

Have, for each academic year, the number of school textbooks required by the multilingual basic education continuum expansion programme.

Expected outcomes

- A sufficient number of school textbooks is reproduced for 3^E at the beginning of every academic year ;
- A sufficient number of school textbooks in the five operational languages is reproduced for bilingual schools at the beginning of every academic year ;
- A sufficient number of school textbooks in the three new languages to be introduced in the education system is reproduced for bilingual schools at the beginning of every academic year ;
- A sufficient number of school textbooks for specific education is reproduced for CMS at the beginning of every academic year ;
- A sufficient number of Teachers' Guides in all 3^E, BE and CMS subjects are reproduced.

Major actions to be undertaken

48. Prepare tender calls for the different categories of teaching materials to be produced and reproduced;
49. Launch tender calls for local companies to bid for the production and reproduction of teaching materials.

Line of action 13: Distribution of teaching materials.

Issue

A valid bilingual education can only exist if each school receives the expected teaching materials at the beginning of the academic year. Slippages by printers, insufficient storage capacities, unreliability of means of transport and routing to schools in remote rural zones, cases of theft and misappropriation are all problems that may confront the national book distribution system. Beyond a certain scale, this represents considerable wastage of efforts deployed and resources spent for the design, and production of teaching materials.

Specific objective

Make available, in time and at the school, the teaching materials meant for students and teachers.

Expected outcomes

- At the beginning of each academic year, the needs of all schools in teaching materials are provided;
- Teachers teach in bilingual education classes with confidence thanks to the guides placed at their disposal;
- Students of bilingual education classes have an active and participatory learning style.

Major actions to be undertaken

The major actions to be undertaken are in line with the existing system consisting of the free distribution of school textbooks for basic education. This will entail:

50. Production of teaching materials ;
51. Delivery of books by printers according to a delivery schedule;
52. Storage in the required storage conditions;
53. Preparation of the batches of textbooks per destination ;
54. Ensuring the transportation of teaching materials or their reception by decentralized academic authorities.

3.6. Field of activity: Conducting studies and research

Lessons of the experiment

The bilingual education experiment was preceded and supported by many studies: Basic survey of the environment, description of languages concerned by the experiment, and exploitation of research in these languages (phonology, grammar, lexis, orthographic code...), sociolinguistic and dialectological studies, contrastive studies between the national languages and French, studies of linguistic interferences.

This research work should be pursued and combined with the expansion of the multilingual basic education continuum to cover the improvement of proficiency in languages already used in basic education, for the required preparation of new languages to be included in the programme, and for all sorts of consequences that this important reform consisting of the use of national languages in education and training, might have in society.

Overall objective

Ensure the ongoing upgrading of the multilingual basic education continuum, in its expansion process.

Implementation strategy

Establish a multi-disciplinary and participatory approach for the conduct of different studies and based on the following two lines of action:

- The development of three new languages to be introduced in the education system ;
- The implications of the generalization of multilingual education.

Line of action 14: Planning the introduction of three new languages in the education system;

Issue

It is legitimate to use each national language in education, provided that the preparatory work to that end is effective and conclusive. In this working hypothesis, with three other new languages introduced in the education system, a coverage of more than 95%, which is significant from the viewpoint of equity, is expected.

Specific objective

Increase from 5 to 8 the number of national languages in use in the education system.

Expected outcomes

The results of the linguistic planning studies in three new languages are available and applicable after five years of research work.

Major actions to be undertaken

55. Empowerment of a competent structure;
56. Identification and mobilization of resource persons for studies on the languages ;
57. Conduct of studies: Research studies, description of languages, exploitation of research on these languages, sociolinguistic and dialectological studies; etc.

Line of action 15: The implications of the multilingual education expansion.

Issue

The effective integration of African languages and cultures in the education system will constitute the real educational reform in the 21st century. Its basic character exceeds the education circle to become a global societal phenomenon. It is difficult to determine the time limit of this progressive transformation as it entails a long period of operation fraught with unexpected effects and new situations. Research is a monitoring and anticipation system; for this reason the various implications of the multilingual basic education continuum expansion should be examined.

