

## ACCELERATED ED+

**Advancing education solutions: Research for scaling up educational innovations in emergency contexts and fragile areas affected by conflict and violence (FCV) in Burkina Faso, Ghana and Nigeria**



# COMPREHENSIVE ANALYSIS REPORT for Burkina Faso

By  
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Acronym	Meaning (or remark)
5W	<i>Who does What, Where, When and for Whom</i> ( humanitarian coordination tool )
A&P	Andal and Pinal (national NGO, promoter of the Shepherd Schools)
Accelerated ED+	<i>Accelerated Education Plus</i> (name of research project)
AME	Association of Educating Mothers
APE	Parents' Association
BLP	<i>Better Learning Program</i>
BNDT-IGB	National Topographic Database - Geographic Institute of Burkina
CAU	Emergency Alternative Classes
CBN2J	<i>Banma Center Nuara 2 for Young People</i>
CEB	Basic Education District
CEBNF	Non-Formal Basic Education Center
CEP	Primary Education Certificate
CLC	Community Learning Center
COGES	Management Committee
CRS	Catholic Relief Services
CWD	Children with Disabilities
DGESS	General Directorate of Sectoral Statistics and Studies
DGREIP	Department of Educational Research and Pedagogical Innovation
DPEPPNF	Provincial Directorate of Preschool, Primary and Non-formal Education
DTICE	Department of Information and Communication Technologies for Education
EAA	<i>Education Above All</i>
ECM	Civic and Moral Education
EiE	Education in Emergencies
EU	European Union
FCV	<i>Fragility , Conflict and Violence</i>
FONAENF	Fund for Literacy and Non-Formal Education
GER	Gross Enrollment Rate
HR	Human Resources
IFADEM	French-speaking initiative for distance teacher training
IIEP-UNESCO	International Institute for Educational Planning – UNESCO
IOF	International Office of the Francophonie
JICA	Japan International Cooperation Agency
MEBAPLN	Ministry of Basic Education, Literacy and Promotion of National Languages
MSDS	Defense and Security Forces
NGO	Non-Governmental Organization
OOSC	<i>Out-of</i> - School Children

Acronym	Meaning (or remark)
PAAENS/BFA	Accelerated Learning Project for Out-of-School Children and Adolescents – Burkina Faso
PAAQE	Project to Improve Access and Quality of Education
PDI	Internally Displaced Person
PER	Radio Education Program
PPS	Post-Primary and Secondary
PS	Psychosocial Support
PSDEBS	Strategic Plan for the Development of Basic and Secondary Education
PSEF	Education and Training Sector Plan
REP	<i>Radio Education Program</i>
RGPH	General Population and Housing Census
RRM	<i>Rapid Response Mechanism</i> (rapid response mechanism)
SEL	<i>Social and Emotional Learning</i>
SSA/P	Speed Schools
SSA2	Speed Schools – Part 2 (for young people aged 13-14)
ST-ESU	Technical Secretariat for Education in Emergencies
SWEDD	<i>Sahel Women's Empowerment and Demographic Dividend</i>
TBS	Gross enrollment rate
TLS	Temporary Learning Space
UNDP	United Nations Development Programme
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
VDP	Volunteer for the Defense of the Fatherland

## INTRODUCTION

This meta-analysis report is part of the "Accelerated ED+" research process. It presents the most recent available data on the education sector in Burkina Faso, particularly on primary education, covered by the research. Specifically, the report highlights data on Education in Emergencies in general and those of the target areas of the research as much as possible, namely the Sahel, Centre-East and Centre-South regions.

The data presented are the results of the literature review on the research themes in relation to the indicators defined in the comprehensive analysis structure developed by the cross-country research team. The statistical analyses have allowed us to draw summary conclusions that will be explored in more depth as the process continues.

### I. CONTEXT OF CONFLICT AND VIOLENCE IN BURKINA FASO

Burkina Faso faces significant socioeconomic development challenges. In 2024, Burkina Faso's national context was marked by modest economic growth, a precarious security situation, and persistent humanitarian challenges. Since 2015, the country has suffered terrorist attacks resulting in the displacement of more than 2 million people (58.5% of whom are children <sup>1</sup>).

The provision of basic social services to internally displaced persons (IDPs) and to address persistent security risks is limited. As a result, access to services such as healthcare, water, and sanitation has declined, particularly in municipalities experiencing the largest influx of displaced persons and the prevailing insecurity.<sup>2</sup>

According to a recent study, a school experiencing an increase in conflict-related incidents could lead to an 18% increase in the proportion of teachers leaving the workforce <sup>3</sup>, further straining education delivery, despite government efforts. In 2024 in Burkina Faso, public primary schools provided 67% of education services, while private providers accounted for 33%. The departure of teachers is most severe in the zones most directly impacted by conflict.

In Burkina Faso, the security crisis has demonstrably impacted basic education indicators over the past six years. Indeed, the gross enrollment rate (GER) in primary education has fallen from 90.7% in 2018 to 78.2% in 2024 <sup>4</sup>.

Since then, access has become a major challenge, as evidenced by the various monthly reports established by the Technical Secretariat for Education in Emergencies (ST-ESU) which indicate the extent of the closure of schools that has led to thousands of children dropping out of school.

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<sup>1</sup>Burkina Faso: Internal Displacement June 11, 2024 United Nations Office for the Coordination of Humanitarian Affairs <https://data.humdata.org/dataset/idmc-idp-data-bfa>.

<sup>2</sup>Roads to Schools and Healthcare Facilities: Identifying Accessibility Gaps in Burkina Faso. Washington, DC: World Bank Group, 2021.

<sup>3</sup>Bedasso, B. and Mendez Acosta, A. 2024. "The Teachers Who Leave: Teacher Attrition in Burkina Faso." CGD Working Paper 698. Washington, DC: Center for Global Development.

<sup>4</sup>2024 Annual Report of the Strategic Plan for the Development of Basic Education and Secondary Education 2021-2025 .

For example, in March 2024, the country recorded 5,319 closed schools (preschool, primary, post-primary and secondary). These closures represent approximately 20.15% of educational structures and affected 818,149 learners, according to the monthly report of the Technical Secretariat for Education in Emergencies (ST-ESU) dated March 31, 2024 <sup>5</sup>.

## **II. CONCEPTUAL FRAMEWORK AND CONTEXTUAL CHARACTERISTICS**

Based on the research protocol, the conceptual framework underlying “Accelerated Education +” is inspired by the one developed by IIEP-UNESCO (2023), adapting it to the security situation in Burkina Faso since 2015. It also incorporates the resilience dynamics implemented by education stakeholders to address challenges related to access, equity, inclusion, equal opportunities, and psychosocial support. The conceptual framework emphasizes access and educational continuity through various innovations adopted within the framework of the “Accelerated ED+” project with regard to Burkina Faso, in particular:

- Speed Schools using Accelerated Education (SSA/P);
- Girls' education, gender and inclusion based on SWEDD experiences;
- UNICEF and its partners' radio education programme;
- Psychosocial support for teachers and learners through social-emotional learning and retention approaches.

It is based on the diagram developed in the project's concept note as shown below:

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<sup>5</sup>MEBAPLN-ST ESU Monthly Statistical Report, March 31, 2024; p. 2.

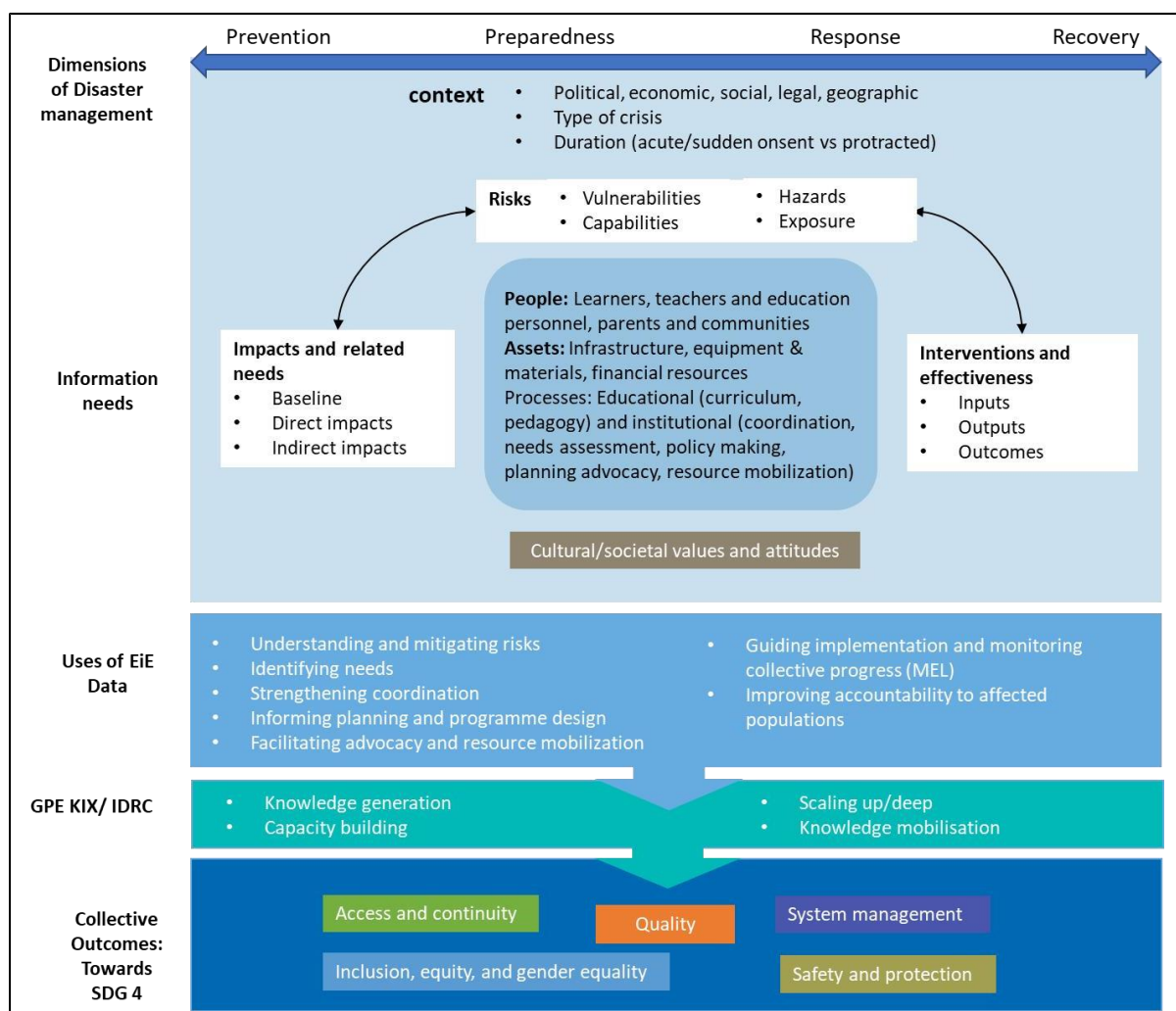


Figure 1 : Adapted conceptual framework on education in emergency, fragile, conflict-affected, and violence-affected areas

### III. STATE OF PLAY OF EDUCATION PERFORMANCE IN EMERGENCY SITUATIONS IN BURKINA FASO

This section presents the key areas for assessing the performance of solutions and innovations for education in emergencies in Burkina Faso.

#### 3.1 Infrastructure and access to education

- Total number of schools (formal and non-formal) in Burkina Faso*

In Burkina Faso, the government and its partners are making efforts to build educational infrastructure despite the bleak socio-economic context. The table below shows the number of basic education facilities in Burkina Faso by 2024 and the intervention areas of the "Accelerated ED+" project.



Table 1: Number of educational structures in Burkina Faso

Level/Type of structure	Number of preschools <sup>6</sup>	Number of primary schools <sup>7</sup>	Number of non-formal education structures for adolescents aged 9 to 15 <sup>8</sup>	Speed School/ SSA/P Centers <sup>9</sup>
<b>National total</b>	2,039	13,558	566	636
<b>Total Center East</b>	116	1,109	29	103
<b>Boulgou</b>	-	585	16	41
<b>Kouritenga</b>	-	404	12	45
<b>Total South Center</b>	73	776	26	0
<b>Nahouri</b>	-	168	6	0
<b>Zoundwéogo</b>	-	324	2	0
<b>Total Sahel</b>	12	170	110	38
<b>Oudalan</b>	-	52	6	0
<b>Seno</b>	-	62	16	8

**Source:** Primary school statistical yearbooks 2024 (Preschool education, Basic education and Non-formal education) and database of the SSA/P Directorate.

An analysis of the data reveals that, in 2024, Burkina Faso has a total of 16,799 basic education structures across all levels. These include 13,558 primary schools and 636 SSA/P centers as well as 2,039 pre-schools and 566 non-formal education structures for adolescents. Besides non-formal education centers for adolescents, there also non-formal education centers for adults (821 in 2024).

Within the project's intervention areas of Sahel, Centre-East and Centre-South, there are 2,562 basic education institutions, including 2,055 primary schools and 141 SSA/P centers. There are also 165 non-formal education structures and 201 pre-schools in the intervention areas, but these two structures are not the focus of this research as the research is focused on assessing SSA/P and other alternatives that show strong evidence of impact and have a solid potential for scaling.

Primary schools represent the largest share of education structures, accounting for over two-thirds of the total, followed by SSA/P centers. These figures underscore the strong emphasis placed on the development of primary education to meet the population's most pressing needs in terms of basic learning opportunities.

