UO 2

UNIVERSITÉ OUAGA II

Strategic Plan
of Ouaga II University
2013-2020

We positively and significantly change our students and our society through a framework conducive to knowledge generation, innovation, sharing and partnerships

We build up sustainable development men and women

Strategic Plan
of Ouaga II University
2013-2020

T A B L E   O F   C O N T E N T S

ACRONYMS AND ABREVIATIONS

ACBF: Africa Capacity Building Foundation

ATOS: Administrative, Technical, Labour and Service Staff

CAMES: African and Malagasy Council for Higher Education

SCADD: Accelerated Growth and Sustainable Development Strategy

CSLP / PRSP: Poverty-Reduction Strategy Paper

ECOWAS: Economic Community of West African States

CRDI: International Development Research Centre

STC: Scientific and Technical Committee

EARNE : Agricultural, Natural Resource and Environmental Economics

EGEO: Economics and Management of Business (or Companies)

EHEIC: School of International and Commercial High Studies

EPSCT: Public Scientific, Cultural and Technical Establishments

IFPRI: International Food Production Research Institute

ILRI: International Livestock Research Institute

IRD: Development Research Institute

IUM: University Job Institute

ODLI: Open and Distance Education Institute

LMD (system): Bachelor-Master-Doctorate System

MEGEES: Master's Degree of Economics and Management of Social and Solidarity Economics Companies

MESSR: Ministry of Secondary and Higher Education and Scientific Research

MGD: Macro-Economics and Development Management

MSG: Master of Science in Management

GDP: Gross Domestic Product

UNDP: United Nations Development Programme

REESAO: Network for Excellence in Higher Education in West Africa

SEG: Economics and Management Science

SJP: Legal and Political Science

ST: Science and Technology

SWOT: Strengths, Weaknesses, Opportunities, Threats

UEMOA/WAEMU: West African Economic and Monetary Union

UFR/ Faculty: Training and Research Unit

USAID: United Stated Agency for International Development

VAE: Validation of Acquired Experience

FOREWORD

In Burkina Faso, the issue of the future of the universities is increasingly raised. Many universities are under significant structural, institutional and financial constraints. Subsequently to the gradual increase in student numbers, universities are facing endogenous and exogenous higher education system crises. Considering the relevant current role of universities consisting to provide solutions to the problems of the community and contribute to the development of our country, owning a sound approach to the management of universities turns to be essential.

So far, the activities carried out by the Ouaga II University enabled it to establish itself in the higher education environment of Burkina Faso and build its brand. However, for its development, it must engage in a process of building a functional coherence and matching the training with the socio-economic development needs.

In this line and pursuant to its mission, the Ouaga II University decided to develop a management tool likely to enable the management to maintain the momentum toward the creation of a modern and competitive university playing an active role in the development of its environment. This tool is the strategic plan of the Ouaga II University covering the period from 2013 to 2020.

The writing methodology of this strategic plan started with an objective baseline mapping of the state of art of the Ouaga II University and its environment in order to identify in a structured way the various key factors impeding or facilitating its development. These drivers have thus helped to develop the overall strategic objectives of the Ouaga II University. In line with the strategic objectives, twenty one (21) operational objectives have been identified. They led the university management to contemplate suitable actions as summarized in the logical framework.

This strategic plan was then developed as a result of a consensus among all stakeholders. It will involve partnering with the Government, donors, private partners, employers of prospective graduates and the students benefiting from the system.

Considering the results achieved there is a great point in thanking the entire Ouaga II University community for the mobilization that was demonstrated during the development of this plan, or in developing this common vision.

As part of its implementation, this strategic plan is intended for the members of the various universities, the government officials, the representatives of associations and the civil society, the development partners, the private sector, and to the entire university community of the Ouaga II University.

This strategic plan provides us with a common vision acting as the enabling basis for the various parties to engage in a successful partnership making the Ouaga II University a modern university contributing in the development of Burkina Faso.

PR. STANISLAS OUARO
Chevalier de l'Ordre des Palmes académiques

SPONSOR'S ADDRESS

I would like to thank the academic community of the Ouaga II University for giving me the pleasure and honour to support them alongside the implementation of their maiden strategic plan running through 2020. However, some honours are heavy to bear, even for people like me, who have a long career in government service and who are believed to have broad shoulders. The weight of such an honour lies especially in its extent and also in the extraordinary symbolic significance it carries, the implicit trust it implies and the scope of responsibilities going along with it.

It could certainly be considered an undeserved honour probably as my personal action -no matter how remarkable it can be- is just the visible top of a much larger iceberg consisting of all actors of this country who have chosen to devote their lives to serve others.

I would like to congratulate the academic community of Ouaga II for this 21st century modern university project through which the university will play its actual role in the development of our country. Indeed, the Burkinabe (qualifier made from Burkina) University must play its actual role that consist to provide solutions addressing the problems of the community. This can be achieved by refusing to give in to fatality.

Actually, we have been complying with excessively modest ambitions for so long, including in the field of education. This lack of great ambitions was evidenced in the almost exclusive priority given to basic education, whose importance we all acknowledge as well. But our collective investment in this key sector is not enough to lay the foundation for the sustainability of our long-term development. Indeed, to build a relevant human capital whose education is an essential component in the actual world, we need to understand that higher education is not a luxury. No country can constantly increase its productivity unless it has enough highly-skilled labour and well-trained officers capable of making sense of the global events, interpreting changes in the environment, assessing challenges and developing innovative and effective solutions to address the issues of the society. Besides, there is no powerful and admired nation without reputed academic institutions. France is ruled by graduates from top universities and colleges (Sorbonne, Sciences Po, Normale Sup, ENA, Polytechnic, Mining, and Central higher educational institutions). In Britain, graduates from Cambridge, Oxford and the London School of Economics are leading. In the United States, the reputation of the graduates from the Massachusetts Institute of Technology (MIT), Harvard University, Yale, Princeton and Stanford precedes them.

The university stands as the breeding ground of applied science, which constantly revolutionizes and renews the industry and technology environment. It is the right place performing research and triggering the development behind the innovative products, manufacturing processes and ways of doing things.

The university is the place where forefront research is carried out in all economic and social activity sectors. Therefore, it stands as the place where we will find the Nobel Prizes, innovators, and holders of patents of invention.

Unfortunately, our education system has long been surreptitiously imbued with this lack of ambition. The creation of prestigious academic institutions like Ouaga II is a clear willingness to break this logic of fatality. Despite its limited resources, the Ouaga II University intends to play the same role as others around the world. It is willing to become a laboratory for home-grown socioeconomic policy, the foothold or anchor points of reflection, the place where small, medium and large enterprises would submit their technical problems and hopefully find the right solutions. It wants to be the bridge between the intellectual world, the civil society, the private sector and the State to avoid being branded as one isolated in an ivory tower. Through this strategic plan, the academic community of the Ouaga II University envisions to lay the foundations of an Agora as the antique Greek meant it, such a special place serving for the development and the sharing of a precious public good whose positive externalities are essential for the future of the society, as short as a forum where, from generation to generation, every Burkina citizen would be able to drink, feed the mind and seek the saving secret to be successful in professional and social life.

In a nutshell, the strategic plan of the Ouaga II University offers a solution to the University crisis by showing the way to a home-rooted profound paradigm shift. It goes without saying that the State must play its full role as facilitator and catalyst for such a dynamics. But the State - like all other actors-also needs to be encouraged in assuming their responsibilities. To the extent of its capacity and its ability to influence, it must encourage the most performing institutions and laboratories to continuously improve. To achieve this, it may use subsidies, guarantees for loans or even public market awarding. However, it will only do so when requested by academic institutions on the basis of credible proposals and when convinced of the ability of teams to do quality work. Thus, alongside the State, the other actors, technical and funding partners and investors can also play a role in accelerating the implementation of a real Burkinabe university, likely to arouse entrepreneurism and confidence of young ladies and gentlemen with regards to successful academic studies making them key actors of the economic growth of Burkina Faso, our dear country.

The Strategic Plan of the Ouaga II University is a worthy project; hence I am inviting all of us to support its implementation of the way to irrevocably set the foundation for a solution-making university, such a university that takes its place and proudly fulfils its role.

Should we believe and work altogether, the miracle is!

H.E. Tertius ZONGO
Former Prime Minister of Burkina Faso

PROJECT OVERVIEW

Name of the institution :   **Ouaga II University**

Location :   **Saaba**

Address 12 BP 417 Ouaga 12

Tel : +226.50.36.99.60

www.univ-ouaga2.bf

ouaga2@univ-ouaga2.bf

Nature of the document : **Strategic Plan**

Duration :   **2013-2020**

Vision : *We positively and significantly change our students and our society through a framework conducive to knowledge generation, innovation, sharing and partnerships*

Mission : *We build up sustainable development men and women*

Values :

- Quality public service
- Culture of quality and excellence
- Discipline
- Power of partnership
- Spirit of independence and accountability
- Mankind

Strategic objectives :

- Strengthen the organisational and institutional development capacities of the Ouaga II University
- Increase access to higher education in Burkina Faso
- Strengthen the relevance and quality of trainings
- Develop a win-win partnership between the University, its community and the rest of the world

- Enhance the capacity and the relevance of academic research and ensure its popularization.

Estimate Cost :   CFA francs 103 billion 394 million

State Subsidy (%)   50

Public-Private Partnership (%)   25

Loan / Borrowing (%)   7

Own Fund (%)   15

Foreign grant (%)   3

Administrative Supervision authority :   **Ministry of secondary and higher education**

Chief Executive : Chairman of the Ouaga II University

Sponsor :   **His Excellency, Tertius ZONGO**

Administrative Manager : Vice-Chair of international Cooperation and research

INTRODUCTION

Created by Decree N°2007-834/PRES/PM/MESSRS/MEF as of 12th December, 2007 during a university crisis, the Ouaga II University has henceforth set itself a goal to significantly contribute to address training and research issues in Burkina Faso. By bringing the SEG (Economics and Management Sciences) and SJP (Legal and Political Sciences) faculties/UFRs (Training and Research Units) as the core faculties of the Ouaga II University, the government of Burkina Faso wanted to give a strong message to the national community about its intending to decongest the University of Ouagadougou, which was more than ever confined in the capital city of Burkina Faso.

After five years of sustained operations (2007-2012), the assessment of the achievement of Ouaga II University from its inception shows an increase in the number of students (10%), the staff (75%) and research activities through the promotion of teacher-researchers on the inventory of skills of the African and Malagasy Council for Higher Education (CAMES,62%) on average. Nowadays, the Ouaga II University is a reality more than ever and has become a major interlocutor for most actors and decision makers at the national level because of the shrewdness of its management, the professionalism of its staff and the role its teacher-researchers play in the development areas.

The impact achieved by the Ouaga II University during these few years of existence can also be observed at various other levels including change in the mindset (increased awareness) related to the perception of a university as first and foremost an infrastructure already built, the revitalization of SEG and SJP UFRs (faculties) by regular participation in the various Scientific and technical Committees (STC) of the CAMES, the gradual emergence of a village university at Gonsé with ripple effects on the rural municipality of Saaba that turned to become a real building site like the major urban centres.

Despite these achievements, the assessment of the Ouaga II University highlights various constraints hindering or even stifling its growth process. In fact, the Ouaga II University is victim of its success and lacks the receiving capacity likely to help it significantly contribute to equitable and quality access to higher education. The same applies to the insufficient supervision human resources. It therefore seems appropriate to carry out an objective diagnosis likely to help set forth a strategic orientation in order to build on the achievements, minimize the weaknesses and threats and tap into the opportunities of the environment.

This Strategic Development Plan of the Ouaga II University being the first of its kind is part of an innovative and motivating approach. While building on the strengths, weaknesses, opportunities and threats of the Ouaga II University, on the national policies and the participatory discussions among the staff of Ouaga II, this strategic plan provides a strategic orientation for the Ouaga II University rooted in the student-centeredness of the University on the one hand, and on the contribution of the university to its environment on the other hand.

1.   HIGHER EDUCATION IN UEMOA COUNTRIES AND IN BURKINA FASO

1.1.   HIGHER EDUCATION IN UEMOA: THE CHALLENGES

In the UEMOA area, the widely recognized mission for the higher education system is to train skilled human resources capable of effectively contributing to poverty alleviation and socio-economic development. This is a noble mission for higher education in Africa that moves away from its initial concern as defined and inherited from colonization, namely the training of employees and workers in response to the needs of a subsistence economics and the training of subordinate managers of the colonial administration.

