

LITERACY AND ITS EMBEDDED TRANSFORMATIVE POWER FOR DEVELOPMENT: CASE STUDIES OF BURKINA FASO AND KOREA ALLIANT WORK FOR 2007-2015

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Abstract

Since the years of MDGs and EFA, various development agendas, strategies, and action plans have been established on education and many of them have been implemented with a particular focus on literacy and non-formal education. Particularly, literacy is significant since it is a first step on the ladder to human development, and accordingly, most countries have endeavored to develop sound literacy systems by strengthening national capacities on literacy development. Further, donor countries have sought to meet the requirements of development agendas such as EFA and MDGs by scaling up the quality, inclusive, and gender-oriented literacy projects in marginalized regions of developing countries and this contributed to the poverty reduction and gender empowerment in development contexts. However, some challenging issues and limitations of literacy development still remain and this raises a question about the future directions for further development on literacy.

In accordance with this international trend on literacy education, NGOs in Korea and Burkina Faso have collaborated on poverty alleviation in Burkina Faso through diverse activities on literacy development for a decade and the collaborative works have brought about substantial achievements. Meanwhile, both NGOs also confronted limitations and challenging issues at field level. Both achievements and limitations became the foundation for the research background and significance of this study and they will be analyzed by field observations, in-depth interviews, and literature reviews from below.

Keywords: literacy, non-formal education, human development, gender empowerment, poverty alleviation.

1 INTRODUCTION

Literacy has been the first step to moving forward on the long march for those countries attempting to reach the targets of Education for All (EFA) and Millennium Development Goals (MDGs) by 2015. Even after the years of EFA and MDGs, the significance of literacy is still emphasized in the Post-2015 development agenda through new initiatives such as Global Partnership for Education (GPE) and Sustainable Development Goals (SDGs). While a traditional process of literacy development is always an option, a holistic approach on literacy development - which integrates literacy education, vocational training, and micro-loan (micro lending) program as a set - has been recently carried out to better the outcomes on literacy development in Burkina Faso which has suffered from recurring droughts, military coups, and economic downturn for the last decades. Particularly, this experiment has been conducted by a decade-old education project titled GAPA (Global Alliance for Poverty Alleviation) which adopts an integrated model - combining literacy education, vocational training, and micro-loan program - for the literacy development in Burkina Faso. By the implementation of the integrated model, the GAPA not only aims to improve the literacy rate, but it also aims to improve the employment rate and income level among marginalized female groups in Burkina Faso since females has been reported as one of the most disadvantaged groups in the country.

To localize but to maximize the effect of the Project, the GAPA has been implemented based on the mutual partnership of NPOs in Korea and Burkina Faso and this is recognized as the first collaboration between NPOs of Korea and Burkina Faso under the set of common goal for poverty alleviation in Burkina Faso. For the escalation of mutual accountability, the learning outcomes and income growth of local households have been closely observed and monitored by both NPOs at the field.

Further, it is important to note that the integrated model of GAPA Project was proven to have a number of accompanying effects in accordance with the literacy development. One observation is that it brings about changes in the behaviors of individuals as well as relationships within and between

families, villages, and communities. Particularly, the integrated model of the GAPA enabled formerly illiterate women to escape from extreme poverty. For instance, the most promising graduates of this three-year long literacy class were recruited as trainers for new cohorts of participants in other literacy centers. Newly literate women were then able to access skills development training in areas which were relevant their farming activities. To further support their entrepreneurship, micro-lending was also provided.

In addition, an average pass-rate of 89.5% in the national literacy examination and more than 95% repayment rates in micro-lending schemes have been also observed and it shows remarkable improvement compared to the past decade. In this sense, this paper seeks to verify the reasons as to how and why the integrated model of GAPA Project has brought about such remarkable results based on qualitative and quantitative methods of analysis. In addition, this paper shall describe some of the salient features of this internationally harmonized enterprise from its inception in 2007 to the present.

