"PROMOTING EDUCATIONAL SOLUTIONS: RESEARCH FOR SCALING EDUCATIONAL INNOVATIONS IN EMERGENCY EDUCATION CONTEXTS AND IN FRAGILE, CONFLICT- AND VIOLENCE-AFFECTED ZONES IN BURKINA FASO, GHANA AND NIGERIA"

SITUATIONAL ANALYSIS REPORT BURKINA FASO

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ACRONYMS AND ABBREVIATIONS

ACLED	Armed Conflict Location & Event Data Project
AEP/PEA	Accelerated Education Programs
AFI-D	Literacy/Intensive Training for Young People Aged 9 to 15 for Development
AME	Associations of Mothers Teachers
APE	Parents' associations
IDB	Islamic Development Bank
CAST	Treasury Special Allocation Account
CBE	Compplementary Basic Education
CBN2	Banma Nuara 2 Centers
SC	School Council
CEB	Basic Education Districts
CEBNF	Non-Formal Basic Education Centers
CEP	Primary School Certificate
CERFODES	Center for Study, Research, and Training for Economic and Social Development
COGES	School management committees
CONASUR	National Council for Emergency Relief and Rehabilitation
CRS	Catholic Relief Services
CSS	School Solidarity Chain
DPBEP	Economic and multi-year budget planning document
DPEPPENF	Provincial Directors of Preschool, Primary and Non-Formal Education
DREPPENF	Regional Directors of Preschool, Primary and Non-Formal Education
DRM	Disaster risk management
SSD	Safe School Declaration
EAA	Education Above All
ECOM	Community-led schools
EdB	Shepherd and Shepherdess Schools
EH	Children with disabilities
ENF	Non-formal education
ESP	Strategic plan for education
EiE	Education in emergencies
TLS	Temporary learning spaces
FCV	Fragility, Conflict and Violence
FGD	Focus Group Discussion
FSDEB	Fund to Support the Development of Basic Education
GBV	Gender-Based Violence
GEI	Gender and Equity and Inclusion
GESI	Gender equality and social inclusion
GPE	Global Partnership for Education
IDA	International Development Association
IPEQ	Presidential Initiative for Quality Education
MHM	Menstrual Hygiene Management
MHMU	Menstrual Hygiene Management Units
MEBAPLN	Ministry of Basic Education and Literacy, and Promotion of National Languages
MYRP II	*Multi- Year Resilience Program*
SDG4	Sustainable Development Goal No. 4
NGO	Non-Governmental Organization

PAAENS/BFA	Accelerated Learning Project for Out-of-School Children and Adolescents in Burkina Faso
IDP	Internally displaced persons
PSDEBS	Strategic Plan for the Development of Basic and Secondary Education
PFA	Psychological First Aid
PSS	Psychosocial support
TFP	Technical and Financial Partners
REPAIR	Project to Strengthen the Performance of the Education System and Enhance Resilience.
RGPH	General Population and Housing Census
RTE	National Educational Radio and Television
SEL	Social *and Emotional Learning*
EMIS	Integrated Education Management System
SSA/P	Accelerated Education Strategy with Bridge or Speed Shools
SWEDD	Sahel Women's Empowerment and Demographic Dividend
ST-ESU	Technical Secretariat for Education in Emergencies
TBS	Gross enrollment rate
ICT	Information and Communication Technologies
UNICEF	United Nations Children's Fund

EXECUTIVE SUMMARY

Education, a crucial pillar of development, is severely undermined in West Africa by conflict, violence, and contexts in which populations are highly vulnerable. Burkina Faso, Ghana, and Nigeria face this reality in regions within each country where insecurity severely disrupts education systems, contributing to an increase in the number of out-of-school children and a decline in the quality of teaching and learning. Educational innovations that have demonstrated success in addressing these challenges warrant scientific analysis with a view to scaling them up.

This situational analysis report is part of the regional project entitled *"Promoting educational solutions: research for scaling up educational innovations in education contexts in emergencies and in fragile areas affected by conflict and violence in Burkina Faso, Ghana and Nigeria"* .

In Burkina Faso, the innovations selected are: the Accelerated Education Strategy with Bridge (SSA/P); the UNICEF radio education program; the experience of girls' education, gender, and inclusion from the "Sahel Women's Empowerment and Demographic Dividend (SWEDD)" project; as well as psychosocial support for teachers and learners through socio-emotional learning and retention approaches.

The situational analysis of these innovations began in 2025 using a rigorous mixed methods approach combining analysis of national statistics with formal data collection conducted between January 22 and 26, 2026, in three regions of Burkina Faso: Liptako in the north, and Nakambé and Nazinon, both in the south. It covered six provinces, 60 communities, 60 schools, and surveyed 825 people.

Context, educational plans, and policies

Burkina Faso has faced a persistent security crisis since 2015, which has had many consequences on the education system, including disruption of education. **The gross primary school enrollment rate shifted from 86.1% in 2020-2021 to 78.7% in 2024-2025 (MEBAPLN), while the primary school completion rate decreased from 62.4% to 51.6% over the same period.**

The government adopted the National Strategy for Education in Emergencies (SN-ESU) for the period 2019-2024 and established a Technical Secretariat (ST-ESU) to oversee its implementation. However, the planned governance bodies (steering committee, regional reviews) did not function, and coordination of interventions remains weak. The Strategic Plan for Basic Education Development (PSDEBS) 2021-2025 ended without having improved indicators, due to the impacts of the security crisis, budgetary constraints, and implementation difficulties.