Admittedly, after several decades of independence, the educational system has wholly evolved in whatever regional or sub-regional African area concerned. Since the independence, efforts have been undertaken and mostly focused on creating school infrastructure, academic and research institutions, thus increasing the level of public access to education and strengthening the human capital spearheading development.

The political will to further engage in education led to reforms and the development of five-year plans, which give a priority to the development of the sub-sector of basic education. On the other hand, the post-primary including higher education is somewhat disadvantaged in the largest budgetary support from the States and their technical and funding partners. This resulted in the continuous degradation of the sub-Saharan African higher education system as highlighted in numerous reports and fairs. In fact, the higher education system of the UEMOA/WAEMU is affected by this reality and presents a much sadder image.

All diagnostics point at the same obstacles and structural and / or cyclical malfunctioning actually jeopardizing the development of higher education in UEMOA. Thus, higher education is characterized by several constraints in this area, some of which are (i) structural and institutional, and (ii) financial. The cyclical demonstrations are not only crises endogenous and exogenous to the system of higher education but also sources of socio-political instability in these countries.

1.1.1.   STRUCTURAL AND INSTITUTIONAL FACTORS

- A poor political commitment in higher education and scientific and technological research;
- A lack of capacity (lack of infrastructure, didactic and pedagogical equipment/teaching aids, logistical and technological resources ...) to meet the rapidly growing demand;
- A chronically limited number of teacher-researcher;
- A scientific and technological research inconsistent with the development issues of the countries;
- The limitations of national policies to realize equity in access to higher education, especially for the vulnerable groups including girls, the disabled, the HIV patients, etc. ;
- The shortcomings in the university governance in all (administrative, pedagogical, financial, research, students' support ...) angles;

- The shortcomings in leadership and communication within the educational systems;
- A low internal and external efficiency including high repetition and dropout rates, low graduation rates and a mismatch of training programs and learning content with the current and future needs of the economics and the society.

1.1.2. FINANCIAL FACTORS

- Insufficient resources allocated to education (3.83% of GDP) and their unequal distribution between wages, pedagogy, research and investment. However, it should be noted that a large proportion of that budget is spent on the personnel;
- A poor adequacy of the resources allocated to social transfers (scholarships, financial cost ab sorption, subsidies ...), the high cost of which is in discrepancy with the limited number of beneficiaries (about 12% of students in secondary and higher education of some countries).

The fact of recognizing this educational level as playing a central role in the development of a nation sends an appeal to the WAEMU countries to actually leap forwards. But most of these are low-income countries according to the World Bank's definition. The economic study of higher education in the WAE-MU (UEMOA, 2004) shows as a whole that «While some countries such as Benin and Togo -to a lesser extent- are able to stand some expansion of higher education based on their financial situations, others such as Burkina Faso and Niger could hardly stand an increase of State funding in higher education».

Clearly, if the WAEMU countries want to move out of the last quarter in which they are ranked according to the human development index of UNDP, they should make optimal choices such as the pooling of resources and programs, promoting the teachers and students' mobility, the pursuit of excellence and the public-private partnership.

Meeting this requirement of optimal choices implies creating the conditions for effective involvement of different stakeholders including governments, bilateral and multilateral agencies, NGOs, professional associations and Corporate, private sector and all non-traditional education partners in the higher education system. The strategic plan of the Ouaga II University fits within this overall awareness-raising and advocacy approach with these stakeholders.

1.2. HIGHER EDUCATION IN BURKINA FASO

In Burkina Faso, higher education is made up of public universities and institutes in addition to private universities and institutes. The public universities are namely Public scientific, Cultural and Technical Establishments (EPSCT) whose missions are the following: (i) the dissemination of knowledge and research results and (ii) the development of culture. They are required to participate in the debates, the promotion of research and the contact of cultures within the national and international scientific and cultural community.

The objectives of the public University derive from the national policy of scientific research and higher education. They include:

- Training of officers in all areas;
- Scientific research and dissemination of research findings;
- Upgrading the technical, scientific and cultural level of workers;
- Contributing to the economic, social and cultural development;
- Conferring degrees and diplomas;
- Promoting skills in all sectors of the country;
- Implementing cooperation in training and research;
- Promoting sharing across universities.

The above mentioned weaknesses in the functioning and performance of the sub-sector of higher education in the WAEMU countries also show both the stakes and challenges facing the system in Burkina Faso, yet with specificities related to its political, institutional, demographic and economic context, the sector effectiveness, quality and equity, its reform, the management of health issues, private sponsorship, governance of research and partnership. Brought together, these many peculiarities call for urgent actions.

1.2.1. POLITICAL FACTORS

Since 2010, Burkina Faso has established a new development framework, namely the Accelerated Growth and Sustainable Development Strategy (Stratégie de Croissance Accélérée et de Développement Durable /SCADD). This baseline document was adopted by the Government of Burkina Faso and the technical and funding partners as a way to address the limitations of the Poverty-Reduction Strategy Paper (PRSP) and further elaborate it.

The SCADD comprises four strategic axes including:

- **Axis 1:** The development of the pillars of accelerated growth;
- **Axis 2:** The consolidation of the human capital and the promotion of social welfare;
- **Axis 3:** Strengthening good governance;
- **Axis 4:** Taking into account cross-cutting priorities in development policies and programs.

The SCADD presents a clear advance on the PRSP in terms of consideration of higher education, scientific research, technology and innovation. In fact, it reveals the obviously important role that higher education, scientific and technologic research and innovation can play in development.

However, the situation remains the same as described in the WAEMU area. Thus, despite the availability of evolving general and sectoral policy baseline documents, a strong and effective commitment is still needed to be completely convincing on the importance of higher education and research in the socio-economic development of Burkina Faso.

1.2.2. INSTITUTIONAL AND DEMOGRAPHIC FACTORS

The Guideline Law of Education enacted in 2007, which is the reference framework governing all levels of education in Burkina Faso, promulgated compulsory and free education, among others. In a context

of high population growth, the major consequence of this situation on the higher education system lies in the growing demand for higher education. In fact, with over 57% of the population under 20 years, Burkina Faso has a huge need at the higher educational level. Actually, the number of students per 100,000 inhabitants which amounted to 293 in 2008 rose to 323 in 2009, as by an average annual growth of 14.3%. This clearly exhibits substantial educational investment challenges.

1.2.3. ECONOMIC FACTORS

Burkina Faso is located in a dynamic growth area with an average of 5.4% of GDP over the last five years. However, over the same period, the overall proportion of budget devoted to the education sector remains below the relevant proportions in spite of the upward change (9% of the GDP). The higher education is funded by the State in addition to the technical and funding partners' contributions (1.1% of foreign aid in 2007). Enormous efforts are still needed.

1.2.4. THE EFFICIENCY OF THE HIGHER EDUCATION

In addition to the aforementioned particularities in the higher education of Burkina Faso, the way forward may become bleak due to the weakness in the internal efficiency and effectiveness of higher education. De facto, the effective and efficient allocation of resources is of key importance mainly in a context of extreme scarcity of resources. However, the rates of promotion (26% -65%), repetition (12% -21%) and dropouts (20% -29%) are consistent with a sub-optimal use of resources. Thus, to form a master's level graduate, 48% of additional resources are required.

However, in terms of unemployment, statistics disclose that the products from the higher education of Burkina Faso are facing difficulties in social and occupational integration. The point lies in the mismatch between training and employment, revealing a significant imbalance starting from the university enrolment. In 2008, the distribution of students in higher education was as follows: 55% in social science and commerce, 15% in literature and arts, 16% in pure and applied science, 7% in health sciences, 5% in education and social protection, 1% in agricultural sciences; 1% in engineering science and 1% in industrial, processing and production sciences. However, in virtually the same time, the structure of employment shows that workers are distributed as follows: 67% in agriculture, hunting and fishing, 17.1% in trade, repairs, domestic activities, 4.8% in mining; 3.2% in manufacturing, 2.6% in public administration, education, social and health, 1.9% in construction (MESSRS, 2010). These discrepancies between the structure of the training and the national economics on the one hand, and between the same structure and employment on the other hand, explain the high rate of unemployment affecting young graduates. It is clear that the higher education of Burkina should further enhance its external efficiency.

1.2.5. QUALITY AND EQUITY IN HIGHER EDUCATION

In Burkina Faso, the overall and more specifically higher educational system faces major quality challenges in terms of human, material, educational / teaching resources levels and pertaining to the pedagogical-technological engineering.

The challenges pertaining to equity in higher education revolve around eliminating gender disparities,

inequalities across cities and between the poorest and richest. The vulnerable people totalling up to nearly 20% of employees deserve a kind attention to the purpose of ensuring their right to education (MESSRS, 2010).

1.2.6. THE REFORM OF HIGHER EDUCATION IN BURKINA FASO

Public Universities in charge of the higher education reform of Burkina Faso based on not only national and Community policies but also on the reference framework of the Network for Excellence in Higher Education in West Africa (REESAO). Thus, since the academic year 2009-2010, the LMD (Licence-Master-Doctorat meaning Bachelor-Master-Doctorate) reform is underway at the University of Ouaga-dougou. This was followed by the Universities of Bobo-Dioulasso and Koudougou in 2010-2011. However the first steps of this reform did not go without errors; it subsequently led to repeated strikes thus increasing the delay of the public university system.
The LMD reform thus remains embryonic and greatly suffers from the reluctance to change and almost total absence of new resources to ensure its establishment. So, it opens up a new challenge in the higher education system.

1.2.7. PRIVATE SPONSORSHIP

The government's efforts are supported by the private sector comprising more than 60 institutions of higher education. However, this effort is weakened by some structural difficulties as aforementioned. This is relevant to the supervision human resource management experiencing high stress as coming from public higher education. This results in poor absorption of the demand for higher education.

1.2.8. ADDRESSING HEALTH ISSUES IN HIGHER EDUCATION

The issue of health in the educational system of Burkina Faso is to be seen from two angles: a) the pupils and students' health and b) the consequences of HIV / AIDS pandemics. The academic dropout and failure rates are much dependant on the inadequacy in school and university health facilities including health and nutrition supervision measures. It should be recognized that some actions would have gained more effectiveness if only they were part of a global coordination coupled with an appropriate monitoring / evaluation system.

1.2.9. ACADEMIC RESEARCH IN BURKINA FASO

The main strength of academic research in Burkina Faso is its organization. The fact is that research organization is institutionalized into the organizational structure of the University. In addition, the achievements of researchers as members of the various Specialized Technical Committees (STCs) of CAMES evidences the liveliness of academic research in terms of scientific publications. However, notwithstanding the release of these publications in scientific journals they are still in need of enhancement to address the needs of society.
Apart from this weakness, university research is also characterized by a lack of vision and a national

research policy encompassing all search efforts. This situation was particularly difficult and subsequently further weakened the State funding for research and surrendered researchers to the likings of projects and programs, whose funding will always carry a conditionality. This situation leads to a laisser-faire in operational management of research as the procedures for project / program eventually take precedence on the academic institution.

1.2.10. PARTNERSHIP AS PART OF HIGHER EDUCATION IN BURKINA FASO

Recognizing the hard budget constraints, the actors of higher education in Burkina Faso have quickly realized that partnership is an institutional strengthening factor. Thus, public universities and public and private colleges developed various collaborations ranging from exchange of teachers to assistance in the development of quality training proposals.

Besides this endogenous collaboration, strong partnership linkages were also established with the universities of the former metropolis (France), bilateral and multilateral cooperation agencies (Organisation Internationale de la Francophonie, IRD, ILRI, IFPRI ...), the European Union countries (the Netherlands, Norway, Sweden, Belgium, Denmark, Italy and Spain), the countries of the former Soviet Union, Canada, the United States, China, Japan, etc..
Finally, the South-South cooperation seems to be positioning itself within the sub-regional community spaces (WAEMU, ECOWAS and the African Union). This cooperation is growing due to the emergence of a critical mass of endogenous researchers and teachers.

Partnership is a major pathway to address the numerous challenges in higher education. However, efforts need to be made for an efficient operationalization of such a development strategy.

