

Policy Trajectories and Learning Outcomes

A Comparative Analysis of Regional Education Frameworks in Burkina Faso

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ABSTRACT

{ "background": "Education policy in West Africa is characterised by a complex interplay of national priorities and regional frameworks. This analysis examines the implementation of such frameworks within a specific national context, focusing on the translation of supranational policy into local practice and its subsequent impact on learning outcomes.", "purpose and objectives": "This article aims to compare the trajectories of two major regional education policy frameworks as implemented in Burkina Faso. It seeks to analyse the alignment between policy objectives and documented learning outcomes, identifying the mechanisms of policy adaptation and their educational consequences.", "methodology": "The study employs a comparative policy analysis, drawing on document analysis of policy texts, official implementation reports, and national assessment data. A process-tracing methodology is used to reconstruct the policy implementation chain from formulation to perceived outcomes.", "findings": "The analysis reveals a significant divergence in the implementation fidelity of the two frameworks, leading to varied impacts on learning outcomes. One framework, heavily focused on infrastructure, showed a weak correlation with improved literacy scores, whereas the other, emphasising teacher professional development, demonstrated a stronger, positive association. A key theme was the critical mediating role of district-level administrative capacity in determining policy effectiveness.", "conclusion": "The study concludes that the assumed linear relationship between regional policy adoption and improved learning outcomes is problematic. The efficacy of such frameworks is contingent upon nuanced local adaptation and the strengthening of sub-national governance structures, rather than mere formal compliance.", "recommendations": "Policymakers should prioritise capacity building at the district level to enhance policy mediation. Future regional frameworks must incorporate more flexible implementation protocols that account for sub-national administrative disparities. Monitoring and evaluation systems should be redesigned to capture the processes of local adaptation, not just compliance indicators.", "key words": "Comparative education policy, policy implementation, learning outcomes, regional frameworks, educational governance, Burkina Faso", "contribution statement": "This article provides a novel analysis of the policy mediation mechanisms that explain differential outcomes from supranational frameworks within a single national context, offering a refined

Keywords: *Comparative education, Policy implementation, Learning outcomes, West Africa, Regional frameworks, Educational governance, Curriculum alignment*

Article Highlights	Key Finding
<ul style="list-style-type: none">• Infrastructure-focused frameworks show weak correlation with literacy gains• Teacher development frameworks demonstrate stronger positive outcomes• District-level administrative capacity critically mediates policy effectiveness• Formal compliance alone fails to translate to improved learning outcomes	<p>One regional framework emphasising teacher professional development showed stronger positive association with learning outcomes than infrastructure-focused approaches.</p> <p><i>This analysis reveals how policy mediation at sub-national levels determines educational impact.</i></p>

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

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