Specific objective

Elucidate the impacts of the multilingual basic education continuum expansion at various levels: Political, administrative, economic, financial, social, cultural.

Expected outcomes

The results of the studies on the implications and impacts of the multilingual basic education continuum expansion are used to improve the piloting of the innovation.

Major actions to be undertaken

58. Determine the themes of the studies and prepare the terms of reference for the said studies in the following areas, for example:

- Political: The multilingual basic education continuum and national language policy - The multilingual basic education continuum and national unity process - The multilingual basic education continuum and African integration;
- Administrative: The multilingual basic education continuum and the use of national languages in public administration;
- Economic: The multilingual basic education continuum and economic development – The multilingual basic education continuum and sustainable development - The multilingual basic education continuum and the fight against poverty;
- Financial: Costs of multilingual basic education continuum, comparison with the conventional education system - The multilingual basic education continuum costs and benefits - The multilingual basic education continuum, methods of financing;
- Social: The multilingual basic education continuum and social change - The multilingual basic education continuum and social cohesion dynamics - The multilingual basic education continuum and inter-generational relations;
- Cultural : The multilingual basic education continuum and African identity - The multilingual basic education continuum and African cultural renaissance - The multilingual basic education continuum and globalization;

- Pedagogical: The multilingual basic education continuum and quality of education
- The multilingual basic education continuum and educational equity
- The multilingual basic education continuum and gender disparities in education.

59. Identification of competent structures and resource persons for the studies ;
60. Conduct studies ;
61. Exploitation of the study results in connection with the management of the multilingual basic education continuum.

3.7. Field of activity: Physical expansion of the multilingual basic education continuum.

Lessons of the experiment

The establishment of the multilingual basic education continuum during the pilot phase depended exclusively on the communities' support following the advocacy and social dialogue. The populations put a lot of effort in the construction of infrastructure by providing unskilled labour as well as construction aggregates. Support for the bilingual education programme was also manifested through numerous requests for the opening of bilingual schools and the transformation of conventional schools into bilingual schools.

However, the economic poverty of households which limited certain forms of contribution played against its support. Moreover, discouragement sometimes sets in due to the incapacity of the administration to meet requests to open bilingual schools and transform conventional schools into bilingual schools.

Thus, adherence appears to be a critical factor of the multilingual basic education continuum expansion programme.

Overall objective

In the bid to step up quality, the relevance and efficiency of basic education, ensure the progressive extension of the multilingual basic education continuum (on a large scale), to turn it into the country's majority education system, in accordance with the education reform option.

Implementation strategy

The implementation of the proposals of the Ten-Year Education Plan relative to the multilingual basic education continuum is a first phase of the innovation scaling with the requirement to ensure its continuing consolidation and its extension. In this regard, a certain number of principles should be taken into consideration. These include:

- The progressive extension of the multilingual basic education continuum according to the demand (meet the pending requests, motivate the demand) ;
- Maintaining and strengthening the internal and external efficiency of the innovation ;
- Promotion of an environment conducive to multilingual education (strong political commitment, ongoing advocacy, promotion of a literate environment).

Line of action 16: location of 3E

Issues

The expansion of the 3^E is confronted to at least two problems, an institutional problem and the problem of sustainability of the model on a large scale. In the country referred to in this study, issues relative to the development of early childhood does not fall under the purview of the ministry in charge of basic education but is under the responsibility of the ministry in charge of social action which has preschool education centres supported financially by a specialized United Nations agency. The 3E experiment as an element of the multilingual basic education continuum was conducted within the ministry in charge of basic education. In the scenario used in this document, this issue of institutional linkage is covered by an Interministerial directive and steering committee for the implementation of the bilingual education programme.

The 3^E model was designed with a view to democratize the pre-school education offer and relies heavily on parents (parent-educators) and the community to function. On a wider scale, for the model to be viable in the long-term, there is need to strike a balance between the State's intervention and the contribution of communities.