2. OUAGA II UNIVERSITY: A JUNIOR INSTITUTION WITH BRILLIANT RESULTS AND YET HUGE CHALLENGES

2.1. THE CREATION CONTEXT

The Ouaga II University was created in 2007 as a derivation from the University of Ouagadougou which was founded in 1974. The University of Ouagadougou has experienced a fast qualitative change, which explains its remarkable development and outreach. It is mentioned among the stable and performing universities as a good example of successful integration between students from diverse backgrounds in the sub-region of West Africa. This success resulted in a high increase in the numbers up to 40,000 students against an initial capacity of 15,000 seats.
In this dynamics and in order to decongest the University of Ouagadougou, the Burkina Faso authorities created the Ouaga II University by Decree 2007-834/PRES/PM/MESSRS/MEF dating from the 12th December, 2007 with temporal hosting on the site of the University of Ouagadougou (UO) and the SIAO premises; the presidency is accommodated in a building hired in area 29 of Ouagadougou (Wemtenga) on Avenue Charles de Gaulle. The final site is Gonsé, a town about twenty kilometres from the capital city of Ouagadougou.

Ouaga II University was erected as a State Public scientific, cultural and technical Institution (EPSCT) by Decree No. 2008 - 442/PRES/PM/MESSRS/MEF of July 15, 2008.

Likewise, the specific by-laws of Ouaga II University were adopted by Decree 2008-516/PRES/PM/ MESSRS/MEF of 28 August 2008 and specify its mission, its organization and its operation.

The objectives of the Ouaga II University are:

- Training of officers in all areas;
- Scientific research and dissemination of research findings;
- Upgrading the technical, scientific and cultural level of workers;
- Contributing to the economic, social and cultural development;
- Conferring degrees and diplomas;
- Promoting skills in all sectors of the country;
- Implementing cooperation in training and research;
- Promoting sharing across universities.

It comes out that the objectives of the Ouaga II University are identical to those defined for the public universities in Burkina Faso. This provides an opportunity for each university to develop specific goals.

To date, the Ouaga II University features a Training and Research Faculty of Economics and Management (UFR / SEG), a Training and Research Faculty of Legal and Political Science (UFR / SJP) and other prospective training faculties and institutes soon coming.

The Training and Research Faculty of Economics and Management (UFR / SEG) the one of Legal and Political Science (UFR / SJP) were first created in the University of Ouagadougou by Ministerial Order No. 2000 - 147/MESS/SG/UO/CH of 27 December 2000.

They were brought out of the University of Ouagadougou to form the earliest institutions of the Ouaga II University thereafter. These faculties are still hosted on their old site – the campus of Zogona, at the University of Ouagadougou - and will move to their new site located in Gonsé. Their mission consists of the following:

- The fundamental training;
- Applied and professional training
- Continuous training;
- The scientific and technological research and the promotion of the findings;
- The dissemination of culture and information in the area of its competence;
- Delivering degrees in all three cycles;
- Collaboration with other training and research faculties for the preparation of multidisciplinary-type degrees;
- Participation in international training and research programs.

Given the urgency and importance of the challenges of higher education in Burkina Faso, Ouagadougou University II appears as an objective component of the overall solution. In fact, by creating the Ouaga II University in the context of comprehensive educational system reform, the Government of Burkina Faso engaged in a process to build functional coherence and match the training with the socio-economic and cultural needs of the country. During the past five years the Ouaga II University has been establishing itself in the Burkina Faso higher education environment.

2.2. PERFORMANCE OF OUAGA II UNIVERSITY

2.2.1. THE STUDENT POPULATION – SUCCESS RATES AND FUTURE OF THE GRADUATES

a) The evolution in the number of student

With nearly 11,000 students, the Ouaga II University is a successful example of integration of student peoples (twenty nationalities) in initial and continuing training. The average rate of girls in the student population is 38%. The number of students is constantly changing with yet attempts to limit the numbers since 2010 as the reception capacity of the institution is largely exceeded. The graph below shows that this flow control measure does not significantly impact the average numbers over the period 2004 to 2011.

Graph n°1: Evolution of the numbers of students in SEG and SJP faculties from 2003 to 2011
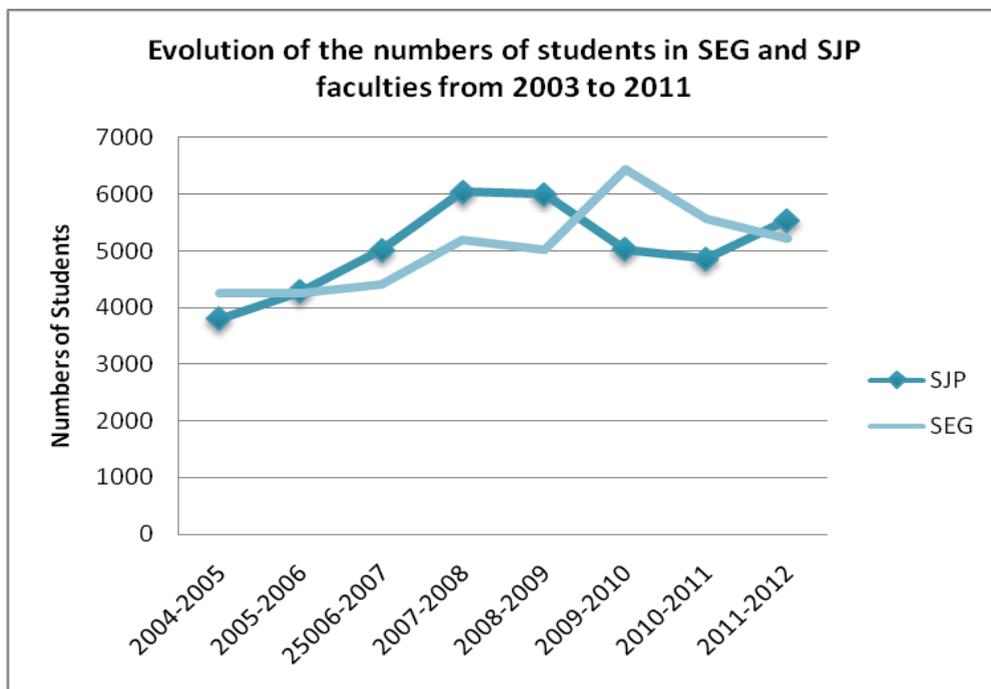
The graph corroborates the average upward trend of students flow to UO 2 with an attempt to control the flow in the SEG faculty. The application of strict criteria of orientation made it possible to reduce the significance of the numbers. However, the rationing remains high: 45% in average.

a)   The success rates and the future of the graduates

The average success rate of the University of Ouaga II is 61.88% and exceeds the national average. In the professional/vocational training departments 100% success rates are regularly achieved for masters' students. UO 2 is also experiencing a low dropout rate averaging 10% against the national average between 20% and 29%. The promotion rate for UO 2 is between 48% and 74%, against a national average between 26% and 65%.

Despite the difficulties inherent in the higher education system of Burkina Faso as a whole, the UO 2 is able to reach an acceptable level of performance. Yet, lower results were observed in the academic year 2010-2011 characterized by a social crisis context, thus confirming the influence of exogenous crises upon the Ouaga II University.

The future of graduates mostly has to do with employment in sectors like education and research, public administration, the private sector and self-employment. The professionalization efforts enable to enhance the employability for UO 2 graduates. The Master of Science in Management (MGS) from the SEG faculty perfectly illustrates this situation with a placement rate of 100% during the first year out of university.

Notwithstanding the existence of real motivations for satisfaction, non-formal monitoring of different students' year groups reveals that the external relevance of the trainings goes down compared to changes in the environment and economy. In fact, the need for specialization becomes mandatory for the UO 2. That is why, as part of the overall reform of the LMD system, UO 2 will work closely with the business world stakeholders and organizations to enhance the relevance of its external training. The UO 2 should intensify its interaction with its environment to provide training prone to high employability.

2.2.2.   THE TRAINING OFFER AT THE OUAGA II UNIVERSITY

The (SEG and SJP) faculties of Ouaga II University offer two types of training from the second cycle: general and professional trainings. The last one is specifically the prerogative of the SEG faculty that has opened to its environment to provide such trainings, since 1984. It is therefore not surprising that this SEG faculty is the one which ventures in Open and Distance Learning (ODL) and in continuing training with successful experiences. Tables 1a and 1b respectively display the training offers in the SEG and SJP faculties of the UO 2.

Table 1.a: training offers in the SEG faculty

Trainings	Professional/Vocational/occupational training			General training			
	BAC+3	BAC+4	BAC+5	BAC+3	BAC+4	BAC+5	BAC+8
	SEG	SEG	SEG	SEG	SEG	SEG	SEG
Initial		Master of Science in Management (MSG) Master of Economics and Management of Social and Solidarity Economics Companies (MEGEES)		Business and organisational Economics and Management (EGEO) Macroeconomics and Development management (MGD) Agricultural, Human resources and Environmental Economics (EARNE)	EGEO MGD EARNE	Master of Economy MAFI	Doctorate in Economics
Continuing		Master of Sciences in Management (MSG) Master of Economics and Management of Social and Solidarity Economics Companies (MEGEES)	Secondary School Honour Graduation Diploma (DESS) in Finance Accounting Control DESS in Local Development Applied Macroeconomics and International Finance (MAFI)			MAFI	
ODL	Management of NGOs and Associations		International Business				
TOTAL	1	4	4	3	3	3	1

Tableau 1.b: Training offers at the UFR/SJP

Trainings	Vocational/occupational training			General training			
	BAC+3	BAC+4	BAC+5	BAC+3	BAC+4	BAC+5	BAC+8
	SJP	SJP	SJP	SJP	SJP	SJP	SJP
Initial			DESS in Business Law	Law	Option of Judicial Law Option of Business Law Option of Public Law	Fundamental Public Law Fundamental Private Law Political Science	Doctorate in law and Political Science
Continuing							
Open and Distance (ODL)							
TOTAL	0	0	1	1	3	3	0

2.2.3.   THE SIZE OF THE STAFF

The staff of the UO 2 is divided between the ATOS- Administrative, technical, Labour and Service Staff-(51%) and the teaching personnel (49%). Appendix 1 details the numbers by employment. It is really from 2009 that the UO 2 gained autonomy in its administration and financial management. Therefore, one of the actions performed by its management was to increase the size of the ATOS and teaching staffs. On average, the ATOS staff grew by 49% against 29% for the teaching staff.

The evolution of the teaching staff was not only quantitative but also qualitative with an upgrade of the level of the teaching staff, whose average rates of success were 75% and 50 % respectively for STC competitions and aggregation competitions. Graph 2 below shows the evolution of the size of the staffs.

Graph 2: Trends of the staff size (2009-2012)
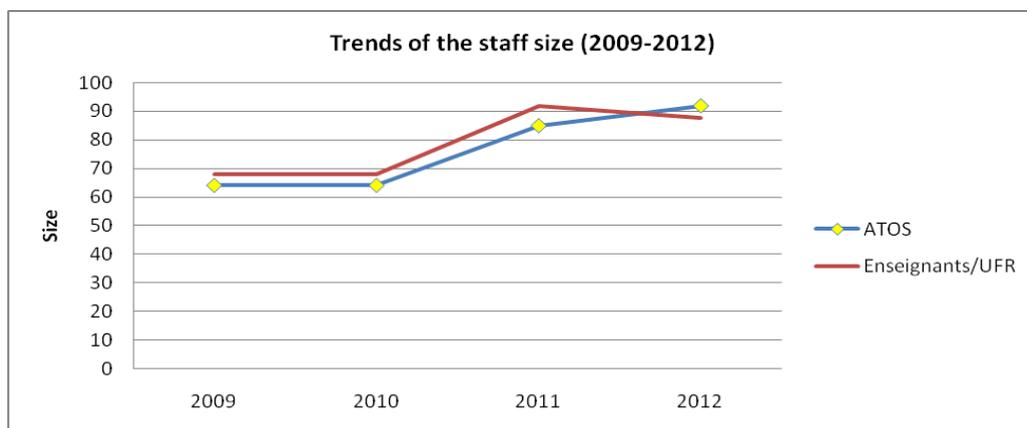
The teaching staff is on a downward trend in spite of the increased over the 2009-2012 period. This occurs as a major weakness of the UO 2, which experiences the retirement of the first generation of teacher-researchers who helped establish the Graduate School of Economics that later became the Faculty of Science Economics and Management and today Training and Research Unit of Economics and Management Science(SEG). The alarming situation calls for a strong action to establish the UO 2 as a key development actor.

