

## Pre-Service Training of Elementary School Teachers in Burkina Faso

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### Abstract

This research is to start from the history of primary pre-service teacher training in Burkina Faso in order to give an updated reading of the system of pre-service teacher training for primary schools. We will examine a certain number of contents to provide a good understanding of this sub-sector of education. Thus, understanding the pre-service training of primary school teachers based on the training curriculum, the discovery of teaching programs, the training scenario for trainee teachers in INFPE (Institut National de Formation des Personnels de l'Education= National Institute for the Training of Education Personnel), the process of course scheduling during pre-service training, the organization of teaching and evaluation, the trainer pole with the condition of lecturers, the current situation of trainers and their certification background in the INFPE are some of the concerns that we intend to reflect upon. Finally, we will have a look at the collaboration in pre-service training with the content of JICA (Japan International Cooperation Agency) interventions in pre-service training in Burkina Faso and the current challenges of the trainers at the INFPE.

**Keywords:** Pre-Service Training, Trainee-Teacher, Elementary School, Burkina Faso

### 1. Introduction

The quality of life and production of a country depends on the quality of its human resources, thus investing in education is to ensure and perpetuate sustainable and quality development (Assemblée Nationale, 2007). In this context, the good training of teachers is a challenge for educational systems. Therefore, the pre-service training of teachers remains the key to having qualified teachers for providing quality education. To know the educational system of a country is not an easy task. This is understandable because education itself is so well compartmentalized that its integral understanding is not so obvious. Also, the evolution of the educational systems and the different texts and laws that regulate them create in a way this internal dynamic that makes each system a product of its time submitted to the wishes of real authorities according to the great socio-political and

economic orientations of the country concerned. As nothing is static in education, we have decided to make known a part of our educational system through its aspect of pre-service training of primary school teachers. In Burkina Faso, pre-service teacher training is provided by the 8 state-run public institutions (EPEs= Etablissement Public de l'Etat à caractère administratif), which are the DR-INFPEs (Direction Regionale de l'Institut National de Formation des Personnels de l'Education) currently grouped within the National Institute for the Training of Education Personnel, as well as by the private teacher training schools (EPFEP=Ecole Privée de Formation des Enseignants du Primaire) (MENAPLN, 2021).

Through the following lines, a review of the history of pre-service training will allow us to better understand the origins of pre-service training in Burkina Faso and the current trends in this area.

## 2. Background to the research, a brief history of the primary teacher training colleges

The beginnings of the pre-service training of primary school teachers in Burkina Faso can be traced back to the colonial period, before independence from France. Training was carried out at the “Ecole Normale William Ponty” in Dakar, Senegal, for all nationals of French West Africa (AOF=Afrique Occidentale Française). This training was transferred to Burkina Faso (formerly Upper Volta) in 1944 through the creation of the “Cours Normal des Moniteurs Auxiliaires de Ouagadougou”, after which we welcomed the site of Koudougou in 1945. Subsequently, the Cours Normal of Ouahigouya and the one for Young Girls of Ouagadougou were created successively in 1948 and 1952. These structures functioned after independence until 1986 when they were replaced by the first National College for Primary school Teachers (ENEP= Ecole Nationale des Enseignants du Primaire) created by Raabo N° 85-159/CNR/PRES/EDUC of March 26, 1985 and located in Loubila in the province of Oubritenga, Central Plateau region.

The goal of training an increasing number of qualified teachers in order to raise the gross enrollment rate, which was still below 40% in the early 1990s, led political authorities to promote the expansion of ENEPs by creating those of Bobo Dioulasso in 1994, Fada N’gourma in 1997, Ouahigouya in 1998, Gaoua in 2002, Dori in 2011, Dédougou in 2013 and finally Tenkodogo in 2016. The country currently has eight (8) ENEP (Koama, 2020).

“After independence, the decree n° 67/145/PRES/EN of June 26, 1967 reorganizing the standard courses reduced the duration of the training to two years, that is to say, one year of the theoretical course and one year of practice. The recruitment diploma became the Brevet d’Etudes du Premier Cycle (BEPC=diploma of completion of junior high school, grade 10) and the graduation diploma the Certificat Elémentaire d’Aptitude Pédagogique (CEAP: Elementary Certificate of Pedagogical Aptitude). The practical training then took place in the application schools” (Zangré, 2013, p 28).

Until 2017-2018, the training of primary school teachers in the ENEP lasted 24 months with a year of theory and a year of practice, sanctioned by obtaining the CEAP as a diploma for graduates. From 2018-

2019, due to the harmonization of the duration of training in the various corps of the same category, the duration of training in the ENEP moves to eighteen (18) months including school vacations with six (6) months of practical training in the schools of application (MENAPLN-DGEPFIC, 2019).