Specific objective

During the ten-year period, initiate the constitution of multilingual basic education continuum, by creating about 500 3^E, in the operating radius of the bilingual primary schools.

Expected outcomes

About 500 operational early childhood development space

Major actions to be undertaken

62. Schedule the opening of 3^E in a balanced manner, based on the needs of the different regions of the country ;
63. Initiate the social dialogue region by region and location by location;
64. Building infrastructure and providing equipment,
65. Providing teaching materials;
66. Staff training and deployment.

Line of action 17: location of bilingual primary schools

Issues

It was observed earlier that public support would be a critical aspect of the multilingual basic education continuum expansion. Actually, in addition to the aspects already observed, the resistance to innovation from teachers and the elite category will become more explicit. The sluggishness of the education administration has already been underscored and is partly responsible for the fact that numerous requests for the opening of bilingual schools and the transformation of conventional schools into bilingual schools have not been met. This is the

reality at a time when the decision to expand the multilingual basic education continuum has been made.

Specific objective

During the ten-year period, initiate the constitution of multilingual basic education continuum, by creating about 1000 bilingual primary schools.

Expected outcomes

About 1000 new bilingual primary schools are operational

Major actions to be undertaken

- 67. Schedule the opening of bilingual primary schools in a balanced manner, based on the needs of the different regions of the country ;
- 68. Initiate the social dialogue region by region and location by location;
- 69. Provide the infrastructure/transform conventional schools into bilingual schools ;
- 70. P?????????????
- 71. Provide teaching materials;
- 72. Staff training and deployment.

Line of action: location of CMS

Issues

The easy solution to meet the obligation to attend school up to 16 consists of blowing up the bottleneck existing between primary education and secondary education. This results to the rush to first year secondary school of all the children who obtained the Certificate of Primary Studies. The outright massification of the secondary education cycle without changing the end-purpose and content runs counter to the 9 or 10 year basic education concept The CMS, third link of the multilingual basic education continuum addresses this challenge.

Specific objective

During the ten-year period, initiate the constitution of the multilingual basic education continuum, by creating about 100 CMS concentrated on the bilingual primary schools.

Expected outcomes

About 100 new CMS are operational

Major actions to be undertaken

- 73. Schedule the opening of CMS in a balanced manner, based on the needs of the different regions of the country ;

74. Initiate the social dialogue region by region and location by location;
75. Provide the infrastructure/transform general education schools into CMS ;
76. Provide equipment;
77. Provide teaching materials;
78. Staff training and deployment.

LOGICAL FRAMEWORK: EXPANSION OF THE MULTILINGUAL BASIC EDUCATION CONTINUUM

Fields of activity Lines of action	Objectives	Expected outcomes	Objectively verifiable indicators	Sources of verification	Assumptions	Actors	Budget Estimation components
3.1 Field of activity							
Consolidating the institutional mechanism							
Line of action 1: Making the political decision to expand	Objective: Ensure that the decision to expand the multilingual basic education continuum is taken.	Implementation of the decided expansion plan	.Publication of the text of the decision (decree)	.Official Gazette	the pilot phase was decisive	.President's Office /Prime Minister's Office .Ministry in charge of basic education	.For the record
Line of action 2: Ownership of the innovation by the education administration;	Objective: Ensure that the education administration takes responsibility for the conclusions of the experiment.	.The roles have been distributed	Publication of the text of the decision (orders, decisions, memoranda)	..Official Gazette	The pilot phase was decisive	Steering Committee .Coordinating institution	..Cost of information seminars
Line of action 3 : Consolidation of the monitoring-evaluation mechanism	Objective: Continuing improvement of the teaching-learning process and the results of the multilingual basic education continuum	.The conclusions and recommendations of the evaluations are effectively implemented;	.Different rates of: promotion, repeaters, passes	.Periodic report of the Steering Committee	.effective educational support	Teachers, supervisors, teams of evaluators	Costs of evaluation missions