Table 2: Distribution of the teaching staffs by degrees

Rank / Grade	SEG	SJP	Total
Full Professors	0	2	**2**
Senior Lecturers	8	4	**12**
Assistant lecturer	14	16	**30**
Assistants	16	5	**21**
ETP	14	11	**25**
Total	**52**	**38**	**90**

Source (DRH UOII, 2012)

The supervision ratios are the lowest of the public universities in Burkina Faso with 6 Rank A teachers for 5632 students in SJP. In the SEG faculty, 4 of 8 Rank A teachers are mathematicians and cannot perform their supervisory activities at the University of Ouagadougou, thus further degrading the average rate of supervision at the doctoral level.

2.2.4.   COMPLETED AND ONGOING PROJECTS

- **Master Plan of Development**

The Ouaga University II is located in Gonsé, 25 km east of Ouagadougou the capital of Burkina Faso. Covering 1897 ha surface area , the site of the Ouaga II University is divided into two areas including one academic and administrative area and one social area. The academic and administrative area is designed to accommodate three UFRs (Faculties); nine institutes with an average surface area between 3.65 ha and 4.32 ha; the central services; the library of the Ouaga II University; the common services and rest places.

As for the area of the university welfare centres, it comprises three places called CENOU 1 CENOU 2 CENOU 3, the university restaurant, common CENOU services and spaces and landscaped areas arranged for rest.

On the site of the University Ouaga II, the following are available and ongoing works:

- **The infrastructure achieved**
    - 02 amphitheatres of 1500 and 1000 places ;
    - 04 large rooms and 4 offices under both amphitheatres ;
    - 01 two-storey teaching buildings comprising 31 offices and 28 rooms equipped;

- **Infrastructure under construction**
    - Electrification and sanitation of the university village;
    - 01 of 408 dormitory beds under construction;
    - 01 300 seats university restaurant;
    - 01 clinic;
    - 02 buildings of 2500 seats each;

In addition to the infrastructure on the Gonsé site, UO 2 owns a software for the development of multiple-choice questions and the automatic correction of papers by scanning and a website under construction.

2.2.5.   THE FUNDING SOURCES AND THE ALLOCATION OF FUNDS IN THE OUAGA II UNIVERSITY

The UO 2 has two main sources of funding: own revenues up to 7% on average against 93% from the State. The analysis of the differences between the forecasts and the actual achievements shows that the UO 2 exceeds its own capital provisions (1.48%) whilst the State subsidy is not fully vested with an average write-down of 8%.

 Regarding the allocation of funds, on average 39% of the State subsidy is predestined for investments. In fact, this prediction is exceeded by one point, evidencing the fact that the level of budget allocation for investment is insufficient, despite efforts by the State. However, for a fledgling university, a major effort remains to be done. Table 3 shows the funding of UO 2 and their allocations from 2009 to 2011.

Table 3: Evolution of the funding of UO 2 from 2009 to 2011

	2009			2010						2011	
	Forecasts	rec	Rates of Rec	prévision	rec	Rates of rec	Forecasts	rec	Rates of Rec	ArecR	Variance
Own revenues	53 904 535	56 937 290	106%	180 000 000	205 423 110	114%	253 991 885	215 101 528	85%	101%	1%
State	1 159 126 000	889 794 500	77%	2 163 961 000	2 163 961 000	100%	3 169 455 481	3 143 749 980	99%	92%	-8%
Investments	22 500 000	20 000 000	89%	1 139 000 000	1 139 000 000	100%	1 430 345 481	1 392 845 481	97%	95%	-5%
Proportion of subsidy granted to the invest-ment	19,41%	22,48%	116%	52,63%	52,63%	100%	45,13%	44,31%	98%	105%	5%

Source (DAF UO 2, 2012)
Rec: Recovery; Rate of Rec: Recovery rate; ARecR: Average Recovery Rate

2.3.   STRENGTHS, WEAKNESSES, THREAT AND OPPORTUNITIES (SWOT) OF UO 2

To successfully meet the challenges of higher education in Burkina Faso the Ouagadougou II University (UO2 must clearly know the forces that are assets to be optimized and the weaknesses that are hindrances to overcome. It must also understand its environment to be able to tap into its opportunities and have a control on the threats that might significantly impede the achievement of the challenges of quality and relevant higher education.
The diagnostic analysis resulted in the following main strengths, weaknesses, opportunities and threats:

Table 4: SWOT Matrix of the Ouaga II University

Strengths	Weaknesses
A participatory leadership and management: there is a spirit of dialogue and cooperation between all stakeholders (policy makers, teachers, students, administrative staff, technical and support labourers).	No clear articulation of a vision shared by the stakeholders of UO 2.
The implementation of modern governance: the systematization of procedures and processes backstopped by relevant information and communication technologies.	Poor communication at the external level and between UO 2 and its environment.
	Poorly diversified training offers: the SEG and SJP faculties have less than a dozen training options.
The dynamism of the teaching staff: illustrated by the CAMES results, the request for support in training advice and coaching made by national and international structures and also efforts to catch up with academic delays.	A limited culture of students financially contributing to their training: registration fees are relatively low compared to the requirements of the target quality
The regular meetings of the governing bodies: the Board of Directors CFVU, Scientific Council and other statutory bodies.	A quantitative and qualitative lack of teaching staff: 90 faculty members, including 10 teachers Rank A, a staff ratio of one teacher for 138 students.
A structured approach to enter the LMD system: the case of the reform, the outreach strategy and a phased approach.	Lack of infrastructure: the UO 2 needs more infrastructures to meet its challenges.
	Poor integration of ICTs in education: pedagogic-technical engineering should be strengthened to reach a greater number of targets.
Successful experiences in continuing education: SEG faculty offers 04 continuing education packages and this experience may be scaled up.	Complexity of the administrative and financial procedures: the idea of a greater autonomy of the universities and research centres initially underpinning the creation of the EPSCT (State public Establishment of scientific, cultural and technical nature) category was almost forgotten in favour of a centralized interpretation of the status of public institution.
An established identity: UO 2 is gradually displayed on the arena of Burkina and regional higher education.	The incompleteness of the statutory organogramme: Positions and services not yet equipped with consequent accumulations and heaviness in the implementation of tasks.

Strengths	Weaknesses
	Weakness of the internal and external effectiveness: 30% of students achieve their graduation while a large number of graduates are hardly employed during the first year. The low valuation of management positions: it results in actors denying leadership and supervision positions. The absence of fundraising experience apart from the state subsidy: The State funding is recognized to be inadequate, but fundraising efforts are weakened in the absence of an institutional fundraising culture. The aging of the teaching staff: first generation teachers concerned with gradually preparing their career termination without succession being assured.

Opportunities	Threats
A growing demand: population growth and the need for capacity building of professionals. Unmet demand for higher education: the creation of a technology and a business incubator remains a desirable but missing link in the chain of entrepreneurship and innovation. Traditional partners of Burkina Faso University willing to support it: the university is renowned for its devoted performance making it a wining partner. The LMD reform: it is accepted and presents a unique opportunity to reform higher education, particularly in Burkina Faso. The development of ICT: the pedagogic-technological engineering is an essential tool to meet community needs in education, training and research. ICT development offers a real opportunity to make the UO 2 a centre of excellence consistent with the environment and development challenges.	Poor political commitment and support: the political commitment is shy though acknowledged as key in the economic and social development. The lack of confidence in the university as a whole: the Burkina Faso higher education is victim of lost image and brand because of its repeated cycles of overlapping years and the very violent crises it is undergoing. The social and political unrest originating outside the university: the university turns to be the conducive home for the scaling and dissemination of social crises subsequently jeopardizing its operation. The poor commitment of the business world in the construction of development-supportive African university: stakeholders do not have the same commitment to make the subsystem of higher education a breeding ground for the growth of the capacity building and applied research

The major prevailing challenge remains the desire to make the UO 2 a solid African higher education and research institution in line with the changing environment whose needs it addresses. Indeed, there are weaknesses and threats hampering the process of making the UO 2 a centre of excellence. However, the aim is laudable and achievable because of the various strengths and opportunities that the institution has. On this basis, the UO 2 can establish a genuine university project in Burkina Faso.

The strategic plan of its development therefore stands as an instrument and framework for mobilizing and mainstreaming efforts to make this project a reality.

3.   VISION, MISSION AND VALUES

Defining the vision, the mission and values of the University Ouaga II is part of a great change logics and process in the public university mostly criticized for its malfunctioning and inability to fulfil its missions.

3.1.   THE VISION OF THE OUAGA II UNIVERSITY

We positively and significantly change our students and our society through a framework conducive to knowledge generation, innovation, sharing and partnerships.

1.1.   THE MISSION OF THE OUAGA II UNIVERSITY

We build up sustainable development men and women.

1.2.   THE VALUES OF OUAGA II UNIVERSITY

We believe in:
- A quality public service as the basis and foundation of any development;
- A culture of quality and excellence as the source of ongoing monitoring and progress;
- The power of discipline as essential behaviour for learning and relearning;
- The power of partnership since major achievements happen as a fruit of clever union and diversity;
- The spirit of independence and accountability as the development of the Ouaga II University can only happen through the rule of evidence and the superior interest of the institution;
- The mankind because we shall keep in mind that we inherited this world that we shall pass to others.

4. STRATEGIC ACTION PLAN 2013-2020

4.1. THE STRATEGIC OBJECTIVES OF THE OUAGA II UNIVERSITY BY 2020

To achieve its vision, the Ouaga II University set itself the following main strategic objectives:

- To strengthen the organisational and institutional development of capacities of Ouaga II University;
- To increase access to higher education in Burkina Faso;
- To strengthen the relevance and quality of the training packages and contents;
- To develop a win-win partnership between the University, its community and the rest of the world;
- Enhance the capacity and the relevance of academic research and ensure its popularization.

4.2. STRATEGIC 2013-2020 ACTION FRAMEWORK OF THE OUAGA II UNIVERSITY

The objective baseline analysis of the state of art of the Ouaga II University and its environment made it possible to identify in a structured way the various key factors impeding or facilitating its development. These drivers have thus helped to develop the overall strategic objectives of the Ouaga II University. In line with the strategic objectives, twenty one (21) operational objectives have been identified. They led the university management team to contemplate suitable actions as summarized in the logical framework.

The basic principle underpinning the overall solution is the flexibility and consistency of the proposed actions. Thus, notwithstanding a context of extreme scarcity, the UO 2 may provide a minimum consistent solution as well, enabling the management team to maintain the momentum towards the creation of a competitive modern university contributing to the development of its environment.

4.2.1. STRENGTHENING THE ORGANISATIONAL AND INSTITUTIONAL DEVELOPMENT OF CAPACITIES OF THE OUAGA II UNIVERSITY

Based on the aforementioned analysis, the Ouaga II University holds a special place in the public higher education. It is actually a real university project building a brand; hence the need to strengthen its institutional and organizational aspects. This will therefore consist in operationalizing the following: (i) the construction of the Ouaga II university village, (ii) improving governance, and (iii) strengthening the culture of internal and external communications within and outside the university.

- **Building the Ouaga II university village**

The Ouaga II University is a conducive ground and framework for knowledge innovation and generation. It becomes obvious that achieving such a framework requires the necessary facilities within the Ouaga II University and easy access. That is the orientation of the proposed actions. A major point consists in developing a university safety centre, whose primary mission is to ensure the security and tranquillity in the academic Ouaga II village.

- **Improving university governance**

One of the shortcomings of the public university is its weak governance (lack of manuals of procedures, deficiencies of the other management tools of the faculties and departments, etc...). In such an ambitious project like that of UO 2, the institutional framework should not just be defined but also operationally implemented. The development of the UO 2 cannot be restricted to physical infrastructure. The UO 2 is already engaged in a vision of good governance and this strategic plan will consolidate it in the context of its development.

- **Strengthening the culture of internal and external communication for the university.**

Communication is the foundation of any action. In terms of challenges, including the quality of governance, the spirit of independence and accountability, openness to its environment, the UO 2 must lay an emphasis on communication by making it systematic and a basic principle of operation.

4.2.2.   INCREASING ACCESS TO HIGHER EDUCATION IN BURKINA FASO

For the UO 2 to be a solution of the educational system it should significantly contribute to increasing access to higher education in a context of high demographic pressure and high demand for education originating from the education base reforms. For this purpose, it is important to strengthen the reception capacity, develop the pedagogico-technical engineering, build the leadership capacity, diversify the range of degree courses and improve the university education of girls and vulnerable people. That is why the UO 2 aims to reach 161 717 students through its strategic plan all courses and all courses combined, which is an annual growth rate of 45% by 2020.