2 RESEARCH BACKGROUND

The history of Korea's emancipation from absolute poverty is a history that has rarely seen a parallel in modern history. It is a triumph which was achieved amidst the total ruins left by the Korean War (1950-1953), which itself broke out only a few years after Korea's liberation from Japanese colonial exploitation and oppression. It is also a victory that would have been impossible without the rapid development of a combined system of formal and non-formal education and learning. Parallel to the almost unprecedented levels of economic development, the goals of EFA have been studiously implemented for the last four decades. Immediately after full enrollment in high school was achieved, (also referred to as secondary education-SEFA), came near universal entrance into universities and colleges. EFA in Korea is in fact TEFA (Tertiary Education for All). There has not been a single case of a simultaneous transition to SEFA to TEFA in history. In mathematics, science, and problem-solving, Korean students are always ranked among the top 3 in international comparisons like PISA and TIMSS. This high level of quality, near universal access to education and poverty reduction, which was achieved in such a short period, encapsulates the development experiences of Korea perfectly. By launching EWB in 2007, what Korean educators can best do is to provide a platform for knowledge sharing regarding Korea's own development experiences to the people and nations most in need. Given Korea's history as a country which was forcibly colonized (rather than being a perpetrator of colonization), Korea has the unique position of being able to intimately empathize with the processes of decolonization whilst simultaneously avoiding some of the problems associated with neo-colonialism. It will be a tremendous task to synthesize the indigenous experiences of Asia and Africa with the Korean experience if one seeks to create a 'best fit' to the historical and cultural context of each country across such different regions. This project also represents an attempt to reinvent lessons from the late Julius K. Nyerere of Tanzania and his visionary ideas of education for self-reliance which were spawned in the 1960s.

Burkina Faso has pledged to address educational issues through EFA, and this pledge is in line with the MDGs. The main goal of APENF is to promote non-formal education through expanding access and enhancing the quality of NFE to meet the local social and economic needs in Burkina Faso. It was created on June 17, 1997. The initiative came from the Working Group for Non-Formal Education (WGNFE) of Association of Development of Education in Africa (ADEA). It is an official policy in all the 45 provinces of Burkina Faso and is currently implementing three approaches or programs best represented by REFLECT. (Regenerated Freirean Literacy through Empowering Community Techniques) It works with some "operators" or community-based organizations at the field level within the framework of the "Faire-Faire" Policy, which involves a high degree of power delegation. Activities currently underway are educational activities closely related to social mobilization, awareness development campaigns, capacity building of actors involved in the planning and implementation of NFE, development of training modules and research on the development of NFE in Burkina Faso.

3 EDUCATION IN BURKINA FASO

3.1 Policy of non-formal education

Non-formal education is of central concern for the Government of Burkina Faso and a key element in the Constitution (1991) of Burkina Faso regarding the fundamental right of every citizen to education. The importance of non-formal education has been emphasized and confirmed through successive national education development programs in Burkina Faso (PDDEB, 2002-2011, & PDSEB, 2012-

2021). Both programs set the goals and targets for the development of formal and non-formal education. In addition, the importance of non-formal education has been emphasized through the development of the PRONAA (National Program for Accelerating Literacy, 2011-2015), which is embedded in the basic education system. The PRONAA is a Governmental strategy which aims at enhancing adult and youth literacy rate, and has the goal of achieving a literacy rate of 60 % by 2015.

To provide the institutional and legal bases for non-formal education, the Government of Burkina Faso took a number of proactive steps to create a Deputy Ministry exclusively in charge of non-formal education (MD/ENF). Some central directorates (DGENF comprising DRIENF, DENFA, DENFPE, DAFA), and decentralized departments (13 Regional Bureau of Non-Formal Education and 45 Provincial Bureau of Non-Formal Education) support the ministry for literacy provision. To marshal more support for the provision of non-formal education, the Government has also developed a policy of "Faire-Faire" (power delegation) to national and international NGOs, aiming at promoting non-formal education. Thus, non-formal education programs are run by Government, NGOs and the civil society. This harmonized and integrated policy has brought about more than 24 different approaches or programs of non-formal education targeting different communities. The approaches differ in terms of philosophy, the targeted population and the medium of instruction. There are more than 60 local languages or dialects in Burkina Faso (PDSEB, 2012-2021). French has remained the official language, despite the fact that only a minority speaks it, thus, excluding the vast majority of the population from the educational system. The main or commonly used local languages for adult basic education are Mooré, Dioula, Bissa, Fulfudé, Dagara, Djian, Lobiri, Gulmancema, Tamatchek San, Lyélé, Sissala, Dogossé (APENF report, 2010, 2012).

