



# TVET COUNTRY PROFILE BURKINA FASO



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## Introduction

The development of human capital through TVET is one of the ways to sustain growth, reduce unemployment and eradicate poverty. Consequently, Burkina Faso undertook to reform its TVET system by adopting a TVET orientation law in July 2007. This replaced the existing law of 1996.

TVET plays a valuable role by offering a wide variety of skills to improve employability thereby contributing to the productive capacity of business organisations and industries.

This paper highlights a country-level overview of the TVET system in Burkina Faso, looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TVET to improve TVET reform and quality.

## Policies

Reforms in education from 2006 have had an impact on TVET. A number of strategic development plans have focused on skills and job creation, including the National Economic and Social Development Plan of 2016-2020, Sectoral Plan for Education and Training (PSEF) 2017-2030 and the Basic Education Strategic Development Program (PDSEB) (2012-2021) that holds a holistic, integrated and multi-sectoral vision of the education system.

The following documents provide contextual information on the education system and economic indicators in Burkina Faso as they relate to the TVET implementation and policy.

- **National Economic and Social Development Plan (PNDES) (2016-2020)** is the main guiding instrument for the socio-economic development policy of Burkina Faso. Anchored in a partnership between the state, private sector and civil society, the PNDES

focuses on accelerating the development of human capital, and aims to create at least 50 000 decent jobs annually.

- **The national policy on technical and vocational education and training (TVET)**, adopted in September 2008, aligns with the National Employment Policy (PNE) by focusing on developing the vocational skills of youth and adults to improve their access to the job market. In 2009, this policy resulted in embedding vocational training through apprenticeships in technical and vocational training establishments, followed by the formulation of a **Strategy for the Expansion of Vocational Training (SGPF)** adopted in 2014.
- **Sectoral Plan for Education and Training (PSEF) (2017-2030)** aims to “develop and adapt TVET to the needs of the economy” and to “strengthen management and supervision governance in order to transform resources into results.”

**The following is some of the legislation in relation to establishment of TVET system:**

- **Decree No 2016-1190/PRES/PM/MFPTPS/MINEFID** of 30 December 2016 on the creation, powers, composition, and operation of consultation frameworks for state schools and vocational training centres.
- **Decree No 2016-597/PRES/PM/MFSNF/MINEFID of July 8, 2016** approving the statutes of the National Institute for Training in Social Work (INFTS).
- **Decree No 2015-1276/PRES-TRANS/PM/MEF/MASSN of 9 November 2015** established the Institute of Education and Vocational Training.
- **Decree No 2015-1059/PRES-TRANS/PM/MJFPE/MEF of October 1, 2015** approving the special statutes of the Ouagadougou Assessment and Vocational Training Center (CEFPO).



- **Decree No 2015-684/PRES-TRANS/PM/MENA/MESS/MEF/MJFPE of 29 May 2015** concerns the organisation of learning assessments in non-formal basic education structures.
- **Decree No 2012-643/PRES/PM/MJFPE/MESS/MENA/MFPTSS/MASSN/MEF of 24 July 2012** created non-formal and informal professional qualification titles.

Part of TVET is, however, supervised by the **Ministry of National Education and Literacy (MENA)**.

The MENA develops curricula and standards for the certifications awarded by technical and vocational secondary schools, such as the Certificate of Vocational Competence (CAP), the Certificate of Vocational Training (BEP), the Vocational High School Certificate and Technical High School Certificates.

## Governance

In Burkina Faso, the management of TVET involves multiple ministries. The legal foundation for TVET is the 2007 Education Law.

Since 2011, the direction and management of TVET has been assigned to the Ministry of Youth, Training and Job Market Access (MJFIP), which became the **Ministry of Youth and Promotion of Youth Entrepreneurship (MJPEJ)** in March 2019. The **MJPEJ's General Department for Vocational Training (DGFP)** is responsible for the design of training systems and works with training and trade-related groups to develop standards, curricula, pedagogical and teaching materials for vocational training.

The National Certification Commission (CNC) was established in 2008 and reformed in 2017 to develop and manage the certifications issued by the MJPEJ. It comprises 44 members, with 21 representatives from the public sector and 23 from the private sector. Through its Technical Accreditation Committees (CTH), the commission manages the national certification framework.

In addition, various ministries maintain their own training institutions, for example in the field of agriculture and crafts.

## Implementing Structures

The **Ministry of Youth and Promotion of Youth Entrepreneurship (MJPEJ)** works through a number of public structures, such as the:

1.	<b>National Employment Agency (ANPE)</b>
2.	<b>National Employment and Vocational Training Observatory (ONEF)</b>
3.	<b>Support Fund for Vocational Training and Apprenticeship (FAFPA)</b>

The **National Education Council** brings together public and private stakeholders, civil society and parents' associations. Its mandate is to contribute by providing advice on the development and implementation of educational policies at both national and regional levels.