- **Increase the reception capacity**

A university cannot be viable without a minimum of care facilities for students. This is why investing in the construction is critical to significantly increase the number of students. This means investing both in faculties and learning materials (libraries).

- **Develop the pedagogico-technical engineering**

As we are in the era of information technology and communication being used as a driver of increased access to education at affordable cost, many people consider the development of pedagogical technical engineering itself as a mandatory complementary solution to other actions in increasing access to higher education. A consistent implementation will make it possible to reduce the pressure on the physical infrastructure. Establishing the ODLI Institute (Distance and Open Education Institute) to primarily manage the development of open and distance learning will enable to supervise the actions along the lines of pedagogico-technical engineering development.

- **Strengthening the supervision capacity**

The strong lack of quantity and quality supervision staff (teacher-researchers) and ATOS staff need to be urgently addressed for an increased access to higher education – access for more students. This is to actually ensure continuing education, promotion to higher ranks and massive recruitment of academic staff.

- **Diversifying the graduate education offers**

The UO 2 intends to have a real impact on its environment. That is why, while listening to it, it will not be able increase access unless it develops new training contents tailored to the demand. Thus, the certification trainings, whose purpose is to give flexibility to the graduation in fine, should tap into the credit system to support efforts deemed to increase access.

Drawing inspiration and lessons from two major facts –all students are not systematically able to pass the first two years on the one hand, and that the university recruits students (workers) from the final secondary school year having failed to the Baccalaureate exam the other hand – the UO2 wants to offer new graduates and workers the opportunity to choose between integrating general university courses or the vocational programs. This enables the student oriented in the professional training to obtain his/her degree and a qualification in three years for direct or self employment. In concrete terms, the UO 2 develops the Institut Universitaire des Métiers (IUM /University Job Institute). For this purpose, the design will take into account the development of an employment centre to support the interaction between the business world and the university.

In addition to this institute, the UO 2 will work to increase the number of Faculties, Institutes and Schools through the creation of the Faculty of Science and Technology (UFR ST), University Institute of Continuing and Initial Trainings (IUFIC), the distance Learning (ODL) and the School of International and Commercial High Studies (EHEIC) to promote engineering careers and trainings for lifetime.

- **Enhancing the university enrolment for girls and vulnerable people**

The UO 2 has undertaken to be a stakeholder of sustainable development. Yet there can be no sustainable development with exclusion. That is why improving equity in access appears to the UO 2 as a way to increase its population while addressing the needs. The academic orientation, the training programs and adult programs integrate gender diversity and the inclusion of vulnerable people (HIV patients, HIV orphans, disabled persons, disaster casualties, refugees, etc.) from the onset of the design.

4.2.3. ENHANCING THE RELEVANCE AND QUALITY OF THE TRAINING

For the UO 2 to be able to fully play its role in the economic and social development of Burkina Faso it should provide the country with very high quality human resources tailored to the needs of the environment. To achieve this, the UO 2 intends to develop an internal quality control mechanism to enhance the teaching skills of its teachers to more effectively orient education towards professionalization, support the ongoing needs of the professional world, improve the content of their courses and consolidate the LMD reform.

- **Setting up a quality control system**

The UO 2 will consider quality as the centre of excellence to optimize its impact on the environment. The quality assurance system will make it possible to systematize and pave the way to create, teach, evaluate and review relevant content courses. This system will place the university system in a permanent quest for excellence in the development and acceptance of a culture of evaluation at all levels. It will also ensure

the integration of a sustainable development dimension in all training curricula.

- **Enhancing the pedagogical skills**

Teaching is a profession; teachers should be endowed with the means and tricks of this job through a systematic training in university pedagogy, assessment and skill-oriented curriculum development. The assumption is that if the teacher has the required pedagogy (s) he will improve teaching and evaluation, which is a plus in the growth rate of student success.

- **Occupation-oriented education**

Increasing the professionalization has the potential to improve the relevance of the university education. It will enable the UO 2 to better act on its environment by best addressing their needs. Therefore, the orientation towards greater professionalization appears as a legitimate axis for a good university.

- **Developing continuing training**

The knowledge economics assumes that there is hardly any lifetime long knowledge; we usually learn, forget and relearn. To ensure quality, the UO 2 will seek to ensure continuing training for its teaching staff.

- **Enhancing the learning content/training packages**

The rapid evolution of knowledge requires regular content update in order to better meet the quality requirements. The quality control system is expected to initially determine the programme review framework. However, the development of a culture of pedagogical teamwork and proper use of open educational resources will ultimately help achieve such an ambition.

- **Enhancing the implementation of the LMD system**

LMD comes as an opportunity for a qualitative reform of higher education. As part of a quality and relevance approach, the LMD will be consolidated in the university bodies. The need to maintain an ongoing dialogue will also go with the development of a culture of continuous social dialogue. And the implementation of the LMD will stand as a permanent quest for quality and relevance at the UO 2 provided that the reform is enforced as planned.

4.2.4. DEVELOPING A WIN-WIN PARTNERSHIP BETWEEN THE UNIVERSITY, ITS COMMUNITY AND THE REST OF THE WORLD

One of the values of the UO 2 is the belief in the power of partnership. More than just a simple means, partnership with the University Ouaga II is a necessity dictated by the context of globalization, the regional integration dynamics and the insertion of the University in its environment. Thus, developing a policy and a strategy of partnership comes as a first step towards the strengthening of sharing between universities and the promotion of a culture of public-private partnership.

- **Developing a partnership policy for Ouaga II University**

The partnership policy is the baseline of all contracts and / or cooperation or collaboration between UO 2 and its stakeholders. Its implementation is required to allow the stakeholders of the partnership to effectively play their role.

- **Enhancing sharing across universities**

University flows are fundamental to a university that aspires to an international brand and establish a culture of best practice. Therefore, through the development of exchange programs, students, teachers and staff can be mutually enriching contact with other universities.

- **Promoting public-private partnership**

The public-private partnership is seen as a major development driver in a context where the State cannot do everything alone. The philosophy of this partnership under the UO 2 or higher education in general, is to support the efforts of the State to the private sector while ensuring a return on investment. The UO 2 will explore this partnership to make the university village a reality.

4.2.5.   ENHANCING THE CAPACITY AND THE RELEVANCE OF ACADEMIC RESEARCH AND ENSURING THE DISSEMINATION OF THE FINDINGS

There can be no viable university without research let alone a development without research. At the UO 2, research is knowledge and innovation science oriented. That is why it is important to define the baseline, equip laboratories, build teams, foster innovation and disseminate the results of research.

- **Setting up the general research framework**

Defining a research framework is a key step in establishing relevant and quality research in the UO 2. The research framework of the UO 2 provides the strategic guidelines enabling the university to contribute to development.

- **Equipping the research laboratories**

The aim of the UO, in relation to its role in the development of Burkina Faso is to give way to the creation of an environment conducive to research and innovation, which occurs naturally in subsequently equipping laboratories and research units.

- **Strengthening the research teams**

Strengthening research teams is aligned to the creation of a research and innovation environment and also to providing solutions to the problems of society and to promote the international reputation of the UO 2. Therefore, an effort will be placed on the endogenous capacity of teams to raise funds for research, publish and popularize / disseminate the results of research.

- **Enabling the development of innovative practices, techniques and habits (ways of doing)**

Innovation is at the heart of the vision of the UO 2. Therefore, it is key to establish the concept and create a consistent responsive and institutional accountability. However, to achieve such awareness on innovation, there is a need to develop a technocity and business incubator to make change happen. In addition to applied research laboratories, technocity and business incubator will house spin-offs and various enterprises. The spin-offs will serve the educational and economic functions consisting to demonstrate the use of innovation and the income generation for the innovator; hence they will be a source of motivation.

- **Disseminating the research results**

The dissemination of research results is a major opportunity for communion between the university and the society. This is a strong action that takes the University out of the brand of an entity enclosed in an ivory tower.

That is why through workshops, seminars, open houses and other local scientific journals, the UO 2 will let the world know about its research products.

5. PROVISIONAL BUDGET AND STRATEGIC PLAN FUNDING STRATEGY

5.1. PROVISIONAL ANALYSIS

5.1.1. PRELIMINARY ASSESSMENT OF THE ACTION

The estimate cost of the strategic plan of the UO 2 is CFA FRANCS 103.394 billion. This may seem high as the cost of a new university but actually fits within a reasonable range of budgetary efforts expected from the higher education stakeholders of Burkina Faso and all Africa. That is why the following resource mobilization strategy shows how in a context of scarce resources, the UO 2 is going to mobilize funds to achieve its five (05) development goals.

5.1.2. BUDGETARY ALLOCATION ANALYSIS

The strategic plan of the UO 2 is student-centred. The contemplated actions contribute in achieving this goal through massive investments in the years of the strategic plan. This plan carries the ambition and potential to build a modern and Development University by 2020.

Table 5 below summarizes the financial estimates by strategic action plan. In fact, an action plan cuts across actions of the various strategic axes listed in the logical framework below.

Table 5: Financial estimate of the action and budget allocation

Action plans	Total by action plan (CFA FRANCS billion)	% Allocation by plan
P- 1: Strategic action plan for the enhancement of the system of students' management and the extension of the reception capacity.	78 860	76
P- 2 : Strategic action plan for the enhancement of the teaching programmes quality and relevance and the effective implementation of the LMD system	19 501	19
P- 3 : Strategic Action plan for good governance	2 453	2,5
P- 4: Strategic action plan for the enhancing internal and external resources	2 580	2,5
TOTAL	**103 394**	**100**

It clearly comes out from this table that the proposed action is centred on the student; demonstrated by the substantial allocation (95% in P1 and P2) of the funds to be raised.

5.2. FUNDING STRATEGY OF THE STRATEGIC PLAN

The UO 2strategic plan calls for a modest and substantially consistent financial effort: a) modest regarding the economic and social development role expected from higher education to make Burkina Faso an emerging country, but b) substantially consistent in relation to overall government resources. Based on these facts, the strategy of the UO 2 focuses on four complementary sources of funding: the State, the public-private partnership, own funds and donors.

5.2.1. THE SUBSIDY FROM THE STATE

At present, the state is the main funder of the UO 2. Considering this educational sub-sector as an area of sovereignty, it is desirable that the State remains the largest donor. That is why an additional effort is required from the Burkina Faso State to provide funding for at least 50% of the shares plan, throughout the strategic plan duration. Notwithstanding the fact that the results obtained in terms of universal education are still modest and have been favouring the prioritization of primary education for many years, it is worth mentioning that, in light of recent efforts in secondary education, the rate of higher education

applicants will be subject to a significant increase from 2015. It is essential to provide substantially budgetary flows consistent with the mitigation of risks of major social conflict.

5.2.2.   THE PUBLIC-PRIVATE PARTNERSHIP

The public-private partnership is a key component of the funding strategy for the strategic plan. It consists in a legal and financial arrangement likely to enable any partner (individual or institutional investor) to invest and run its investment over a specified period of party agreement before fully surrendering to UO 2 or set a different operating mode.

Simulation: For a university residence comprising 1500 seats costing approximately CFA francs 3 billion, with a rent of CFA francs 10,000 / month / bed, an investor can have a 30-year return on investment (profitability) up to at least 80% in fine. Table 6 gives an indication of the profits of a potential investor.

Table 6: Simulation of the profits of an investor over the first year

Heading	t0	Year 1	…. Year 30	Cumulative income over 30 years
Capital investment	3 000 000 000			
Straight-line annual depreciation		100 000 000		
Number of beds (N)		1 500	1 500	
Monthly rent (Lm)		10 000	10 000	
Income (N*Lm)*12 months		180 000 000	180 000 000	5 400 000 000
Financial profitability of the investment after 30 years in fine				80% of profitability, or a gross earning of +2.400.000.000

The above simulation can be extended to all business opportunities (hotel, restaurant, transportation, recreation rooms, advertising space, etc.) for an individual or institutional investor. The underlying principle consists of a win-win partnership.