Regarding the complexity of the situation, the Government of Burkina Faso further ratified the creation of FONAFEN (Funds for Adult literacy and Non Formal Education) in 2002. This is a semi-autonomous body for the coordination of non-formal education programs carried out by national and international NGOs and for the mobilization of financial resources.

3.2 Current situation of formal and non-formal education

The UNDP Report on the Human Development Index (2012) indicated a lower life expectancy in Burkina Faso, which was estimated at 56 years for males, and 57 for females. The country is ranked 183rd out of 187 countries according to UNDP Human Development Report (HDR, 2013). According to Pascal Karorero, the UNDP representative resident to Burkina Faso, this ranking could be partially explained by the high level of adult illiteracy and the lower mean years of schooling (HDR, 2013). The provision of education to citizens is absolutely fundamental to meeting the growing needs for skilled human resources that will propel the development of the country, as well as meeting the EFA and MDG goals. However, Burkina Faso is one of the countries that was unable to meet the EFA and MDG goals by 2015.

The National Education Statistic Report (Annuaire Statistique de l'Education de Base, 2011, 2012 & 2013), showed that in elementary education, the Gross Enrollment Rate increased by 1.6%, improving from 79.6% in 2011-2012 to 81.3% in 2012-2013. However, it failed to reach 88% as targeted. The completion rate was increased by 4.4% rising from 55.1% in 2011-2012 to 59.5% in 2012-2013. Nevertheless, in the 48 poor collectivities identified by government, the completion rate was estimated at an average of 38.8%, making it difficult for the system to achieve 65.1% in the years 2012/2013.

The national primary school leaving examination in 2013 showed that the success rate actually decreased from 65.2% in 2012 to 60.9% in 2013. This indicates that 40% of school children were unable to enter secondary education. This internal inefficiency of the Basic Education sector has a huge impact on the education system as a whole and the non-formal education program in particular, whose target population is mainly composed of children currently out-of-school and children who have dropped out, as well as illiterate adolescents and adults. Despite all the legal policies and institutional arrangements which have been implemented, non-formal education still moves at a slow pace. In Burkina Faso, the adult literacy rate was estimated at 28.7% in 2007 with 36.7% for males and 21.6% for females (PDSEB 2012-2021), despite the tremendous efforts made by the government. This presupposes that 71.3% of adolescents and adults of 15 years of age and over were considered illiterate. They have no basic skills in reading, writing and calculating in their respective local languages or mother tongues.

Education is one of the social institutions through which nations can convert their population into true human assets and is one that contributes to the construction and maintenance of social order and progress (Ololube, Egbezor & Kpolovie, 2008). It is also a process by which children, adolescents and

adults develop their abilities, attitudes and other forms of behaviors, which are of positive value to the society in which they live (Egbezor & Okanezie, 2008). For this reason, and in line with the World Education Forum Declaration, the Government of Burkina Faso has identified education for all its citizens as a national priority. Non-formal education was adopted to impart basic education for out of school children, and life-skills and work-skill programmers for adults with a view to eradicate extreme poverty. As for the quality of non-formal education, data has revealed that learning results obtained are satisfactory. At all levels, the success rate was estimated at 89.5% on average. Women are performing better than men.

4 METHODOLOGY

REFLECT methodology was adopted in this study since it was believed to best explain the outcomes of GAPA project in that REFLECT employs participatory approaches which were originally designed by Paulo Freire's Participatory Rural Appraisal (PRA). Based on REFLECT, this study tried to estimate the outcomes of literacy improvement in GAPA project as well as the combined project components such as IGA (Income Generating Activities) and micro-lending between 2007 and 2015 of target beneficiaries in Burkina Faso.