<sup>6</sup>Ministry of Basic Education, Literacy and the Promotion of National Languages, 2024 Statistical Yearbook of Preschool Education, General Directorate of Studies and Sectoral Statistics, September 2024

<sup>7</sup>Ministry of Basic Education, Literacy and the Promotion of National Languages, Statistical Yearbook of Primary Education 2023/2024, General Directorate of Studies and Sectoral Statistics, September 2024

<sup>8</sup>Ministry of Basic Education, Literacy and the Promotion of National Languages, Statistical Yearbook of Non-Formal Education, 2024 Campaign, General Directorate of Studies and Sectoral Statistics, October 2024

<sup>9</sup>Ministry of Basic Education, Literacy and the Promotion of National Languages, Directorate of Accelerated Schooling Strategy, 2024-2025 back-to-school data, May 2025

In this context, SSA/P centers, which aim to improve access to primary education through alternative learning pathways, require particular attention. This is exemplified by the launch of the “Accelerated Learning Project for Out-of-School Children and Adolescents in Burkina Faso (PAAENS/BFA),” initiated by the government to scale up the SSA/P model nationwide. The project, funded by the Government of Burkina Faso, the Islamic Development Bank (IDB), Education Above All (EAA), and the Stromme Foundation, aims to enroll over 80,000 out-of-school children in SSA/P centers <sup>10</sup>.

Before the introduction of SSAP centers, there were non-formal education centers for adolescents that have been initiated by the State since 1995. They are educational structures open to young adolescents aged 9-15 to provide them with instrumental knowledge and pre-vocational training. The program consists of two cycles: a basic learning cycle (reading, writing, and arithmetic in the national language and French), followed by a vocational training cycle. The aim is to optimize learners' chances of socio-professional integration by introducing them to professions such as agriculture, livestock farming, environmental protection, and crafts.

These training courses enable graduates to prepare for other training programs. The primary option for non-formal centers is not transfer to formal education, but it remains an opportunity depending on the learner's age and the skills acquired to take the CEP exam.

- *Number of schools closed due to conflict or other crises*

Over the past two decades, access has steadily increased, with the gross primary school enrollment rate reaching 90.7% in 2018. However, high levels of insecurity during the current decade has led to the closure of thousands of schools. Data from the Technical Secretariat in Emergency Situations indicates that in March 2024, 5,319 schools, representing approximately 20% of all educational facilities, were closed due to insecurity, affecting 818,849 students, including 394,293 girls, and 24,281 teachers, of whom 7,413 were women.

The situation of schools from 2021 to 2023 <sup>11</sup>is as follows:

Year	2021			2022			2023		
Structures	Presco	Prim	PPS	Presco	Prim	PPS	Presco	Prim	PPS
Functional	1,876	14,613	4,565	1,725	12,787	4,301	1,803	13,970	4,285
Closed	35	2,875	370	109	5,396	748	111	4,606	613
Reopened	04	171	30	5	219	40	31	911	138

**Source:** EiE Technical Secretariat.

*\* Since 2024, the number of closed establishments has not been systematically reported.*

<sup>10</sup> Ministry of Basic Education, Literacy and Promotion of National Languages, project document “Project for Accelerated Schooling of Out-of-School Children and Adolescents (PSA/EAHE) in Burkina Faso”

<sup>11</sup> Ministry of Basic Education, Literacy and the Promotion of National Languages, Technical Secretariat for Education in Emergencies, 2023 Annual Report on Monitoring and Evaluation of the Implementation of the National Strategy for Education in Emergencies, March 2024

An analysis of the data shows that primary schools have been the most affected by closures, with a peak recorded in 2022. The Sahel region was particularly hard hit, registering the closure of 992 schools, which disrupted the education of 108,939 students, including 50,314 girls, and impacted 4,009 teachers, including 1,350 women.

Efforts to reopen schools have gained momentum from 2021 to 2023, largely driven by community-led (endogenous) initiatives supported by the government and its partners, though school closures and reopenings continue to fluctuate monthly.

As of March 2024, a total of 1,304 education facilities had reopened, up from 1,295 at the end of February 2024. These reopened schools accommodated 262,155 students, including 129,993 girls, and 8,673 teachers, including 2,754 women. The efforts of the government and its partners have enabled the reopening in 2025 of 1,412 primary schools, including 99 in the Centre-East, 9 in the Centre-South and 34 in the Sahel <sup>12</sup>.

Out of Burkina Faso's 13 regions, 10, including the Sahel and Centre-East, have recorded both school closures and reopenings. In the Centre-East region, 14,960 displaced students, including 7,114 girls, were re-enrolled. In the Sahel region, 29,411 displaced students, including 14,297 girls, returned to school.

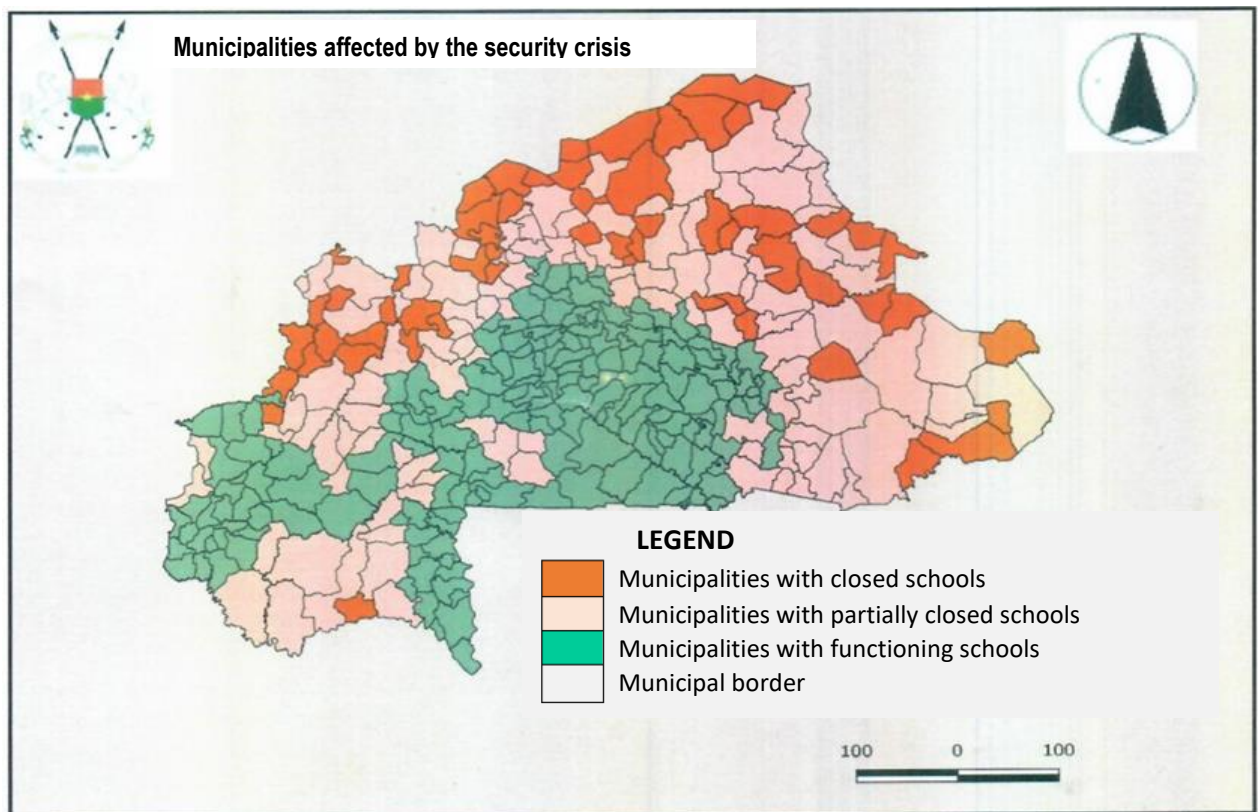
Although the Centre-South region has not experienced any school closures, it has been impacted by the broader security crisis, as it now hosts internally displaced students. During a field mission in April 2025, the CERFODES team visited a school in Sector 6 of Nahouri Province, which had welcomed displaced students from the Centre-North and North regions.

The map below illustrates the situation of school closures and reopenings across Burkina Faso as of March 2024.

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<sup>12</sup>Monthly Statistical Report on Education in Emergencies, June 5, 2025.

Figure 2: Situation of closure and reopening of schools in Burkina Faso in March 2024.



By: DGESS-MEBAPLN

Source: Survey ST-ESU

March 2024

Map Background by BNDT-IGB

- *Number of functioning schools and their capacities*

In 2023/2024, the total number of functional schools was 19,652, consisting of 10.4% preschools, 69.0% primary schools and 20.6% post-primary and secondary schools <sup>13</sup>.

Of all functional formal schools, public schools accounted for 57.8%, private schools 40.7%, and community schools, which only cover preschools, accounted for 1.5%. The distribution of schools by status (public or private) differs depending on the level of education. Indeed, in preschool, there was a predominance of private schools, which accounted for 71.9% of preschool facilities.

It is worth noting that the focus of this research is non-formal education, especially SSAP centers.

Due to the security crisis, there are many displaced people throughout the country. While the ongoing efforts to reclaim and stabilize territories have enabled some displaced populations to return to their home areas, many remain in regions severely affected by the security crisis. This displacement continues to put pressure on host communities and their educational infrastructure, creating additional challenges in terms of classroom capacity and staffing.

To address these needs, the government and its partners have implemented various interventions, including the establishment of additional classes in Temporary Learning Spaces (TLS), the rental of extra classrooms, and the deployment of community facilitators to support instruction.

The capacity of educational institutions in Burkina Faso is directly influenced by the availability of classrooms and qualified teachers. A disparity between the number of classrooms and teachers often reflects a shortage of teaching staff, and smaller numbers of teachers contribute to the increased risk of students dropping out of school. The following table presents the current capacity of primary schools nationally and within the intervention areas of the "Accelerated ED+" project.

Table 2: Capacities of primary schools and those in the project intervention areas

Level/Abilities <sup>14</sup>	Number of primary schools	Number of classrooms	Number of teachers	Number of students
<b>National total</b>	<b>13,558</b>	<b>63,082</b>	<b>61,486</b>	<b>3,067,940</b>
<b>Total Center East</b>	<b>1,109</b>	<b>5,138</b>	<b>5,009</b>	<b>247,015</b>
<b>Boulgou</b>	585	2,733	2,683	134,930
<b>Kouritenga</b>	404	1,792	1,762	86,630
<b>Total South Center</b>	<b>776</b>	<b>3,400</b>	<b>3,393</b>	<b>151 159</b>
<b>Nahouri</b>	168	783	778	39,723
<b>Zoundwéogo</b>	324	1,324	1,323	58,439
<b>Total Sahel</b>	<b>170</b>	<b>897</b>	<b>847</b>	<b>56,450</b>

<sup>13</sup>Ministry of Basic Education, Literacy and Promotion of National Languages, Statistical Report on Human Resources, school year 2023-2024

<sup>14</sup> Ministry of Basic Education, Literacy and the Promotion of National Languages, Statistical Yearbook of Primary Education 2023/2024, General Directorate of Studies and Sectoral Statistics, September 2024

<b>Oudalan</b>	52	259	249	15,997
<b>Seno</b>	62	360	337	24,517

**Source :** 2024 Basic Education Statistical Yearbook, DGESS/MEBAPLN

These data indicate a teacher deficit of around 9.5% for the three project regions and therefore a risk of school dropouts due to teacher absences both nationally and in the project's target areas. Teacher absences and displacement are particularly linked to the security situation.

- *Distance to school (access to school)*

In addition to insecurity, traditional barriers to improving schooling, such as distance, persist in many regions of Burkina Faso, resulting in a high number of out-of-school children. The table below shows the average distance traveled by students both nationally and in the target areas of the "Accelerated ED+" research to reach primary school.

Table 3: Average distance traveled by students to get to school

Level/Distance	Percentage of students making a trip			Number of students
	Less than 3 km	Between 3 and 5 km	Greater than 5 km	
<b>National</b>	93.37	5.75	0.88	2,203,394
<b>East Center</b>	94.13	5.29	0.57	211,729
<b>Boulgou</b>	93.31	6.03	0.66	116,100
<b>Kouritenga</b>	95.07	4.44	0.49	74,368
<b>South Center</b>	92.62	6.43	0.95	135,738
<b>Nahouri</b>	93.78	5.23	0.99	37,502
<b>Zoundwéogo</b>	92.84	6.27	0.89	49,339
<b>Sahel</b>	97.76	1.59	0.65	45,967
<b>Oudalan</b>	95.85	2.23	1.91	12,484
<b>Seno</b>	97.67	2.05	0.29	21 03

**Source :** 2024 Basic Education Statistical Yearbook, DGESS/MEBAPLN.

- *Risk assessment for schools (security, infrastructure, access)*

In Burkina Faso, schools with a secure environment are those with at least one of the following: an early warning system, a monitoring committee, a caretaker, a fenced school area. The report prepared by the Secretariat for Education in Emergencies indicates that as of December 31, 2023 <sup>15</sup>, the proportion of structures with a secure learning environment is 77.5% for preschool, 33.2% for primary schools and 42.5% for post-primary and secondary schools. These data highlight the need to strengthen security measures at primary, post-primary and secondary levels to ensure the protection of teachers and students.

<sup>15</sup>ST-ESU Activity Report as of December 31, 2023

In the Sahel region, the percentage of secure primary schools is 62.3%; in the Centre-East, it is 18.6% and in the Centre-South 6.7%. It is noted that greater efforts are being made by the government and its partners to ensure a secure learning environment in the Sahel region because the security situation is quite precarious, unlike in the Centre-South, which is a region with low security risk.

- *Internet connectivity and radio access in schools*

In many places in the world, the internet occupies a prominent place in the lives of individuals and, by extension, in the lives of households. In Burkina Faso, the internet remains predominantly an urban phenomenon. Indeed, data from the 5<sup>th</sup> General Population and Housing Census conducted in 2019 <sup>16</sup> indicate that the proportion of households with access to the internet in urban areas is 28.3% compared to 6.0% in rural areas. This tool is also a center of excellence in the quest for knowledge and learning, as it is considered a teaching aid. In the target areas of the research, access to the internet is 5.3%, including 16.4% in urban areas and 3.5% in rural areas. In the Centre-East, it is 11.0%, including 24% in urban areas, compared to 3.5% in rural areas, and in the Centre-South, 7.1%, including 11.0% in urban areas and 6.5% in rural areas. For the Sahel region, this access to the internet is 5.3%.

Internet access is available at the Basic Education Districts (CEB), considered the most decentralized public administration for primary education. There is no system at the school level.

Regarding access to radio, it should be noted that schools do not currently have radio listening devices. Radios are used at home or informally with the support of partners such as UNICEF, EDUCO, etc.