The ENEP receives two types of student teachers in accordance with their statutes, which authorize them to recruit parallel trainees in addition to those recruited by direct competitive examination from the civil service. The winners of the direct competition are integrated into the civil service as civil servants. The second category of graduates, registered on the basis of their qualifications and called “parallel graduates”, must complete a test for integration into the civil service, along with the graduates of the EPFEP (Ecole Privée de Formation des Enseignants du Primaire). Those who are not admitted to the civil service are also qualified to teach in private schools after graduation. After passing the test, the new teachers are integrated into the civil service as civil servants of the State (MENAPLN, 2021).

It is important to note here that the lack of development of the private sector, the absence of social security, the low salary income and the lack of insurance compel most Burkinabe students to apply for direct civil service recruitment competitions in order to benefit from a secure career (salary, promotion and retirement guarantees). Thus, all candidates admitted to a direct civil service competitive examination in Burkina Faso and placed in a school for their initial training benefit from the right to a monthly allowance during their training while awaiting the end of their training to receive a full salary. The direct competition of the civil service is open to students who have the required diploma and the other conditions of the competition, notably the one related to the age of recruitment which is 18 to 37 years old; after admission, they integrate a school of initial training to receive the appropriate type of training for the competition applied for. The professional competition is open to civil servants of a given profession and called to be promoted to a higher grade after admission to the competition and the accompanying professional training. The maximum age required to apply for the professional competition is 47 years old (Assemblée Nationale, 2015).

In 2018/2019, the Ministry of National Education,

Literacy and Promotion of National languages (MENAPLN) had 108,983 workers including teachers, of whom 38.6% were women. There is a rejuvenation of the staff because the average age goes from 36 to 35 years. Over the last five years, the number of teachers has grown by an average of 7.7% annually; it is more sustained in post-primary and secondary education with 12.5 % (MENAPLN-DGESS, 2020).

In the nearly 40 years of their existence, the ENEP have trained tens of thousands of primary school teachers throughout the country. For example, the following table shows the cumulative enrollment of the eight ENEPs in Burkina Faso over the past five years. Over these years, there was a total of 23,046 teachers in pre-service training in public and private colleges as shown in Table 1.

Table 1. Enrollment of trainee teachers at ENEP from 2015 to 2019

ENEP	2015			2016			2017			2018			2019			TOTAL		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
BOBO-DSSO	331	349	680	319	370	689	389	380	769	400	318	718	334	332	666	1773	1749	3522
DEDOUGOU	313	358	671	326	465	791	257	376	633	151	260	411	142	277	419	1189	1736	2925
DORI	216	374	590	282	344	626	231	333	564	148	271	419	137	273	410	1014	1595	2609
FADA	389	358	747	389	371	760	365	373	738	203	293	496	135	256	391	1481	1651	3132
GAOUA	273	417	690	287	458	745	266	409	675	133	320	453	132	292	424	1091	1896	2987
LOUMBILA	468	316	784	519	374	893	506	361	867	412	246	658	342	326	668	2247	1623	3870
Ouahigouya	362	391	753	430	442	872	255	298	553	267	311	578	169	267	436	1483	1709	3192
Tenkodogo	0	0	0	0	0	0	0	0	0	192	250	442	125	242	367	317	492	809
<b>TOTAL</b>	<b>2352</b>	<b>2563</b>	<b>4915</b>	<b>2552</b>	<b>2824</b>	<b>5376</b>	<b>2269</b>	<b>2530</b>	<b>4799</b>	<b>1906</b>	<b>2269</b>	<b>4175</b>	<b>1516</b>	<b>2265</b>	<b>3781</b>	<b>10595</b>	<b>12451</b>	<b>23046</b>

Source: September 2019 pre-survey by Koama (2020, p.42)

It should be recalled that since October 2020, by Decree No. 2020-832/PRES/PM/MINEFID/MENAPLN, an umbrella structure now includes the 8 ENEP (Loumbila, Bobo-Dioulasso, Fada N’Gourma, Ouahigouya, Gaoua, Dori, Dedougou and Tenkodogo) of the country forming the INFPE, whose training base has been expanded to that of early childhood educators and primary school teachers (Présidence du Faso, 2020b). Thus, throughout this document, any mention of the terms ENEP and INFPE refers to the same entity of pre-service training of primary school teachers.

The 2020-2021 school year will see an increase in the level of recruitment of teachers to the baccalaureate and their training will be twenty-one months. There will be a change in the names of both the training schools and the graduates of these schools. Thus, the ENEP become Regional Directorates of the National Institute for the Training of Education Personnel (DR-INFPE) integrating the training of Early Childhood Educators (Arrêté n° 2021-113/MENAPLN/SG/INFPE du April 30, 2021 portant organisation et fonctionnement de l’Institut National de Formation des Personnels de l’Education). Graduates at the primary school level are then called Professeurs des Ecoles (P.E) with a certificate of pedagogical aptitude

for teaching in schools (CAP-PE: Certificat d’Aptitude Pédagogique) (Zomodo, 2021, p.11).