Out-of-school children and on-the-go travel

According to the 5th General Population and Housing Census [1], in 2019 Burkina Faso's population was estimated at 20,505,155, including 10,604,308 women. The number of children and adolescents of compulsory school age (6-16 years) was estimated at 6,155,201, of whom 39.1% had never attended school. This means that 2,406,684 children of school-going age had never set foot in a school, and an additional 15.0% had dropped out of school, representing 923,280 children and

[1]Source: Fifth General Population and Housing Census of Burkina Faso, summary of final results, INSD, June 2022

adolescents. The same report indicates that 42.0% of children aged 6 to 11 (the target age for primary education) had never attended school, and 12.3% had dropped out of school. The regions with high security challenges have the highest rates (Liptako 79.2% have never attended and 10.1% have dropped out of school; Goulmou 66.2% have never attended and 9% have dropped out of school; Koulsé 54% have never attended and 12.7% have dropped out of school).

Since 2015, the country has suffered terrorist attacks, resulting in the displacement of over 2 million people, 58.5% of whom are children [2] (ACLED, 2024). The risk of children aged 6 to 11 being out of school is very high, as described above. There have been efforts to re-enroll children who had been in school once they settle in new areas, and the number of internally displaced children re-enrolled was 104,000 in 2020. This number is projected to rise to 432,181 in 2025 [3].
The field survey reveals that 37.6% of the students interviewed are internally displaced persons (IDPs), with proportions reaching 70% in Liptako . The main causes of displacement are armed attacks (69.4%) and conflict or violence (66.2%). All the SSA/P centers visited in Liptako and Nakambé are hosting displaced children.

Teaching staff

The number of primary school teachers increased from 70,823 in 2021 to 73,876 in 2025, but there is still a need for 3,248 teachers considering the teacher-learner ratio(50 learners/teacher), which is particularly pronounced in regions facing significant security challenges. The student-teacher ratio reached 70.2 in Liptako, well above the national standard of 50, followed by Koulsé (64.6) and Bankui (55.5). In Liptako , all teacher departures are linked to insecurity, according to the communities surveyed, while in Nakambé , 58.3% of departures are motivated by the search for better opportunities. The proportion of substitute teachers (teachers who assist the regular classroom teacher and replace them in case of absence) reaches 55.7% in Liptako, compared to only 5.8% in the Goulmou region.

Educational innovations

In Burkina Faso, several innovations are being developed to support traditional teaching and learning systems in achieving Sustainable Development Goal 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030." For this study, three innovations were selected for their relevance in emergencies and their scalability. These are: i) the Accelerated Education Strategy with Bridge (SSA/P) and UNICEF's radio education program as part of accelerated education programs; ii) girls' education, gender, and inclusion based on experiences from the SWEDD project; and iii) psychosocial support for teachers and learners through social-emotional learning and retention approaches.

Surveys conducted in the regions (Liptako, Nakambé, and Nazinon) reveal that the SSA/P program has been adopted by the government, which funds some centers from the national budget. In addition to the Stromme Foundation, other partners such as UNICEF and EDUCO also fund SSA/P centers. This program allows for rapid schooling by condensing the teaching/learning

[2]Burkina Faso: Internal displacements June 11, 2024 United Nations Office for the Coordination of Humanitarian Affairs https://data.humdata.org/dataset/idmc-idp-data-bfa.
[3]Diagnostic report on preschool education, primary education, non-formal education and the promotion of national languages MEBAPLN, August 2025

curriculum of the first three years of primary school into 7 or 9 months. Students from the SSA/P centers are then integrated or reintegrated into the regular school system in the 3rd or 4th grade, depending on their performance tests.

This program is implemented in 87.5% of schools in Liptako and 66.7% in Nakambé . More than 61,000 dropped-out-of-school children have been reintegrated into the formal education system through this program, with a transition rate to mainstream or traditional schools of 89%. The number of SSA/P centers increased from 461 in 2023-2024 to 686 in 2024-2025 nationally.

Mobile and radio-based learning initiatives are other forms of potential support to the formal educational system, but they are underutilized, with only 7% of schools reporting their use. Radio-based learning has been implemented by technical and financial partners such as UNICEF and reached over 400,000 children in 2024-2025. The National Educational Radio and Television (RTE), a government initiative, was launched in November 2025 to strengthen distance education provision, drawing on UNICEF's experience. Its operationalization is underway.

Psychosocial support and protection

According to the field survey, only 28.1% of the schools observed reported having a teacher who had received child protection training in the past twelve months, with significant disparities between Liptako (81.3%) and other regions (less than 10%). 89.5% of schools lacked any qualified counselor or guidance service for students experiencing difficulties.

When students encounter problems, teachers intervene by offering advice in 91% of cases, but discussions about stress or emotional difficulties are confirmed by only 36.9% of students, with a marked disparity between regions. Only 16.9% of students in Liptako report that teachers address these issues.

Violence reporting mechanisms are functional in only 36.8% of schools, and gender-based violence prevention measures exist in 47.4% of establishments, with regional variations ranging from 62.5% in Liptako to 28.6% in Nakambé.

Gender equity and inclusion

Practices that could be described as discriminatory towards girls are reported by 50% of headteachers in Liptako, compared to less than 10% in other regions. Only 38.6% of schools have female staff dedicated to monitoring girls at risk of dropping out, with significant disparities between Liptako (81.3%) and other regions (less than 25%).

Pregnant girls and adolescent mothers are encouraged to continue their schooling in 82.4% of SSA/P centers. Only 35.3% of centers have menstrual hygiene management facilities. Training of facilitators in gender-sensitive pedagogy reaches 76.5% globally, but only 50% in Liptako.

At the national level, the number of children with disabilities enrolled in primary school is 58,728, of whom only 39.9% are girls. In the survey areas, schools with staff dedicated to supporting children with disabilities represent only 42.1% of the total, with coverage of 68.8% in Liptako compared to 19% in Nakambé .

School infrastructure and safety

The survey data on the three regions showed that 63.2% of the schools visited lack fencing, 56.1% have classrooms deemed unsafe, and 52.6% lack clearly marked emergency exits. Access to electricity is unavailable in 81.3% of schools in Liptako, 57.1% in Nakambé, and 55% in Nazinon.

