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FINDINGS AND PROSPECTS FROM A STUDY ON GOOD CIVIC AND CITIZENSHIP PRACTICES IN BURKINA FASO

Félicité Marie Lucile SORGHO ép. ZINSONNE
CNRST, Burkina Faso
zf_sorgho@yahoo.fr

Abstract : Making promising practices available involves developing and providing access to new bodies of knowledge, codified as hypotheses that require the relevant stakeholders to engage in a process of understanding and learning. This codification facilitates the validation and translation of these bodies of knowledge into local languages, thereby ensuring their maximum reuse (A. Perrin, 2012). With this in mind, this article synthesizes the findings from the study of various topics related to the theme: "A study of good civic and citizenship practices in post-primary and secondary education in Burkina Faso: content and strategies for training stakeholders." It aims to report not only on the results achieved but also on the future prospects to be considered for this area of study.

Keywords : practices, objectives, intermediate, terminal, perspectives

RÉSULTATS ET PERSPECTIVES ISSUS D'UNE ÉTUDE SUR LES BONNES PRATIQUES EN MATIÈRE DE CIVISME ET DE CITOYENNETÉ AU BURKINA FASO

Résumé : La mise à disposition de pratiques prometteuses consiste à construire et à disponibiliser de nouveaux ensembles de connaissances codifiées sous forme d'hypothèse nécessitant un effort de compréhension et d'apprentissage de la part des acteurs concernés. Cette codification permet la validation et la traduction de ces ensembles en langues locales pour en assurer une réutilisation maximale (A. Perrin, 2012). C'est dans cette optique que cet article réalise un ramassis des acquis de l'étude des différents thèmes traités en lien avec la thématique intitulée « étude sur les bonnes pratiques civiques et citoyennes dans les enseignements post-primaire et secondaire du Burkina Faso : contenus et stratégies de formation des acteurs » pour rendre compte non seulement des résultats atteints mais aussi des perspectives à envisager pour l'étude.

Mots-clés : pratiques, objectifs, intermédiaires, terminaux, perspectives.

Introduction

This work presents the findings from an analysis of six complementary themes within a project titled "A Study on Civic and Citizenship Oriented Best Practices in Post-Primary and Secondary Education: Content and Training Strategies for Stakeholders." The project addresses "incivility" defined here as a lack of prosocial behavior, or the failure to respect and internalize the core values essential for "living well together." This encompasses behaviors such as violence, drug use, and the disregard for rules and regulations. The first theme examines perceptions of various forms of incivility among post-primary and secondary students in Burkina Faso, broken down by target group; the second explores the causes, also by target group; the third analyzes the primary forms and causes of incivility identified across

all target groups; the fourth addresses interventions implemented to combat incivility through the promotion of civic and citizenship-oriented practices; the fifth focuses on the development of the Hello, Thank You, Sorry (HTS) technological package" a core research hypothesis emerging from the project; and finally, the sixth theme covers the creation of a manual and accompanying user guide. These resources translate the "technological package" into concrete actions and practices, supported by dissemination strategies designed to foster the development of personal and social competencies. It addresses a final theme titled “conclusion and future prospects.” This section serves to summarize the key findings from the study of the six themes and to outline future directions for the research, drawing on the reflections that emerged during the various workshops held following the analyses.

The existence of uncivic behavior in schools in Burkina Faso is well-documented, as evidenced by various studies such as those by N. L. Bationo/Neya (2016) and the Institute for Social Sciences at the National Center for Scientific and Technological Research (2016) which have analyzed the issue, highlighting its various forms and the significant scale of its consequences. With the current focus shifting toward finding sustainable solutions, some recommendations from these studies call on the State to re-examine disciplinary practices in schools. Others, however, propose isolated interventions that fail to consider the student as a vulnerable individual and lack the monitoring and evaluation mechanisms necessary to effectively structure such initiatives (N. L. Bationo/Neya, 2016).