In the next line, we will catch more details about teacher pre-service training by the training curriculum.

### 3. Understanding the pre-service training of primary school teachers in Burkina Faso, based on the training curriculum

After the World Education Forum in 2000, the euphoria of “education for all in the year 2015” led several African countries, with the blessing of international organizations, to massively recruit teachers and build schools to raise the rate of enrolment in primary education. “In Burkina Faso, the pursuit of Education for All (EFA) has thus resulted in an expansion of school infrastructures and a strong demand for new teachers” (Djibo, 2017).

The reform of curricula and training of primary school teaching staff was inspired by texts, laws and decrees. Goal 4 of the Sustainable Development Goals (SDGs) on education calls for “ensuring equal access to quality education for all and promoting opportunities throughout life”. The adoption of new training programs and new educational and pedagogical

approaches justify the need for regular adaptation of professional practices. The vision of this program is to provide the Burkinabe education system with operational tools for the training of competent school teachers capable of performing their role as educators and teachers (MENAPLN, 2019).

The duration of the training is twenty-one (21) months and the authorized structure is the INFPE. At the end of the training, the trainees who succeeded final examinations are called “Professeurs des Ecoles” and promoted to the position of “Professeurs des Ecoles”. (MENAPLN-DGEPFIC, 2019). The diploma granted at the end of training is “Certificat d’Aptitude Pédagogique au Professorat des Ecoles” (CAP/PE), with the following options: formal, non-formal or technical and professional. Teachers’ skills are grouped into knowledge, know-how and interpersonal skills (attitudes). The curriculum has defined competency frameworks related to the following teaching functions: teaching, administration/management, administrative and pedagogical supervision. These competencies are centered on knowledge, know-how and attitudes (MENAPLN-DGEPFIC 2019).

#### 4. The training scenario for trainee teachers in INFPE and Primary school teacher training program

The training scenario for primary trainee teachers is developed with reference to Décret n° 2015-1435/PRES-TRANS/PM/MFPTSS/MEF du 18 décembre 2015 relatif au régime de scolarité des stagiaires des écoles et centres de formation professionnelle publics (Decree on the schooling regime for trainees in state vocational schools and training centers). The category classification in the Burkinabe civil service distinguishes according to the diploma of recruitment the category D, C, B, A, and P. Article 02 states “The duration of training in all schools and vocational training centers is set as follows: eighteen (18) months for categories D and C, twenty-one (21) months for category B and twenty-four (24) months for categories A and P”. Primary school teachers are recruited with the Baccalaureate diploma level and reclassified in the B category, because of this decree, the duration of training is twenty-one (21) months for school teachers and is structured as follows through Table 2:

Table 2. Duration of training at INFPE for primary school teacher trainees

Year	Dates	Activities	Duration
First-year (theoretical phase)	From October 1 <sup>st</sup> to April 30 <sup>th</sup>	Common core courses	11 ½ months
	From May, 1 <sup>st</sup> to 31 <sup>th</sup>	Optional courses	
	From June 1 <sup>st</sup> to 5 <sup>th</sup>	Deliberation session of the first year	
	from June 5 <sup>th</sup> to September 14 <sup>th</sup>	School vacations	
Second-year (practical phase)	From September 15 <sup>th</sup> to May 31 <sup>st</sup>	practical training in the application schools	9 and ½ months
	From June 1 <sup>st</sup> to 30 <sup>th</sup>	end of training and graduation exam	

Source: by the authors of the study note

Basically, for primary teacher trainees, the duration of training at INFPE is within two school years. The first-year concerns the theoretical phase of training for 11 ½ months. The second-year is related to the practical phase and long of 9 and ½ months.

For primary school teachers’ training program, we can take a look at the Primary school teacher training program from October 2019 (MENAPLN-DGEPFIC, 2019).

#### 4.1. Common core subjects

Table 3 shows the common core subjects taught during preservice training.