Access to drinking water is relatively satisfactory (87.7%), but only 17.5% of schools have functional handwashing facilities. Separate toilets for girls and boys exist in 54.4% of schools, but their functionality is uncertain: 45.6% of respondents stated they did not know if they were working.

Overall, 68.4% of schools do not have any disaster and emergency preparedness plans, and this percentage reaches 80% in Nazinon and 75% in Liptako.

Education funding

The share of the national budget allocated to education decreased from 29.57% in 2021 to 24.62% in 2024, before reaching 28.34% in 2025, thus complying with international standards (15 to 20% of the national budget). [4]However, resources specifically dedicated to education in emergencies fluctuated significantly, decreasing from 4.09 billion FCFA in 2022 to 1.68 billion FCFA in 2023, due to the non-renewal of agreements with some technical and financial partners.

The MEBAPLN's overall budget decreased from 524.35 billion FCFA in 2021 to 457.68 billion FCFA in 2025, with a significant reduction in special allocations and project funding. The gap between the stated needs for 2026 (538.13 billion FCFA) and the allocated budget (392.69 billion FCFA) highlights the insufficient resources to meet the challenges

In conclusion, the situational analysis reveals a disruption of the Burkinabe education system since 2020, affecting both the gross enrollment rate (from 86.1% in 2020 to 78.7% in 2025) and the completion rate (from 62.4% in 2020 to 51.6% in 2025), due to a security crisis that led to the closure of thousands of schools and affected many students. Faced with this situation, marked by significant regional disparities and structural deficiencies in infrastructure, psychosocial support, and emergency preparedness, concrete and coordinated actions are essential to strengthen the resilience of the education system. In this context, educational innovations such as SSA/P and radio-based learning have a proven track record and offer opportunities to reach more out-of-school children.

Recommendations arising from the Situational Analysis

Research undertaken in 2025, complemented by targeted data collection in early 2026, provided an overview of the challenges to the educational system of increasing insecurity. To strengthen the education system, the following recommendations are made to the MEBAPLN, its technical and financial partners, and communities:

Axis 1: Strengthen emergency response and coordination

- Strengthen the mechanisms of adaptation to the context of the rapid response system in EiE.

[4] Sources: RSF and LR 2021, 2022, 2023, 2024, and SI-N@folo 2025

Axis 2: Sustainably support accelerated education programs

- Increase the number of SSA/P centers by prioritizing regions with high rates of dropped-out-of-school children and in reconquered zones, while strengthening coverage in low-risk regions that serve as fallback areas hosting displaced children.
- Accelerate the mobilization of endogenous funding dedicated to SSA/P to guarantee the sustainability of the program without relying on external funding and to allow the reintegration of additional children per year into the formal education system.
- Strengthen the capacities of all SSA/P centre facilitators in gender-sensitive and inclusive pedagogy, building on existing modules, as only 76.5% of facilitators interviewed in Nakambé and 50% in Liptako report having benefited from this training.
- Accelerate the expansion of Educational Radio and Television (RTE – Radio-Télévision Éducative) to areas without physical access to schools.

Axis 3: Generalize psychosocial support and child protection

- Train teachers in psychological first aid and socio-emotional learning by prioritizing high-risk areas.
- Create psychosocial listening units in all schools with hosting internally displaced learners, by assigning a teacher trained in the field and providing a confidential space for the reception and guidance of students in distress.
- Make a mechanism for reporting violence and abuse in schools mandatory and functional, by installing complaint boxes accessible to students, designating trained reference staff to deal with gender-based violence, and increasing the rate of schools with such a system.

Axis 4: Secure and adapt school infrastructure

- Build or rehabilitate school fences, starting with high-risk areas.
- Build or rehabilitate separate girls' and boys' latrine blocks in priority areas (reception zones, high-risk areas).
- Install or upgrade menstrual hygiene management cabins (CGHM) or girls' toilets equipped with dignity kits.
- Provide schools without electricity with solar kits to enable the use of digital tools.
- Equip schools with a disaster and emergency preparedness plan, operational and known to everyone.

Axis 5: Improve teacher management and gender equity

- Dedicated a female staff member to monitor girls at risk of dropping out of school in each institution.
- Train primary school teachers on the SSA/P curriculum to support the opening and effective operation of bridging centers/classes in newly recovered areas, ensuring continuity of education.

- Deploy teachers to run these SSAP centers/classes in IDP relocation areas and recovered localities, providing older children (ages 9–12 and 13–14) with a second chance to attend school.

INTRODUCTION

This situational analysis is conducted as part of the regional project entitled ***"Advancing Education Solutions: Research for Scaling Up Educational Innovations in Emergency Contexts and Fragile Areas Affected by Conflict and Violence in Burkina Faso, Ghana, and Nigeria,"*** which is being implemented in the three countries concerned. The research process, initiated in 2025, continued with data collection and fieldwork undertaken between January 22 and 26, 2026, in the Liptako , Nakambé , and Nazinon regions of Burkina Faso.

This situational analysis is based on a rigorous evaluation of evidence from the operational, institutional, and socio-political contexts related to scaling up educational innovations in fragile, conflict- and violence-affected (FCV) contexts in Burkina Faso, Ghana, and Nigeria. Drawing on recent data and field observations (January 2026), the study examines how conflict, forced displacement, and structural fragility influence access to education, continuity of learning, and the resilience of education systems. It thus serves as a key analytical resource to foster learning across countries and inform strategic decisions by education in emergencies (EiE) actors, including governments, technical and financial partners, civil society organizations, and practitioners. By combining contextual and comparative analyses, the study highlights the main challenges, opportunities, and levers for action to strengthen policies, programs, and practices in EiE, while promoting the right to inclusive, equitable, and quality education in crisis contexts.