## TVET Institutions

About 200 TVET institutions report to the MENA and 260 to the MJPEJ. In both cases, more than 85 percent are private establishments (2017).

### TVET Types

- **Technical and vocational secondary education** is provided in technical and vocational secondary schools and institutions.
- **Higher technical and vocational education** is provided in universities, high-level establishments and higher education institutions
- **Vocational training** is provided in specialised private and public schools and centres, including those set up by technical ministries to meet their own staffing requirements.
- **Vocational training of a non-formal nature** is provided in vocational training centres, public and private apprenticeship centres, and providers of non-formal basic education.
- **Continuing training** of employed workers for promotion, re-assignment, and productivity improvement.

## Funding sources

**Support Fund for Vocational Training and Apprenticeship (FAFPA)** - Le Fonds d'Appui à la Formation Professionnelle et à l'Apprentissage) - was created in 2003 by decree No 2003-337 and is the public financial instrument for the implementation of government policy on vocational training and apprenticeship.

The mission of the FAFPA is to contribute to the implementation of the government's policy in terms of continuing vocational training and apprenticeship by providing levy grants and by generating revenue. FAFPA covers up to 87.5% of the total cost of approved training, while trainees pay the remainder.

In 2019, total expenditure amounted to 1.3 billion CFA Francs (approx USD 2.3m), with the largest expenditure

item being for the training of workers in the informal economy (including small and micro-enterprises).

Technical and vocational training (formal and non-formal) receives only 3.9 per cent of the state's education expenditure.

According to a 2014 study, more than 46 per cent of the funding for TVET programmes and projects comes from international donors. Another source of funds is the training tax (TPA) paid by employers, consisting of 4 percent of their payroll.

**The Support Fund for Youth Initiatives (FAIJ)** provides training to youth between 19 to 35 years in areas of entrepreneurship and business.

## Private sector engagement

Through the development of the Public-Private Partnership (PPP), Burkina Faso aims for "better allocation of public resources, better efficiency of public expenditure, acceleration of project implementation, optimal distribution of risks and responsibilities between the public and the private sector and a sustainable quality of public service."

From 2010 to 2014, the Burkina Faso government expressed and concretised its desire to promote PPP through a number of acts, development of the PPP development strategy in 2011, establishment of the Department in charge of the PPP (General Directorate for Cooperation or DGCOOP, Ministry of Economy, Finance and Development or MINEFID) in 2012, etc. However, the formulation of any PPP project is the responsibility of the public authority (ministerial departments, local authorities or other state structures) in charge of the project.

Some PPPs include management of the system, financing, vocational guidance, bringing together the supply of training and economic demand, the legislative and regulatory framework, the construction and management of training, the relationship



between training centres and companies, internships, certification, and professional integration.

Employers' and workers' organisations also participate in TVET governance through the National Certification Commission (CNC), which is responsible for the recognition of vocational qualifications gained by graduates from training centres.

### Private sector authorities

- **National Federation of Craftsmen of Burkina Faso (FENA-BF)** brings together more than 2 000 professional organisations and has more than 40 000 member artisans and craftsmen.
- **National Council of Burkinabé Employers** (CNPB) has over 80 professional groups and associations with grassroots members from large, small, medium and micro-enterprises across different economic sectors.
- **Other private organisations include** National Union of Small and Medium Enterprises (SNPME)/ BTP).

### Teacher training

There are three institutions of higher learning in Burkina Faso, namely the Polytechnic University of Bobo-Dioulasso, the Teachers Training College of Koudougou, and the University of Ouagadougou. Limited information on pre-service and in-service TVET teacher training programmes and certifications is available.

### Informal TVET systems

The National Vocational Training Institute established in 1970 seeks to upskill the informal TVET by training students in both formal and informal TVET. The training institute trains the master craftsmen and their apprentices; this is more efficient than training only the apprentices, as one master craftsman can have several apprentices at the same time.

Vocational training of a non-formal nature is provided in vocational training centres, public and private apprenticeship centres, and by providers of non-formal training.

The Standing Committee for Examination of Applications (CPEDA) is responsible for approval of private non-formal vocational training in Burkina Faso. It was set up to review applications to open private non-formal vocational training centres.

In respect of the recognition of prior learning (RPL), a system has been developed with the General Department for Vocational Training (DGFP) and the Platform of Expertise in Vocational Training (PEFOP) for occupations in agronomy (farming stream) and masonry.