**Table 3. Common core subjects taught in teachers' preservice training**

MODULE	SUB-MODULES		Hourly volume
Pedagogy	General Pedagogy		100 h
	Psychopedagogy		80 h
Didactics	French		100 h
	Mathematics		80 h
	Awakening Subjects	Dominantly Scientific	160 h
		Esthetic Dominance	
		Sporting Dominant	
	Civic And Moral Education		
Practical Activities of Production and Culture			
Administration And Management	Educational Legislation		80 h
	Professional Ethics		
	Educational Statistics		
	Management		
	Civil Service Law		
	Administrative Writing		
Bilingual	National Languages		60 h
Refresher Course	Calculation		80 h
	French		
	Life And Earth Sciences		
	History & Geography		
Written And Oral Expression Techniques	Written And Oral Expression Techniques		40 h
ICT	ICT Initiation		20 h
<b>Total Core Program</b>			<b>800 h</b>

Source: MENAPLN-DGEPFIC (2019)

#### 4.2. Optional subjects

Table 4 indicates the optional subjects taught in teachers' pre-service training.

**Table 4. Optional subjects taught in teachers' pre-service training**

Modules	sub-modules	Hourly volume
Language	French-Arabic	160 h
	National Language	160 h
Training For The Professions	Training For The Professions	160 h
Inclusive Education	Inclusive Education	160 h

Source: MENAPLN-DGEPFIC (2019)

Optional training consists of providing the trainee teachers recruited for the option with skills for specialization (deepening of training) in national language teaching, inclusive education (specialization in sign language or Braille), or vocational training

(professional activities: masonry, cycle mechanics, wood carpentry, metal carpentry, sewing, plumbing, agriculture, hairdressing). They will be assigned to the training schools according to the options selected. (MENAPLN-DGEPFIC, 2019)

For the realization of the optional training, the recruitment of the trainee teachers takes into account the different existing options. So, since the recruitment already, the trainee-teachers are selected by options. The defined hourly volume for initial teacher training is 800 hours of common courses (Table 3) and 160 hours of specific or optional courses (Table 4). That is to mention that 960 hours are set as total time for the school year at INFPE. With the reform of the ENEP for October 2020, it is now the INFPE that trains early childhood educators (formerly trained by the Ministry of Humanitarian Action) and primary school teachers (MENAPLN-DGEPFIC, 2019).

Still now, these new programs have not been adopted and officially applied. For the optional subjects, each trainee chooses only one training option. As a note, for the 2020-2021 year, only two training centers out of eight have been able to implement the French-Arabic option (Bobo and Loumbila). It is possible that for the 2021-2022 school year, all options will be implemented.

With regards to current conditions, we notice that after the administration of the basic subjects, before the end of the first and second trimester, the effectiveness of the didactics' subject allows the

beginning of the application in class simulation and class visits (January). During the theoretical phase, the training alternates between theoretical lessons and practice tests in the classroom, but also observations of lessons at the annex school, field trips and class visits to other nearby application schools.

At the end of the theoretical training, the trainee teachers authorized to move on to the second year are sent to application schools to experience the practical realities of their future profession. This internship is carried out under the supervision of teacher-advisors and the school principal. The objectives are as follows: to become familiar with the administrative, material and pedagogical organization of schools; engage in classroom practice; research, develop or create individual or group pedagogical situations to overcome difficulties; become familiar with the organization and functioning of the primary education subsystem and the pedagogical innovations applied there (MENAPLN-DGEPFIC, 2019).

Here is a look at annual planning pedagogic activities currently in a teacher training classroom.

For how to catch the way subjects are set and taught in a classroom, let's take a look at Table 5.

Table 5. Programming sequence of subjects

Num	Subjects	Programming sequence
1	General Pedagogy	1, 2, 3, 4 <sup>th</sup> weeks
2	Psycho-Pedagogy	1, 2, 3, 4 <sup>th</sup> weeks
3	Didactics of French Subjects	3, 5, 7, 8, 9 <sup>th</sup> weeks
4	Didactics of Mathematics	5, 6, 7, 8, 9 <sup>th</sup> weeks
5	Didactics of science	6, 8, 9, 10, 11 <sup>th</sup> weeks
6	Didactics of history- geo	10, 11, 12, 13 <sup>th</sup> weeks
7	Written and Oral Expression techniques	13, 14 <sup>th</sup> weeks
8	ICT	13, 14 <sup>th</sup> weeks
9	Moral and Civic Education	12, 14 <sup>th</sup> weeks
10	Art, Culture and Production	15, 16, 17 <sup>th</sup> weeks
11	Management of Schools and Educational Statistics	13, 14, 15, 16 <sup>th</sup> weeks
12	Didactics of Physical and Sports Education	15, 16 <sup>th</sup> weeks
13	School Legislation and Professional Ethics	15, 16, 18 <sup>th</sup> weeks
14	Civil Service Law and Administrative Writing	19 <sup>th</sup> week
15	National Language Transcript	20, 21 <sup>st</sup> weeks

Source: by study note of the authors

Table 5 reflects the hierarchy of scheduling and teaching of subjects during the pre-service training of primary school teachers. Let's take more

understanding through Table 6 which is an example of annual planning in a classroom.