This report, exclusively focused on Burkina Faso, presents the main findings of the study in nine main sections, namely: (i) the general context and objectives of the study; (ii) the methodology; (iii) national policies and plans relating to EiE in Burkina Faso; (iv) the situation of formal education; (v) existing educational innovations; (vi) risk and disaster management mechanisms; (vii) baseline results; (viii) opportunities and potential for scaling up the educational innovations studied; and (ix) public policy recommendations.

I. CONTEXT, PROBLEM, AND OBJECTIVES OF THE STUDY

1.1. Study context

This study is part of a regional initiative to scale up proven, context-appropriate educational innovations for the benefit of children, teachers, and communities living in fragile, conflict- and violence-affected environments in West Africa, particularly in Burkina Faso, Ghana, and Nigeria. Protracted conflict, forced displacement, climate pressures, and socioeconomic fragility in these countries have severely disrupted education systems, leading to increased out-of-school numbers, declining learning outcomes, and a heightened risk of dropping out. Building on the findings of previous IDRC-supported research on accelerated education (AEP) and girl-centered programs,

this project aims to strengthen knowledge about effective approaches, target populations, and conditions for success in FCV contexts.

The study analyzes the situation of a set of educational innovations designed to restore access to learning, improve school retention, and support children's overall development in emergency and conflict contexts. These innovations include, respectively:

- accelerated education programs for learners who are past the age of entry into primary school or who have dropped out of school prematurely;
- approaches and psychosocial support for teachers and students;
- strategies for vulnerable groups;
- Alternative and digital learning methods, including education through radio.

By systematically assessing the impact and scalability potential of these cost-effective interventions in low, medium, and high- risk areas, the analysis allows for the production of data to guide policies, programs, and investments in education.

Guided by an approach focused on equity and gender transformation, the project emphasizes innovations that promote gender equality, social inclusion, learner safety, and psychosocial well-being. Employing a rigorous mixed-methods approach, the study compares interventions in various conflict contexts and closely engages governments, civil society organizations, education innovators, and communities in each country. Beyond generating evidence on transitions, retention, and completion of schooling, the project also aims to strengthen the capacity of national and local actors to implement and sustain effective innovations at scale. Ultimately, this research aspires to inform national policies and emergency response strategies.

1.2. Research problem

Over the past decade and since the early 2010s, education in West Africa has been severely undermined by conflict, violence, and highly vulnerable situations. In northern Ghana, Burkina Faso, and northern Nigeria, insecurity is seriously disrupting education systems, leading to an increase in the number of out-of-school children and a decline in the quality of learning. These difficulties stem from interdependent factors such as armed conflict, forced displacement, poverty, lack of infrastructure, and certain socio-cultural norms. Girls and young women are particularly affected, resulting in early marriage, early pregnancy, and domestic chores.

In northern Ghana, gender norms and land and ethnic conflicts limit access to education, exacerbated by the influx of refugees fleeing insecurity in Burkina Faso, further straining already fragile services. In Burkina Faso, more than 5,000 schools have closed in 2024 due to insecurity,

affecting nearly two million children. In Nigeria, nearly 19.7 million children are out of school, particularly girls in rural areas.

In each of the three countries, conflicts, violence, community tensions, and terrorist activities are among the issues that compromise school security and the availability of qualified teachers. For example, in the Bawku area of Ghana, protracted conflicts have led to the withdrawal of education personnel (teachers, pedagogical advisors) and healthcare workers (doctors, nurses, midwives, etc.). These dynamics highlight a three-pronged regional challenge: a) how to ensure the continuity of education, b) how to protect learners, and c) what measures must be taken to maintain the quality of learning in an insecure environment.

Despite the scale of the conflicts, there is a lack of evidence on effective, adaptable, and sustainable educational solutions in contexts of fragility, conflict, and violence. This deficit limits the development of resilient education systems capable of ensuring equitable access to education, particularly for the most vulnerable groups. Addressing these gaps is therefore essential to supporting new education policies and strengthening educational responses in the region.

1.3. Study objectives

This study aims to achieve the following objectives:

1. Assess the current state of formal education in high, medium, and low-risk areas.
   a. The situational analysis aims to assess the situation of schools in fragile contexts affected by conflict and violence.

   b. It examines school infrastructure, teaching quality, safety, psychosocial support, gender considerations, alternative learning programs, and community engagement, to inform strategies for scaling up educational innovations.

2. Map and identify non-formal education interventions or accelerated education programs.

3. Analyze the psychosocial and gender equality programs implemented at the field level.

4. Assess the contexts of conflict, migration, or forced displacement as well as risks that affect education.

5. Assess the capacity of key stakeholders to respond to potential risks, fragility, and conflict (governmental and non-governmental institutions operating in the areas concerned).

6. Identify the obstacles and factors contributing to inequalities in education in emergencies.

7. Evaluate the scalability and effectiveness of educational innovations identified for research (accelerated education programs, interventions for girls, social-emotional learning, digital and educational radio interventions, etc.).