5.2.3.   OWN FUNDS

In all Public Universities of Burkina Faso such as the Ouaga II University, the students' contribution to the cost of training remains marginal. Seizing the opportunity of the national conferences on higher education, it is imperative to consider an increase of the enrolment fees. It is surprising that secondary students and parents are often ready to pay higher amounts than those of the higher education whereas higher education has a significantly higher cost than other levels of education. Therefore, to ensure the financing of the strategic plan, one desirable option is to increase the higher education registration fees to CFA FRANCS 50 000 alongside with support measures following the establishment of a scholarship fund corresponding to 15% of the revenues, to systematically provide tuition for needy and most deserving students. This option will enable UO2 t reach an average of 15% of students in the UO 2 as beneficiaries of this fund and it will increase the own fund of the UO 2 by at least 233%. In the vigilance of the university community this increase may serve as base funds for the capital investments at UO 2. In addition, the assumption of an investment fund after approval of the Ministry of Economics and Finance will be explored in situations of overliquidity.

It goes without saying that the objective of increasing access to higher education becomes a real source of motivation for the implementation of the strategic plan.

In view of the observed increases in enrolment and demographic trends, assuming a steady increase in the population of Ouaga II with a hundred thousand as a target by 2020 it is expected to take less than three years to increase the revenue with more than one billion CFA FRANCS as portrayed in Table 7 below:

Table 7: Simulation of the incomes by an increase of the enrolment fees over three years

Heading	Year 1	Year 2	Year 3
Yearly enrolment fees (f)	50 000	50 000	50 000
Number of students (N)	12000	17 400	25 230
INCOME (FCFA)= N*f	600 000 000	870 000 00	1 261 500 000
Funds for Subsidies (15% Income)	90 000 000	130 500 000	189 225 000
Number of students enrolled by subsidization	1 800	2 610	3 785

Apart from the illustration above, the UO 2 envisions to develop the function of services to not only optimize the level of own capital but also increase its population. The increase of the population of UO 2 as portrayed in Table 7 takes its source in the development of e-education and the opening of new institutes and faculties.

5.2.4. FUNDRAISING WITH DONORS

Two funding sources will be explored as long as the fundraising culture is sparked off: fundraising campaigns by direct call for funding (grants) and loans.

a)   Fundraising by direct call for funding
This covers the direct resource mobilization campaign and an active participation in calls for funding from donors such as:
- UEMOA/WAEMU;
- Ford Foundation ;
- Bill and Melinda Gates Foundation;
- USAID;
- The European Union;
- African Capacity Building Foundation (ACBF);
- The French Cooperation;
- The Swedish Cooperation;
- The Taiwan Cooperation ;
- The International Research and Development Centre (CRDI);
- The French Republic ;
- The Netherlands Kingdom;
- The Belgium Kingdom;
- The mining companies;
- Etc.

A donor may decide to support one or more aspects of the plan and / or different operational objectives. One of the mandates of the Board of Directors will consist in seeking other funding partners to ensure timely full or partial funding (3%) of the strategic plan.

b)   Loans
The increase of the own fund has the potential to provide the UO 2 with an auto funding capacity. But more importantly it gives it enough creditworthiness likely to enable it to incur debts. With the consent of the State, direct financing through a public offering or financing from development banking institutions may be successfully explored. With respect to actions, a 4% loan from a bank or a development fund or pension structure may enable the financing of investments at the UO 2. Considering a loan of 10 billion or more than 15 million Euros at a rate of 4% over 25 years and with a population of 15 000 students paying 50,000 CFA FRANCS, the UO 2 may pay its annual debt based on the enrolment funds. In summary, Table 8 suggests the funding strategy according to the following allocation by donors.

Table 8: Provisional UO 2 funding sources

Funding Source	%
State	50%
Public-Private partnership	25%
Own funds	15%
Foreign grants	3%
Soft loans	7%
Total	**100%**

6.   MONITORING AND EVALUATION MECHANISM OF THE STRATEGIC PLAN

6.1.   GOVERNANCE OF THE STRATEGIC PLAN

This strategic plan is first and foremost a reference document for the control and management of the Ouaga II University. It was designed in a participatory manner and above all, it federates the stakeholders on the vision of the UO 2 over the years of the plan. Therefore, the governance plan is essential for the bodies in charge of the management of this University who will actually be responsible for developing the appropriate bodies (e.g.: steering committee, permanent secretariat, technical committee, etc.).

6.2.   THE MONITORING AND EVALUATION OF THE ENTITIES OF THE STRATEGIC PLAN

The organizational structure of UO 2 includes a Directorate of Studies and Planning. The monitoring of the strategic plan will be made by this directorate with a regular reporting to the President and the Board of Directors based on the indicators defined in the logical framework. Upon request, any partner may be provided a detailed evaluation of the strategic plan.

6.3.   STRATEGIC PLAN REVIEW MECHANISMS

This strategic plan can be reviewed as needed based on contingencies and the changing environment. In fact, the debate is increasingly oriented toward a Marshall Plan for the university. It goes without saying that the changes in the environment can cause changes in the programmatic implementation of this plan. However, irrespectively of these contingencies it is desirable to perform a midterm evaluation to better realign actions. The management team will decide on the opportuneness of this review.

7. LOGICAL FRAMEWORK

7.1. RISK ANALYSIS

7.1.1. THE RISKS

The successful implementation of the strategic plan bears three major risks:

• The corporatist political risk or the degree of politicization and corporatism in the higher education of Burkina Faso made it the scene of political clashes and crises yielding antagonisms between actors that result in a loss of the institutional team spirit in favour of a tribal and clusters/mobs spirit. However, the strategic plan calls for a leap of actors and a general mobilization;

• The possible lack of strong political commitment, which may result in a lack of human, financial and material resources tailored to the priorities and their timely provision up to the planned amounts;

• The human reluctance to change, which consists of not being able to immediately mobilize all actors. Worse, some may be counter-performing, this means acting against the achievement of the strategic plan;

• The socio-political instability creating a change of national and regional context;

• The enforcement or implementation-related risk, whose occurrence may undermine the achievement of the action in the desired time with ripple effects.

7.1.2. THE RISKS MITIGATION STRATEGY

Risk analysis shows that the top three major factors deserve a special attention. These risks must be controlled or tracked to increase the chance of achieving the strategic plan and the vision there-attached. To address the corporatist political risks and those related to the political commitment, the strategic plan focuses on communication and dialogue as essential tools to advocacy for an active awareness in the service of higher education and more generally the overall interest. Every effort to be undertaken will be subject to an ongoing dialogue likely to buy the most sceptical people in. That is why the good governance efforts, the adoption and implementation of a code of ethics are promoted as tools that contribute to the rise in internal accountability of the independence spirit.

Beyond the ongoing dialogue, the example will be used as an educational tool to convince. That is why the UO 2 will still be implementing its plan with its modest means, to show that it is technically possible and economically desirable: «show by example» because it is the only way to get stakeholders own the plan of the UO 2. Facing the evidence of the example, investors and donors will follow the pace if the mandate is given to university officials to invest in resource mobilization like other great universities around of the world. The plan envisions this perspective by offering the opportunity to the Board of Directors to involve more in the search for solutions to address the structural problems of the Ouaga II University.

To address the risks of implementation, the UO 2 will establish governance enhancement procedures that will take into account ex ante operators' ability to perform the tasks.

7.2.   THE EXPECTED OUTCOMES OF THE STRATEGIC PLAN

The strategic plan of the UO 2 is meant to achieve five (05) main objectives. The results are indexed to objectives and not to actions because in fine, evaluation will be done on the results –not actions: Such a choice emanates from the quest for efficiency.

Therefore, all things being equal, after its completion, the following results will be achieved:
1. Enhancing the institutional and organizational development Capacity of Ouaga II;
2. Extending access to higher education for a greater number of young people in Burkina Faso;
3. Strengthening the relevance and quality of training at the UO 2;
4. Developing win-win partnerships between UO 2, its community and the rest of the world; and
5. Enhancing the capacities and the relevance of university research and also ensuring the dissemination of the findings.

Table 9: Logical Framework of the Ouaga II University

	Specific Objectives	Results	Actions	Indicators	Source
Enhancing the institutional and organizational development Capacity of Ouaga II;	Building the Ouaga II University village	The university village is built	1.1.1. Construct and equip the Presidency of the Ouaga II University; 1.1.2. Construct and equip 03 university residences of 1000 places each; 1.1.3. Construct and equip a hotel of 50 rooms; 1.1.4. Construct and equip 03 restaurants of 1000 places; 1.1.5. Construct the students' campus (CHU, sport complexes); 1.1.6. Construct and equip one 2-storey building with 75 offices for the financial workforce (FAD /DAF, AC, CF); 1.1.7. Construct and equip one 2-storey building for the management of the university Press (DPU); 1.1.8. Construct and equip 03 2-storey buildings extendible likely extendible to 4-storey) for the head office of UFR/SEG, UFR/SJP, UFR/ST, IUFIC, IFOAD, IUM and EHEIC 1.1.9. Construct and equip 06 cafeterias for the head offices	- 01 building for the presidency ; - 03 university residences ; - 03 restaurants ; - the 50-rooms hotel; - 01 sport complex ; - 01 CHU ; - 01 2-storey building of 75 offices for the financial workforce; - 01 2-storey building for the university press management DPU ; - 03 2-storey buildings for the administration of the UFRs (faculties) ; - 06 cafeterias in every UFR/faculty ; - 03 teaching buildings in every UFR ; - 01 maintenance centre; - 01 tarmac road ; - 06 parking areas ; - 06 latrine blocks (washrooms) for the	- Les PV de réception ; - Les rapports d'activités de l'UO 2.

2 Financial and Accounting Director;   3 Assistant Accountant;   4 Head of Finance

Specific Objectives	Results	Actions	Indicators	Source
		of UFR/SEG and UFR/SJP, UFR/ST, IUFIC, IFOAD, IUM, EHEIC ; 1.1.10. Construct and equip 03 teaching buildings for the head offices of UFR/SEG, UFR/SJP UFR/ST, IUFIC, IUM, EHEIC ; 1.1.11. Operation of the ancillary services (banking, post-office, business/trade centre) ; 1.1.12. Maintenance centre of UO 2, etc. 1.1.13. Construct a haul road to Ouaga II 1.1.14. Construct 06 covered parking areas; 1.1.15. Construct and equip 06 latrine blocs (washrooms) for the UFR/SEG, UFR/SJP, IUM, UIFIC, EHEIC, UFR ST 1.1.16. Construct teaching offices and 06 teaching staff rooms ; 1.1.17. Construct and equip one 2-storey building (of 50 offices, extendible to 4-storey for the DAOI.	IUFRs ; - 01 4-storey building for the teachers offices; - the buildings of EHEIC - the buildings of: UFR/ ST, IUFIC, IUM - 01 2-storey building of 50 offices extendible.	
Enhancing university governance	Governance is enhanced at the university	1.2.1. Development of administrative (accounting, financial, materiel and communications) rules together with the ethical charter of the staff of the Ouaga II University; 1.2.2. Training on ownership and implementation of	- the number of cases rejected after first development; - the number of cases managed ; - fluency in duty performance ; - number of trainings on the procedures ;	- the manual of procedures and rules ; - The ethical charter ; - the deontology charter,

Objective	Expected results	Activities	Indicators	Means of verification
		procedures ; 1.2.3. Establishment of the statutory governance bodies : vice-presidencies, top management; 1.2.4. Development of an internal governance M&E system (administrative management) ; 1.2.5. Regular meetings of the governance bodies of UO 2 ; 1.2.6. Enhancing the involvement of the Board of Directors in the development of the Ouaga II University 1.2.7. Development and implementation of a HRM policy for UO 2 ; 1.2.8. Development of tools and strategies for the staff management by the SP ; 1.2.9. Procurement of equipment and supplies management softwares;	- The control of violence in all forms ; - Mutual respect ; - acceptance of the right to differ ; - the number of measures and decisions ; - the frequency of governance bodies meetings ; -the M&E tools; - The number of fundraising missions carried out by the Board of Directors; - Number of special sessions of the Board of Directors ; - the HRM policy ; -Number of software items procured.	- Narrative reports of UO 2, - Reports of trainings on the procedures; - The minutes of governance bodies establishments ; - M&E reports ; - Trip reports of the Board of Directors; - Minutes of the Board meeting ; - the report of the HRM policy (continuing training of staff) ; - Minutes of installation of softwares ; Narrative report of UO 2.
Consolidate the internal and external communications (within the university and with the stakeholders)	Internal communications culture is effectively consolidated within the university and with the stakeholders	1.3.1. Developing the charter of communication ; 1.3.2. Developing a communications policy ; 1.3.3. Setting up a communications management	- The communications charter ; - The communications	- UO 2 narrative report; - Web site and active pages ;

Specific Objectives	Results	Actions	Indicators	Source
		unit; 1.3.4. Development of the website of the UO 2 ; 1.3.5. Celebrating the 10th anniversary of UO 2 ; 1.3.6. Newsletter of UO 2 ;	policy ; - A body in charge of communications ; - The website ; - The 10th anniversary celebration report ; - A newsletter of UO 2 ;	- Evaluation report of the 10Th Anniversary - Newspaper issues.
Increasing the reception capacity	The reception capacity is increased	2.1.1. Construct and equip UFRs/faculties (Halls, lecture rooms, Exercise rooms, Experiment rooms…); 2.1.2. Construct and equip 8 halls of 2500 adjustable places ; 2.1.3 Construct and equip 8 amphitheatres of 2500 places equipped with call conference devices and toilet blocks ; 2.1.4. Construct and equip a central library of 1000 places ; 2.1.5. Construct and equip 05 libraries of 500 places each ; 2.1.6. Construct and equip EHEIC for at least 300 students.	- 08 Amphitheatres of 2500 places with equipments ; - Amphitheatres of 2500 places with call conference settings and toilets ; - A library of 1000 places - 05 libraries	- UO 2 narrative report; - reception details ; - VP/EIP narrative report.
Developing the pedagogico-technical engineering	The pedagogico-technical engineering is developed	2.2.1 Establishment of a capacity building centre for e-learning ; 2.2.2 Effective running of new UFRs ; 2.2.3. Development of continuing training ; 2.2.4. Development of an acknowledgement framework for the experience-based know-	- 01 Capacity building centre for e-learning ; - 01 IFOAD; - Baseline documents of VAE	- UO 2 narrative report.