Table 6. Example of annual planning in a classroom at DR-INFPE Dori

Num	Week from	Subjects	
		Morning	Afternoon
1	11-16 January 2021	-General Pedagogy	-Psycho-Pedagogy
2	18-23 January 2021	-Psycho-Pedagogy	-General Pedagogy
3	25-30 January 2021	-General Pedagogy	-Psycho-Pedagogy -Didactics of French Subjects
4	1 <sup>st</sup> -06 February 2021	-General Pedagogy	-Psycho-Pedagogy
5	08-13 February 2021	-Didactics of French Subjects	-Didactics of Mathematics
6	15-20 February 2021	-Didactics of Mathematics -Didactics of science	-Didactics of Mathematics -Didactics of science
7	22-27 February 2021	-Didactics of French Subjects	-Didactics of Mathematics
8	1 <sup>st</sup> -06 March 2021	-Didactics of French Subjects	-Didactics of Mathematics
9	08-13 March 2021	-Didactics of French Subjects -Didactics of science	-Didactics of Mathematics -Didactics of science
10	15-20 March 2021	-Didactics of science	-Didactics of history- geo -Didactics of science
11	22-27 March 2021	-Didactics of history- geo -Didactics of science	-Didactics of science -Didactics of history- geo
12	29 March-03 April 2021	-Didactics of history- geo	-Moral and Civic Education
13	12-17 April 2021	-Written and Oral Expression technics -ICT	-Management of Schools and Educational Statistics -General Pedagogy -ICT
14	19-24 April 2021	-Moral and Civic Education -Management of Schools and Educational Statistics -Written and Oral Expression techniques -ICT	-Written and Oral Expression techniques -Management of Schools and Educational Statistics
15	26 April-1 <sup>st</sup> May 2021	-ACP -Management of Schools and Educational Statistics -Didactics of Physical and Sports Education	-School Legislation and Professional Ethics -Didactics of Physical and Sports Education
16	03-08 May 2021	-Art, Culture and Production -Management of Schools and Educational Statistics -School Legislation and Professional Ethics	-Didactics of Physical and Sports Education
17	10-15 May 2021	-Art, Culture and Production -School Legislation and Professional Ethics -ICT	-Art, Culture and Production
18	17-22 May 2021	-School Legislation and Professional Ethics -ICT	-DFP/RA
19	24-29 May 2021	-Civil Service Law and Administrative Writing	-Civil Service Law and Administrative Writing
20	31 May-05 June 2021	-National Language Transcript	-National Language Transcript
21	07-12 June 2021	-National Language Transcript	-National Language Transcript

Source: by study note of the authors

With this example of the annual syllabus of teaching subjects in a given class, it is clear that the first weeks are occupied by fundamental subjects, followed by didactics and finally by specific and optional modules towards the end of the school year (DRINFPE/Dori, 2021). Now, concretely, how to deal with teaching during the pre-service training in the INFPE?

### 5. The scenario of course scheduling during pre-service training

Since the implementation of the Project for Strengthening Practical Education in the Training Centers for trainee teachers (PROSPECT) started in 2017, the programming is now annual and all ENEP have a uniform program (MENA/JICA, 2016).

Therefore, each trainer in his subject is programmed throughout the school year. This program is then published and presented every week so that if a trainer is prevented from teaching, he can be replaced by another teacher in another subject. As a reminder, we can state that PROSPECT was a 2-year project (February 2016 - February 2018) which aimed at improving the pre-service training of primary school teachers in Burkina Faso. It was born from the partnership between MENA and JICA. Scheduling of classes is done weekly or as needed over two weeks in a row. Evaluations are scheduled two times a week

if needed. The philosophy behind this annual program is to operate modular teaching with a hierarchy of modules, accompanied by a harmonized evaluation (MENA, 2018). The courses begin with the transversal or fundamental modules (general pedagogy and psycho-pedagogy), the didactics of the subjects (French, mathematics, life and earth sciences, history and geography...) including the refresher modules, the administration and management, to end with the complementary modules and optional modules. Tables 7 and 8 indicate one example of the weekly schedule in one ENEP.