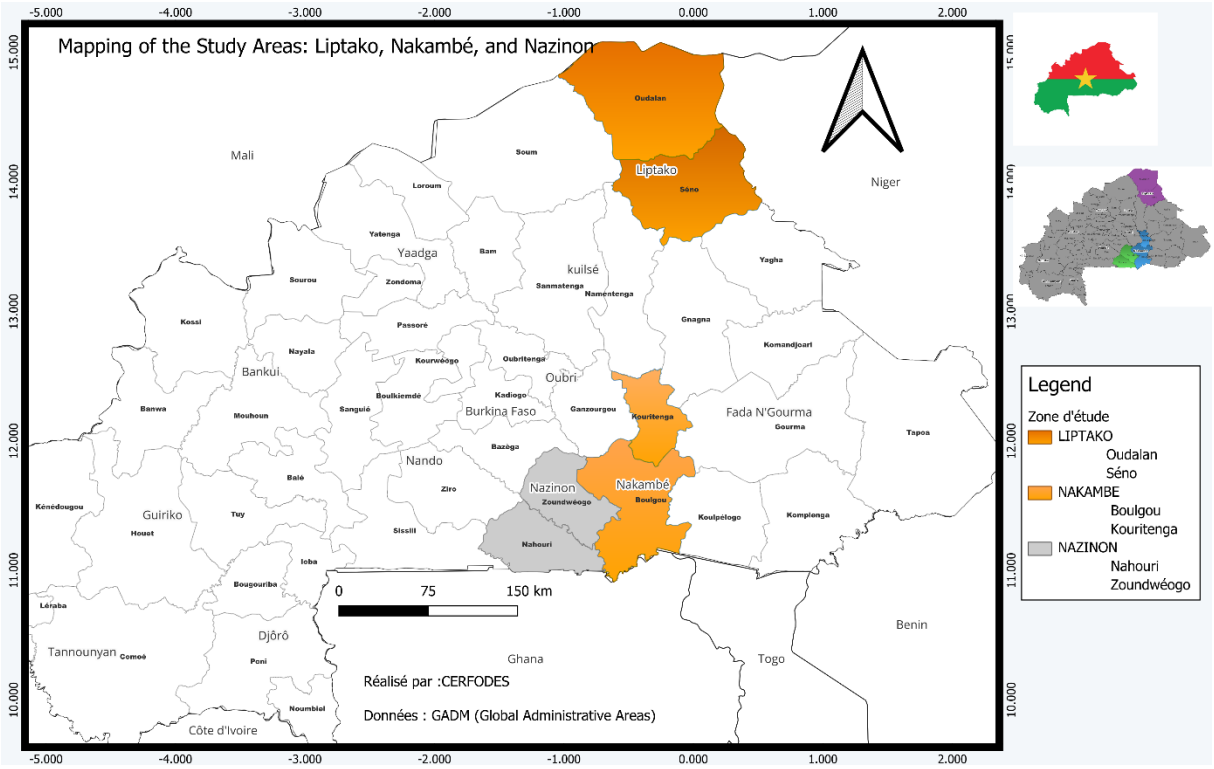
8. Produce evidence to inform education policies and recommendations in emergencies, as well as funding decisions by governments and non-state actors.

1.4. Scope and geographical areas of the study

The study covered the three project regions in Burkina Faso: Liptako (formerly Sahel), an area of high security risk; Nakambé (formerly Centre-East), an area of medium security risk; and Nazinon (formerly Centre-South), an area of residual risk. In each of the three regions, twenty (20) communities or villages were selected, for a total of sixty (60) communities or villages with at least one school.

Thus, in the Liptako region, the selection focused on 10 communities in the province of Séno and 10 communities in the province of Oudalan . In the Nakambé region, the study was carried out on 10 communities in the Boulgou province and 10 communities in the Kourittenga province. Finally, in the Nazinon region, 10 communities in the Zoundwéogo province and 10 communities in the Nahouri province were targeted. The map below shows the different areas and the two provinces targeted within them.

Figure 1: Mapping of the study areas: Liptako , Nakambé and Nazinon.



Source: CERFODES, March 2026

1.5. Selected educational innovations

This study focuses on three groups of grounded educational innovations recognized for their potential to restore access to quality education for out-of-school children and youth (those who have dropped out of school) in fragile contexts marked by conflict and violence. They were selected because of their contribution to gender equity and inclusion (GEI), as well as their capacity to address the educational, psychosocial, and protection challenges faced by vulnerable populations.

The first group concerns Accelerated Education Programs, including the Accelerated Education Strategy with Bridge (SSA/P) in Burkina Faso and the Complementary Basic Education (EBC) models in Ghana and Nigeria. Implemented with the support of the governments of these three countries, as well as international organizations and local actors, these programs enable out-of-school children and youth (those not enrolled in school or who have dropped out) to quickly acquire basic skills and reintegrate into formal education. Despite their expansion through external funding, their institutionalization remains limited. Some research already conducted by the KIX GPE[5] demonstrates their effectiveness, particularly in terms of accelerated learning and school transition. The study also analyzes the integration of radio education programs to support distance learning, teacher training, and educational continuity during crises.

The second group of innovations focuses on girls' education through inclusive and transformative approaches, such as girls' clubs, mentoring, and community-based mechanisms. These initiatives aim to combat adverse gender norms, early marriage, teenage pregnancy, and school dropout. In Nigeria, the "Girls for Girls" initiative has reached a large number of girls through the involvement of community mentors and the integration of social-emotional learning and psychosocial support. In Burkina Faso, the SWEDD project has expanded educational opportunities for adolescent girls by combining basic skills, life skills, and reproductive health education through models that strengthen girls' education and empower them by providing dignity kits and, most importantly, by creating safe spaces.

The third focus area concerns teacher training in social-emotional learning, psychosocial support, and pedagogies that promote retention, with increased use of radio and digital tools. Developed during the COVID-19 pandemic, these approaches have become essential in areas affected by insecurity. Available data shows that they contribute to the continuity of learning and strengthen teachers' capacity to cope with trauma and displacement. Furthermore, initiatives are underway to digitize educational content and enhance learning in hard-to-reach areas.

5 Generating and Mobilizing Innovative Knowledge for Regional Education Challenges KIX: A comparative study of accelerated education programs and girls-focused education models in Ghana, Nigeria, and Sierra Leone, GPE KIX (March 2021- 2024).

Despite these encouraging results, knowledge remains limited regarding the performance of these innovations in protracted conflict contexts, particularly concerning psychosocial support and scaling up. This research, therefore, aims to expand upon existing data and generate contextual knowledge about their effectiveness, their impact on equity, and their potential for expansion in Burkina Faso, Ghana, and Nigeria.

