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Barriers to the Development of Non-Formal Education in Public Youth Centers in Burkina Faso: Case of the Centre for Continuing Education and Youth Development (CEPDJ) of Ziniare

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Abstract

Non-formal education (NFE) plays an important role within Burkina Faso's broader education system, offering learning opportunities to young people and adults who have limited access to formal schooling. Public youth centers, and particularly the Centers for Continuing Education and Youth Development (CEPDJ), are central to this effort, contributing to youth empowerment, lifelong learning, vocational skills development, and social integration. Yet the effectiveness of these centers is frequently undermined by a range of challenges, and it is this gap that the present study sets out to examine, focusing specifically on the barriers to the development of non-formal education at the CEPDJ of Ziniare.

The study pursued three objectives: identifying the institutional barriers affecting the development of non-formal education, examining the influence of the learning environment on educational effectiveness, and analyzing the impact of learning materials on the delivery of educational programs. These objectives were grounded in Institutional Theory, Learning Environment Theory, and the combined perspectives of Resource-Based Theory and Resource Dependency Theory.

To this end, a mixed-methods design was adopted, drawing on data from 99 participants, including learners, trainers, CEPDJ staff, and policymakers. Questionnaires, interviews, and observations served as the primary data collection instruments, with quantitative data analyzed through descriptive statistics and qualitative data examined through thematic analysis; the two strands of findings were then brought together through triangulation.

The results point to inadequate funding, limited institutional support, shortages of qualified personnel, insufficient infrastructure, and inadequate learning materials as the main barriers constraining the development of non-formal education at the CEPDJ of Ziniare. On this basis, the study argues that addressing these challenges will require greater investment in educational resources, improved

infrastructure, stronger institutional support mechanisms, and enhanced capacity-building initiatives for staff and trainers. Taken together, these findings offer useful guidance for policymakers and stakeholders seeking to strengthen the effectiveness of non-formal education programs across Burkina Faso.

Keywords: Non-Formal Education, Youth Centers (CEPDJ), Institutional Barriers, Learning Environment, Learning Materials