## 3.2 Teaching staff and psychosocial well-being

The annual statistical report produced in December 2024 indicates a workforce of 101,092 teachers, including 69,020 in primary schools <sup>17</sup>. Of this workforce, teachers, i.e. those known as chalk teachers or classroom teachers, number 61,486.

### 3.2.1 Status of teachers in emergency situations

- *Total number of teachers in affected areas*

The 2023 annual monitoring and evaluation report on the implementation of the National Strategy for Education in Emergencies (SN-ESU) indicates that as of December 31, 2023, 10 of Burkina Faso's 13 regions had recorded terrorist attacks. These 10 regions together accounted for 32,968 teachers, distributed as follows:

Table 4: Number of teachers by region as of December 31, 2023

Region	Number of teachers
Mouhoun Loop	2,962

<sup>16</sup>National Institute of Statistics and Demography (INSD), 5th General Population and Housing Census, December 2022

<sup>17</sup>Ministry of Basic Education, Literacy and the Promotion of National Languages, General Directorate of Sector Studies and Statistics, Statistical Report on Human Resources of the MEBAPLN school year 2023-2024



<b>Waterfalls</b>	2,111
<b>Center-East</b>	4,228
<b>North Center</b>	2,762
<b>West Center</b>	5,946
<b>East</b>	1,913
<b>High Basins</b>	4,508
<b>North</b>	4,492
<b>Sahel</b>	655
<b>Southwest</b>	3,391
<b>Total</b>	32,968

*Source: MEBAPLN Human Resources Statistical Report for the 2023-2024 school year*

The 2023 annual report of the Technical Secretariat for Education in Emergencies indicates that 5,330 facilities were closed, affecting 23,955 teachers, including 7,365 women. It is therefore likely that these teachers are also from regions targeted by the study. **The upcoming situational analysis would be used to clarify this data.** The same applies to the *number of teachers who fled their communities*.

- *Mental health and psychosocial impact of teachers*

There is no doubt that the mental health of the 23,955 teachers affected by the security crisis has been affected to varying degrees, with psychosocial impacts that deserve attention. Indeed, during discussions with MEBAPLN officials at the stakeholder workshop, it emerged that some teachers who are surviving victims are no longer able to carry out their teaching duties, take care of themselves and/or take care of their families given the advanced degree of their trauma.

Aware of this situation, the government and its partners have developed initiatives aimed at improving the mental health of teachers in areas heavily affected by the security crisis through training in "Safe Schools" and "Psycho-Social Support".

- *Redeployment of teachers*

In Burkina Faso, the deployment of teachers is the responsibility of decentralized structures, in particular the Provincial Directorates of Preschool, Primary and Non-Formal Education (DPEPPNF). Thus, each year, official instructions signed by the Minister remind each actor of their role in the administrative and pedagogical system for the smooth running of teaching/learning activities. Also, it is up to the first managers of the DPEPPNF to ensure rational management of the human resources made available to them. It is within this framework that the redeployment of teachers is carried out according to needs and circumstances. For example, the official instructions for the 2023-2024 school year specify that the DPEPPNF is responsible, among other things, for "ensuring transparent and rational management of the human resources of the DPEPPNF" <sup>18</sup>.

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<sup>18</sup>Ministry of Basic Education, Literacy and Promotion of National Languages, Cabinet, Official Instructions, of the MNAPLN for the school year 20243-2024.



As part of teacher management in areas severely affected by the security situation, memos from the General Secretariat instruct the reassignment of teachers whose classes are closed. As a result, some of these teachers are redeployed within the province or to other provinces, either in administrative services or in classes already staffed with teachers. This is why some teachers find themselves with 3 or 4 teachers in certain classes, which impacts the situation whereby there are large numbers of substitute teachers in an overall context of teacher scarcity.

In 2023-2024 <sup>19</sup>, the number of substitute teachers in primary education represented 23.4% of the total number of teachers. The proportion of substitute teachers reached 55.7% in the Sahel, or 852 teachers, 9% or 584 Center-East and 27,6 or 1,268 in the Center-South .

- *Teacher/student ratio*

In primary education, the national student-teacher ratio is 52 students per teacher. This ratio is higher than the national standard of 50. In 2023-2024, data from the MEBAPLN Human Resources Department indicate a variation in the student-teacher ratio from one region to another and from one province to another, as shown in the following table:

*Table 5: Student/teacher ratio by region in 2023-2024*

Level	Number of teachers	Number of students	Student/teacher ratio
<b>National total</b>	61,486	3,067,940	49.9
<b>Total Center East</b>	5,009	247,015	49.3
<b>Boulgou</b>	2,683	134,930	50.03
<b>Kouritenga</b>	1,762	86,630	49.2
<b>Total South Center</b>	3,393	151 159	44, 6
<b>Nahouri</b>	778	39,723	51.1
<b>Zoundwéogo</b>	1,323	58,439	44.2
<b>Total Sahel</b>	847	56,450	66.6
<b>Oudalan</b>	249	15,997	64.2
<b>Seno</b>	337	24,517	72.8

*Source : 2024 Basic Education Statistical Yearbook, DGESS/MEBAPLN*

### 3.2.2 Training and Capacity Building for Teachers in Emergency Situations (ST-ESU)

As part of the implementation of the Emergency Education Strategy, from 2022 to 2024, 4 770 teachers were trained on educational alternatives, particularly in emergency SSA/P and on EiE curricula. This number represents 4.7%. The table below shows the different participants to these trainings:

*Table 6: Teachers trained in educational alternatives*

Deliverables achieved	2022	2023	2024
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<sup>19</sup>Ministry of Basic Education, Literacy and the Promotion of National Languages, General Directorate of Sector Studies and Statistics, Statistical Report on Human Resources of the MEBAPLN school year 2023-2024

Teachers were trained on educational alternatives (emergency SSA/P)	200	200	575
Teachers and educational supervisors were trained on EiE curricula	500	300	300
Teachers and facilitators have been trained in Psychosocial Support (PSS)	300	400	690
Teachers/facilitators were trained on the Safe School approach and other innovative approaches	500	305	500
<b>Total</b>	<b>1500</b>	<b>1205</b>	<b>2065</b>

**Source:** MEBAPLN Q4 Activity Report, 2024.

The implementation of these training courses by the government has made it possible to improve the performance of teachers in the use of EiE curricula to facilitate the resumption of teaching/learning activities in educational establishments having lost at least four (4) months of classes.

In addition, several NGOs/Development Associations support the implementation of SN-ESU by supporting decentralized structures for the training of stakeholders on EiE themes.

As of December 31, 2024<sup>20</sup>, partner support has helped strengthen the capacities of 1,750 teachers, including 805 women, on EiE and *Better curricula. learning program (BLP)*. These training courses have enabled 179,443 learners to be supported, including 70,089 girls. The table below, taken from matrix 5w (Contribution of NGOs/ADs), presents the capacity building actions for teaching carried out in 2024.

Table 7: Learners/teachers receiving psychosocial support

Activities	Number of learners supported		
	F	G	T
Learners received psychosocial support through teacher training on psychosocial support	7,900	7,100	15,000
Learners received psychosocial support through teacher training on the Safe School approach and mental health	27,800	48,700	76,500
Learners were provided with protection through teacher training on basic child protection principles	3,002	322	3,324
Educational staff were made aware of key messages on health, safety, hygiene, peace and social cohesion	3,587	4,533	8,120
School emergency preparedness/response plans have been developed for schools trained in the Safe School approach	27,800	48,700	76,500
<b>TOTAL</b>	<b>70,089</b>	<b>109,355</b>	<b>179,443</b>

**Source :** Extract from the 5W matrix as of December 31, 2024

<sup>20</sup>Ministry of Basic Education, Literacy and the Promotion of National Languages, Technical Secretariat for Education in Emergencies, 2023 Annual Report on Monitoring and Evaluation of the Implementation of the National Strategy for Education in Emergencies, March 2024

In addition to these training activities, there is health and psychosocial support as well as the development of school emergency preparedness/response plans which help to cushion the psychological shocks suffered by certain stakeholders and pupils/learners.

### **3.2.3 Using Learning Passports for teacher adaptation**

The Learning Passport <sup>21</sup>is an education model for early childhood education, primary and secondary education, adolescent skills, and technical and vocational education, tailored to the needs of children and youth who are either out of school, or in need of support to ensure the education they are receiving is of sufficient quality. In this model, every user has a personalized record of their learning history that is unique to them and can be taken across physical and digital borders subject to context. It is also a model for teachers and parents to receive the necessary training and tools to be empowered and help support student learning.

As of now, there is no official confirmation that the Learning Passport has been officially deployed in Burkina Faso.

However, as part of the transfer of learners from SSA/P to public primary schools, an individual average learning level is established after the final learning assessment for integration into a given class in the mainstream school. These transfer averages are as follows:

- ✓ for transfer to CE2: average greater than or equal to 4.50 out of 10;
- ✓ for transfer to CE1: an average greater than or equal to 3 out of 10 and less than 4.50/10;
- ✓ for transfer to CP2: an average lower than 3 out of 10;
- ✓ there is no repeating of the SSA/P.

The list of learners to be transferred is drawn up by the CEB focal point in accordance with the standards. This list, approved by the Head of the CEB, is forwarded to the DPEPPNF. The DPEPPNF draws up the transfer decisions. These decisions are forwarded to the host school principals by mid-July at the latest for arrangements to be made to accommodate learners in the transfer classes.

It should be noted that level certificates are established by the director of the host school or the educational inspector responsible for educational monitoring in the event of a learner moving from one area to another, and these level certificates serve to facilitate a learner's registration or re-registration.

## **3.3 School population and risk factors**

### **3.3.1 Characteristics of the school population**

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<sup>21</sup> <https://www.learningpassport.org/about-learning-passport>

This analysis focuses on the school population at the preschool and primary level and relies heavily on the Statistical Yearbook of Primary Education 2023-2024 <sup>22</sup>.

At the national level, the school population enrolled in primary education establishments amounts to 3,067,940 students, divided between 2,203,394 students in the public sector (71.8%) and 864,546 in the private sector (28.2%). This distribution confirms the predominance of the public sector in the provision of basic education, although the private sector plays an increasingly important complementary role, particularly in urban areas.

Regarding the gender distribution, the data reveal a generally balanced situation, with 1,532,444 girls, or 50% of all students. However, it is noted that this encouraging parity at the national level conceals regional disparities. For example, in the Centre region (Kadiogo province), the proportion of girls reaches 50.9%, while it falls to 44.8% in provinces such as Koulpelogo. This observation calls for continued efforts to promote girls' education, particularly targeting areas where gaps remain marked.

The geographical distribution of the school population highlights the high concentration of students in rural areas, with 1,924,349 students, or 62.7% of the total, compared to 1,143,591 students in urban areas (37.3%). This situation reflects the numerical importance of rural areas, but also the structural challenges that remain in terms of access to quality education. The challenge remains to reduce disparities in access and learning conditions between urban and rural areas.

The analysis reveals significant disparities between the different regions of the project's intervention and shows varied trends. In 2023-2024, the Sahel region had 56,450 students, or 1.8% of the national population, making it one of the regions with the lowest enrollment. The rate of girls was 47.6%, lower than the national average. Nearly 40% of students are in urban areas, a high rate linked to displacement due to insecurity. The deteriorating security context has led to the closure of many schools, limiting access to education, particularly for girls. Regarding the project provinces, Oudalan had 15,997 students, 46.4% of whom were girls, for the 2023-2024 school year, while Seno had 24,519 students, 48.4% of whom were girls.

The Centre-East region has 247,015 students, or 8% of the national population, with a relatively low proportion of girls (48.8%). Koulpélogo province had 25,455 students, 44.8% of whom were girls, while Kouritenga had 86,630 students, 49.3% of whom were girls, and Boulgou had 134,930 students, 49.3% of whom were girls. Overall, nearly 75% of students in this region are in rural areas.

The Centre-South region registered 151,159 students (approximately 5% of the national population), 48.9% of whom were girls. The school population is predominantly rural (over 85%) and concentrated in certain provinces such as Zoundwéogo, which has nearly 58,439

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<sup>22</sup>MEBAPLN, DGEES, Statistical Yearbook of Primary Education 2023-2024, September 2024

students, or more than a third of the regional population. In the Nahouri province, there are 39,723 students, 48.9% of whom are girls.

- *Number of out-of-school children (OOSC)*

In 2017, the number of children and adolescents outside the education system in Burkina Faso was estimated at 2,634,300 children and adolescents, including 1,284,683 girls <sup>23</sup>. In October 2023, UNICEF estimated that at least 1 million children <sup>24</sup> were out of school in Burkina Faso, due to insecurity and various socio-economic factors.

However, the efforts undertaken by the MEBAPLN and its partners have enabled the reopening of schools, promoting the reintegration of children into school, particularly in regions heavily affected by the security crisis, such as the North, the Centre-North, the Boucle du Mouhoun, the East, the Centre-East and the Sahel. According to the ST- ESU, as of May 31, 2025, 1,412 establishments, including 95.9% primary schools, have been reopened, allowing the reintegration of 284,831 students.

### 3.3.2 Population at risk of dropping out of school and reasons for dropping out

- *Population at risk of dropping out of school*

According to a 2017 study on children and adolescents out of school in Burkina Faso, 1,725,193 students (out of a total of 2,489,758) were at risk of dropping out of school before completing their studies. The study also indicated a growing trend towards dropping out among these children due to several factors, including economic, security, and sociocultural factors.

- *Reasons for dropping out of school (economic, security, socio-cultural, gender)*

The problem of access to education and school continuity for children in Burkina Faso was evident before the security crisis. Despite efforts made by the government and its partners, this number has increased with the terrorist attacks that the country has experienced since 2015, one of the immediate consequences of which is the closure of thousands of schools.