In the context of combating this issue, researchers (F. Bowen and N. Desbiens, 2004) have highlighted the urgent need to implement civic and citizenship-oriented practices that help school-aged youth develop the personal and social skills required to overcome this scourge. Such promising civic and citizenship practices are defined as effective, day-to-day "know-how-to-act" approaches not yet scientifically validated that require the contextualized mobilization of a combination of knowledge, practical skills, and interpersonal attitudes (Government of Quebec, 2010; F. Bowen, C. Levasseur, C. Beaumont, E. Morissette, and P. St-Arnaud, 2018). In the same vein, the study titled "Good Civic and Citizenship Practices in Post-Primary and Secondary Education in Burkina Faso: Content and Training Strategies for Stakeholders" aims to improve the social climate for learning by identifying civic and citizenship practices that, when implemented in a school setting, could counter incivility. To address this overarching goal, the study explores the subject through seven research questions, corresponding to the following seven specific objectives: identify the forms of incivility most frequently noted by each target group; identify the primary causes linked to the forms of incivility noted by each target group; identify the forms of incivility and the causes commonly cited across all target groups in the study; identify the topics addressed both inside and outside the classroom as well as the resources available to combat incivility within educational institutions; identify promising civic and citizenship-related practices in relation to the commonly cited forms and causes of incivility and formulate a hypothesis/finding; develop, based on this hypothesis/finding, harmonized content or even a handbook of promising practices, complete with strategies for their implementation to combat incivility; propose future directions for further research, based on the key findings of this study.

The first four objectives are intermediate, while the final three are terminal objectives. Key elements help clarify the logic of the approach upon which this study is based. First, the study centers on the adolescent specifically their social skills, knowledge, and attitudes all of which help shape their capacity to engage in civic behaviors. Consequently, all actions are directed toward the adolescent, with the aim of fostering the

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optimal development of their personal and prosocial competencies, as well as their resilience (N. Epinoux, 2014; N. Epinoux & L. Font, 2018). At every level of intervention, each stakeholder must possess the ability to act effectively for the student's benefit, while simultaneously encouraging the student to carry out positive actions and good deeds.

Furthermore, the study considers the processes through which skills are developed (involving the relevant stakeholders), how they are expressed (through interaction with the environment), and how they are stabilized over time (which entails transforming lifestyle habits). It draws upon theories concerning the acquisition of personal and social competencies, as well as a pragmatic perspective that engages individuals in addressing complex situations (I. A. Yago, N. Bouchard, and M.-F. Daniel, 2021). The implementation of these practices focuses directly on the adolescent who remains at the heart of the intervention while also enlisting their immediate environment to ensure a comprehensive and sustainable approach. Furthermore, the study generally acknowledges that the acquisition of social skills occurs in the following ways: by observing others; by having multiple opportunities for interaction with peers and adults; by receiving feedback from adults and peers regarding the appropriate or inappropriate use of these skills; and by frequently applying these skills and adapting them to new environments and different situations. It should also be noted that valuing the social competencies one has acquired can boost self-esteem and foster an interest in learning new skills (A. Fanchini, 2016).

Finally, the study takes into account criticisms leveled at the concept of social skills development specifically, that it is sometimes viewed through an overly optimistic, simplistic, disembodied, or normalizing lens, or even reduced to mere moralizing or rhetoric (N. Epinoux, 2014; National Agency for the Evaluation and Quality of Social and Medico-Social Establishments and Services, 2018; F. Bowen & N. Desbiens, 2004). In response, the study proposes practical, cost-effective approaches that facilitate the transfer of these skills among young people by considering the pedagogical and social dimensions (within the classroom), the physical school environment (outside the classroom and in terms of available resources), the family, and the broader community. At each level, the proposed actions take the form of promising interventions supported by operational strategies. The following sections provide a summary of the methodology and theoretical framework employed, as well as the key findings, followed by an analysis and interpretation of those results.

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1. Overview of the study methodology

This section justifies the selection of the regions where the study was conducted. It presents the tools used for data collection and processing, the target groups involved in the study, and the sampling of the establishments.

1.1 justification for the selection of study regions

The selection of the Centre, Centre-Ouest, and Hauts-Bassins regions as a case study is justified, firstly, by limited resources that preclude covering all 13 regions of Burkina Faso, and secondly, by the desire to build upon and leverage the findings of research previously conducted in two of these three regions: the Centre and the Centre-Ouest. A study titled "Diagnosis and Validation of Strategies to Combat Violence in Schools" was conducted in 2016 by the INSS/CNRST in the Centre, Sud-Ouest, Centre-Ouest, Nord, and Sahel regions. The current study, which focuses on two of these regions (the Centre-Ouest and the Centre), serves to consolidate and further utilize the results of that earlier work. Specifically, that study which covered primary and post-primary education facilitated the establishment

of "non-violence clubs" in pilot schools, proposed the development of consensus-based, context-specific frameworks for preventing and managing school-based violence, and raised awareness among education stakeholders.