**Table 7. Weekly schedule in one ENEP during the school year 2020-2021 for week 10 (15-20 March)**

Days/ times	Monday		Tuesday		Wednes day	Time volume week 10	Thursday		Friday		Satur day	Total hourly volume week 10
	7h- 12h15	15h-19h	7h- 12h15	15h-19h			7h- 12h15	7h- 12h15	15h-19h	7h- 12h15		
Room 1	Didactics of sciences (trainer D)						Technique of written and oral expression (trainer H)					
Room 2	Didactics of sciences (trainer G)						Didactics of sciences (trainer G)					
Room 3	Didactics of sciences (trainer F)						Technique of written and oral expression (trainer I)					

Source: DRINFPE/Tenkodogo (2021)

**Table 8. Weekly schedule in one ENEP during the school year 2020-2021 for week 11 (22-27 March)**

Days/ times	Monday		Tuesday		Wednes day	time volume week 11	Thursday		Friday		Satur day	Total hourly volume week 11
	7h- 12h15	15h-19h	7h- 12h15	15h-19h			7h- 12h15	7h- 12h15	15h-19h	7h- 12h15		
Room 1	Didactics of mathematics (trainer A)						Didactics of sciences (trainer D)					
Room 2	Didactics of mathematics (trainer B)						Didactics of sciences (trainer E)					
Room 3	Didactics of mathematics (trainer C)						Didactics of sciences (trainer F)					

Source: DRINFPE/Tenkodogo (2021)

This is an example of the weekly timetable set for the pre-service training college of Tenkodogo in March 2021. Here we can observe that each class day has 2 periods from 7:00-12:15 and 15:00- 19:00. One trainer teaches in one class during the whole day in the same subject for 3 successive days. It should be pointed out that the time not spent in class by the trainer is devoted to the preparation of lessons, to the production of teaching materials, to the marking of written works and the participation in the

programming activities of the subject trainer colleges.

## **6. Organization of teaching and evaluation at the INFPE during the pre-service training of primary school teachers**

Order 2020-223/MENAPLN/SG/ENEP defines the organization of teaching and evaluation in the National Primary Teachers' Colleges (ENEP). The teaching in the ENEP follows a program organized in the form of modules. A module is a teaching unit

made up of one or more subjects grouped according to scientific or pedagogical coherence and contributing to the definition of a training profile. Each sub-module and module are made up of several academic credits depending on the total time spent. Academic credit is a unit that allows a numerical value to be assigned to the academic workload. It represents twenty (20) hours of teaching for the “Professeur des écoles”

program. The annual number of academic credits is a minimum of forty (40) and a maximum of fifty (50) for the primary school teachers’ program. When a module has several subjects, each subject is considered a sub-module. The number of credits per sub-module for the school teacher program «Professeur des écoles » is as follows in Table 9:

Table 9. Number of credits per sub-module for primary school teacher program

Subjects	Credits	Hourly volume
General pedagogy	5 credits	100h
Psychopedagogy	4 credits	80h
Didactics of French	5 credits	100h
Didactics of science	5 credits	100h
Didactics of mathematics	4 credits	80h
Didactics of physical education and sports	3 credits	60h
Ethics and deontology	3 credits	60h
Pedagogical dissertation	3 credits	60h
Refresher course in French	2 credits	40h
Refresher course in calculation	2 credits	40h
Refresher course in life and earth sciences	2 credits	40h
Refresher course in history and geography	2 credits	40h
Transcription of national languages	3 credits	60h
Administrative writing	1 credit	20h
Public service Law	2 credits	20h

Source: by study note of the authors

The completion of at least 90% of the yearly hourly volume is required to validate the academic year. The courses are given in the form of lectures, presentations, tutorials, practical work, group work, personal research, simulation, lesson observation, trial (mock) lessons, case studies, internships, conferences, etc. The teaching is done primarily by the permanent instructors and, if necessary, by temporary teachers.

With the review of the curricula for the training of primary school teachers, it should be noted that from now on, in practice, the refresher courses are directly merged into the core subjects. We are still highlighting them here to remain faithful to the current administrative document, which will soon be revised to comply with the 2020 curricula (MENAPLN, 2020).

It is worth noting that the content of the Curriculum for the Training of School Teachers (2019, p.22-25) and that of Order 2020-223/MENAPLN/SG/ENEP differ slightly in terms of teaching hours. It must be admitted that some texts taken before the creation of the INFPE are obsolete since 2020 and the

educational authorities are working on a review of the different texts governing the life and functioning of the INFPE.

## 7. Condition of lecturers, the current situation of trainers and their certification background in the INFPE

A ministerial Order (Arrêté n°2017-0193/MENA/SG/DRH portant conditions de détachement dans les Ecoles Nationales des Enseignants du Primaire (ENEP)) defines the conditions for the recruitment of trainers in the National Colleges of Teacher Education (MENA, 2017). Regarding the secondment and assignment to ENEP, the following conditions are necessary to assume any function of a trainer at ENEP. These are the conditions of grade and corps, seniority, age and diploma to fully enjoy the title of trainer in this training college. So, about the grade and the teaching corps indexed, it is necessary requested to be an Inspector of secondary education, Inspector of primary education and non-formal education, a

Certified Professor of high schools and colleges, an Advisor of school and university administration, an Advisor of school and university management or an Inspector of early childhood education.