The report of the 5<sup>th</sup> General Population and Housing Census <sup>25</sup> notes that in 2019, the population of compulsory school age (children aged 6-16) was 6,155,201 with a percentage of school-goers of 45.9%. Conversely, the percentage of children not in school was 54.1% compared to 51.4% in 2014, an increase of 3%. In absolute terms, the number of children aged 6 to 16 not in school was 3,329,964 . **In urban areas, this proportion is 32.9% while it is 67.6% in rural areas.**

As for the proportion of children who have dropped out of school, it stands at 15.0% at the national level and is higher in urban areas (18.1%) than in rural areas (14.1%). It is in rural

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<sup>23</sup> Ministry of National Education and Literacy, Report of the study on children and adolescents outside of school in Burkina Faso, July 2017.

<sup>24</sup> UNICEF, Burkina Faso: 1 million children out of school due to violence and insecurity, October 2023

<sup>25</sup> National Institute of Statistics and Housing (INSD), 5<sup>th</sup> General Population and Housing Census, December 2022

areas that the proportion of children aged 6-16 who have never been to school is highest (46.3% compared to 14.8% in urban areas).

In the regions targeted by the “Accelerated ED+” project, the situation of children out of school – meaning those who have never attended PLUS those who have dropped out – is as follows:

Table 8: Proportion of children out of school in the project regions

Regions	% of children aged 6 to 16 who have never attended	% of children aged 6 to 16 who have dropped out of school
<b>Center-East</b>	41.1%	16.5%
<b>South-Central</b>	25.5%	15.8%
<b>Sahel</b>	<b>76.5%</b>	12.8%

**Source:** <sup>5th</sup> RGPH

There are several concurrent reasons why children in Burkina Faso do not go to school.

#### ➤ Economic reasons

Economic factors are linked to the low level of family income, high tuition fees in the private sector, and indirect costs to be covered by parents even with the free basic education stipulated in the Education Orientation Act <sup>26</sup> in its Article 6 which states that "public basic education is free". However, it must be recognized that bad practices related to the collection of contributions for the operation of schools (APE, AME, special contributions, etc.) cause dropouts.

It is also noted that child's access to primary education is strongly correlated with household wealth. According to the 5<sup>e</sup> Recensement Général de la Population et de l'Habitation (RGPH 2019) and data from the DGEES, net primary enrollment rates are estimated at 55% among children from poor households compared to 85% among those from wealthy households.

The national report of the study on obstacles to access and continuity of education for children in situations of forced displacement in Burkina Faso reveals that most development actors are unanimous on what are the economic barriers to enrolling children in school. This study highlights extracts from speeches that are quite illustrative of the situation: *"the precarious situation of parents from an economic point of view explains the non-enrollment of children in school and/or their dropping out"; "When we are in a survival situation, the question of education is rarely a priority. So economic questions or financial questions remain one of the factors that greatly limit the question of schooling"* <sup>27</sup>.

In vulnerable households, children are an important bulwark for survival. To this end, they are put to work to provide household income. Boys find themselves in gold panning, small businesses, and small crafts and carpentry. As for girls, they work as domestic helpers, waitresses in the maquis, and in small businesses.

<sup>26</sup> Law No. 013-207/AN on the education framework law, article 6

<sup>27</sup> National report on the study on obstacles to access and continuity of education for children in situations of forced displacement in the central Sahel region, Boly Dramane, Demographer, PhD, International Consultant 2022-2023

### ➤ **Parental refusal**

The refusal of parents to enroll their children in school, coupled with the lack of importance given to school by some heads of households through ignorance, is manifested by the rejection of formal schooling. This rejection of formal schooling is also due to the link between schooling and employability having been broken in recent years, with growing youth unemployment amongst those who completed formal schooling. Indeed, having noted the lack of success of schooled children in their environment, parents do not seek the opportunity to enroll their offspring in school. Thus, parents in rural areas prefer other models of education such as Koranic or Franco-Arab schools, as well as alternative educational structures offered by NGOs/development organizations.

### ➤ **Security reasons**

Data from the monthly report of the Technical Secretariat in Emergency Situations dated April 6, 2024 indicates 5,319 educational structures closed as of March 31, 2024, representing approximately 20% of all educational structures, due to insecurity, affecting 818,849 students. The monthly statistical report of EiE dated June 5, 2025 indicates that in May 2025, the number of students re-enrolled thanks to the reopening of certain schools amounts to 284,831, including 48.4% girls. It is noted that 98.6% of these students are in primary school. As a result, the number of dropouts can be estimated at 534,018 learners. This situation indicates the importance of dropouts due to insecurity.

According to the study on obstacles to access and continuity of education for children in situations of forced displacement in the Central Sahel, it is mentioned that to escape the threat of armed groups, some parents prefer to withdraw their children from conventional schools to re-enroll them in Koranic structures. This is also why Quranic and Franco-Arab schools are increasingly developing in areas with high security challenges. In Burkina Faso, Franco-Arab schools are an important education sector and constitute a significant part of private primary education. As of April 2022, there were more than 2,000 of them, representing approximately 50% of private primary schools and 10% of school children <sup>28</sup>.

It should also be noted that in areas controlled by armed groups, parents prefer to give their daughters into early marriage so as not to expose them to recruitment by armed groups. Due to growing insecurity, some parents see child marriage as a way to “protect” their daughters, who are increasingly recruited by armed groups to help them in certain activities (Save the Children , 2020).

In areas affected by insecurity, it is clear that students who have experienced attacks in schools and have struggled to cope are in a state of shock. They no longer have the same vision of school. School, which should be a safe, protective place, is seen by them as a place of exposure to terror. As a result, they are afraid to return and prefer to abandon their studies.

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<sup>28</sup><https://www.google.com/search?q=situation+des+%C3%A9coles+franco-arabes+au+burkin>

➤ **Socio-cultural reasons**

In Burkina Faso, sociocultural constraints are still very much present, especially in rural areas. Some segments of the population, particularly herders, prefer to send their children to tend their herds rather than enroll them in school. When it comes to gender, tradition and certain mentalities still place women in the background. Indeed, girls must be at home, and tradition dictates that they be initiated into their role as housewives at a very early age. Added to this are certain initiation practices and rites, the kidnapping of girls, and early marriages. Moreover, when girls grow up and see their parents' living conditions, they no longer have a mind for studies. Given the poverty in their families, they prefer to abandon their studies to find a husband who will support them. Some of them are given into early marriage to reduce the family burden, and early and/or unwanted pregnancies are also reasons for girls to drop out of school.

➤ **Lack of parental education**

When children's parents are educated, they are more likely to attend school and complete at least primary school. This finding is consistent with traditional studies on children's schooling. Educational attainment is an important asset for children's schooling. Regardless of the community, children of educated parents are more likely to attend school than children of uneducated parents <sup>29</sup>.

➤ **Insufficient educational provision**

In Burkina Faso, the inadequacy of educational provision is reflected in the limited resources of the State to meet educational demand. Due to the security crisis, the country has seen an increase in public security spending and a reorientation of State actions to the detriment of social sectors and human development, including education (UNDP, 2019). Added to this is the implementation of educational alternatives that fail to support all children and adolescents outside of school <sup>30</sup>.

➤ **Educational factors**

Along with the factors listed above, certain practices related to pedagogy can be a source of school dropouts. These are mainly the use of sexist stereotypes, teaching practices that are not very sensitive to gender and children's rights, and unattractive and do not take into account the child's personality <sup>31</sup>.

Adding to this situation is the overcrowded classrooms. In Burkina Faso, especially in refugee areas for displaced people, some classes have over 100 students, with a shortage of desks and benches, and therefore insufficient seating. This overcrowding reflects the inadequate capacity of schools, which can also be a cause of school dropouts.

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<sup>29</sup>National report on the study on obstacles to access and continuity of education for children in situations of forced displacement in the central Sahel region, Boly Dramane, Demographer, PhD, International Consultant 2022-2023

<sup>30</sup>Ministry of National Education, Literacy and Promotion of National Languages, National Strategy for the Education and Training of Children and Adolescents outside of school in Burkina Faso 2020-2024

<sup>31</sup>Ministry of National Education, Literacy and the Promotion of National Languages, Expansion Plan for the Accelerated Schooling Strategy 2022-2026



### 3.3.3 Alternative education programs and reception of displaced children

- *Number of displaced children enrolled in alternative education programs*

The educational situation of internally displaced children (IDCs) in Burkina Faso is marked by major challenges, but also by significant initiatives aimed at ensuring their right to education.

In 2024, Burkina Faso continues to face an unprecedented security and humanitarian crisis. According to the most recent data, the country has more than 2.2 million internally displaced persons (IDPs), approximately 60% of whom are children <sup>32</sup>.

The situation of internally displaced children (IDCs) in alternative and accelerated education programs in Burkina Faso is marked by significant initiatives, although precise data on the number of children enrolled in each program is limited. The main strategies implemented to address the educational needs of these children are:

#### ➤ **Non-formal Basic Education Centers (CEBNF)**

Burkina Faso's Non-Formal Basic Education Centers (CEBNF) are educational facilities designed to provide alternative education to children and youth aged 9 to 16, who are often out of school or drop out early. These centers aim to meet the educational needs of populations excluded from the formal school system, particularly in rural and peripheral areas. They enable young people to reintegrate into the mainstream education system by acquiring the necessary basic skills.

The CEBNF offer technical and practical training adapted to local socio-economic realities, such as mechanics, sewing, carpentry, agriculture, etc.

The training lasts four years, including a basic cycle and a vocational cycle. Learners are equipped with knowledge, skills and interpersonal skills that can contribute to their socio-economic integration and personal development. Courses are taught in national languages (Moore, Dioula, Fulfulde, etc.) and in French, thus facilitating learning. The program includes general subjects (reading, writing, arithmetic) and professional modules adapted to the needs of the local market.

Learners are assessed at the end of each cycle, with the possibility of taking the Primary Studies Certificate (CEP) or the Professional Qualification Certificate (CQP) depending on the course followed at the end of the second cycle.

In 2024, 821 centers were open for young people and adults, reflecting a decline from 1,338 in 2023 and 1,556 in 2022. During the 2024 campaign, 38,891 young people and adults were enrolled, including 31,040 girls and women. This figure marks a significant decrease compared to previous years, with 63,424 enrolled in 2023 and 70,912 in 2022.<sup>33</sup>

Despite the enthusiasm generated by these centers, they continue to face a lack of resources, which is manifested by the obsolescence of the equipment, the lack of trainers, insufficient

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<sup>32</sup>CONASUR (National Committee for Emergency Relief and Rehabilitation), Humanitarian Situation Report, April 2024

<sup>33</sup> Source: Statistical Yearbooks of Non-Formal Education (ENF), Directorate General for Studies and Sectoral Statistics (DGESS), 2022, 2023, and 2024 editions

funding; the inadequacy of the infrastructure linked to the lack of electricity and the closure of workshops and the encroachment of the domain by individuals reported in certain centers.

In summary, Non-Formal Basic Education Centers play a crucial role in the educational and professional inclusion of young Burkinabe, by offering them learning opportunities adapted to their specific needs and contexts.

### ➤ **Literacy/Intensive Training Centers for Young People Aged 9 to 15 for Development (AFI-D)**

The Literacy/Intensive Training for Youth Aged 9 to 15 for Development (AFI-D) program is a non-formal educational initiative implemented in Burkina Faso to address the limited educational provision adapted to rural youth who are out of school or who dropped out early. This program is promoted by Solidar Suisse Burkina Faso, in partnership with the Fund for Literacy and Non-Formal Education (FONAENF) and validated by the Directorate of Educational Research and Pedagogical Innovation (DGREIP). This program enabled 2,403 children, including 1,295 girls,<sup>34</sup> to return to school during the 2024-2025 school year. This initiative aims to integrate internally displaced children into the formal education system through accelerated training.

### ➤ **The CBN2J ( Bamna Centers Nuara 2J)**

The Banma Centers Nuara 2 (CBN2) is an educational initiative developed by the NGO Tin Tua in Burkina Faso, aimed at providing alternative education to out-of-school youth and adults, particularly in the eastern regions of the country. These centers are non-formal education (NFE) and are designed to meet the specific needs of learners, particularly those from rural and vulnerable communities.

Their objectives are to reintegrate young people aged 9 to 15, often not in school or leaving school early, into school, to acquire the skills necessary to integrate into the formal school system.

The training lasts four years, adapted to the needs and pace of the learners, allowing them to develop skills in written communication, community project management, and the use of information and communication technologies.

The program uses a participatory method, promoting student interaction and engagement. Upon completion of the program, learners can sit for the Primary School Certificate (CEP) exam, facilitating their integration into the formal education system.

These centers respond to the educational challenges posed by insecurity and mass population displacement by offering a flexible and adapted educational alternative.

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<sup>34</sup>Ministry of Basic Education, Literacy and the Promotion of National Languages, DGESE, ENF 2024 FINAL directory

The 2024-2025 school year recorded an enrollment of 7,358 learners, including 4,312 girls, in the CBN2J centers <sup>35</sup>.

### ➤ **The Schools of the Shepherd and the Shepherdess ( EdB )**

The *Shepherd and Shepherdess Schools* (EdB) are an innovative educational initiative launched in 2003 in Burkina Faso, aimed at integrating children from pastoralist communities, mainly Fulani, into the formal school system. This project is led by the Andal et Pinal (A&P) association, whose name means "knowledge and awakening" in Fulfulde, the local language of the Fulani.

Their objective is school reintegration by providing education to children aged 9 to 15, often not in school or failing at school, by allowing them to integrate into the formal education system after appropriate training.

This approach uses Fulfulde and French as the languages of instruction, thus respecting the language and culture of the students. It combines academic instruction (mathematics, science, history-geography) with practical training (livestock farming, animal health, hygiene, environment) to prepare students for their socio-economic environment.

The program lasts four years, with an assessment at the end of each year to allow students to join formal school based on their achievements.

Since its creation, the project has been extended to several villages, notably in the Sanmantenga, East and Centre-South regions of Burkina Faso, thus reaching an increasing number of children.

In summary, the Shepherd and Shepherdess Schools represent an innovative and adapted response to the educational challenges of the pastoralist communities of Burkina Faso, combining respect for traditions, social inclusion and sustainable development.

During the 2024-2025 school year, 516 learners including 320 girls were enrolled in EdB centers <sup>36</sup>.

