SEINAR

GRAND PANEL SEINAR 2025 · OUAGADOUGOU

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GRAND PANEL REPORT

Artificial *Intelligence* for Education.

Findings, challenges, opportunities and fifteen recommendations for Burkina Faso's education system.

ORGANIZERS

Tech Emerging Africa
Sezam Education

PRIMARY SOURCE

▶ YouTube · Grand Panel
youtu.be/gjClh6F8bfI

00 — PREAMBLE

Contents & *Panel*.

THE GRAND PANEL

Four experts. Two organizers. *One shared goal.*

ORGANIZERS & MODERATION

Amon Bazongo · *Tech Emerging Africa*
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EXPERT PANELISTS

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GROUP PHOTO · OUAGADOUGOU, SEPTEMBER 2025

01 — EXECUTIVE SUMMARY

Four structuring *conclusions*.

The SEINAR 2025 Grand Panel brought together educators and education-technology experts to examine the integration of AI into Burkina Faso's education system. Four findings emerged — and they structure all the recommendations in this report.

01

AI is an **immediate imperative**, not a futuristic horizon — the debate is no longer *whether*, but *how*.

02

Teacher training is the non-negotiable prerequisite for any effective integration.

03

A **coherent policy framework** — harmonizing regulations, infrastructure, ethics and funding — must precede scaling up.

04

The shift from **consumer to creator** of homegrown AI solutions is the top strategic priority for Burkina Faso.

02 — CONTEXT & CURRENT LANDSCAPE

A *regulatory base* to build on.

Burkina Faso has four structuring instruments to govern the integration of digital tools in education. To these foundations is added an encouraging signal from the field.

INSTRUMENT	PURPOSE
Law 013/2007 · Education Framework Act	Legal foundation of national education
ICT in Basic Education Strategy *(2016)*	Integration of technology in schools
Emergency Education Strategy	Educational continuity in conflict zones
Content digitization initiatives	Moving curricula to digital formats

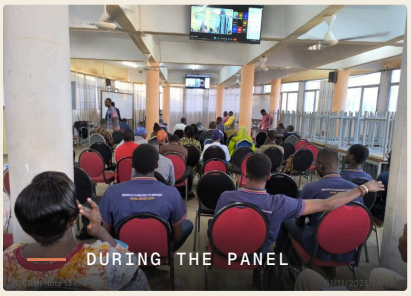
POSITIVE FIELD SIGNAL

A project led by the ministry in charge of Education showed, at its 2025 evaluation, a measurable improvement in learner engagement.

Tablets distributed with subject content and pedagogical supervision. The setup works only when three complementary conditions are met.

TRAINED TEACHERS · ADAPTED CONTENT · REGULAR FOLLOW-UP

SEINAR 2025 IN PICTURES · OUAGADOUGOU


DURING THE PANEL


FOLLOWING THE SESSION


ONLINE CONFERENCE

03.1 — TRANSFORMING THE EDUCATION SYSTEM

AI operates at *three* complementary *levels*.

Introducing artificial intelligence into education unfolds across three mutually reinforcing planes — from administrative management to predictive analysis.

i.

ADMINISTRATIVE LEVEL

Manage, streamline, communicate.

Education management, school-family communication, automated dashboards and reports. Freeing administrative time for teaching.

ii.

PEDAGOGICAL LEVEL

Personalize every learning path.

Adaptive assessment systems, interactive tutoring, content in local languages. The learner at the center, supported at their own pace.

iii.

ANALYTICAL LEVEL

Anticipate, measure, detect struggling learners.

Mining of learning data, predictive modeling of outcomes, early detection of dropouts.

NOTE

The three levels are not sequential but cumulative: sound policy advances on all three fronts at once, synchronizing human, technical and organizational investment.

03.2 — THE PARENTAL & FAMILY CHALLENGE

Digital natives need *guidance*.

Today's learners are immersed in connected environments — often without structured guidance. The Panel identifies four critical parental roles.

01 / ROLE

Listen

Keep an open dialogue about the child's digital habits — know what they watch, read and share.