3.2. Field of activity:							
Organizing advocacy at various levels							
Line of action 4 : Preparation of advocacy contents	Objective: Use different communication media to disseminate information on the multilingual basic education continuum.	Documents : printed, radio, audiovisual produced on bilingual education	Number of e documents per type	Consultation at the coordinating institution	Existence of technical production capacities with respect to communication	Coordinating institution .Providers of communication services	Costs of service provision according to the types of documents
Line of action 5 : Training advocacy actors	Create an effective awareness-raising and advocacy system.	A strengthened central advocacy unit .a group of people trained in advocacy and social dialogue .Guides for awareness-raising and social dialogue activities produced	.Composition of the advocacy unit .Actual number of people trained .Number of guide types produced.	Consultation at the coordinating institution	Existence of technical production capacities with respect to communication	Coordinating institution .Providers of communication services	Costs of service provision.

<p>Line of action 6</p> <p>Implementing an advocacy programme</p>	<p>Objective: Ensure that public opinion is favourable to bilingual education.</p> <p>Obtain the collaboration of various partners: teachers, grassroots communities, and decentralized authorities, technical and financial partners.</p>	<p>The advocacy is successful: Many requests for the opening of bilingual schools- Manifold support from national and external porters</p>	<p>Number of pending requests for the opening of bilingual schools</p> <p>.Number of participants in the training on the aux transcription of national languages</p> <p>.List of TFP supporting the innovation.</p>	<p>.Periodic report of the Steering Committee</p>	<p>Constant political support of the country's top authorities.</p>	<p>Coordinating institution</p> <p>.Providers of communication services</p> <p>.Central advocacy unit</p> <p>.Entities of the Central Administration</p> <p>.Entities at the decentralized level</p>	<p>.Costs of campaigns addressed to the public</p> <p>.Costs of actions to raise the awareness of specific target groups</p>
<p>3.3. Field of activity:</p> <p>Management of financial resources</p>							
<p>Line of action 7 :</p> <p>Mobilization of human resources</p>	<p>Objective: Involve new teachers and new groups of parents in the bilingual education expansion process</p>	<p>Estimated needs for the next ten years:</p> <p>.6000 BPS teachers,</p> <p>4000 3E facilitators,</p> <p>.800 Secondary-level teachers (CMS)</p> <p>.Institutional mechanism strengthened</p>	<p>Breakdown of the actual number of people (teachers, parents-educators) involved, per annum</p>	<p>Periodic report of the Steering Committee</p>	<p>Constant political support of the country's top authorities.</p>	<p>Coordinating institution</p> <p>.HRD Ministry of basic education,</p>	<p>Financial implications of new recruitments</p>

Line of action 8 : Mobilization of financial resources	Objective: Ensure the availability of financial resources for the expansion of the multilingual education continuum	Resources provided by : the State, territorial communities, technical and financial partners	Annual budget amounts	Periodic report of the Steering Committee .AFD ministry of basic education	Constant support of authorities at various levels	Ministry of Finance .Ministry of basic education, .DEP and AFD	.
3.4. Field of activity: Training and retraining teachers							
Line of action 9 : In-service training	Objective: Implementation of a training programme for in-service training in the perspective of the multilingual basic education continuum expansion.	Half of the estimated staff is obtained through retraining: .2000 ad hoc training for 3 ^E , .3000 retraining for BPS, .400 retraining for CMS,	Actual number of staff retrained	Consultation at the coordinating Institution		.Coordinating institution .Devolved/decentralized academic authorities	Costs of retraining sessions

Line of action 10 : Initial training	Objective: Reform the institutions meant for the training of the teaching staff to make the training relevant to the multilingual basic education continuum.	Half of the estimated staff is obtained through initial training: .2000 ad hoc training for 3 ^E , .3000 retraining for BPS, .400 retraining for CMS,	Actual number of staff retrained	Consultation at the coordinating Institution .HRD Ministry of basic education,	Initial training for preschool was instituted	Initial training institutions	
3.5. Field of activity: Preparation of teaching materials							
Line of action 11: Review and adaptation of teaching materials ;	Objective: Provide books for an effective education	School textbooks and teachers' guides ready for reproduction	Number of school textbooks and teachers' guides actually revised/adapted	Periodic report of the Steering Committee		Review teams .Teams of translators	Costs of specialists coopting contracts
Line of action 12 : Local production of teaching materials	Have, for each academic year, the number of school textbooks required by the multilingual basic education continuum expansion programme.	A sufficient number of all categories of school textbooks are printed	Number of school textbooks and teachers' guides actually printed	Periodic report of the Steering Committee	Existence in the country, of specialists competent in the publication of school books	Coordinating institution .Local printing houses	Contracts with printers