### ➤ **SSA/P centers (Accelerated Education System, or Speed Schools)**

The Speed Schools (SSA/P) is an educational initiative set up to offer a second chance to children and adolescents aged 9 to 12, who are not in school or who dropped out early, allowing them to integrate or reintegrate the formal school system at the level of the 4th year of primary school (CE2).

This approach was introduced in 2004 in Mali by the Stromme Foundation, then extended to Burkina Faso in 2006 and to Niger in 2007.

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<sup>35</sup>Ministry of Basic Education, Literacy and the Promotion of National Languages, DGEES, ENF 2024 FINAL directory

<sup>36</sup>Ministry of Basic Education, Literacy and the Promotion of National Languages, DGEES, ENF 2024 Final directory

Over the past four years, a total of 51,118 out-of-school children aged 9 to 12 have been enrolled in primary education, namely: 10,611 in 2020-2021; 12,915 in 2021-2022; 9,302 in 2022-2023<sup>37</sup> and in 2023-2024, 18,296 learners including 8,782 girls<sup>38</sup>. 24 provinces have benefited from this alternative with the support of 22 NGOs/local associations.

Despite its successes, the SSA/P faces challenges such as persistent insecurity and mass population displacement. This situation has led to the implementation of the SSA/P resilience program, which is an adaptation of teaching content and methods to local contexts.

It must be recognized that the SSA/P program remains a model of inclusive and resilient education, contributing to the reduction of violent extremism and the promotion of peace in the regions concerned.

### ➤ **SSA2 (Accelerated Education System, or Speed Schools 2)**

The **Speed Schools 2** (SSA2) is an educational initiative established by the Strømme Foundation in 2016, aimed at offering a second chance to young people aged 13 to 14 who have dropped out of school or who are not in school. It prepares learners for the acquisition of the Primary School Certificate (CEP). The teaching/learning program is two years long with a condensed content of the CP1, CP2 and CE1 classes for the first year and the content of the CE2, CM1 and CM2 classes for the second year.

It uses an approach adapted to the needs of young people, including Civic and Moral Education (ECM) modules to promote values such as peace, tolerance and responsible citizenship.

During the 2023-2024 school year, 1 109 learners were enrolled in 45 SSA2 centers<sup>39</sup>.

### ➤ **Other Alternative Education Strategies**

In addition to these strategies, other alternatives have been implemented by UNHCR, in collaboration with the Ministry of National Education, UNICEF, and other technical and financial partners. These mainly include:

- **Radio Education Programs (PER)** : The Radio Education Program, implemented with UNICEF support, broadcasts reading, writing and mathematics lessons via solar radios distributed in displaced communities. In 2024, it reached approximately 250,000 to 300,000 children in limited access areas<sup>40</sup>;
- **Community learning centers** : Temporary learning centers have been set up in several host communities to ensure continuity of learning. These spaces also offer psychosocial support and play activities, particularly for children affected by conflict-related trauma<sup>41</sup>;

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<sup>37</sup>Database of the Permanent Secretariat of the SSA/P

<sup>38</sup>Accelerated Schooling Strategy Directorate, 2024-2025 back-to-school data as of May 13, 2025.

<sup>39</sup> Accelerated Schooling Strategy Directorate, 2024-2025 back-to-school data as of May 13, 2025.

<sup>40</sup>UNICEF Burkina Faso, Education Activity Report, March 2024

<sup>41</sup> UNHCR Burkina Faso, Operational Bulletin – Q1 2024

- **School scholarships and material support:** Through initiatives such as “One Child, One Sponsor” or emergency education funds, several thousand children have received school kits, uniforms or financial aid to promote their (re)integration into public or alternative schools <sup>42</sup>.

Despite these notable efforts, several challenges continue to hinder access to education for IDPs. These include:

- limited access resulting in a significant proportion of displaced children still without access to education, particularly in areas of active conflict.
- insufficient infrastructure in reception areas marked by a lack of classrooms, tables and benches, suitable latrines, etc.
- limited human and financial resources: shortage of available teachers, exhaustion of existing staff, low budget allocation for emergency education.
- the constant mobility of displaced families, making it difficult to monitor children's schooling.

To sustainably improve the educational situation of displaced children in Burkina Faso, it is necessary to:

- strengthen community awareness of the importance of education, even in times of crisis;
- support local and international partnerships to develop inclusive and adapted educational solutions;
- increase resources allocated to emergency education in national budgets and partner funding;
- train and deploy more qualified teachers to areas with high concentrations of IDPs.

### **3.3.4 Educational achievement gaps (by region, gender, disability, exposure to conflict)**

The analysis of educational achievement gaps in Burkina Faso, structured according to the following dimensions: region, gender, disability and exposure to conflict, can be presented as follows :

- **Regional disparities**

The results of the 2025 CEP reveal persistent regional disparities in Burkina Faso, despite a general upward trend. The Centre-East region recorded the best performance with 92.31%, the result of active mobilization of educational stakeholders. The Kouritenga province recorded 94.99% admission to the CEP.

The Hauts-Bassins follow with 90.26%, an increase of 12 points compared to 2024. The North and the Sahel, despite insecurity, obtain 88.58% and 86.25% respectively, illustrating

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<sup>42</sup>MEBAPLN/UNICEF, April 2024

remarkable resilience. Finally, in the Centre-South, the province of Bazèga reaches 90.91%, confirming a positive educational dynamic. As for Nahouri, it is an admission rate of 91.18%.

Regarding the BEPC (Preparatory Examination of Primary and Secondary Education), the results of the 2025 session also reveal significant regional differences. The East, Center-East, Center, and Plateau-Central regions stand out with success rates above 51%, reflecting a good transition to secondary education. The North, Cascades, and Center-South regions are around the national average. In contrast, the Sahel, Boucle du Mouhoun, Hauts-Bassins, and Southwest regions have lower rates (between 43% and 46%).

- **Gender inequalities**

Despite sustained efforts to support girls' education, disparities persist, particularly in rural areas and those with high security impacts.

In 2024, approximately 75,000 girls left the school system due to early marriage, unwanted pregnancies, insecurity and forced displacement <sup>43</sup>. This number represents approximately 4.3% of girls enrolled in primary school.

An analysis of gross school enrollment rates by gender in Burkina Faso in 2024 reveals disparities.

**In primary education:** Girls have a higher enrollment rate than boys, reaching 89.2% compared to 81%. This positive trend is attributed to sustained efforts to promote girls' education, particularly in rural areas.

**At secondary level:** Although enrollment rates are relatively similar between the sexes, boys have a slightly higher rate (57.84%) compared to girls (52.22%). This difference may be linked to socio-economic and cultural factors influencing the pursuit of education, such as early marriage and domestic responsibilities.

**At the higher education level:** Boys continue to dominate access to higher education, with a rate of 10.82%, compared to 8.72% for girls. This disparity is often due to financial barriers, the preference for boys' education in some families, and the low representation of women in scientific fields.

**To improve these figures, it is essential:**

- to continue and intensify initiatives aimed at reducing gender inequalities, including by providing targeted scholarships for girls and raising awareness in communities about the benefits of girls' education;
- to improve access to secondary and higher education through support programs, such as financial aid and appropriate infrastructure. This is necessary to encourage further study, particularly for girls in rural areas;
- to encourage girls to pursue scientific and technical fields. Anything that can help reduce gender gaps in higher education.

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<sup>43</sup> Directorate for the Promotion of Girls' Education and Gender (DPEIFG), quoted by APA News, February 2024

- **Children with disabilities (CWD)**

According to available data, as of December 31, 2022 <sup>44</sup>, the total number of children with disabilities enrolled in the Burkinabe education system was 67,733, distributed as follows:

- In preschool, there are 1,750 children, including 661 girls;
- In primary school, there are 52,812 children, including 21,427 girls;
- In post-primary and secondary education, 13,171 children are included, including 7,071 girls.

These figures indicate progress in access to education for CWD, although disparities remain, particularly between the sexes and according to the level of education.

This situation is marked by the fact that:

- many schools lack suitable facilities (access ramps, accessible toilets, specialist teaching materials), limiting CWD's access to an inclusive learning environment;
- few teachers receive training in inclusive education, which hinders the effective integration of CWD into mainstream classes;
- CWDs and their families face prejudice and social exclusion, which can discourage school enrollment and affect academic achievement.

To improve the situation, several initiatives are being implemented:

- teacher training through inclusive education training programs are developed to raise awareness and equip teachers to welcome CWD;
- school improvements to make school infrastructure more accessible, in particular through the construction of ramps and the adaptation of toilets;
- community awareness to change mindsets and encourage the inclusion of CWD in schools.

Although progress has been made, much remains to be done to ensure quality, inclusive education for all children, including those with disabilities. Continued efforts to eliminate physical, social, and educational barriers are essential to ensuring equitable education for all.

- **The impact of armed conflicts**

The ongoing security crisis in Burkina Faso continues to seriously affect access to education, particularly in the Sahel, North and Centre-North regions.

As of March 2024, 5,319 schools, representing approximately 20% of all educational facilities, were closed due to insecurity, affecting 818,849 students, including 394,293 girls, and 24,281 teachers, of whom 7,413 were women.

More than 24,000 teachers have been forced to flee or are unable to work due to the violence, exacerbating the education crisis.

The gross primary school enrollment rate fell to 20.3% in 2021, compared to 53.4% in 2018, illustrating a dramatic drop in access to education.

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<sup>44</sup> Committee on the Rights of Persons with Disabilities – Report of Burkina Faso, 2022

In response to this situation, efforts are being made to maintain access to education through distance learning, which has resulted in the distribution of more than 2,600 solar radios to enable children in affected areas to follow distance learning courses, and awareness campaigns to encourage parents to enroll their children in school, despite security challenges.

The security crisis in Burkina Faso continues to have a devastating impact on education, particularly in the hardest-hit regions. While initiatives are in place to mitigate this crisis, a stronger commitment is needed to ensure the right to education for all children, regardless of their geographic or security situation.

Educational achievement gaps in Burkina Faso are multifactorial and interconnected. Regional disparities, gender inequalities, disability-related challenges, and the effects of armed conflict require an integrated and targeted approach to ensure inclusive and equitable education for all children.

### 3.4 Risk analysis of the education system

#### 3.4.1 Types of risks affecting education

This analysis was based on the DGEES database for the month of May 2025 on EiE.

The Sahel provinces of Soum, Yagha, Seno, and Oudalan present the highest levels of security risk according to respondents. In Soum, 84.2% of respondents reported school closures for security reasons, and 3.9% mentioned armed attacks. In Yagha, 94.3% of respondents reported a closure due to insecurity. In Seno, 67.5% reported a closure, and 4.9% an attack. Finally, in Oudalan, 69.5% reported closures and 0.5% an attack on a school. Cases of preventive relocations were also reported in all four provinces.

In the Sahel region, 79.1% of respondents (914 out of 1,155) reported school closures due to insecurity, while 32 reported armed attacks and 35 reported school relocations. These figures illustrate the severity of the education crisis, with persistent insecurity severely disrupting school operations and the stability of teaching staff.

Table 9: Reasons for closure/relocation of educational structures in the Sahel region

Responses from participants in the survey on the reasons for closure/relocation of educational structures						
Province	Closing/ Relocation	I don't know	Armed attack at school	Armed attack in the village	Preventive (security threat)	Total
Oudalan	Relocation	213 (96.8%)	0 (0.0%)	0 (0.0%)	7 (3.2%)	220 (100%)
	Closing	64 (29.1%)	1 (0.5%)	2 (0.9%)	153 (69.5%)	220 (100%)
Seno	Relocation	266 (93.0%)	0 (0.0%)	3 (1.0%)	17 (5.9%)	286 (100%)
	Closing	79 (27.6%)	0 (0.0%)	14 (4.9%)	193 (67.5%)	286 (100%)
Sub	Relocation	431 (98.6%)	0 (0.0%)	0 (0.0%)	6 (1.4%)	437 (100%)



	Closing	50 (11.4%)	17 (3.9%)	2 (0.5%)	368 (84.2%)	437 (100%)
<b>Yagha</b>	Relocation	207 (97.6%)	0 (0.0%)	0 (0.0%)	5 (2.4%)	212 (100%)
	Closing	12 (5.7%)	0 (0.0%)	0 (0.0%)	200 (94.3%)	212 (100%)
<b>Total</b>	<b>Relocation</b>	<b>1,117 (96.7%)</b>	<b>0 (0.0%)</b>	<b>3 (0.3%)</b>	<b>35 (3.0%)</b>	<b>1,155 (100%)</b>
	<b>Closing</b>	<b>205 (17.7%)</b>	<b>18 (1.6%)</b>	<b>18 (1.6%)</b>	<b>914 (79.1%)</b>	<b>1,155 (100%)</b>

Source: DGEES, database May 2025

In the Centre-East region, survey data (ESU, May 2025) reveal varying levels of exposure to security risks across provinces, with a marked concentration in Koulpélogo, which appears to be the most severely affected province outside the Sahel. Of a total of 326 respondents in this province, 7 (2.1%) mentioned an armed attack on a school, while 38 respondents (11.7%) reported an attack in their village. Furthermore, 175 respondents (53.7%) stated that schools had been closed as a precautionary measure due to a security threat. In addition, 18 respondents reported a school relocation, including 12 in connection with an attack in the village and 6 as a preventive measure. Thus, 230 out of 326 respondents (70.6%) were directly exposed to a security risk factor related to the operation or existence of their school.

In Boulgou province (n = 735), risk indicators are more moderate, but very present: 8 respondents (1.1%) reported an armed attack in the village, 43 (5.9%) reported a closure due to a security threat, and 2 people mentioned a school relocation (1 linked to an attack, 1 preventive). In total, 53 out of 735 respondents (7.2%) were confronted with an insecurity situation affecting their school.

Finally, in Kouritenga province (n = 455), no respondents reported any closures or relocations for security reasons, or attacks on schools or in villages. All respondents reported not knowing the reasons for the decisions taken, which could reflect either a real lack of risk or a lack of communication and information within school communities.

In summary, Koulpélogo alone accounts for more than 70% of respondents exposed to some form of security threat, compared to 7.2% in Boulgou and 0% of reported information in Kouritenga, illustrating a great disparity between the provinces of the Centre-East region in terms of perception and impact of insecurity on education.