(Specific Objectives, left column spanning: Increasing access to higher education in Burkina Faso)

General objective	Specific objective	Expected result	Activities	Indicators	Means of verification
Enhance the relevance and quality of the training packages	Strengthening the supervision capacity	The supervision capacity is enhanced	2.2.1 Establishment of a capacity building centre for e-learning ; 2.2.2 Effective running of new UFRs ; 2.2.3. Development of continuing training ; 2.2.4. Development of an acknowledgement framework for the experience-based know-how ;	The number of teachers recruited; The teachers/students supervision rate; The number of tutors	
	Diversifying the degree training offer	The offer of degree training is diversified	2.3.1. Recruitment of teacher-researchers ; 2.3.2 Development of a tutoring framework and recruitment of tutors ; 2.3.4. Recruitment of ATOS staff; 2.3.5 Continuing training of the staff ; 2.3.6. Endowment for study travels and the preparation of professors' qualification.	Number of continuing trainings for the staff; The software; The promotion via CAMES; Number of programmes; Diversity by target	
	Enhancing the academic training of girls and the vulnerable people	The academic training of girls and the vulnerable people is enhanced	2.4.1. Development of new training offers consistent with the need for economics 2.4.2. Develop maters trainings in research	Number of research masters; Number of vulnerable students enrolled; Support system; Attachment of females	Web Site; Pamphlets on academic training UO 2; DAOI report
	Setting up a quality control system	The quality control system is established	2.5.1. Development and implementation of the vulnerable group policy at the university 2.5.2. The inclusion of diversity in developing the programmes 3.1.1. Development of the quality charter	and vulnerable persons programmes to the corporate training agenda; Number of programmes	Web Site; Pamphlet on the training offers of UO 2; Ouaga 2 narrative report

Specific Objectives	Results	Actions	Indicators	Source
Strengthening the pedagogical skills	A quality control system is established	3.1.2. Development of the procedures for developing and adopting new programmes 3.1.3. Systematic evaluation of contents and curricula 3.1.4. Addition of sustainable development modules to the curricula	reviewed Quality control system Manual of programme development and adoption Quality control charter Sustainable development module	VP/EIP narrative report
Directing education to professionalization	Education is professionalization-oriented	3.2.1. Training on academic pedagogy 3.2.2. Training on skill-oriented curricula	Number of trainings Number of teachers trained Success rate to exams Number of professional/vocational options Participation of the professional in the development of curricula	Ouaga 2 narrative report Training pamphlet HRM report
Developing continuing training	Continuing training is developed	3.3.1. Adapting curricula to the market needs 3.3.2. Multiplication of interactions between the university and the professional world by creating the team of associate professors 3.4.1. Training and enhancement of business managers, administrative and technical	Number of professional stakeholders (students and teachers) Number of associate professors Number of seminars by professionals Number of agreements linking UO 2 to the professional world Number of trainings Number of certificates delivered	Pamphlet on training offers

General objective	Specific objective	Result	Activities	Indicators	Verification source
			officers, intermediate officers and labourers specialized in the public and private sectors, depending on their needs for capacity building 3.4.2. Development of certification trainings entitling for credits		Training sessions report
	Enhancing the content of the training packages	The content of the training packages is enhanced	3.5.1. Development and adoption of external Educative Ressources (REL) 3.5.2. Building pedagogical teams within the faculties/ UFRs	Le nombre de REL adaptées Le nombre d'équipes pédagogiques	Site web Rapport d'activités des UFR
	Renforcer la mise en œuvre du LMD	Le LMD est mis en œuvre dans les établissements de l'université Ouaga II	3.6.1. Consolidation of the bodies of the LMD at UO 2 3.6.2. Continuous dialogue between stakeholders	The number of LMD programmes The number of awareness raising and consultation meetings	VP/EIP narrative report
Develop a win-win partnership between the university, its community and the rest of the world	Developing the partnership policy of Ouaga 2	A partnership policy is developed for Ouaga II	4.1.1. Development of a partnership policy 4.1.2. Operation of the entities in charge of developing and implementing partnership and partnering mechanisms	Umbrella partnership policy Entities in charge of partnership management Directorate of research Directorate of Cooperation Directorate of outlook development	UO 2 narrative reports
	Strengthening sharing across universities	The cross-university flows are enhanced	4.2.1. Development of an exchange programme for students 4.2.2. Increase of the mobility of teachers and students	Number of students placed Number of teachers exchanged Number of students	UO 2 narrative report and VP-RCI report

Specific Objectives	Results	Actions	Indicators	Source
	4.2.3. Develop cross-university research programmes	in mobility Number of trips carried out Number of research projects	Nombre d'étudiants en échanges Nombre d'enseignants en échanges	
Pro-moting public-Private Partnership	4.3.1. Public-Private Partnership to ensure transport of students, the construction of university residences, restaurants, recreational rooms, etc. 4.3.2. Setting up a continuous information, and guiding system between the University and the users and potential users 4.3.3. Computerization of the enrolment and payment system 4.3.4. Support and coaching of university associations	The PPP relationships The software package for enrolment The number of Juniors enterprises	Nombre d'étudiants en mobilités Nombres de missions effectuées Nombre de projets de recherche Les réalisations PPP Le progiciel d'inscription Le nombre de Juniors entreprises	UO 2 narrative report and VP-RCI report Reception details Partnership agreement
Enhance the capacity and the relevance of academic research and proceed with its dissemination Setting u the general research framework	5.1.1. Development of the research charter of Ouaga 2 5.1.2. Effective establishment of governance bodies 5.1.3. developing procedures, norms and ethical codes 5.1.4. developing the accreditation/trade-marking/labialization procedures and the grading of laboratories, teams and research units 5.1.5. development of the tools of monitoring and evaluation 5.1.6. Developing a five-year plan of research at UO 2 5.1.7. Strengthening the doctoral schools	Available research charter at UO 2 Governance bodies in place Accreditation system in place Research M&E system in place The number of researchers in the doctoral schools		Installation PV Narrative reports

Equipping research laboratories	The research laboratories are equipped	5.2.1. Subscriptions to laboratories and acquisition of documents and facilities 5.2.2. Research laboratories equipped	Access to reviews Subscriptions to databases Laboratories material	Reception details Narrative reports of laboratories
Strengthening the research teams	The research teams are strengthened	5.5.1. Systematization of the training on scientific article drafting and on research methodology 5.5.2. Training on research proposals writing and fundraising 5.5.3. Development of partnership with the related structures or sectors or the industry	Number of scientific publications Amount fundraised The number of researchers in exchange	Reports of laboratories
Favouring the development of innovative practices, techniques and ways of doing	Innovative practices, techniques and ways of doing are enabled	5.6.1. Creating a change oriented institutional receptiveness and accountability 5.6.2. Establishment of the innovation concept 5.6.3. Development of a technocity and a business incubator 5.6.4. Promotion development research	Innovation Forum Technocity Incubator Development research project	Research narrative report of UO 2
Disseminating the research results	The research results are disseminated	5.7.1. Organize workshops, seminars, pen houses on research results 5.7.2. Supporting local reviews	workshops Seminar Open houses Periodicity of reviews	Research narrative report of UO 2

APPENDIX

PHYSICAL AND FINANCIAL ASSESSMENT OF THE PLAN

(COST IN CFA FRANCS MILLION)

Action Plan to construct and equip Activities	Number	Physical realization Planning								Cost in F CFA million		Financial Planning								Total Cost
		2013	2014	2015	2016	2017	2018	2019	2020	Unit Cost	Total	2013	2014	2015	2016	2017	2018	2019	2020	
																				103 387
P-1 : Strategic annual plan for enhancing the students and reception capacity increase management system																				**78 860**
A. PRESIDENCY																				**49 950**
Construct and equip a two-storey building including 75 offices for the finance chain workforce (FAD, Accountant, head finance)	1		1							900	900		900								900
Construct and equip a two-storey building including 50 offices extensible to 4 storeys including lecture rooms, laboratory work and supervise work room equipped with a projector for DAOI	2		1					1		1500	3000		600	600	300	300	600	600			3 000
Construct and equip the faculties and institutes	3		1		1		1			400	1200		300		300		300		300		1 200
Construct and equip a two-storey building for the vice-presidencies	1			1						1250	1250	500		500	250					1 250
Construct and equip a two-storey building for the University Press Management	1		1							900	900	500	400							900
Construct and equip the central maintenance workshop (ACM)	1					1				500	500					200	200		100	500
Construct and equip improved lecture halls with 2500 places	6	2		2				2		1 500	9 000		3000		3000		3000			9 000

Activities	Quantity	Y1	Y2	Y3	Y4	Y5	Unit cost	Y1 cost	Y2 cost	Y3 cost	Y4 cost	Y5 cost	Total cost
Construct and equip amphitheatres of 2500 places	8	2	2	2	2		2 000	4000	4000	4000	4000		16 000
Construct and equip a central library of 1000 places	1	1					1 000	1000					1 000
Construct and equip 05 libraries of 500 places for the faculties and institutes	5	1	1	1	1	1	600	600	600	600	600	600	3 000
Construct and equip 03 university residences of 1000 places	3	1	1	1			2500	2500	2500	2500			7 500
Construct and equip 03 restaurants of 1000 places or at least one with take-away system	3	1	1	1			1000	1000	1000	1000			3 000
Construct and equip a sport complex	1	1					500	500					500
Construct and equip a maintenance centre	1	1					900	900					900
Construct and equip a health/nursing unit (comprising 5 offices, 2 treatment rooms, a nursing staff room and an hospitalization room with 20 beds)	1	1					250	250					250
Construct and equip the Higher International Commerce School (EHEIC) with a minimum capacity of 300 students	1	1					1000	1000					1 000
Build 2 covered motorcycles parks areas of 1000 places	2	1	1				15	15	15				30
- Construct 2 parking areas open with 50 places for vehicles	2	1	1				10	10	10				20

B-UFR SEG

Action Plan to construct and equip Activities	Number	Physical realization Planning								Cost in F CFA million		Financial Planning								Total Cost
		2013	2014	2015	2016	2017	2018	2019	2020	Unitaire	Total	2013	2014	2015	2016	2017	2018	2019	2020	**103 394**
																				3 270
Construct and equip one 2-storey building extensible to 4 storeys for the head office of the faculty	1		1							1 250	1 250	625	625							1 250
Construct and equip a 2-storey building for pedagogical use by the various training options	1		1							1 000	1 000			500	500					1 000
Construct and equip the library	1				1					950	950		950							950
Construct and equip a cafeteria	1		1							5	5	5								5
Set up a 1000-place parking area	1		1							15	15	15								15
Construct blocks of latrines	1		1							50	50	50								50