02 / ROLE

Guide

Supervise online activity without slipping into oppressive surveillance: set limits, not walls.

03 / ROLE

Teach

Build digital responsibility and critical thinking in the face of online content.

04 / ROLE

Model it

Embody responsible technology use yourself — children reproduce what they observe.

> *"Banning access to digital devices deprives the child of skills essential to their future."*
>
> — SEINAR 2025 PANEL CONSENSUS

03.3 — ETHICAL & CULTURAL CONSIDERATIONS

Three *points of caution* to build in now.

The effectiveness of an AI tool in education is not measured by learning outcomes alone. Three considerations must guide the design and evaluation of tools.

I · INTELLECTUAL PROPERTY

Human contribution must remain demonstrable.

Plagiarism-detection tools have their limits: *human judgment stays central* when assessing learning effort and originality.

II · CULTURAL PRESERVATION

Avoid the Western homogenization of content.

Priority to *contextualized* solutions — integrating Burkina's languages, local references and the shared values of the education system.

III · COGNITIVE DEPENDENCE

AI augments thinking — it does not replace it.

Overuse erodes critical thinking and independent problem-solving. Tools must *explicitly counterbalance* this tendency.

POLICY IMPLICATION

These three cautions justify creating an **AI code of ethics for education** (see Recommendation R 03) and a **national framework for evaluating tools** (R 12), to define what is permitted in schools.

04 — CHALLENGES TO ADDRESS

Seven *obstacles* to clear.

The obstacles identified are at once material, human, legal and financial. None is insurmountable, but they must be addressed in a coordinated way.

01 Uneven infrastructure

Insufficient electricity and connectivity

02 Teacher digital literacy

Gaps in basic computer skills within the teaching corps.

03 Regulatory contradictions

Law 218/217 (phone ban in secondary schools) *vs* Law 013/2007 and ICT curricula.

04 Academic integrity

Difficulty telling human work apart from AI-generated content.

05 Funding

Reliance on international partners, no dedicated budget lines.

06 Resistance to change

Fear of job displacement, cultural distrust of technology.

07 Tool quality control

No national framework for evaluating AI content and applications meant for education.

05 — OPPORTUNITIES TO SEIZE

Five *levers* for Burkina Faso.

The challenges are matched by far-reaching opportunities — pedagogical, social and economic — that can durably transform the education system if seized in a concerted way.

i

Personalized learning *at scale*

Adapting to individual paces, styles and needs — including for learners with disabilities. AI opens up personalization once reserved for privileged settings.

ii

Content in *local languages*

Producing resources in Burkina's languages to preserve linguistic heritage while improving access to education for non-French speakers.

iii

Educational continuity *in crisis*

Remote learning for conflict-affected areas — guaranteeing the right to education everywhere, even when the physical school is no longer accessible.

iv

Lighter *administrative load*

Freeing up teaching time by automating teachers' preparation and reporting tasks.

v

Economic *development*

Building a local AI sector: skilled jobs, reduced dependence on foreign solutions, retention of talent.

06 — FIFTEEN RECOMMENDATIONS

Fifteen *recommendations* to move into action.

The fifteen recommendations are organized into four chapters — policy & governance, teachers & families, technological development, infrastructure & resources.

06.1 — POLICY & GOVERNANCE · R 01 → R 04

R 01 Harmonize the regulatory framework

Resolve the contradictions between **Law 218/217** and technology-integration policies. Issue clear implementation guidelines on device use in schools.

R 02 Update the National Digital Education Strategy

Build on the 2016 version to produce a **2025–2030 roadmap** with measurable targets, a timeline and a monitoring mechanism.

R 03 Establish an AI code of ethics for education

Usage standards, data-protection protocols, attribution rules for AI-generated content, and **cultural-quality** criteria for tools.

R 04 Create a national education-data infrastructure

Processing capacity, security, and analysis protocols to **feed local AI systems** rather than depend on abroad.

06.2 & 06.3 — TEACHERS & FAMILIES

Preparing the *actors* of transformation.