Table 10: Reasons for closure/relocation of educational structures in the Centre-East region

Responses from participants in the survey on the reasons for closure/relocation of educational structures							
Province	Kind	I don't know	Armed attack at school	Armed attack in the village	Occupation by IDPs	Preventive (security threat)	Total
<b>Boulgou</b>	Relocation	733 (99.7%)	0 (0.0%)	1 (0.1%)	0 (0.0%)	1 (0.1%)	735 (100%)
	Closing	678 (92.2%)	0 (0.0%)	8 (1.1%)	6 (0.8%)	43 (5.9%)	735 (100%)
<b>Koulpélogo</b>	Relocation	308 (94.5%)	0 (0.0%)	12 (3.7%)	0 (0.0%)	6 (1.8%)	326 (100%)
	Closing	106 (32.5%)	7 (2.1%)	38 (11.7%)	0 (0.0%)	175 (53.7%)	326 (100%)
<b>Kouritenga</b>	Relocation	455 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	455 (100%)
	Closing	455 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	455 (100%)
<b>TOTAL</b>	Relocation	1,496 (98.7%)	0 (0.0%)	13 (0.9%)	0 (0.0%)	7 (0.5%)	1,516 (100%)
	Closing	1,239 (81.7%)	7 (0.5%)	46 (3.0%)	6 (0.4%)	218 (14.4%)	1,516 (100%)

Source: DGESS, database May 2025

In the Centre-Sud region, the survey results reveal overall low exposure to security risks, but with disparities between provinces. The vast majority of respondents reported not knowing the reason for school closures, suggesting either a relatively stable security situation or a lack of local information or communication about the causes of closures.

In Bazèga province (n = 334), no respondents reported a closure related to a security threat or an armed attack. All respondents, 100%, reported not knowing why schools had been closed. This could reflect a situation without major incidents, but could also reflect a lack of access to information.

In Nahouri province (n = 189), only 2 respondents (1.1%) reported school closure due to security threats or occupation by internally displaced persons (IDPs). The remaining 187 respondents (98.9%) responded "I don't know" to the question about the cause of school closure, which limits the ability to draw firm conclusions but suggests a one-off or localized exposure to risks.

In Zoundwéogo province (n = 369), 10 respondents (2.7%) said school closures were linked to a security threat or occupation by IDPs, while 359 (97.3%) indicated they did not know the reason.

Overall, out of 892 respondents in the Centre-South region, only 12 (1.3%) mentioned a cause related to insecurity or forced displacement, compared to 880 (98.7%) who did not know why the schools had been closed.

These data highlight a low level of direct reporting of insecurity, but also a high degree of opacity regarding school closure decisions in the region. This raises the need to better inform communities about the reasons for school closures or reopenings, even in contexts of low security exposure.

Table 11: Reasons for closure/relocation of educational structures in the Centre-Sud region

Survey participants' responses to the reasons for closure/relocation of educational structures					
Reason for school closures in the South Central region		I don't know		Preventive (security threat) and occupation by IDPs	Total
Province	Bazèga	Effective	334	0	334
		%	100.0%	0.0%	100.0%
	Nahouri	Effective	187	2	189
		%	98.9%	1.1%	100.0%
	Zoundwéogo	Effective	359	10	369
		%	97.3%	2.7%	100.0%
Total		Effective	880	12	892
		%	98.7%	1.3%	100.0%

Source: DGEES, database May 2025

In conclusion, the main security risks that threaten schools in light of the survey results are as follows:

- ✓ **armed attacks on schools**, which directly expose students, teachers and educational infrastructure to violence, leading to immediate closures or displacement;
- ✓ **armed attacks in villages, near schools**, creating a climate of generalized insecurity which seriously disrupts school attendance, even if the establishments are not directly targeted;
- ✓ **the occupation of schools by internally displaced persons (IDPs)**, often fleeing armed violence, which transforms the establishments into emergency accommodation places, preventing educational activities from taking place;
- ✓ **preventive closures for security threats**, decided in advance by the authorities or communities, in response to a situation of real or perceived threat, in order to protect students and educational staff.

These four forms of risk reflect the direct and indirect impact of conflict and security instability on the education system, and largely explain the closure or relocation of many schools in the regions concerned.

### 3.4.2 Impact severity levels (high, medium, low risk areas)

Analysis of the survey data allows for the classification of regions and provinces according to three levels of severity of security risks affecting schools: high risk, medium risk, and low risk. This classification is based on the frequency and nature of closures, relocations, and attacks reported by respondents.

Table 12: Classification of regions and provinces according to the levels of security risks impacting schools

Region	Province	Security impact severity level	Justification
<b>Sahel</b>	Sub	Pupil	High proportion of closures due to security threats (84.2%), armed attacks and reported relocations
	Yagha	Pupil	Very frequent closures (94.3%), high security threat reported
	Seno	Pupil	Significant number of closures due to security threats (67.5%) and attacks in the village
	Oudalan	Pupil	Significant closures (69.5%), presence of preventive relocations
<b>Center-East</b>	Koulpélogo	Medium to high	Cumulative attacks (13.8%) and preventive closures (53.7%) high
	Boulgou	Low to medium	Mostly unknown, low proportion of attacks and closures (7%)
	Kouritenga	Weak	No attacks or shutdowns reported
<b>South-Central</b>	Zoundwéogo	Low to medium	Very low reporting of security impact (2.7%), majority unaware of reasons
	Nahouri	Weak	Low exposure with very few cases related to security threat
	Bazèga	Weak	No closures due to insecurity reported

Source: DGEES, May 2025

### 3.4.3 Community perceptions of school safety (high, medium, low risk areas)

Analysis of local community responses reveals significant variation in perceptions of school safety across regions and provinces, linked to the level of exposure to security risks.

#### ❖ High risk areas

**In the Sahel provinces of Soum, Yagha, Seno and Oudalan, respondents expressed a marked sense of insecurity due to the frequency of armed attacks and school closures. For example, in Soum, 84.2% of respondents reported school closures due to security threats, reflecting strong community concern . This perception of a dangerous school environment leads to a strong demand for protective measures and contributes to the general climate of tension. The occupation of schools by internally displaced persons also reinforces this negative perception, accentuating anxiety about educational continuity.**

#### ❖ Medium risk areas

In Koulpélogo province (Centre-East), although attacks are less frequent than in the Sahel, more than half of respondents (53.7%) report preventive closures. This situation generates a mixed perception: the community recognizes security threats but remains partially informed or divided about their true severity. This area is thus considered fragile, with a growing sense of insecurity that could evolve into a more critical situation if the risks persist.

#### ❖ Low risk areas

In the Centre-South provinces (Bazèga, Nahouri, Zoundwéogo) and some Centre-East provinces (Boulgou, Kouritenga), the majority of respondents do not know the reason for school closures, with proportions as high as 100% "ignorance." This lack of knowledge reflects a community perception of a relatively safe or at least stable school environment. The low reporting of security threats or attacks confirms this feeling of relative security. However, this lack of information could also mask an underestimation of risks or insufficient communication between school authorities and communities.

### **3.4.4 Trends in historical data on education-related disruptions**

From 2015 to 2025, Burkina Faso's education system was affected by the security crisis. Armed attacks, terrorist threats, mass population displacement, and the weakening of public services caused growing instability.

The period from 2015 to 2017 marked the first signs of instability, with the onset of major disruptions. The first attacks targeting the northern border regions, particularly the Sahel, led to the temporary closure of schools. As of April 2017, the country had approximately 512 schools closed due to insecurity-related reasons (MEBAPLN & UNICEF, 2018).

Between 2017 and 2019, there was a rapid increase in the number of school closures. By June 2019, the number of affected establishments was approaching 3,000 (OCHA, 2019). These closures were mainly due to threats received by teachers, attacks on school infrastructure, and the forced displacement of entire communities.

2020–2022 mark an amplification of the crisis and its cumulative effects on the education system.

As of March 2020, the country recorded 2,512 school closures, affecting approximately 350,000 students and 11,200 teachers. This period also coincides with the COVID-19 pandemic, which is exacerbating educational disruptions, particularly through the temporary suspension of classes nationwide. Furthermore, the Centre-Nord, Nord, Est, and Sahel regions continue to account for the majority of closed schools.

The year 2023 marks a peak in the education crisis. As of March 2024, 5,319 schools, representing approximately 20% of all educational facilities, were closed due to insecurity, affecting 818,849 students, including 394,293 girls, and 24,281 teachers, of whom 7,413 were women.

The year 2024 was marked by more schools reopenings reducing the numbers of closures. As of March 2024, 5,319 schools, representing approximately 20% of all educational facilities, were closed due to insecurity, affecting 818,849 students, including 394,293 girls, and 24,281 teachers, of whom 7,413 were women.

Faced with the scale of the crisis, education authorities have strengthened monitoring and management mechanisms. In 2024, the integration of education in emergencies (ESU) data into the Education Management Information System (EMIS) enabled better mapping of closed, relocated, or reopened schools. This initiative improves response coordination, particularly through the establishment of temporary learning spaces (TLS), the broadcasting of lessons via radio, and the deployment of accelerated education programs (*SSA/P de résilience*) in areas of high need.

### **3.5 Accessibility to communications and learning**

#### **3.5.1 Access to the Internet and digital learning tools**

As part of educational continuity, initiatives are being developed by the Government and its partners. In fact, in 2024 for primary schools, there were 1966 audio courses, 72 broadcasts and videos, 420 educational broadcasts (broadcast on the national radio stations called "Frequence enfants", "informations et culture", "Les éducateurs à l'écoute"), 380 educational capsules (audio and video) produced<sup>45</sup>. In addition, 19 e-textbooks and educational sheets were implemented on the Faso E-éducation platform. 6 ICT curricula for digital education in primary and post-primary education have also been built .

Digital resources produced contribute to the integration of ICT into teaching/learning, contribute to pedagogical continuity and the improvement of teaching practices, facilitate learning and empower learners. However, it should be noted that schools do not currently have internet access and radio listening devices. Radios are used at home or informally with the support of partners such as UNICEF, EDUCO, etc.

Generally speaking, given the limitations of Internet connectivity in the country, the acquisition of e-readers that work offline is necessary to promote educational continuity through ICT. The process of digitizing EiE curricula and the SSA/P resilience (SSA/P in emergency situations) initiated in 2024 is continuing for effective implementation at the start of the 2025-2026 school year.

#### **3.5.2 Radio learning programs and effectiveness (coverage and engagement rates)**

Radio education programs (PER) are among the various alternatives implemented to address the situation of out-of-school children in Burkina Faso. These programs have been implemented by various actors including UNICEF. They consist of broadcasting courses for children aged 10 to 17 to give them the basics of reading, writing and arithmetic, both in French and local languages ( Tamashek, Sonrai, Fulfulde, Koronfe, Moore, Gourmantchéma and Dioula).

Children are welcomed into 40-member listening clubs led by trained facilitators, or supported at home by family and 1,000 community relays. They attend radio sessions on life skills, protection, hygiene, and sanitation. Out-of-school children aged 10 to 17 also have access to Temporary Learning Spaces (TLS) set up for these clubs. Radios and USB sticks are provided to ensure access to educational content. Facilitators receive training on the "Safe School " approach and child protection to create safe and supportive learning environments.

In 2024, UNICEF implemented the Distance Learning through Radio Program (PEDIR)<sup>46</sup> adapted to the national accelerated curriculum. This program enabled 635,000 children, particularly in areas of high insecurity, to maintain access to education. Key actions include

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<sup>45</sup> 2024 Annual Report on Monitoring the Strategic Plan for the Development of Basic and Secondary Education (PSDEBS) 2021-2025, March 2025

<sup>46</sup> UNICEF, Humanitarian Situation Report No. 10, December 2024

the creation of temporary learning spaces (TLS) (including "semi-completed" classrooms), providing access to school for 14,460 children (52% girls). There is also the training of 1,439 teachers and facilitators (including 450 women) on emergency education methods, including Alternative Emergency Classes (CAU) and the "Safe School" approach.

Furthermore, the MEBAPLN, through the Directorate of Information and Communication Technologies for Education (DTICE), has begun the process of digitizing the national SSA/P curriculum for its dissemination throughout the country.

### **3.5.3 Alternative education methods (home learning, community learning centers)**

Faced with the limitations of formal education (whether geographical, economic, or pedagogical), alternative educational methods have emerged, offering more flexible and personalized solutions. Among these, home learning and community learning centers stand out.

#### **➤ Home learning**

In 2024, home learning (or family instruction) emerged as a pragmatic response to the security crisis in Burkina Faso. Faced with the closure of more than 6,000 schools due to insecurity, particularly in the Sahel, North, and Centre-North regions, home learning became an alternative for many families. Alternatives such as the UNICEF-supported Radio Education Program (REP) were deployed to deliver lessons via solar-powered radios, allowing children to attend classes remotely. This program reached between 200,000 and 300,000 students who had been unable to access classrooms.

These initiatives have made it possible to adapt the pace and teaching methods to the specific needs of each child. The more flexible organization of time allows for better reconciliation with family constraints.

Despite the results, this educational innovation faces challenges such as limited socialization of children, variable educational quality and the lack of a legal framework, which can pose problems in terms of validation of acquired skills.

Home-based learning has become a key strategy to ensure the continuity of education in Burkina Faso in 2024. While it has undeniable benefits, it requires increased support in terms of tutor training, provision of educational resources and official recognition to ensure its long-term effectiveness .

#### **➤ Community learning centers**

Since 2024, community learning centers (CACs) in Burkina Faso have played a vital role in non-formal education, particularly in rural and vulnerable areas. These structures, often supported by local NGOs, community associations, or state initiatives, aim to provide education adapted to local realities and the specific needs of the population. They have enabled:

- to increase accessibility because CACs provide access to education in areas poorly served by formal school infrastructure, thus offering an alternative to children and adults who have dropped out of school or are failing at school;
- to mobilize the community through their involvement in the management and operation of the CACs, which promotes better ownership of educational programs and adaptation to the specific needs of learners;
- to integrate contextual content into educational programs; CACs often take into account local knowledge, practical skills (such as agriculture, crafts, sewing, mechanics) and modules on health, citizenship and human rights.