In particular, IGA and micro-lending were added up to the GAPA project since there was a conviction that literacy alone cannot make a sustainable development within local communities in the long-term perspectives as Freire stressed (Freire, 1983). For analysis, observations, interviews (individual, group and focused-group) and literature reviews were conducted based on the cooperation with the local partner, APENF since 2007.

5 RESULTS

5.1 Measured quantitative results

Below are some of notable results which were obtained through data analysis.

5.1.1 Results from Literacy

The specific objectives of literacy programs are as follows. To implement adult literacy programs which were articulated with the needs of local development, EWB (Educators Without Borders, Korean NPO) launched REFLECT and Pedagogy of Text (PdT) Centers in four villages to train learners in income generating activities (IGA), health, and environment education. Promoting health education involved educating and sensitizing the population on the subject of infectious diseases: primarily Malaria and HIV/AIDS. This was done through role-plays, group discussions, and screenings of videos on the subject. Following the screening for HIV/AIDS in the villages, condoms and pills for malaria were distributed, providing much needed medical support to people who would otherwise not have it.

To achieve our objectives, training modules have been developed to provide practical life skills to the learners. Literacy classes are held during the morning or evenings according to the schedules of the learners. The local language is the medium of instruction. Training modules include group discussions on socio-educational, environmental and health related themes using the Participatory Rural Appraisal (PRA) approach developed by Paulo Freire (Freire, 1983). PRA is used in the development field to engage with communities in a participatory way and learn from them in terms of their own realities. In our project, this method was used to impart learners with instrumental knowledge in language and communication (reading and writing), of Mathematics (arithmetic, metric system, and geometry), IGA management and ICT.

A year-long literacy class comprises 400 hours of instruction per year, and this is further subdivided into single levels comprising 80 hours of instruction per month over 5 months. The total duration of a complete training course is three years with a total of 1200 hours instruction. Average class size is 30 learners. Learners are assessed every year by the decentralized administration of the Ministry of Education. Learner's needs are identified through participative diagnosis or conducting need assessments at the local level. Their needs are then prioritized and organized into a study plan. The teaching methodology is based on REFLECT (dialogue) or PdT (text). The content is endorsed by the local community after the diagnosis and the content also reflects the curriculum developed by APENF, and is based on a Freirean approach (Freire, 1983) that is also in conformity with the national curriculum. A variety of literacy development tools were used: the Participatory Rural Appraisal (PRA) tools, study plans and micro-credit tools, teaching and learning guides in PdT, Post-alpha teaching

guides, as well as the aide-mémoire of Reflect. Discussion themes are both rich and diverse. They are related to health and education, environmental protection, soil fertility, the breeding of animals, socio-political organization of the local community, citizenship, civics, social values, and gender issues. The PRA tools are developed by education specialists. These tools are provided to learners in order to identify their needs, analyze and prioritize them in terms of their importance and feasibility. The study plans are developed by trainers with the support of facilitators recruited directly from the local communities.

9 Reflective centers were opened for a total of 460 learners. The success rate was 89.55% (female 82.4% and male 94.4%). The attrition rate was 19.23% (female 20% and male 15%) compared to 29% at the national level (annual statistic report of the MENA 2013). Five libraries to promote a literate environment and sustain literacy acquisition were also opened.

725 people underwent HIV/AIDS screening, and 5 were found to be infected. They have been oriented to counseling and healthcare centers. Condoms and pills for malaria have also been distributed. Provision of foodstuffs, pharmaceutical products and clothes to people infected with HIV/AIDS has also been undertaken. About 80 people have received such support, 90% of whom are women. Importantly, a total of 132 enrolled children whose parents are infected with HIV/AIDS have been sponsored through grants amounting to between 20,000 FCFA (USD 40) and 52,500 FCFA (USD 85) and efforts have also been made to monitor their school attendance.

At the level of personal health, hygiene and sanitation, and environment learners are now more aware of the importance of self-care and body and clothes hygiene. They clean their compound daily; wash their family clothes, and plant trees to restore the vegetation. People infected with HIV/AIDS attend health centers and regularly take their medication. The degree of stigmatization they feel from their communities has been reduced and they remain mentally and emotionally strong enough to involve themselves in all community activities. Significantly, a total of 581 birth certificates, 870 National Identity Cards, 150 residence certificates and family books have been delivered, as well as the organization of collective marriages for 179 couples. The delivery of these documents carries huge legal implications for the recipients.