Two other ongoing studies, funded by the National Fund for Research and Innovation for Development (FONRID), focus on: (1) changing students' behavior regarding road safety in the city of Ouagadougou, which includes the development of training, awareness-raising, and evaluation tools; and (2) implementing the practice of "joking relationships" (alliance à plaisanterie) within schools in the Centre-Ouest, Plateau-Central, and Centre regions.

The Centre and Centre-West regions areas that have experienced heightened incidents and acts of violence, and which serve as a focal point for studying and testing tools to counter violence and foster social cohesion are well-suited for this study, as they are also characterized by an ethnic mix and shared human values (particularly in the Centre region). The Hauts-Bassins region is likewise a setting where efforts are being made to combat violence within the school environment. Identifying best practices could complement the initiatives already underway at the national level to address instability and a lack of civic responsibility in the country.

Furthermore, there is another reason for the selection of these three regions. Statistics show that these regions contain the highest number of post-primary and secondary educational institutions. For instance, in 2017, the national total of students at the post-primary level was 1,016,517 comprising 517,900 girls and 498,617 boys while at the secondary level, the national total was 203,741 students, consisting of 82,760 girls and 120,981 boys. In that same year, the number of post-primary students in the three regions covered by the study was 414,174, representing 41% of the national total, while the number of secondary students was 95,735, or 47% of the national total. At the post-primary level, boys accounted for 40% of the national total for boys, and girls accounted for 42% of the national total for girls. At the secondary level, boys made up 44% of the national total for boys, and girls made up 52% of the national total for girls. The study, which focuses on the post-primary and secondary levels, targets adolescents enrolled in grades ranging from the first year of middle school (6ème) to the final year of high school (terminale); although vulnerable, this group remains highly receptive to change.

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1.2. Data collection and processing tools, and target groups

We utilized a total of seven tools (see the following table), developed based on the key variables and dimensions of the study. Regarding teachers, a questionnaire was administered to 306 participants, and an interview guide was used to conduct 20 focus groups. Regarding students, an interview guide was used to conduct 19 focus groups. Thirteen focus groups were held with parents, 20 individual interviews with school principals, 11 individual interviews with political and municipal authorities, and 16 individual interviews with traditional and religious leaders, as well as members of civil society organizations working toward peace. Qdaminer and SPSS were the software programs used for data processing.

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Table No. 1: Target groups and data collection tools

Target groups	Questionnaire	Individual interview	Group interview
Students			x
Teachers	x		x
School principals		x	x
Parents/educator mothers			
Public administration/pedagogical advisors, school life staff		x	
Customary, religious, and civil society leaders		x	

1.3. Sampling of institutions

As we opted to conduct our work in twenty-two institutions due to financial constraints, our sample consists of seven public institutions (32%) and fifteen private institutions (68%). Table No. 2 below details this selection by region and by type of institution (public or private).

Table No. 2: Sampling of establishments by status

Regions	Status	Total number of selected establishments
Centre	Public	3
	Private	6
	Subtotal	9
West-Central	Public	2
	Private	4
	Subtotal	6
Hauts-Bassins	Public	2
	Private	5
	Subtotal	7
Grand total		22, including 7 public and 15 private

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2. Revisiting the Theoretical Aspect of the Study: Implications for the Operationalization of Research Objectives

The primary rationale for selecting promising practices to address the objectives of this study lies in an integrated model, which is posited as a key factor in the successful development of transversal skills. Interventions aimed at young people should serve as opportunities to demonstrate that lifestyle habits can be improved by fostering these transversal skills. Such skills are likely to yield more positive outcomes when viewed as a means of acquiring resilience and prosocial competencies rather than merely as solutions for countering at-risk behaviors (F. Bowen & N. Desbiens, 2004). This is because, when seeking solutions through the implementation of specific practices, it must be recognized that at-risk behaviors are interconnected, and that the adoption of any such behavior often stems from a deficiency in various personal and social competencies.