For age, all trainers must be 35 years old and have at least ten (10) years of seniority in the public service, including five (05) years in the indexed corps. For the academic condition, all trainers must hold a university degree issued in Burkina Faso or acknowledged by CAMES (Conseil Africain et Malgache pour l'Enseignement Supérieur = African and Malagasy Council for Higher Education) at least at the level of Bachelor (Bac+3), in social sciences, education sciences, human sciences, legal and political sciences or equivalent.

The INFPE trainer in charge of training primary school teachers is first and foremost an education executive from the corps of Inspector of Primary Education and Non-Normal Education (IEPENF=Inspecteur de l'Enseignement Primaire et de l'Education Non Formelle). He is required to comply with the terms of the particular statute of the education, training and employment promotion profession according to the terms of Decree 220-245 PRES/PM/MFPTPS/MINEFID. Among other things, he must contribute to action research, participate in the initial training of primary and non-formal education personnel, design and produce action research projects in education, and contribute to the

preparation of teaching materials and aids (Présidence du Faso, 2020a).

### 8. Content of JICA interventions in pre-service training for primary school teachers in Burkina Faso

The Japanese-Burkinabe cooperation is going well and the education system has benefited a lot from the contributions of the Japanese people through JICA. Many projects and programs for the development of Burkina Faso, in general, are carried out by Japan and the support of JICA in Burkina Faso is visible through large infrastructure projects, technical and financial cooperation. For this decade, the interventions in the educational system allow us to mention the contributions of JICA to the implementation of the School Management Committees (COGES= Comité de Gestion des Ecoles) in schools, the Quality and Child-Friendly Schools (EQAmE= Ecole de Qualité Amie des Enfants). The training of actors has also been supported through the SMASE (Strengthening of Mathematics and Science Education) project and the ASEI-PDSI (Activity, Student, Experiment, Improvisation – Plan, Do, See, Improve) approach.

In the scope of pre-service teacher training, the PROSPECT project is the result of cooperation with Japan. This project has allowed the realization of the philosophy of annual planning in the ENEP with the support to the realization of multiple ambitions

Table 10. Summary table of the PROSPECT project

PROSPECT Project	Global objective	Recipients	Strategy and activities	Tools to achieve the strategy	Duration
Project for Strengthening Practical Education in the Training Centers for Teacher-students	Strengthening practical teaching in all ENEP by improving the practical teaching skills of trainee teachers	<ul style="list-style-type: none"> <li>-MENA, central and technical departments</li> <li>-Pedagogical supervisors of the pilot CEBs</li> <li>-Trainers and trainee teachers of the pilot ENEP</li> <li>-School principals, teacher-advisors, trainees and students of the pilot training schools</li> </ul>	<ol style="list-style-type: none"> <li>1. Identification of the profile of ENEP graduates</li> <li>2. Design of tools for improving the theoretical and practical aspects of pre-service teacher training</li> <li>3. Strengthening the skills of the trainers of the ENEP and the teacher-advisors of the application schools on the use of the tools designed through training and seminars</li> <li>4. Experimentation of tools with the directors of studies and training courses, trainers of the didactics of mathematics and science in the ENEP, teacher-counselors, and trainees in the application schools</li> </ol>	<ol style="list-style-type: none"> <li>1. Theoretical course                             <ul style="list-style-type: none"> <li>-Annual course planning</li> <li>- Conduct practical activities</li> </ul> </li> <li>2. Practical training                             <ul style="list-style-type: none"> <li>- Practical training booklet</li> <li>- Guide to the school of application</li> </ul> </li> <li>3. Assessment of trainee teachers' skills in practical teaching                             <ul style="list-style-type: none"> <li>- Profile of ENEP graduates</li> <li>- Trainee Competency Assessment Tool</li> <li>- Tests to Assess Student Teachers' Skills</li> </ul> </li> </ol>	2 years (February 2016 -February 2018)

Source: by study note of the authors

(MENA, 2018).

Between 2008 and 2015 with the technical support of JICA, knowledge and techniques on the learner-centered approach (ASEI-PDSI) were thus transmitted to the primary school teachers, and the application in the classrooms began with the lesson sheets and the monitoring-evaluation tool designed by SMASE (MENA/JICA, 2017).

In the ENEP, many trainee teachers continue to use the traditional method during the internship in the application schools, and the teacher-counselors do not effectively coach them to master ASEI-PDSI. In addition, the trainers in the ENEP do not have enough opportunities to improve their professional skills. Thus in 2015, following consultation between MENA and JICA based on the results achieved, a cooperation agreement was concluded through PROSPECT. In February 2016, the project was launched within MENA's Directorate of Initial Teacher Education (DFIPE= Direction de la Formation Initiale des

Personnels Enseignants) (MENA/JICA, 2016).