Unfortunately, CACs sometimes operate with limited human and financial resources, which can affect the quality of teaching and the sustainability of the structures. Also, the certificates



or diplomas awarded by CACs are not always recognized by the state, which can limit learners' employment opportunities or access to formal education.

In the face of these difficulties, efforts have been made to strengthen the capacities of non-formal education stakeholders.

Community learning centers in Burkina Faso represent a suitable response to educational challenges, particularly in contexts of crisis or marginalization. Although they face obstacles related to resources and official recognition, their contextualized and participatory approach constitutes a major asset for inclusive and sustainable education.

### **3.5.4 Awareness and reach of inclusive education initiatives**

Inclusive education aims to ensure access to equitable and quality education for all children, regardless of their gender, social background, disability, or displacement status. In Burkina Faso, this approach is promoted by several institutions, including the DPEIEFG, which plays a leading role in awareness-raising, community mobilization, and capacity building.

#### **a. Awareness-raising actions**

##### **- *Community campaigns***

The DPEIEFG, in collaboration with regional education directorates, regularly conducts awareness-raising campaigns in rural and urban communities to change social perceptions of children with disabilities, encourage the education of girls and marginalized children, and promote co-education in schools and tolerance of diversity.

##### **- *Media mobilization***

Targeted training is offered to journalists, radio hosts and bloggers to disseminate messages on inclusive education, cover positive stories of success of included students and combat stereotypes through local media channels.

##### **- *Community Leaders' Engagement***

Traditional and religious leaders and association leaders are being made aware of how to become relays for inclusive education in their areas of influence.

#### **b. The scope of the initiatives**

##### **- *Territorial coverage***

Inclusive education initiatives are gradually reaching all regions of the country, although with disparities. Urban areas such as Ouagadougou and Bobo-Dioulasso benefit from better access to appropriate resources (trained teachers, equipment).

In rural areas and areas affected by insecurity, reach remains limited, but programs such as SSA/P (Accelerated Schooling with Gateway) centers help expand coverage.

##### **- *Priority targets***

The initiatives are mainly aimed at children with disabilities (sensory, motor, intellectual); girls excluded from the school system; children internally displaced following the security crisis and students from very poor backgrounds.

### - *Active partnerships*

Several NGOs (Light for the World, Handicap International, Plan International, Action Éducation) are working with the ministry to provide adapted teaching materials, support inclusive training centers and train teachers in differentiated teaching practices.

The implementation of these education initiatives has revealed difficulties linked to the insufficiency of qualified human resources (specialist teachers), the inadequacy of infrastructure (access ramp, accessible toilets, etc.), the persistent stigmatization of certain students and the low official recognition of non-formal or community learning.

In the face of these difficulties, it is desirable to proceed with the progressive integration of inclusive education into national teacher training programs, the multiplication of accessible teaching materials (in Braille, audio, sign language), the strengthening of monitoring and evaluation to measure the real impact of inclusive initiatives and advocacy for the institutionalization of diplomas from alternative pathways.

### **3.5.5 Mapping of education intervention programs (NGOs, government, private sector)**

Several projects and programs are being implemented in education in Burkina Faso.

#### ➤ **Project for Improving Access and Quality of Education (PAAQE)<sup>47</sup>**

Launched in 2015 with support from the World Bank, the PAAQE aims to expand access to preschool and secondary education, while improving teaching in the five poorest regions of Burkina Faso.

To build on these achievements, additional funding of USD 100 million was granted in September 2020 for a period of four years, extending the project's coverage to all 13 regions of the country. The PAAQE-FA is based on three components:

- Equitable access to preschool (in 2 regions) and secondary education (in 5 regions);
- Improving the quality of secondary education, through educational reforms and teacher training;
- Strengthening the capacities of central and decentralized educational structures for better governance

#### ➤ **Education and Training Sector Plan (PSEF ) 2017-2030<sup>48</sup>**

As part of its commitment to sustainable and inclusive educational development, the Government of Burkina Faso, with the support of its technical and financial partners, has developed an Education and Training Sector Plan (PSEF) covering the period 2017-2030. This plan is part of a dual strategic context: the adoption of the Sustainable Development Goals (SDGs) at the global level and the implementation of the National Economic and Social Development Plan (PNDES) at the national level.

The PSEF is much more than a simple planning document: it is intended to be a strategic framework of reference for dialogue between Burkina Faso and its development partners, with

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<sup>47</sup>Lefaso.net, Project to improve access to and quality of education (PAAQE) DON IDA N° D033-BF of May 13, 2015: Notice of recruitment of a procurement specialist, July 2015

<sup>48</sup> Government of Burkina Faso, Education and Training Sector Plan ( PSEF) 2017-2030 , May 2017 .

a view to building a stronger, more inclusive and resolutely forward-looking Burkinabe school system.

➤ **The Strategic Plan for the Development of Basic and Secondary Education (PSDEBS) 2021-2025**

In its quest for continuous improvement of the quality of education, Burkina Faso, through the Ministry of Basic Education, Literacy and Promotion of National Languages (MEBAPLN) has developed and is implementing several education and training development frameworks, including the Strategic Plan for the Development of Basic and Secondary Education (PSDEBS) 2021-2025.

Adopted by joint decree No. 2021-474/MEBAPLN/MEFP of December 31, 2021, the PSDEBS is part of the vision of the Education and Training Sector Plan (PSEF) 2017-2030 which is that of “a democratic, efficient, inclusive and open education system, developing the skills and expertise necessary and sufficient for the socio-economic development of Burkina Faso”.

The overall objective of the PSDEBS is to increase the supply and improve the quality of basic and secondary education in line with the needs of the country's economy.

### **3.5.6 Mapping of continuing education programs and their scope**

Burkina Faso is implementing several continuing education programs for teachers, in the current context of the country, marked by both the need to strengthen teaching skills and the challenges related to the security crisis. These programs fall into two broad categories: traditional pedagogical refresher training and psychosocial support programs aimed at the well-being and resilience of teaching staff. Examples of these programs include the following.

➤ **Classic continuing education programs**

*French-speaking initiative for distance teacher training (IFADEM)*

Launched in 2016 with the support of the OIF and the European Union, IFADEM aims to strengthen the teaching skills of primary school teachers through hybrid or 100% online systems.

Scope: more than 2,000 teachers trained in person (pilot phase), then 432 teachers supported remotely (2021–2022), with a gradual rollout to other regions of the country.

*Summer Universities APPRENDRE*

As part of the APPRENDRE program, summer schools were organized in 2020 and 2021 in Koudougou. These sessions primarily target mathematics teachers and aim to strengthen disciplinary and didactic skills. In terms of reach, approximately 500 secondary school teachers benefited from these face-to-face sessions.

*Lesson Study Approach (JICA)*

Inspired by the Japanese method “*lesson study*”, this approach, introduced in 2018, allows teachers to collectively analyze their teaching practices through observation and co-

construction sessions. Since the start of this initiative, more than 200 educational supervisors and 50 teachers have been trained in the pilot regions.

#### *Refresher sessions and educational improvement plans (MEBAPLN)*

Basic education districts (CEB) regularly organize educational conferences, refresher courses, and individual and group training plans for teachers. These sessions have national coverage and are integrated into the MEBAPLN's local educational monitoring system.

#### ➤ **Psychosocial support programs for teachers**

Emergency education training is conducted by ST-ESU with the support of partners such as UNICEF, CRS, and Humanity and Inclusion. Psychosocial support modules are integrated into some teacher training programs in areas affected by insecurity. It should be noted that Burkina Faso has subscribed to the Safe Schools Declaration, which is the basis on which ST-ESU bases its training activities for education system stakeholders.

### **3.5.7 Mapping of education programs in emergency situations and their scope**

In response to the education crisis exacerbated by conflict and forced displacement, Burkina Faso has implemented several emergency education programs to ensure equitable access to quality education for vulnerable children. These initiatives cover various aspects of inclusive education, from promoting girls' education to accelerated learning, including alternative approaches such as radio education and psychosocial support.

#### ➤ **Inclusive education and girls' education programs**

Several initiatives are being implemented by MEBAPLN and its partners to remove barriers to girls' education in Burkina Faso. Among these interventions are those of the SWEDD project, which include material support (scholarships, hygiene kits, bicycles, shelters) for girls, learning support (tutoring, tutoring), and sexual and reproductive health education in safe spaces. Schemes such as the Husbands' and Future Husbands' Clubs help challenge harmful gender norms and encourage girls to stay in school. These interventions have helped achieve a 98% retention rate in Burkina Faso by 2023, in addition to transforming social perceptions about early marriage.

#### ➤ **Accelerated Education Programs (SSA/P)**

Launched in 2006 by the Stromme Foundation, the SSA/P program allows out-of-school children to complete the first three years of primary school in nine months (or seven months in emergency situations). The model is based on community centers run by trained facilitators, with bilingual pedagogy (local languages and French), nutritional support, and a child-centered approach. Between 2006 and 2024, more than 117,000 children were reached, with an integration rate into formal education of 89.5% between 2021 and 2023. This program is recognized for its cost-effectiveness and its potential for expansion thanks to its strong institutional base.

#### ➤ **Radio education programs**

In response to school closures in high-risk areas, the Radio Education Program (PER) implemented by UNICEF maintains access to learning through programs broadcast in French and local languages. These courses are followed in listening clubs or at home, with the support of community facilitators, as well as parents who have received capacity building in this area. The content covers basic skills, child protection concepts, and hygiene.

### ➤ **Psychosocial support programs**

In Burkina Faso, ST-ESU provides comprehensive support for socio-emotional learning through teacher training, integrating psychosocial activities into learning, and leveraging the educational community to make schools more resilient, inclusive, and protective. Increasingly, education stakeholders are integrating SEL into their education support interventions in areas affected by insecurity in Burkina Faso. This is the case for UNICEF, NGOs such as Catholic Relief Services (CRS), Humanity and Inclusion, etc.

### **3.5.8 Program Results and Evaluation**

The review of program results focuses on their success rates, challenges, and trends. The programs covered are SSA/P, UNICEF and partners' radio education programs, and SWEDD's girls' education and inclusion programs.

#### ➤ ***The Speed Schools (SSA/P)***

In 2018, the Stromme Foundation commissioned the impact evaluation of its SSA/P Accelerated Education program implemented in Burkina Faso, Mali and Niger.<sup>49</sup> According to the results of this evaluation, the program had a 90% effectiveness rate in terms of the number of students initially enrolled in SSA/P centers and then becoming eligible to be transferred to formal primary schools. In Burkina Faso, since its pilot date in 2006 until 2020, the SSA/P has enrolled 85,500 children, including 41,764 girls, at the national level. Of these enrolled children, 71,565 learners, including 35,072 girls, have been transferred to primary education. Some of these have reached university or entered various professional fields (MEBAPLN, 2020).

From 2021 to 2023, 34,009 learners (89.5% of those enrolled) were transferred to schools, with 78.3% in CE2, 12.3% in CE1, and 9.4% in CP2. For 2023-2024, 13,730 learners (48% girls) were welcomed in 475 centers located in 22 provinces, funded by nine partners, including the Stromme Foundation and the State. As part of the 2019-2023 Strategic Plan, the Stromme Foundation and other partners (EU, UNICEF) funded 3,582 centers in Burkina Faso, Mali, and Niger, welcoming 96,908 children, 48% of whom were girls. Given these statistics, it is clear that the SSA/P has given out-of-school children the opportunity to return to the formal school system and continue their education.

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<sup>49</sup> Tewodros Aragie Kebede . , 2018, Evaluation report of the Strømme Foundation's Accelerated Schooling/Bridge Strategy in Burkina Faso, Mali and Niger, 60p.

It should be noted that achieving meaningful results at the SSA/P level requires effective community participation. This is what emerges from a study by ZALLE Rasmané and KIBORA Ludovic <sup>50</sup> which indicates that community participation is a determining strategy and constitutes the foundation of the relevance, effectiveness and sustainability of SSA/P. However, it is not definitively acquired, and remains a flame that must be kept constantly lit.

Furthermore, the results of the Stromme Foundation's SSA/P program evaluation also revealed that after reintegration into formal schools, supply- and demand-side issues lead to student dropout. These include marriage and domestic work among girls, while boys often drop out of school to seek income-generating activities in non-agricultural sectors such as mining.

In the Burkinabe school system, SSA/P occupies an important place and a distinction is made between the classic SSA/P, whose course lasts a period of 9 months, and the emergency SSA/P, which lasts a period of 7 months. As part of Education in Emergencies, SSA/P is one of the mechanisms adopted by the government to offer students affected by the security crisis an opportunity to continue their studies.

#### ➤ ***SWEDD's Girls- Centered Education and Inclusion Programs***

The *Sahel Women project Empowerment and Demographic Burkina Faso's Dividend* (SWEDD) has contributed to the empowerment of women and girls by providing alternative learning pathways, including health and reproductive rights/services, literacy, numeracy, and life skills (SWEDD, 2023).

According to the 2023 annual report, the school retention rate of adolescent girls enrolled in secondary schools benefiting from schooling interventions reached 97% in Burkina Faso. In 2023, a large number of girls benefited from schooling support, with significant figures reported regarding safe spaces and training. A total of 68,714 adolescent girls benefited from at least one of the schooling interventions (transportation services, accommodation, food, school supplies, supplementary courses). This indicates that the implemented interventions had a positive impact on girls' continued education.

During the meeting of the coordinators of the project management units, held from February 26 to 28, 2024 in Ouagadougou, Robert Lucien Kargougou , Minister of Health and Vice-President of the Regional Steering Committee of the SWEDD project, outlined the achievements recorded during the year 2023. In Burkina Faso, the SWEDD project has helped reduce school dropout rates by providing 60,000 vulnerable girls with school kits and offering 40,000 scholarships to vulnerable young girls. In addition, more than 7,000 adolescent girls and women have had their entrepreneurship skills strengthened and 1,500 young girls have been able to access financing for their projects.