Another reason is that certain "good" or "promising" practices are recognized as being more effective or appropriate than others when it comes to selecting the types of solutions to implement for developing specific social skills. Furthermore, it is acknowledged that

employing a range of such good or promising practices within a comprehensive approach contributes significantly to resilience, prosocial behavior, and the acquisition of favorable knowledge and attitudes. This is because, while the development of one specific skill does not preclude the development of another when a given practice is implemented, no single practice is sufficient on its own to ensure the harmonious development of the transversal competencies that contribute to such well-rounded growth.

3. Study Results: Key Findings

What are the key findings to take away from this study? On one hand, there are intermediate results corresponding to the intermediate objectives that underpinned the entire process of developing the hypothesis and on the other, final results based on the study's major findings. Regarding the analysis of the third intermediate objective, the various target groups identified 6 forms of incivility and 5 underlying causes. These are, respectively: i) failure to comply with internal regulations; ii) impoliteness and defiance toward authority; iii) verbal, physical, and sexual aggression; iv) disregard for road traffic rules; v) drug use; and vi) failure to respect social values. As for the causes, they include: i) a lack of parental supervision of students; ii) a breakdown in the transmission of values; iii) exploitation for political purposes; iv) poor examples set by teachers or parents; and v) a lack of civic education.

Beyond the results of this analysis, the findings derived from examining each target group's perceptions regarding both the forms of incivility (first intermediate objective) and the causes of incivility (second intermediate objective) remained largely consistent: all forms of incivility were acknowledged as present within the institutions by every target group, albeit with varying degrees of intensity, and all identified causes of incivility were likewise noted, though with differing levels of perceived importance. Furthermore, regarding the analysis of interventions aimed at combating incivility through specific practices (4th intermediate objective), although teachers report addressing certain elements both inside and outside the classroom, and through available resources to counter incivility, it is clear that 100% of the teachers acknowledge that these efforts remain largely theoretical rather than practical, and are applied on an ad-hoc basis rather than in a sustained, long-term manner.

As for the final outcomes, among the six promising practices identified (corresponding to the 4th/final objective and linked to the six forms and five common causes of incivility namely: i) the basics of saying "hello," "thank you," and "sorry"; ii) the "Kafika" platform; iii) the exemplary parent; iv) the exemplary teacher; v) the exemplary student; and vi) a fenced and well-organized school environment), three practices focus on promoting exemplary behavior; one addresses structural aspects (a fenced and organized schoolyard); another involves a communication platform between teachers and parents (the "Kafika" platform); and the final one serves as a foundation for fostering healthy, long-lasting relationships between individuals (the basics of saying "hello," "thank you," and "sorry").

The "technological package" represents the primary innovation among the study's findings (the 5th and final objective). It integrates six promising practices, encompassing elements related to classroom activities, out-of-classroom activities, and available resources. This final objective led to the development of a manual, accompanied by a user guide. The manual translates the study's core hypothesis into concrete actions to be taken by various educational stakeholders including teachers, students, parents, officials from decentralized and deconcentrated administrative services, the State, and the municipality. These actions carried out within the classroom, outside the classroom, through the utilization of available

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resources, and within the family are designed to combat incivility among students, who remain the central focus of these efforts.

4. Future Prospects for the Implementation of the Technological Package

During the manual validation workshop, participants put forward two recommendations: one concerning the development of a new project to pilot the technological package for the purpose of scientific validation, and the other regarding the provision of technical and financial support to the Institute for Social Sciences (INSS) for piloting the technological package at the post-primary and secondary education levels.

4.1. Recommendations

The first recommendation urges the formulation of a new project to pilot the technological package, with a view to its scientific validation.

a) Recommendation for the formulation of a new project to pilot the technological package for the purpose of scientific validation

• Considering the relevance of the "Good Civic and Citizenship Practices" (BMP) technological package;
• Considering the concerning nature of uncivic behavior in post-primary and secondary educational institutions;
• Considering the new momentum aimed at promoting civic education within post-primary and secondary educational institutions;
We, the participants in the workshop held from November 22 to 24, 2023, in Ziniaré (Oubritenga Province) convened to validate the findings of a study conducted by the INSS on good civic and citizenship practices in post-primary and secondary educational institutions in Burkina Faso;

Recommend the formulation of a new project to pilot the technological package for the purpose of scientific validation.