The overall objective of the strategy is to strengthen practical teaching in all ENEP. In this context, strategies and activities were planned and implemented.

On the one hand, for the improvement of the theoretical course, the annual course planning and the practical activity sheets have been quite structured for the pre-service training of primary school teachers. The annual course planning is the harmonization of activities and course evaluations and the strengthening of better collaboration between trainers of the same subject. The form is the guide to the practical activities of the training of trainee teachers at ENEP (MENA/JICA, 2017).

On the other hand, for the improvement of the practical training, the practical training notebook and the guide of the training school have been designed as a training guide to help the trainee-teachers in training. Table 11 gives us the summary tools

**Table 11. Summary table of tools designed by PROSPECT project**

Realized tools	Description	Recipient
Annual course planning	Annual course planning is the harmonization of course activities and evaluations and the strengthening of better collaboration among instructors in the same subject area.	Trainers from ENEP
Practical activity sheets	The form is a guide to the practical activities of the training of student teachers at ENEP. These activities are: -The simulation following the PDSI cycle, -The case study and -The use of the ASEI-PDSI videos	Trainee-teachers
Practical training booklet	The internship notebook (Practical training booklet) is the daily follow-up document of the internship. It contains the same information as the internship report and allows the intern to evaluate himself and to communicate with his mentor.	Trainee-teachers
Guide of application's school	The Guide of the application's school is the guiding document for the internship. It is used by the advisor-teacher to evaluate and create a framework for regular consultation with the trainee teacher.	Advisor- teacher
Profile of graduates of ENEP	The profile of the graduates determines the competencies that a trainee teacher should have after his or her theoretical and practical training.	MENA, central and technical departments
Trainee Skills Assessment Tool	The trainee skills assessment tool is a more objective assessment and self-assessment grid for the trainee	Trainers from ENEP, Trainee-teachers
Tests to assess student teachers' skills	These tests are administered during a test to evaluate the skills of the student teachers at the entrance and those leaving the ENEP	Trainers from ENEP

Source: by study note of the authors

designed by PROSPECT Project.

It would not be wrong to cite as an example the effort of JICA in the training of the trainers of the ENEP and the realization of the infrastructures

of the ENEP of Kaya in progress (may be suspended because of security issues). To date, dozens of trainers have benefited from a stay in Japan for professional development courses. Through this, the short-term

programs have already contributed to the revolution of Japanese-style teaching methods in the pre-service training of teachers. I myself, being an example that the initial training I received at Naruto University inspired me to return for a long-term master's program to learn more about Japanese methods for reinvestment in Burkina Faso. This includes the implementation of the lesson study during the pre-service training.

Like any functioning structure, the ENEP has its challenges. what is the current situation?

### 9. The current challenges of the trainers at the INFPE

In this vast transformation of the pre-service training of primary school teachers, with all the major administrative, institutional and pedagogical changes that have followed, it should be remembered that the profession of teachers' educator is also faced with multiple challenges. These challenges are multiple and transversal, but we can recognize the most essential ones of the moment through:

- the adaptation to the new entry profile of the trainees that is the baccalaureate diploma;
- the challenge of evolving the methods and techniques of learning and teaching to promote the co-construction of knowledge between trainers on the one hand but also between trainees;
- the challenge of academic regularization for each trainer to work to comply with the new required profile of INFPE trainer by having the academic level of master,
- the challenge of specialization (this requires each trainer to enroll in a master's degree or doctorate in a specialty: Psychopedagogy, didactics, philosophy of education ...)
- the challenge of linking theory to practice in the training activities of student teachers,
- the dynamics of instilling the spirit of in-service training for school teachers after the pre-service training;
- the challenge of excluding potential knowledgeable trainers because they do not have masters, very experienced inspectors will miss the opportunity to share their knowledge with trainees during the pre-service training...

### 10. Conclusion

At the end of this review of the current pre-service training of primary school teachers, many elements of insight allow us to better understand the Burkinabe education system, if only in its initial training of primary school actors. In the current context of mutation of the entire system of pre-service training, from the review of the curricula of the ENEP to the creation of the INFPE, which groups together all of the country's eight ENEP, it can be said that a great change has occurred in this universe.

By the way, it is in a context of institutional mutation with all the possible changes and upheavals of the pre-established order that we will evolve. From now on, with the recruitment of teachers with a baccalaureate level, it is clear that this upgrade will impact all levels and trainers will have to upgrade themselves with the corresponding academic title to be able to provide quality training to teachers in training. A new day is dawning in this new environment and all actors must be prepared to face the reality of development by ensuring continuity and indisputable quality of training for new teachers. It is only in this expectation that each teacher will be able to respond in turn to the need for comprehensive training of the new citizen capable of adapting to the new world, working well to take responsibility, and also developing the nation.

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