5.1.2 Results from Technical and Vocational Skills Development

Technical and vocational skills development training or Specific Vocational Training (FTS) has been a major focus of our activities and has been conducted on themes which are varied yet still closely connected to the productive activities of the learners. FTS training activities were organized by each center depending on the local needs and demands of village people. A total of 1,171 learners have received various forms of IGA. FTS classes were fundamental to the learners acquiring more advanced techniques for farming, good use of fertilizers, and learning to respect the seasonal calendar. From self-reflection and monitoring exercises conducted annually by EWB, we collectively identify a number of visible changes and effects of this training. The activities implemented are aimed at contributing to the integral development of the individual. Since the implementation of the project, the following changes were observed.

At the social level, the social status of recipients has been improved. According to the learners themselves, they gained more consideration and respect from their communities, because they are now able to better generate income through their IGA training, making them financially more autonomous. They are now also better able to take part in village debates and voice their opinions on important issues related to their community. They can contribute to family expenses as well health care costs and school fees. They are also able to indirectly sensitize other women on the importance of school and literacy training. In Worou village, where the enrollment rate was the lowest, literate women enrolled 30 children in school during the academic year 2011-2012. Literate women now care more about the achievement of their children. This is testimony to the fact that they are now very closely monitoring the school attendance of their children. Some who had lost all hope to lead a decent life have recovered their dignity through this project. People infected with HIV/AIDS recovered their sense of moral confidence to lead a fuller and more productive life. Some women leaders have emerged from the groups. Some are participating in local political organizations and others, such as widows, can now take complete responsibility for their families. The knowledge acquired while training such as numeracy is used to manage IGA.

At the economic level, skills acquired through FTS help learners to manage and better their IGA in fundamental ways, such as being able to open a bank account, filling out applications for micro-credit tools, being able to use simple accounts and financial management tools, and calculate profits and

expenses. To overcome the dependence on hand-written record-keeping, EWB experts trained middle-level operators in the use of ICT skills. The most successful programs were in fact those taught to good stranding in the literacy classes for the last five years.

5.1.3 Results from Micro-Lending

The micro-credit tools are locally developed by skilled personnel. An endogenous micro-credit scheme has been set up to facilitate the realization of IGA. According to the owners of small-size businesses, set up with such loans, profits vary depending on the business activities themselves. Some activities generate more profits ranging from 5,000 FCFA (USD 10) to 35,000 FCFA (USD 65) per month. IGA can also involve an allocation of funds for purchasing livestock. Five banks of animals were set up to intensify breeding activities. These animals are collectively raised and the profit generated is used to support the local communities. These activities have helped strengthen the bonds of solidarity within the local community.

Funds allocated for micro-credit remain in sufficient to provide support to all those in need, particularly newly literate women armed with newly acquired entrepreneurship skills. The funds allocated were also not proportionate to the activities. We faced a skills shortage for the implementation and management of IGAs at the initial stage for which local instructors were hired. However, household incomes generated from IGAs helped participants buy medicine and improve the quality of diet. Some recipients used the profits to buy bicycles or motor cycles, cows for farming, or fertilizer. Others used the money earned to send their children to public schools. These activities helped strengthen the solidarity within the local communities. The sense of community and mutual responsibility generated was at the center of the micro-lending business.

Local auditor reported that the average return rate was around 95% with approximate 52,000 USD (Or 3,210,865 FCFA in local currency) in cash at his hand (Ouédraogo, 2014). A total of 550 villagers newly certified as being literate, of whom 75% are women, were granted microcredit loans for income-generation. They themselves learn through actual experience that this small but ambitious entrepreneurship activity has contributed to strengthening their financial autonomy. Reimbursement rates were recorded at between 95.23 % and 98.49 %, with a very satisfactory overall average of 95%. These ratios reflected the determination and collective endeavor of Burkinabe female villagers to overcome extreme poverty. Severe language barriers between Koreans and Burkinabes did not stop us all from using the single of word of “Canaan” to greet each other. This word symbolized our globally harmonized determination to make Burkina Faso an African land of Canaan, the land of milk and honey.