In Burkina Faso, the selected innovations are:

- the Accelerated Education Strategy with Bridge (SSA/P) or Speed Schools;
- UNICEF's radio education program;
- education, gender, and inclusion based on experiences from the SWEDD project;
- support for teachers and learners through socio-emotional learning and retention approaches.

II. METHODOLOGY

This section presents the approach adopted for the study, the data collection instruments used, the field procedures, and the measures implemented to ensure the quality and ethics of the research. It also details the training of the enumerators and the data collection process.

2.1. Study design and sampling strategy

The situational analysis relies on a mixed-methods approach combining quantitative and qualitative methods to ensure a thorough, contextualized, and triangulated understanding of the observed educational and community dynamics. The study design is cross-sectional analytical, allowing for data collection at a specific point in time while simultaneously examining local, institutional, and gender disparities.

The sampling strategy was structured according to the project's intervention areas, following a hierarchical, multi-level organization. At the regional level, the study covers three regions: Liptako, Nakambé, and Nazinon.

At the provincial level, six provinces corresponding to the intervention zones were selected, with two provinces per region, namely:

- Liptako region: Oudalan and Séno.
- Nakambé region : Boulgou and Kouritenga;
- Nazinon region : Nahouri and Zoundwéogo;

At the community level, 60 intervention communities with at least one school or SSA/P center were considered, i.e. 20 per region, thus ensuring balanced coverage of the targeted communities.

At the school level, 60 schools were selected, one school per locality, corresponding to 10 schools per province and 20 per region.

Finally, at the individual level, a simple random draw was applied for the selection of students and heads of household within the selected units, in order to ensure the objectivity of the process and the representativeness of the respondents in each intervention area of the project.

For the quantitative component, probability sampling was used to ensure the statistical representativeness of the results and to allow their generalization to target populations. The minimum sample size was determined using the formula of REA LM (1997) applicable to finite populations:

$$n = \frac{t^2 \times p(1-p) \times N}{t^2 \times p(1-p) + (N-1) \times e^2}$$

where:

- *n* represents the sample size;
- *N* is the size of the population;
- *t* the value corresponding to the chosen confidence level;
- *p* the probability of the event occurring (set at 0.5 to obtain the maximum sample size);
- *and* the margin of error.

The calculation basis is based on official data from the MEBAPLN 2024-2025 Statistical Yearbook and the 5th General Population and Housing Census (RGPH, 2019).

Applying this formula resulted in a theoretical minimum sample of **825 people**, distributed as follows:

Table 1: Distribution of respondents by target groups

Region	Province	Schools			Communities	Total
		Number of schools	Students		Teachers	Parents	
			F	G	M/F	M/F	
Nakambé	Boulgou	10	**45**	**45**	10	**45**	145
	Kouritenga	10	**45**	**45**	10	**45**	145
Nazinon	Nahouri	10	**40**	**40**	10	**40**	130
	Zoundwéogo	10	**45**	**45**	10	**45**	145
Liptako	Oudalan	10	**40**	**40**	10	**40**	130

	Séno	10	**40**	**40**	10	**40**	130
Total		**60**	**255**	**255**	**60**	**255**	**825**
			510				

Source: CERFODES, field survey January 2026

The qualitative component complemented the quantitative phase through 45 individual interviews and 36 focus groups, exploring perceptions. This data allowed for the interpretation of statistical trends, the identification of factors explaining discrepancies, and the contextualization of the results. The combination of the two approaches, based on triangulation, strengthened the validity and robustness of the study's conclusions.

2.2. Data collection tools and operational methods of fieldwork

Data collection combined quantitative and qualitative approaches for a triangulated analysis at the school, community, and institutional levels. Structured questionnaires, administered via **KoboCollect** , targeted students, teachers, and parents, and covered access to education, learning conditions, psychosocial support, and gender dynamics. The qualitative component involved individual interviews and focus groups with educational authorities, partners, community leaders, parents, and students to explore perceptions and social norms. Field teams were supervised daily, and data were synchronized on the **KoboToolbox server**, ensuring data quality, integrity, and adherence to quotas.

2.3. Training of enumerators

Prior training was organized to prepare the enumerators for data collection. This training covered several aspects, including understanding the study objectives, mastering the questionnaire programmed in **KoboToolbox** , interview techniques, and the ethical principles related to research (informed consent, confidentiality, and respect for participants). Practical exercises were also conducted to familiarize the enumerators with the tool and ensure high-quality data collection in the field.

In total, **21 enumerators** were trained, including **14 men and 7 women**, distributed across the three regions of intervention of the project:

Table 2: Distribution of enumerators

Region	Number of enumerators trained
Nakambé	7
Nazinon	6
Liptako	8
TOTAL	**21**

Source: CERFODES, field survey January 2026

Training of enumerators at CERFODES office, Ouagadougou

2.4. Pre-testing the tools

Due to time constraints and the urgency of the study, the pre-test could not be carried out in the field. It was carried out at the end of the training in the form of simulations and role-playing games,

allowing to test the mastery of the instruments as well as the use of the Kobo Collect data collection application by the enumerators.

2.5. Data management, ethical considerations, and limitations of the study

❖ **Data management and security**

The data were collected using electronic questionnaires programmed on the **KoboToolbox platform** and administered by trained enumerators. The data were stored on a secure server and protected by restricted access. Information that could identify participants was not included in the analysis database to ensure the anonymity and confidentiality of respondents.

❖ **Data analysis**

Quantitative data were cleaned and analyzed using SPSS and Excel statistical software, with a pivot table, through descriptive and comparative analyses based on different key variables. Qualitative data underwent thematic analysis to identify the main perceptions and challenges related to education in the study areas.