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<sup>50</sup> ZALLE Rasmané and KIBORA, 2023, community participation as a basis for implementing educational innovations: the example of the accelerated schooling gateway strategy in Burkina Faso, 17p

The SWEDD project worked to change community perceptions. Mobilizing community leaders helped raise awareness about the importance of girls' education, thereby contributing to a decrease in early marriages.

However, despite these efforts, challenges persist in effectively combating gender-based violence and harmful practices. All of this contributes to compromising the transformation of social norms that hinder equality between men.

The 2023 report states that the study on school dropouts highlighted the challenges in accessing education for girls, requiring a holistic and contextualized approach. It is crucial to consider the major environmental, social, and economic factors that influence girls' decisions to leave school: poverty, distance from schools, and social constraints.

The SWEDD project was launched in 2015 in Burkina Faso, Ivory Coast, Mali, Mauritania, Niger and Chad. Between 2019 and 2020, the project gradually expanded to Benin, Cameroon and Guinea. In 2023, the SWEDD+ project was launched for three (03) new countries (The Gambia, Senegal and Togo) and the strengthening of resources for two (02) former countries (Burkina Faso and Chad) for the period 2024-2028. This expansion was made possible by the success of the countries' previous achievements and the positive assessments of the World Bank, which is committed to greater mobilization of financial and technical resources.

#### ➤ *UNICEF and partners' radio education programs*

The radio education program (PER) implemented by UNICEF and its partners is an emergency response for the education of the most vulnerable children in the most difficult to access areas. The program consists of broadcasting courses for children aged 10 to 17 to ensure the basics of reading, writing and arithmetic, both in French and local languages (Tamacheq , Sonrai, Fulfulde, Koronfe , Moore, Gourumachema and Dioula). The children are welcomed in listening clubs of 40 children and supported by a facilitator.<sup>51</sup> Some of them have even been able to obtain the primary education certificate (CEP) thanks to this intervention.<sup>52</sup> In 2022, radio education programs implemented by UNICEF helped ensure access to continued education for 695,475 children (414,602 girls; 60% of the target). According to UNICEF Burkina's 2023 annual report, 440,029 children were able to maintain their educational routine thanks to radio programs.

MEBAPLN, with technical and financial support from UNICEF, has designed the Distance Learning by Radio ( PEDiR ) program, which is an alternative teaching platform in emergency situations. It is inspired by the teaching routine of UNICEF's "Learning Together" Radio Education Program (PER) and is a program based on the curricula of the Accelerated Schooling Gateway Strategy.

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<sup>51</sup><https://www.unicef.org/burkinafaso/recits/Echo-PER>

<sup>52</sup> <https://www.unicef.org/burkinafaso/recits/leducation-par-la-radio-pour-un-systeme-educatif-resilient-dans-les-contextes-de-crise>

### **3.6 Obstacles to education: supply and demand**

#### **3.6.1. Supply-side difficulties**

Despite efforts to improve access to education, educational provision continues to face three major challenges that affect the quality and availability of education. These are: a lack of schools and infrastructure, a shortage of teachers, and insufficient teaching materials and facilities.

- **Lack of schools and infrastructure**

Many localities, particularly rural or affected by insecurity, do not have schools nearby.

Some existing schools are overcrowded, forcing students to attend classes on a rotating basis or outdoors. School infrastructure is often dilapidated or inadequate (lacking roofs, latrines, fences, or drinking water points). This deficit increases school dropout rates, especially among girls, who are more vulnerable to insecurity and the lack of sanitation.

- **Teacher shortage**

The number of qualified teachers is largely insufficient to cover all educational needs, especially in remote areas. This situation creates an unequal distribution characterized by the concentration of a majority of teachers in urban areas while rural areas suffer from a significant shortage. Added to this is the insecurity that forces some teachers to flee their posts, exacerbating the situation in high-risk areas.

- **Inadequate teaching materials and facilities**

Schools often lack textbooks, blackboards, desks, and appropriate teaching aids. Teaching resources for inclusive education (braille, sign language, digital materials) are scarce. In some schools, the student-to-material ratio is very high, making effective learning difficult. The lack of libraries, laboratories, computer rooms, and internet access severely limits the quality of teaching.

The consequences of these difficulties include, among others: the decline in school enrollment and retention rates, poor student performance, growing gaps between advantaged and disadvantaged regions, and the brake on the deployment of inclusive and equitable educational policies.

#### **3.6.2. Demand-related difficulties**

Despite the increasing availability of educational facilities in some areas, demand for education remains limited for many categories of children. These barriers, often economic, cultural, or security-related, contribute to persistent educational exclusion.

- **Economic difficulties preventing school enrollment**

Household poverty leaves many families unable to afford the indirect costs of schooling (e.g., supplies, clothing, cafeteria, transportation). This situation leads some children to work to support their families, particularly in agriculture, small businesses, or herding livestock. For some families, education is seen as a long-term investment with little return.



- **Cultural and religious constraints on girls' education**

Early marriage and teenage pregnancy are common in rural areas, leading to premature termination of girls' education. In some contexts, boys' education is prioritized over girls', with conservative religious interpretations potentially discouraging or prohibiting girls from attending school, especially during adolescence.

- **Parental reluctance related to safety concerns**

Growing insecurity (armed attacks, threats to schools) is forcing parents not to send their children to school, fearing kidnappings or violence. Schools sometimes become targets or are occupied by armed groups. This particularly affects the Sahel, North, North-Central, and East regions of Burkina Faso.

- **Conflicts and displacement hindering the pursuit of education**

The security situation has displaced more than 2 million people, the majority of them school-aged children. Internally displaced persons (IDPs) often lack access to schools in host sites. Lack of administrative documentation, language barriers, and stigma hinder their integration into host schools, leading many children to drop out of school permanently.

The corollary of all these difficulties is an increase in dropout and non-enrollment rates, the reproduction of social and gender inequalities, the increased risk of radicalization, delinquency or exploitation of children not in school, which constitutes an obstacle to achieving the objectives of education for all (SDG 4).

### **3.6.3. Difficulties in defining and identifying out-of-school children**

One of the major challenges of inclusive education policies is the poor definition or insufficient identification of out-of-school children. This severely limits the scope of targeted actions, particularly in the context of humanitarian crises, poverty, and significant sociocultural diversity.

- **Problems caused by definitions**

These problems are characterized by:

- the multiple and non-harmonized definitions according to the actors (State, NGOs, technical partners). A child can be considered as not in school if he has never been to school, if he has dropped out, or if he is not regularly present;
- the lack of consensus on age criteria, some programs target children from 6 to 11 years old, others extend to 16 or even 18 years old;
- the problem of taking into account non-formal education: children following alternative pathways (community centers, Koranic learning, home schooling) are often invisible in official statistics.

- **Inadequate monitoring and data collection mechanisms**

This is primarily manifested by the absence of systematic child birth registration systems. Due to the lack of birth certificates, many children remain invisible to the education system. Added

to this is the low coverage of school surveys in rural, displaced, or at-risk areas, as children in these areas are missed by statistics, and the lack of data disaggregation by gender, disability, displacement status, or socioeconomic background.

- **Mobility and contextual instability**

Conflicts and population displacement make it difficult to track children from one year to the next. Nomadic or internally displaced families frequently change their place of residence, making schooling and tracking unpredictable. Children without identifiable legal guardians (orphans, separated children) are often excluded from school records. In response to this situation, the Burkinabe government implemented the National Schooling Strategy for Students in Areas with High Security Challenges (SSEZDS). This strategy has been revised and renamed the "National Strategy for Education in Emergencies (SN-ESU)." It aims to ensure educational continuity for children affected by the crisis, regardless of their geographic location. It includes measures such as reopening closed educational facilities, raising community awareness, and creating inclusive educational spaces for displaced students.

- **Social and cultural aspects**

Some families do not report their children as out of school, out of shame or fear of repression. Many parents are unaware of the educational services available, particularly for children with disabilities or from linguistic minorities. They perceive schooling as a low priority in certain cultural or religious contexts. These obstacles are exacerbated by factors such as poverty, early marriage, and teenage pregnancy, which hinder girls' access to education. In 2019, although schooling for girls is compulsory until the age of 16, only 40% of them continue on to secondary school, and 4% to higher education. All of these difficulties lead to an underestimation of the actual number of children that should receive schooling, poor targeting of educational policies and resources, the risk of lasting marginalization of certain categories of children (girls, children with disabilities, displaced people, etc.), and obstacles to achieving the goal of universalizing basic education.

### **3.6.4. Incentives needed to encourage school re-enrollment**

Re-enrolling children who have dropped out of school or are not enrolled in school, particularly in contexts of poverty, insecurity, or marginalization, requires multisectoral incentive measures. These measures must simultaneously motivate families, support children, and strengthen the educational environment. They may consist of:

**Financial support for families through:**

- direct aid through the distribution of school scholarships, conditional cash transfers (CCTs) or targeted subsidies to encourage children to return to school;
- free school meals because school meals are a powerful attraction factor, especially in areas of food insecurity;
- Free school kits through the provision of supplies, uniforms and textbooks to ease the economic burden on poor households;
- Exemption from tuition fees and community contributions.

- **Psychosocial support and individualized support**

For traumatized children (particularly those displaced or victims of conflict), psychosocial support is essential to facilitate their reintegration. This includes the establishment of catch-up or remedial programs for children who have interrupted their education and individualized educational support: tutors, specialized teachers, community mentors.

- **An improvement in the school environment**

Creating a safe and protective school environment, with staff trained in conflict management and the establishment of vigilance committees, will improve the re-enrollment of children. It will also be necessary to create suitable infrastructure (welcoming classrooms, separate toilets for girls, access to drinking water) and provide resources for children with disabilities (Braille, sign language, physical accessibility).

- **Community mobilization and awareness raising**

Targeted communication campaigns (radio, forum theater, community meetings) can be organized to emphasize the importance of education. The involvement of religious and traditional leaders is crucial to promote re-enrollment, particularly among girls. Advocacy with families to remove cultural or religious barriers to schooling is also essential.

- **Specific measures for girls**

These measures include awareness-raising programs on girls' rights to education, the distribution of menstrual hygiene kits to limit absenteeism, the fight against early marriage, and policies to reintegrate young mothers into school.

- **Flexibility of educational paths**

Flexibility in educational pathways is essential, particularly through accelerated schooling programs (such as SSA/P in Burkina Faso) for children who are behind in school, flexible learning schedules, especially for working children or those with family responsibilities, and the recognition of non-formal education as a gateway to formal schooling.

Incentives to encourage school re-enrollment must be holistic, sustainable, and adapted to the local context. They require coordination between ministries of education, social protection, local authorities, NGOs, and the communities themselves.

### **3.7 Research gaps and data limitations**

The meta-analysis is carried out by exploiting secondary data from reports as well as available databases on Education in Emergencies in Burkina Faso. This analysis reveals some limitations linked in particular to the absence of certain key data and difficulties in accessing certain recent data, which requires in-depth data collection in order to improve this analysis.

#### **3.7.1 Key missing data that could improve the analysis**

Several essential data are missing from the analysis at the current stage. These include statistics on school enrollment, teachers in post, and indicators of learner and teacher well-being in crisis-affected areas. In addition, there is a lack of data on community teachers, their number, profile, and impact or contribution to educational continuity.

Finally, there is still some missing data on admission rates to exams (CEP, BEPC, BAC) in the localities covered by this research.

### **3.7.2 Need for further qualitative research to complement the findings**

To address these limitations and enrich this analysis, it is essential to conduct targeted quantitative and qualitative research, particularly through surveys, semi-structured interviews, focus groups or life stories with teachers displaced or redeployed in the project areas; students who have dropped out of school or been reintegrated (especially girls, children with disabilities and displaced people); or even parents of students, whose perceptions and decisions on schooling remain under-documented.

This research would in particular allow us to better understand the underlying reasons for dropping out of school or not returning to school after a reopening, the local adaptation strategies for the selected innovations; and the psychosocial effects of violence on the academic motivation of children and teachers.

## **3.8 Solutions and recommendations**

The analysis established by the documentary review highlights recurring challenges to schooling accentuated by the security situation but also the efforts made by the government and its partners to improve access to primary education for all children in Burkina Faso. Despite the development and implementation of the National Strategy for Education in Emergencies and in view of the many challenges that still face Education in Emergencies, solutions and recommendations can be formulated at this stage of the research.

### **3.8.1 Short-term interventions**

In the short term, the following actions can be considered to address the challenges of education:

- The efforts of the government and its partners have enabled the reopening of some schools. Strengthen security measures around these schools;
- Follow up the reopening of schools in recaptured areas with the return of populations;
- Facilitate the opening of SSA/P centers in recaptured localities and fallback areas for populations affected by the security crisis;
- Provide training for SEL teachers in crisis-affected areas and fallback areas;
- Facilitate the deployment of education through radio;
- Strengthen community mobilization;
- Monitor the redeployment of teachers affected by the crisis;
- Call on community teachers to fill the deficit of state civil servant teachers in areas affected by insecurity;
- Increase reception capacities in host establishments by creating additional classes in temporary learning spaces (TLS);

- Continue and intensify initiatives to reduce gender inequalities, including by providing targeted scholarships for girls and raising awareness in communities about the benefits of girls' education;

### **3.8.2 Medium-term solutions**

Medium-term solutions will focus on the following aspects:

- Integrate SEL modules into continuing teacher training;
- Train teachers in alternative education approaches such as SSA/P;
- Train teachers in inclusive education approaches;
- Ensure the implementation of distance learning;
- Facilitate the development of digital education;
- Provide support to communities for the establishment of educational infrastructure (schools, community centers)

### **3.8.3 Long-term political strategies**

In terms of long-term political strategies, this will involve ensuring the implementation of digital education, reviewing **the 2007 education orientation law**<sup>53</sup> to take into account the new context in Burkina Faso and to establish an efficient financing mechanism for basic education.

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<sup>53</sup> The Education Orientation Law in Burkina Faso, adopted in 2007 under number 013-2007/AN of July 30, 2007, is a fundamental text that defines the broad orientations, guiding principles, objectives and structures of the Burkinabe education system. It serves as a legal and political framework for the planning, organization and reform of national education.

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