C-UFR SJP

Action Plan to construct and equip Activities	Number	Physical realization Planning								Cost in F CFA million		Financial Planning								Total Cost
		2013	2014	2015	2016	2017	2018	2019	2020	Unitaire	Total	2013	2014	2015	2016	2017	2018	2019	2020	**3 270**
Construct and equip a 2-storey building extensible to 4-storey for the head office of the faculty	1		1							1250	1 250	625	625							1 250
Construct and equip a 2-storey building for pedagogical use by the various training options	1		1							1 000	1 000			500	500					1 000
Construct and equip a library	1				1					950	950		950							950
Construct and equip a cafeteria	1		1							5	5	5								5
Construct a 1000-place parking area	1		1							15	15	15								15
Construct latrine blocks (was hrooms)	1		1							50	50	50								50

D-EHEIC

Activity									3 270
Construct and equip one 2-storey building extendible to 4 storeys for the headquarters of the school	1	1	1	1250	1 250	625	625	625	1 250
Construct and equip a 2-storey building to be used by the various training options	1	1	1	1 000	1 000		500 500		1 000
Construct and equip a library	1	1	1	950	950	950			950
Construct and equip a library	1	1		5	5	5	5		5
Construct and equip a 1000 places parking area	1	1		15	15	15	15		15
Construct blocks of latrines (washrooms)	1	1		50	50	50	50		50

E-IFOAD

Activity									3 270
Construct and equip one 2-storey building extendible to 4 storeys for the headquarters of the school	1	1	1	1250	1 250	625	625	625	1 250
Construct and equip a 2-storey building for pedagogical use by the various training options	1	1	1	1 000	1 000		500 500		1 000
Construct and equip a library	1	1	1	950	950	950			950
Construct and equip a cafeteria	1	1		5	5	5	5		5
Construct a parking area of 1000 places	1	1		15	15	15	15		15
Construct latrine blocks (washrooms)	1	1		50	50	50	50		50

F- IUFIC

Action Plan to construct and equip Activities	Number	Physical realization Planning								Cost in F CFA million		Financial Planning								Total Cost
		2013	2014	2015	2016	2017	2018	2019	2020	Unitaire	Total	2013	2014	2015	2016	2017	2018	2019	2020	**103 394**
																				3 270
Construct and equip one 2-storey building extendible to 4 storeys for the headquarters of the Institute	1		1							1250	1 250	625	625							1 250
Construct and equip a 2-storey building for pedagogical use by the various training options	1		1							1 000	1 000				500	500				1 000
Construct and equip a library	1				1					950	950		950							950
Construct and equip a cafeteria	1		1							5	5	5								5
Construct a parking area of 1000 places	1		1							15	15	15								15
Construct latrine blocks (washrooms)	1		1							50	50	50								50

IUM

Action Plan to construct and equip Activities	Number	2013	2014	2015	2016	2017	2018	2019	2020	Unitaire	Total	2013	2014	2015	2016	2017	2018	2019	2020	Total Cost
																				5 270
Construct and equip one 2-storey building extendible to 4 storeys for the headquarters of the Institute	1		1							1 250	1 250	625	625							1 250
Construct and equip a 2-storey building for pedagogical use by the various training options	1				1					3 000	3 000	1000	500	500	500	500				3 000
Construct and equip a library	1		1							950	950		950							950
Construct and equip a cafeteria	1		1							5	5	5								5
Construct a parking area of 1000 places	1		1							15	15	15								15
Construct latrine blocks (washrooms)	1		1							50	50	50								50

UFR-ST

Activity	Qty					Amount
Construct and equip one 2-storey building extendible to 4-storey for the headquarters of the Institute	1	1				1 250
Construct and equip a 2-storey building for pedagogical use by the various training options	1	1				1 500
Construct and equip a library	1	1	1			950
Construct and equip a cafeteria	1	1				5
Construct a parking area of 1000 places	1	1				15
Construct latrine blocks (washrooms)	1	1				50

3 270

G- THE DOCTORAL SCHOOLS

Activity	Qty					Amount
Construct and equip one 2-storey building extendible to 4 storeys for the headquarters of the doctoral schools	1	1				1 250
Construct and equip a 2-storey building for pedagogical use by the various doctoral trainings	1	1	1			1 250
Construct and equip a library	1	1	1			950
Construct and equip a cafeteria	1	1				5
Construct a parking area of 1000 places	1	1				15
Construct latrine blocks (washrooms	1	1				50

3 520

| **Sub-total P-1** | | | | | | **78 860** |

Total Cost 103 394

Action Plan to construct and equip Activities	Number	Physical realization Planning								Cost in F CFA million		Financial Planning								Total Cost
		2013	2014	2015	2016	2017	2018	2019	2020	Unitaire	Total	2013	2014	2015	2016	2017	2018	2019	2020	
P-2 : Strategic action Plan for the enhancement of the quality and relevance of the educational programmes and the implementation of the LMD																				**19 501**
A- PRESIDENCY																				**17 203**
Recruit teachers	140	20	20	20	20	20	20	20	20	3,6	504	72	72	72	72	72	72	72	72	504
Recruit ATOS-Administrative, technical, Labour and Service- staff (Librarian, registration officer, archivists….)	100	20	10	20	20	10	20	10	10	1,2	120	24	12	24	12	24	12	24	12	120
Organize continuing trainings for the entire staff(Teachers and ATOS)												50	50	50	50	50	50	50	50	350
Procure archiving material/equipment													25	25	25	25		25			75
Procure didactic materials/equipment												50	50	50	50	50	50	50	50	200
Procure rolling stock																				
Coach/bus of 70 places	2		1					1		280	560		280					280		560
Coach/bus of 32 places	3		1	1	1					150	450		150	150	150					450
Medicalized vehicles	2		1		1					75	150		75		75					150
Off-road vehiclesn	4		1	1	1	1				20	80		20	20	20	20				80
Motorcycles	10		3	2	3	1	1			1,4	14		4,2	2,8	4,2	2,8	1,4			14
Organize study trips Operation and equipment	8		1	1	1	1	1	1	1	100	800	100	100	100	100	100	100	100	100	700
	1	1	1	1	1	1	1	1	1			2000	2000	2000	2000	2000	2000	2000	2000	14 000

B- UFR SEG

339

Activity	Values	Total
Implement the LMD	50 50 50 50 50 50	200
Put doctoral schools in place	25 25 25 25	75
Renew the library documents and publications	5 5 5 5 5 5 5 5	40
Subscribe to reviews	1 1 1 1 1 1 1 1	8
Assure continuous training	2 2 2 2 2 2 2 2	16
Organize study trips	5 5 5 2 2	

C- UFR SJP

339

Activity	Values	Total
Implement the LMD	50 50 50 50 50 50	200
Put doctoral schools in place	25 25 25 25	75
Renew the library documents and publications	5 5 5 5 5 5 5 5	40
Subscribe to reviews	1 1 1 1 1 1 1 1	8
Assure continuous training	2 2 2 2 2 2 2 2	16
Organize study trips	5 5 5 2 2	

D-EHEIC

339

Activity	Values	Total
Implement the LMD	50 50 50 50 50 50	200
Put doctoral schools in place	25 25 25 25	75
Renew the library documents and publications	5 5 5 5 5 5 5 5	40
Subscribe to reviews	1 1 1 1 1 1 1 1	8
Assure continuous training	2 2 2 2 2 2 2 2	16
Organize study trips	5 5 5 2 2	

Action Plan to construct and equip Activities	Number	Physical realization Planning								Cost in F CFA million		Financial Planning								Total Cost
		2013	2014	2015	2016	2017	2018	2019	2020	Unitaire	Total	2013	2014	2015	2016	2017	2018	2019	2020	**103 394**
E- IFOAD																				**339**
Implement the LMD												50	50			50	50			200
Put doctoral schools in place												25	25		25					75
Renew the library documents and publications												5	5	5	5	5	5	5	5	40
Subscribe to reviews												1	1	1	1	1	1	1	1	8
Assure continuous training												2	2	2	2	2	2	2	2	16
Organize study trips																				
F- IUFIC																				**339**
Implement the LMD												50	50		50	50				200
Put doctoral schools in place												25	25		25					75
Renew the library documents and publications												5	5	5	5	5	5	5	5	40
Subscribe to reviews												1	1	1	1	1	1	1	1	8
Assure continuous training												2	2	2	2	2	2	2	2	16
Organize study trips																				
IUM																				**264**
Implement the LMD system												50	50		50	50				200
Renew the library documents and publications												5	5	5	5	5	5	5	5	40
Subscribe to reviews												1	1	1	1	1	1	1	1	8
Assure continuous trainings												2	2	2	2	2	2	2	2	16
G- THE DOCTORAL SCHOOLS																				**339**

								Total
Implement the LMD	50	50			50	50		200
Put doctoral schools in place	25	25	25	25				75
Renew the library documents and publications	5	5	5	5	5	5	5	40
Subscribe to reviews	1	1	1	1	1	1	1	8
Assure continuous training Organize study trips	2	2	2	2	2	2	2	16
Sub-total P-2								**19 501**
P- 3 : Strategic action plan for good governance								**2 446**

A-PRESIDENCY 700

Manage the heritage using the computerized solution	10
Develop a management procedures and infrastructure manual	5
Train the Human Resources	100
Modernize the presidency to make it more operational	500
Nom	80
Revitalize the statutory bodies	5
Revitalize the statutory bodies	0

B-UFR SEG

272

Make the periodic stock taking of the heritage managed by the faculty	14
Develop a manual of financial and accounting management procedures for the Heads of Administrative and Financial Divisions (HAFDs/CSAFs)	8
develop tools and strategies of staff management by the Senior Secretaries	50
Procure a software for equipment/supplies management	200

C- UFR SJP

272

Make the periodic stock taking of the heritage managed by the faculty	14
Develop a manual of financial and accounting management procedures for the Heads of Administrative and Financial Divisions (HAFDs/CSAFs)	8
Develop tools and strategies of staff management by the Senior Secretaries	50
Procure a software for equipment/supplies management	200

D- EHEIC

272

Make the periodic stock taking of the heritage managed by the school	14
Develop a manual of financial and accounting management procedures for the Heads of Administrative and Financial Divisions (HAFDs/CSAFs)	8
Develop tools and strategies of staff management by the Senior Secretaries	50
Procure a software for equipment/supplies management	200

E-IFOAD — 272

Activity	Value
Make the periodic stock taking of the heritage managed by the school	14
Develop a manual of financial and accounting management procedures for the Heads of Administrative and Financial Divisions (HAFDs/CSAFs)	8
Develop tools and strategies of staff management by the Senior Secretaries	50
Procure a software for equipment/supplies management	200

F-IUFIC — 272

Activity	Value
Make the periodic stock taking of the heritage managed by the school	14
Develop a manual of financial and accounting management procedures for the Heads of Administrative and Financial Divisions (HAFDs/CSAFs)	8
Develop tools and strategies of staff management by the Senior Secretaries	50
Procure a software for equipment/supplies management	200

UFR- ST — 272

Activity	Value
Make the periodic stock taking of the heritage managed by the school	14
Develop a manual of financial and accounting management procedures for the Heads of Administrative and Financial Divisions (HAFDs/CSAFs)	8
Develop tools and strategies of staff management by the Senior Secretaries	50
Procure a software for equipment/supplies management	200

	Value
THE DOCTORAL SCHOOLS	**114**
Make the periodic stock taking of the heritage managed by the faculty	14
Develop a manual of financial and accounting management procedures for the Heads of Administrative and Financial Divisions (HAFDs/CSAFs)	0
Develop tools and strategies of staff management by the Senior Secretaries	50
Procure a software for equipment/supplies management	50
P- 4: Strategic action plan for enhancing internal and external resources	**2 580**
A-PRESIDENCY	
Organize consultations with the State on how to fill the gaps of education	10
Create socio-economic frameworks	160
Construct and equip a 50-room hotel for missionaries	250
Procure production equipment for the university press management	700
Procure various equipment for the ACM	500
Set premises, shops and kiosks for the private service providers	900
Carry out a successful buy-in of the financial and banking institutions to establish on the site	10
Recruit debt collectors to support the accountancy in recovering the levies from the service providers accommodated on the site	50
Sub-total P-4	**2 580**
GRAND TOTAL	**103 387**

Ouaga II University
Saaba
12 BP 417 Ouaga 12
Tel : +226.50.36.99.60
www.univ-ouaga2.bf
ouaga2@univ-ouaga2.bf