❖ **Ethical principles observed**

Participation in the study was based on free and informed consent. Participants could refuse to answer certain questions or end the interview at any time. The confidentiality and anonymity of the information collected were strictly respected.

❖ **Methodological limitations**

The study faced certain constraints, including limited access to some areas for security reasons and the potential for bias related to respondents' perceptions. Despite these limitations, methodological measures were taken to ensure the quality and reliability of the data collected.

2.6. Overview of collection instruments

As part of this study, several data collection instruments were proposed across the three countries to gather information from various stakeholders in the education system and communities. After analyzing their relevance and feasibility in the context of Burkina Faso, these instruments were classified into three categories: instruments retained without modification, instruments retained but modified, and instruments not retained.

The instruments retained without modification were those best suited to the context of Burkina Faso. The table in the appendix (Appendix 1) presents these data collection instruments, specifying those that were not used in this research.

Certain instruments were retained but adapted to accommodate organizational constraints and participant availability. For example, Instrument 3 (FGD with teachers) and Instrument 9 (FGD with community leaders) were transformed into individual interview guides, as organizing group discussions with these groups proved difficult in practice. Furthermore, Instrument 4b (a student questionnaire) was introduced as a supplementary tool, developed from the initial discussion guide, to collect quantitative data to strengthen the analysis.

III. EDUCATIONAL POLICIES AND THE EDUCATION SYSTEM

In Burkina Faso, education is a fundamental pillar for economic, social, and human development. This is why, over the past few decades, the country has made significant efforts, particularly in improving access to and the quality of education. Public primary schools provide 67% of education services, while private providers will provide 33% in 2024. [6]In urban areas, however, the private sector is the largest provider of education services.

Despite the efforts made, the education system continues to face severe challenges as a result of the security crisis that the country has been experiencing since 2015, which has led to massive population displacements, including teachers and learners.

3.1. Policies, strategic frameworks, and national plans relating to higher education

- *Analysis of existing national education policies and mechanisms in the context of a crisis.*

The crises in Burkina Faso are multidimensional, carrying significant risks linked to persistent insecurity and violence. Since 2015, the country has suffered terrorist attacks, resulting in the displacement of more than 2 million people (58.5% of whom are children [7]) and a doubling of security-related deaths between 2022 and 2023 (ACLED, 2024).

Analysis of primary school performance data between 2020/2021 and 2024/2025 reveals contrasting trends, heavily influenced by the national context. The primary school completion rate, which reflects the system's ability to support students through to the end of primary school, declined significantly over this period. From 62.4% in 2020/2021, it fell to 51.6% in 2024/2025, with a marked decrease among boys (from 57.3% to 47.7%) and a more fluctuating trend among

[6] Source: Statistical Yearbook of Primary Education 2023/2024.

[7]Burkina Faso: Internal displacements June 11, 2024 United Nations Office for the Coordination of Humanitarian Affairs https://data.humdata.org/dataset/idmc-idp-data-bfa.

girls[8]. This trend occurs within a context of massive population displacements, school closures in high-risk security areas, and increasingly precarious living conditions for families. These factors contribute to higher rates of school dropout, particularly in regions most affected by armed conflict and attacks on educational infrastructure.

In order to address the most urgent challenges and ensure the resilience of the system, the Government has put in place an institutional response through the implementation of the *National Strategy for Education in Emergencies* (SN-ESU) 2019-2024. Despite its implementation, a deterioration in most indicators has been observed since 2020. Indeed, over the period from 2021 to 2025, the gross enrollment rate (GER) in primary education decreased from 86.1% to 78.7%, representing a decline of 7.4 percentage points. Similarly, the primary completion rate dropped from 62.4% to 51.6%, a decrease of 10.8 percentage points. [9]

In general, the current context of education in emergencies in Burkina Faso is characterized by:

- the continuation of the implementation of *education in* emergencies with a view to improvement based on lessons learned from 2021 to 2025 through a harmonization of practices in EiE, which is a necessity for better intervention by actors on the ground, the involvement of communities which is an asset for better intervention in the EiE response and the establishment of emergency stocks in the regions to improve the rapid response in education);
- the reopening of schools with the return/re-settlement of forcibly displaced populations, thanks to the reconquest of the national territory;
- the dynamics of the Education Cluster aim to ensure that all school-aged children have inclusive access to safe and protective learning environments. The Cluster's actions contribute to the well-being and mental and psychosocial development of learners. The Education Cluster's response strategy focuses on supporting reopened schools, facilitating children's enrollment in public schools, and strengthening educational alternatives. UNICEF is leading the Cluster, and the ministerial decree establishing the Technical Monitoring Committee for the second Multi-Year Resilience Program (MYRP II) for the 2024–2027 period has been signed.

[8] Source: MEBAPLN statistical yearbooks from 2020/2021 to 2024-2025

[9]Source: MENAPLN statistical yearbooks from 2021 to 2025

- Furthermore, the implementation of the SSA/P expansion plan (2022–2026) is underway. Its vision states that: "By 2026, the Accelerated Schooling/Bridging Strategy (SSA/P) will be implemented across the entire territory of Burkina Faso to ensure inclusive and quality education for out-of-school children aged 9 to 12, through a dynamic and resilient multi-stakeholder partnership." This vision highlights the role and importance of SSA/P within Burkina Faso's education system. Its realization represents a second chance and a source of hope for many vulnerable children to access education, through improved school attendance and retention of out-of-school children.

- the implementation of **the Presidential Initiative for Quality Education for All (IPEQ)** [10]which integrates the construction, securing, standardization, and modernization of educational infrastructure, the reform of school management structures, and the revitalization of the participation of education stakeholders, the revitalization of learning frameworks and continuing training of teachers.