5.2 Measured qualitative results

It is now a common practice in the educational ODA (Official Development Assistance) sector that theoretical discourse needs to be backed up by clear evidence. A rigorous, scientific analysis can be used to test the impact of all forms of aid and development ODA work or enterprises, whether they are modest or expansive in nature. The use of statistical analyses is not yet common practice among aid workers. Although all the key information was collected from our study participants, conventional survey methods given the level of literacy. Instead we used a qualitative approach: in depth interview benefitting from Africa’s strong oral and story-telling tradition of orality. Some of the interviews were then recorded by camcorders.

“We have learned to read, write and calculate. We have also had training in soap making and in the manufacture of better quality cooking stoves. All these projects have had a positive impact on us because before we were unable to stay clean without a great deal of effort but these two changes, now as you see, have helped us out a lot in this regard. There is therefore an improvement in hygiene and health.” (Bah Awa, Worou)

“I take the floor to show that in addition to literacy and FTS, we have benefited from microcredit. Microcredit enables us to have our financial independence. This allows us to get out of bondage, we are all blooming and it shows in our behavior. Everywhere we go now, we are not afraid anymore. Because we feel we are more respected by those around us and our husbands. This is an opportunity to thank them because they encourage us to participate in literacy classes and to do so without delay.” (Paul Nana, Saaba)

“The activities carried out under this project are very beneficial to our village and our households. I therefore take this opportunity to thank KOICA, EWB and I call on them to continue this partnership

because it is beneficial for our women and for us too. Because women now are able to take on some of the financial burdens which we men had carried alone until now. Therefore, this project has had positive repercussions for us husbands. Thank you for what you do, God gives you the strength to continue.” (Kinda Cecile, Saaba)

“Before we did not know how to read and write. When we traveled, we could not read the signs on the road. Now if I go to Leo, I can read the signpost that says Leo. This is an advantage because it allows traveling without getting lost on the road. Besides literacy, we had a lot of training in soap making, dyeing, manufacturing of decorative tablecloths and honey production. We also had training in jatropa production. The products of these training courses help us to improve our standard of living.” (Bah Mariam, Worou)

“You have done much for us as others have already said. I would like to raise one issue however; it is about the lack of water in Worou. Here we have a water problem due to not having enough wells or the drilling equipment to make more. . We ask our partners to help us by making a drill.” (BARRY Kadidia, Warou)

It is true in Burkina Faso and elsewhere, water shortages are a most critical issue impacting on the lives and farming activities of people in rural areas. Some village people were reportedly moved out to other areas with better access to water. Pending the availability of funding for irrigation projects, EWB/APENF plan to install a rainwater harvesting system for collecting drinking water on the roofs of Burkinabe public facilities like schools or literacy centers. This measure is not able to satisfy the needs of farming and drilling more underground wells is clearly what is needed.

The best summary of the narratives was the one with the chief of Wan village in 2013. The narrative is given below with the number of MDG in parenthesis where the interviewee’s remarks fit the goal number.

“We first were not sure what these strangers would do here in our village. We did not expect much from them, and thought they would draw back after a while; however, it has already been 4 years they work with us. With them, we accepted education for women of our village. Now these women can read and write in their language (Fulfuldé) (MDG-2). They also learned special techniques. For example, some women make soap and sell it at the market. Now they can earn money for themselves (MDG-1). We have some changes after the arrival of EWB. The change happened to men in our village. They are motivated to work, and to learn. Also, husbands and wives argue less, and they have found peace at home (MDG-4). Further, more people visit our village and they witness these changes (MDG-6).”

6 CONCLUSIONS

EWB, a Korean NPO and its African counter-partner APENF, have collectively developed an internationally harmonized project coined GAPA. They holistically combined REFLECT methodologies with IGA and micro-lending. As witnessed all over the world, literacy is a key ingredient for development. To prevent newly liberated adult learners from regressing back to illiteracy, we subsequently offered an adult education and learning program for IGA and entrepreneurship.