Fait à Ziniaré le 24 novembre 2023
Les participants

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The second recommendation concerns the provision of technical and financial support by the ministries in charge of research and national education to the INSS for the piloting of the technological package in post-primary and secondary educational institutions.

b) Recommendation for technical and financial support for the INSS in piloting the technological package at the post-primary and secondary education levels

• Considering the relevance of the BMP technological package;
• Considering the concerning nature of uncivil behavior in post-primary and secondary educational institutions;
• Considering the new momentum aimed at promoting civic education in post-primary and secondary educational institutions;
We, the participants in the workshop held from November 22 to 24, 2023, in Ziniaré (Oubritenga Province) to validate the findings of a study conducted by the INSS on good civic and citizenship practices in post-primary and secondary educational institutions in Burkina Faso,

Recommend that the ministries responsible for research and national education provide technical and financial support to the INSS for the pilot implementation of the aforementioned "technological package" within the post-primary and secondary education sectors.

Done at Ziniaré, November 24, 2023

The Participants

4.2. Discussions During the Awareness-Raising Workshop and Official Handover of the Manual

Another workshop was organized to raise awareness among stakeholders and to officially hand over the manual to the study participants. During this workshop, two working groups were formed to deliberate on how to follow up on the study, taking into account the recommendations made during the manual validation workshop. The discussions focused on two key areas: the broad outlines for developing a new project to pilot the technological package, and the framework for providing technical and financial support for the study. Group 1 focused on technical and financial support, while Group 2 worked on the project formulation. Presentations from each group, followed by a plenary session, made it possible to synthesize the results of these discussions, which are outlined below.

-Key Guidelines for Formulating à Pilot Project on Testing the Technological Package

Regarding the formulation of the pilot project for testing the technological package, participants have proposed two types of budget: one that adheres to the ceiling authorized by FONRID, and another that accounts for the actual requirements of the testing process the latter being intended to support advocacy efforts with technical and financial partners.

For the operation of the project, the following items must be included in the budget: fuel, computer equipment and accessories, miscellaneous supplies, and provisions for the needs of the pilot institutions. Regarding the selection of the experimental area, pilot institutions should be chosen while taking security zones (regions, provinces, communes/departments) into account.

Regarding information, awareness-raising, and advocacy: first, identify the relevant stakeholders for information/awareness-raising and for advocacy. Next, develop the content

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for these activities. Finally, organize the actual information, awareness-raising, and advocacy sessions.

Regarding the establishment of coordination teams within the pilot institutions: first, determine the type(s) of teams to be set up, and then proceed with the actual establishment of these units.

Regarding training: first, determine the types of training required and develop the training modules; then, organize the training sessions.

Regarding monitoring: develop monitoring tools and organize field visits.

Regarding evaluation: first, draft the terms of reference for both the mid-term and final evaluations; select the evaluators; present the evaluation results; and, if necessary, formulate a follow-up project.

-Broad Outlines for Technical and Financial Support for the Piloting of the Technological Package

The broad outlines for technical and financial support have been drafted based on two levels of intervention: national and regional.

a) ACTIONS AT THE NATIONAL LEVEL

- Regarding future prospects, participants propose working toward national ownership of the technological package by translating it into national languages, with the aim of reaching the non-formal education sector;
- They propose establishing a group that brings together all key project stakeholders to facilitate the project's implementation. This group should also focus on reflecting on the future direction of this study. It should have a clear vision of what can realistically be done to translate ideas, reflections, and analyses into concrete actions;
- When establishing the group, the entity tasked with this responsibility must not lose sight of the technical structures within the Ministry of National Education, Literacy, and the Promotion of National Languages (MENAPLN) specifically, the Directorate General in charge of quality, the Directorate General in charge of formal education, etc.;
- Discussions and advocacy efforts may propose that FONRID fund the project as a commissioned project;
- The entity tasked with this responsibility must:

- Meet with the Minister of Higher Education, Scientific Research, and Innovation (MESRSI) and the Minister of National Education following the finalization of the manual, and subsequently present an oral briefing to the Council of Ministers;
- Develop a communication strategy for the project (regarding the pilot implementation of the "technological package");
- Initiate advocacy meetings with officials from both ministries to ensure a thorough understanding of the implications and objectives of the technological package;
- Establish a joint committee to monitor the pilot implementation;
- Advocate for the MENAPLN and the MESRSI to provide financial support to the pilot institutions;
- Organize periodic meetings with the institutions participating in the pilot phase.