### Statistics

This section presents an overview of key metrics in Burkina Faso.

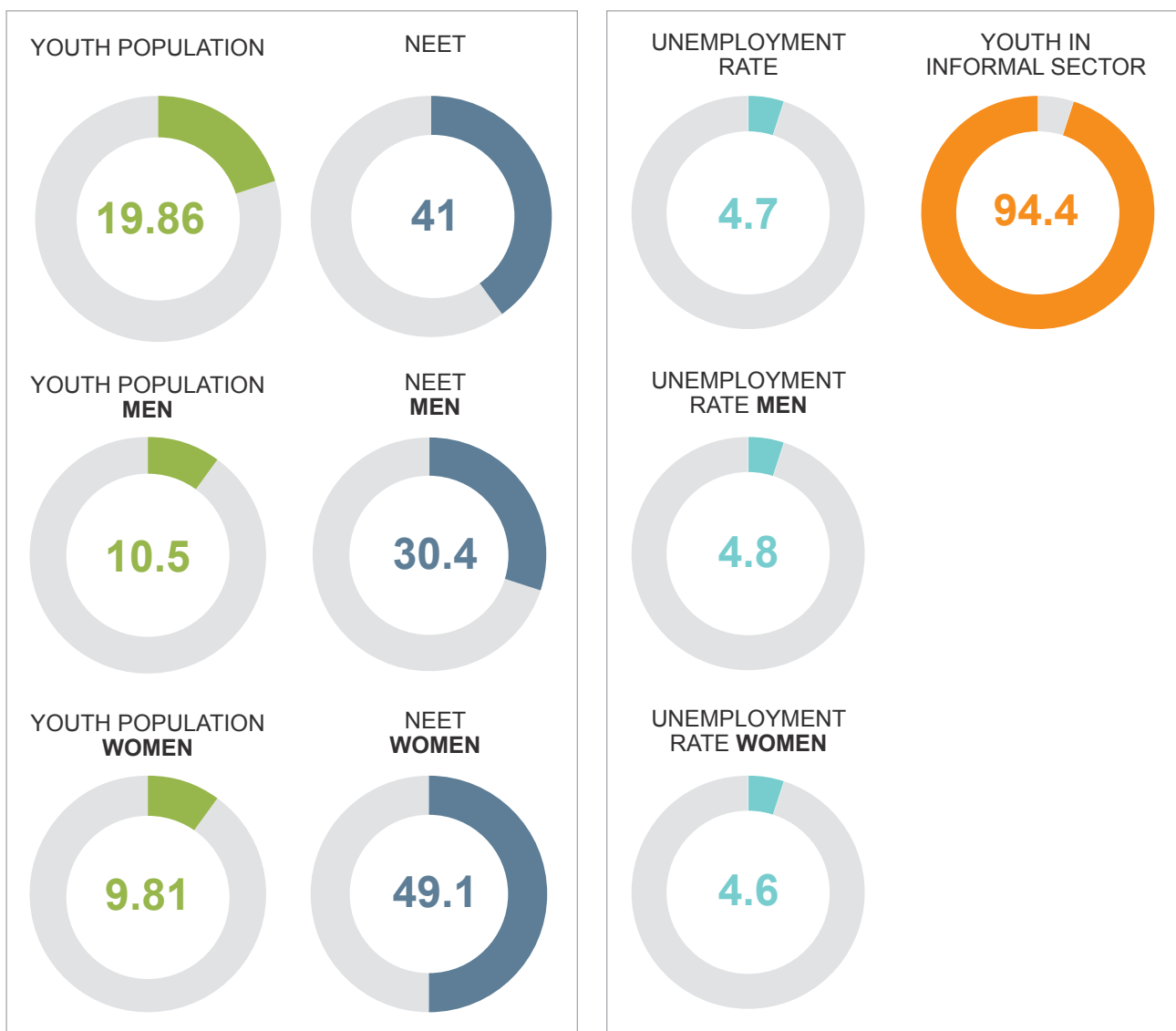


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# TVET-COUNTRY LEVEL OVERVIEW

## BURKINA FASO



### GOOD PRACTICES

Lessons learnt, resources and skills associations

<https://aspyee.org/page/good-practices>



## Sources

[Collection of texts relating to basic education and secondary education](#)

[Vocational training in Burkina Faso. Analysis of the implementation of reforms. IIEP-Pôle de Dakar - Unesco, 2017](#)

[State of Skills](#)

[Funding of Training in Burkina Faso](#)

[National Policy for Technical and Vocational Education and Training](#)

[Vocational Training Actors in Africa](#)

[Global Change Data Lab](#)

[UNESCO UNEVOC](#)

[Vocational Training Private Actors](#)





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