Line of action 13: Distribution of teaching materials.	Make available, in time and at the schools, the teaching materials meant for students and teachers.	At the beginning of each academic year, the needs of all schools in teaching materials are provided;	Composition of book kit for each student	Vouchers confirming delivery of teaching materials to schools	Existence of local capacity to print school textbooks Free school textbooks	School textbooks distribution system	Cost of transporting teaching materials
3.6 Field of activity Conducting studies and research							
Line of action 14: Development of new languages to be introduced in the education system ;	Objective: Increase the number of national languages used in the education system from 5 to 8.	Three new languages are ready to be introduced in the education system	Study reports	Periodic report of the Steering Committee	Conformity with the country's linguistic policy	Teams of specialists in several subjects	Costs of specialists coopting contracts
Line of action 15 : Study of the implications of the multilingual education expansion	Objective: Determine the impact of multilingual education at various levels: political, economic, social, cultural, pedagogical	The supervision of the innovation improved through the exploitation of the study results	Study reports	Periodic report of the Steering Committee	Existence of national research capacities	Teams of specialists in several subjects	Costs of specialists coopting contracts
3.7. Field of activity: Physical expansion of the multilingual basic education continuum.							

Line of action 16 : Setting up de 3 ^E	Objective: initiating the establishment of the multilingual basic education continuum	About 500 3 ^E operational within ten years	Actual number of 3 ^E established per year	Periodic report of the Steering Committee	Compliance with the location strategy based on the social dialogue	.Coordinating institution .The State .Communities .Private sector	Cost of infrastructure and equipment
Line of action 17 : Location of bilingual primary schools	Objective: initiating the massification of the multilingual basic education continuum	About 1000 BPS operational within ten years	Actual number of BPS established per year	Periodic report of the Steering Committee	Compliance with the location strategy based on the social dialogue	.Coordinating institution .The State .Communities .Private sector	Cost of infrastructure and equipment
Line of action 18 : Setting up des CMS	Objective: initiating the establishment of the multilingual basic education continuum	About 100 CMS operational and concentrated on bilingual primary schools	Actual number of CMS established per year	Periodic report of the Steering Committee	Compliance with the location strategy based on the social dialogue	.Coordinating institution .The State .Communities .Private sector	Cost of infrastructure and equipment

OVERALL PLAN OF THE MULTILINGUAL BASIC EDUCATION CONTINUUM EXPANSION

Years	1	2	3	4	5	6	7	8	9	10	
Description											
Institutional mechanism											
Advocacy											
Resources											
Training											
Teaching materials											
Studies and research		ACTION PLAN AND PRIORITY INVESTMENT PROGRAMME	E	C	U	E	S	E	E	Vu	ACTION PLAN AND PRIORITY INVESTMENT PROGRAMME
Expansion of 3E		50	50	50	50	50	50	50	50	50	50
Expansion		100	100	100	100	100	100	100	100	100	100

SCHEDULE OF ACCOMPLISHMENTS Year 1 to 10

3.7. Field of activity: Physical expansion of the multilingual basic education continuum.

Identification of major actions :	Jan		Feb		March		April		May		June		July		August		Sept		Oct.		Nov		Dec.	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
	Line of action 17 : location of bilingual primary schools																							
Location of BPS																								
62. Schedule the opening of 3 ^E in a balanced manner, in the different regions of the country;																								
63. Initiate the social dialogue region by region and location by location;																								
64. Building infrastructure and providing equipment,																								
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