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b) ACTIONS AT THE REGIONAL AND LOCAL LEVELS

- Initiate advocacy meetings with those in charge of decentralized structures (regional councils and municipalities, as well as influential traditional and religious figures in the region or locality);
- Advocate for decentralized structures to provide financial support to pilot establishments;
- Establish a coordination framework for the pilot establishments.

5. Analysis and Interpretation

Having previously presented the key findings from each thematic investigation, this final section of the report is devoted to a discussion of the results, focusing more broadly on strategies and policies aimed at combating incivility through the promotion of civic and citizenship-oriented practices. The "Hello, Thank You, and Sorry" technological package is an innovation derived from a scientific analysis of field data, incorporating perspectives from all key stakeholder groups. This innovation is built not only upon the core values of Burkina Faso but also upon acts and actions that while requiring little financial investment demand significant personal will and commitment, and are highly effective in their own right. The study resulted not only in the development of the manual and its accompanying user guide, but also highlighted the study's own relevance a factor that prompted recommendations for its continuation. Indeed, all stakeholders consulted in the field expressed a desire for the study's findings to be incorporated into policy, as they were convinced of the impact this would have on students' behavior. The same sentiment was echoed during workshops held for validation, awareness-raising, and the official handover of the document to potential users.

Continuing this study by piloting the content of the manual reflects a commitment to changing strategies for addressing incivility, based on the conviction that civic and citizenship-oriented practices are essential for the acquisition of intrinsic values. Within a planned-change model viewed through the lens of innovation the transformation of practices relies on a structured approach, encompassing research, the development of interventions, and dissemination, or even scaling-up. In this relatively linear model, the practitioner is introduced to the innovation under carefully controlled conditions (M. Bantuelle & R. Demeulemeester, 2018). Implementation is supported by a detailed strategy as outlined in the manual which accounts for the various factors that may either facilitate or hinder the adoption of this new approach and its integration into everyday practice.

Furthermore, it means daring to embark on a new path toward addressing the problem of incivility, as it has become clear that without a synergy of actions nothing can provide a solution to this scourge. It also entails committing to support students, while remaining mindful of their vulnerability and recognizing that examples of good behavior benefit everyone; indeed, such examples are the only means by which peace can be restored within a community. Ultimately, this means acknowledging the fundamental reasons for promoting the spread of "good practices." Indeed, adopting appropriate ways of behaving and acting serves as a sustainable solution for combating incivility and violence in schools, as these behaviors stem from the development of social and personal skills. The authors therefore advocate for their dissemination within educational institutions, with the active involvement of stakeholders in the education sector (INSS/CNRST, 2016; N. L. Bationo/Neya, 2016). Furthermore, these positive behaviors complement the civic education curriculum currently

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being implemented in post-primary and secondary schools in Burkina Faso by the Ministry of Education's General Directorate for the Quality of Formal Education.

Conclusion

The objective of summarizing and analyzing the study's findings has been met. This work has made it possible to take stock of the study's key highlights and future prospects. It outlines the results achieved and demonstrates how these findings represent a valuable asset in combating incivility among students through the promotion of civic and citizenship-oriented practices. While this analysis presents specific results and points toward an experimental application of the proposed "technological package," it also raises questions regarding the failure of previous solutions used to address incivility, while simultaneously shedding light on some of the aspirations held by post-primary and secondary educational institutions. Nevertheless, it would be remiss to conclude this article without noting certain limitations which, it should be stressed, do not undermine the core of the analysis. Rather, they serve as useful considerations for any future replication of the study or its implementation as a pilot project. One such limitation is that the study could not cover every region of the country due to a lack of financial resources; a broader geographical scope would have allowed for the identification of a wider range of promising practices. Conversely, a significant strength in the study's execution lay in its scientific approach, which made every effort to ensure the maximum involvement of stakeholders at every stage of the research. This involvement took place through several field visits: the first to collect initial data for the study; the second to document existing practices; the third to re-contextualize these practices by situating the innovation within its proper context; the fourth to validate the innovation through a workshop; and the fifth to discuss with the stakeholders their impressions of the innovation, as well as the opportunities for and the relevance of its implementation.

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