The integration of some components such as health-hygiene-sanitation-nutrition, loans for IGA, environmental protection, and citizenship have all helped Burkinabe adult learners to reinvest the knowledge acquired to improve their everyday life conditions. The use of REFLECT methodologies helped learners to identify their needs through problem analysis, research relevant solutions and aided their translation into action and activities. The female villagers were at the center of the programs and were held partly accountable for the success of the programs. From the beginning, all actors in both countries started to work together, sharing a simple belief that trust, not money, matters. It is mutual trust that has produced some of the extraordinary achievements in poverty alleviation among remote rural villages in Burkina. This small “success” story provides us with a ray of light in our global effort to achieve the goal of EFA set from Jomtien, Thailand in 1967 and the MDGs set by the UN in 2000.

Before celebrating any pre-mature success, there were at least two lessons learnt from this collaboration. First, it is indeed possible for EFA to move from PEFA to SEFA, TEFA as shown in the example of Korea. However, is this example one which nations really want to follow? Our alliance implies that it could or should not be our common course. It is well known in the history of modern world education in advanced societies that perfecting the formal public educational system also can result in, in a quite unexpected way, the creation of a sorting machine which preserves the current unequal social order. As many radical educational critics have convincingly shown(e.g. Apple, 1992), it

tends to reproduce inequality by race, gender, and social class, and furthermore conceals this very process of reproduction. There are many unbearable drawbacks to TEFA in Korea too. A good example can be the world's highest rate of youth unemployment. Social and economic crises result from final stages in the TEFA process. The fact that every child is able to attend college or university is not in itself a solution for Korea or indeed anywhere else. So-called modern public formal education may not be able to provide a reasonable solution to the question of personal happiness for people in LCDs. Blindly following the footsteps of the developed world is not the only alternative. People of the LCD could be better off, if and only if they develop their own systems of lifelong learning and expand it to all aspects of their everyday lives in both individual and community.

Second, the new phenomena known as "Dead Aid" (Moyo, 2004) may be avoidable, if a bottom-up approach, built with mutual trust, succeeds in replacing the prevailing top-down approach with the huge amounts of financial aid involved. Moyo made points in her claiming that "Aid has not lived up to expectation. It perpetuates the cycle of poverty and derails sustainable economic growth." High-tech TVET could be replaceable by the provision of more appropriate technology. Currently, desk top phone systems have been readily replaced by the low-cost mobile phone for better communication among people and nations. The people or so-called "beneficiaries" themselves must be regarded and respected as the real and sole yardstick to monitor and evaluate the success or failure of aid works in education and learning. Trust empowers people, not money. Learning and education can build trust and strong, lasting relations between donor and beneficiaries, but this is not done solely through investment (Pomerrantz, 2004). Giving the the power back to the people can serve as a new paradigm of global collaboration for poverty alleviation through education and learning. This is what the GAPA project has shown us.

GAPA has received great many invitations from many other countries such as Senegal, Kenya, and Ethiopia. We hope to create an Asian test case in countries like Laos. The scope of sustainability and expandability of this approach called GAPA still requires rigorous empirical testing. This is the primary motivation for the authors presenting this current case for comments, suggestions and criticism.

One of the most interesting aspects of this co-work is the nature and level of skills development used in IGA. There were, in fact, local skills that dovetailed very well into the needs of the local market. Even the management tools of micro-credit were endogenous in nature. What EWB focused on was not necessarily improvement of skill levels themselves, but the training of managers and operators in the use of ICT software like MS Word, Excel, and Powerpoint. To increase agricultural productivity of Burkinabe, there is a clear need for a more an extensive use of appropriate technology. To make substantial progress, EWB/APENF plan to build a training center for experts who could teach a variety of appropriate technologies to farmers and fishermen. This is a true and very much needed ToT (training of trainers), which seeks to improve non-formal skills development education. The Center will function as a training center for fighting against poverty in a variety of ways. EWB and its domestic allies will continue to dispatch experts in appropriate technology fields to the nearly founded center, which has been appropriately named as the Canaan Center.

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