06.2 — TEACHER DEVELOPMENT · R 05 → R 06

R 05 — A two-tier training program

(i) Basic computer literacy for teachers without equipment. **(ii)** Training in education technology, AI tools and the ethics of their use.

R 06 — Continuous professional development

Peer learning communities, sharing of best practices, certifications, and recognition of digital preparation as a **legitimate part of the workload**.

06.3 — FAMILY & COMMUNITY ENGAGEMENT · R 07 → R 08

R 07 — A parental digital-literacy program

Train parents in informed supervision of digital use, in parental-control tools, and in **intergenerational dialogue** about technology.

R 08 — Community digital spaces

Shared-access centers in rural and peri-urban areas, supporting intergenerational learning and **narrowing the digital divide**.

06.4 — TECHNOLOGICAL DEVELOPMENT

From *consumers* to creators.

The central strategic challenge: building a national capacity to design, evaluate and produce educational AI tools suited to the Burkinabè context.

06.4 — TECHNOLOGICAL DEVELOPMENT · R 09 → R 12

R 09

Invest in local AI solutions

Fund educational tools built **locally**, integrating Burkinabè curricula, languages and cultural values. Create sustainable business models for national developers.

R 10

Favor specialized educational AI

Tools designed with **built-in pedagogical frameworks** (taxonomic levels, required interactions, alignment with learning outcomes) outperform generic AI tools in the school context.

R 11

Localize and make digital content accessible

Digitize curricula in multiple formats, develop resources in **Burkina's languages**, and ensure accessibility for learners with disabilities.

R 12

National framework for evaluating AI tools

Institutional capacity for quality control of educational applications against learning outcomes.

06.5 — INFRASTRUCTURE & RESOURCES

Build the material & financial *foundations*.

No digital policy holds without the infrastructure that carries it and the funding that sustains it. Three recommendations close out the fifteen.

06.5 — INFRASTRUCTURE & RESOURCES · R 13 → R 15

R 13

Phased investment in infrastructure

Power supply, connectivity, equipment and maintenance — with open-source models to optimize costs where it makes sense.

R 14

Sustainable, sovereign funding

Dedicated budget lines for digital education, public-private partnerships, reinvestment mechanisms — **beyond dependence on international donors**.

R 15

Talent retention and repatriation

Career paths in education technology, attractive conditions, university partnerships, and **mobilizing the Burkinabè diaspora**.

THE BIG PICTURE

The fifteen recommendations form a system. Each depends on the others: financial sovereignty (R 14) conditions local investment (R 09); shared ethics (R 03) shapes the national framework (R 12); and teacher training (R 05–06) is the cross-cutting prerequisite for all the rest.

07 — CONCLUSION

Three non-negotiable *conditions*.

Integrating AI into Burkinabè education is neither a risk to ward off nor a promise to wait for: it is a transformation already underway that demands an immediate strategic response.

01

Skilled, supported *teachers*.

No tool replaces the human teaching relationship: AI must augment it, not substitute for it.

02

A coherent *policy framework*.

Today's regulatory contradictions paralyze implementation. Resolving them is a prerequisite to scaling up.

03

Locally *rooted solutions*.

Neither raw importation nor rejection. Burkina Faso can develop educational AI in its own image: the talent, the demand and the political will.

Africa need not retrace the technological path of wealthy nations. **It has the chance to** *chart its own course* — harnessing the power of AI while staying rooted in its values, its contexts and its aspirations.

— CLOSING OF THE SEINAR 2025 GRAND PANEL

▶ PRIMARY REFERENCE · VIDEO

Watch the full SEINAR 2025 Grand Panel on YouTube.

youtube.com/watch?v=gjClh6F8bfI

Thank you, *endlessly*.

SEINAR 2025 could not have taken place without the trust, generosity and commitment of our partners & supporters. To each of them, our warmest thanks.

08 — CONTACT

Let's talk about this *vision*.

For any question, contribution or collaboration around the integration of AI into education in Burkina Faso, the organizing team is at your disposal.

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