- the new scope of action of MEBAPLN, which now includes preschool education, primary education, non-formal education, and the promotion of national languages ;

- the creation of the Ministry of Secondary Education and Vocational and Technical Training;

- the implementation of educational reforms, which focus on 11 major areas relating to access, quality, resilience, equity, and inclusion to build the revolutionary Burkinabe school by 2030;

- The implementation of a **Partnership Pact** with education donors was established in July 2023 and signed by the Government, technical and financial partners, and civil society. The main objective of this pact is to coordinate the efforts of partners to assist the Government of Burkina Faso, particularly the Ministry of Education, Literacy, and National Solidarity (MEBAPLN), in "meeting the diverse educational needs of girls and boys aged 3 to 18, especially those affected by crises, at risk of dropping out of school, and those outside the education system." It therefore aims to contribute to the qualitative and structural transformation of the education system, with a focus on the child's educational journey. Partners include UNICEF, LuxDev , Swiss Cooperation, Japan International Cooperation Agency (JICA), as well as the EU and Canada.

[10] Decree No. 2024-0830 /PRES/ PM/MENAPLN/MEFP/MESRI of July 23, 2024, establishing the Presidential Initiative for Quality Education for All

- The implementation of the ***Project to Strengthen the Performance of the Education System and Enhance Resilience (REPAIR***), funded by the IDA and the GPE. This project aims to restore and improve the delivery of basic education services while also improving access to education and the overall quality of education. It is structured around four main components: (i) restoring and expanding access to primary education; (ii) re-engaging learners; (iii) improving the quality of education; and (iv) strengthening the system for better delivery of education services. The project focuses on student learning and teacher support in an emergency context.

- The ongoing development of the Strategic Plan for the Development of Basic Education, Literacy, and the Promotion of National Languages (PSDEBAPLN) for the period 2026-2030, in which EiE occupies a prominent place.

3.2. Strategic Education Plan (ESP) and National EiE Strategy

- *Review of the Strategic Education Plan and the EiE Contingency Plan developed with the support of UNICEF.*

☞ **Strategic Plan for the Development of Basic and Secondary Education (PSDEBS)**

The PSDEBS 2021-2025, the framework guiding the actions of stakeholders in the sub-sectors of Basic Education, expired on December 31, 2025. Therefore, in light of current challenges, the context, and new directives from the authorities, a new framework for the period 2026-2030 is being developed. With the reorganization of ministries, the scope of action of the MEBAPLN now includes preschool education, primary education, non-formal education, and the promotion of national languages, in accordance with Decree No. 2024-1022/PRES/PM of September 2, 2024, concerning the responsibilities of members of the government.

What can be said about the implementation of the PSDEBS 2021-2025 in its primary education component?

The implementation of education activities over the past five years (2021-2025) has been impacted by the security situation and its corollary of forced population displacements since the end of 2015. Violence linked to the activities of armed terrorist groups has caused the forced displacement of populations from conflict zones to safer areas of refuge. This violence, coupled with the absence of social services, has led to a shortage of educational opportunities in regions and communities facing significant security challenges. According to the National Council for Emergency Relief and Rehabilitation (CONASUR) internally displaced persons registration dashboard published on April 4, 2023, as of February 28, 2023, the number of internally displaced persons stood at 1,999,127, of whom 58.42% were children.

The reconquest of national territory, undertaken within a context of political transition and the fight against insecurity, has profound implications for the education system. Education is a strategic lever for rebuilding national cohesion, strengthening community resilience, and preparing a generation capable of defending and developing the country in accordance with the new political vision. Thus, in addition to schools reopened in recaptured areas and those currently being reopened, educational projects are underway to pool human and material resources in areas facing significant security challenges. The government, its partners, and NGOs have developed alternatives for displaced and returning children. Among these alternatives, accelerated education programs and Information and Communication Technologies (ICTs) play a key role. Indeed, accelerated education programs facilitate academic catch-up, and ICTs ensure educational continuity by providing access to digital learning resources. This includes, among other things, the use of tablets and e-learning through the implementation of educational platforms as well as listening clubs.

The implementation of the PSDEBS from 2021 to 2025 did not lead to improvements in education indicators. Indeed, during this period, at the primary level, the number of functional schools decreased from 15,077 in 2020–2021 to 14,276 in 2024–2025, representing an overall decline of 5.3% and an average annual decrease of 1.3%. In the public sector, the number of functional schools declined by 9.6%. The main challenges can be summarized as follows:

- insecurity in certain communities, making them inaccessible and forcing staff to abandon their posts, increasing school dropout rates, pushing students towards gold mining sites, and hindering the functioning of decentralized structures and the realization of educational infrastructure, as well as the execution of projects.
- institutional instability /change leading to delays in the implementation of educational policies;
- the non-renewal of expiring agreements with certain partners in light of the new political vision;
- the withdrawal of certain partners in certain communities due to insecurity;
- the poor sustainability of the achievements of the education system and of externally funded projects;
- criticisms of the school system because of its theoretical and generalist nature;
- regulations and a reorientation of resources towards other priorities;
- the inadequacy in the management of teaching staff in crises;

- the poor consideration given to health and safety issues at work for teachers in areas affected by the security crisis;
- the persistence of geographical disparities;
- the inadequacy of scaling up promising educational alternatives;
- the difficulty of integrating some children with special needs;
- the inadequacy or poor condition of educational infrastructure;
- the limits of securing the school environment;
- the lack of teaching materials and equipment for the use of ICT in education (access to the Internet and digital resources for rural areas, low digitization of educational content);
- the inadequacy of teacher training in ICT;
- the low internal and external visibility of the actions in primary education, which does not facilitate either synergy of actions or accountability.

All these challenges have disrupted the implementation of the PDSEB and the failure to achieve the expected objectives and results, namely: improving access, quality, and management of the education system to contribute to the achievement of Sustainable Development Goal No. 4 (SDG4), which is to " ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

☞ **the National Strategy for Education in Emergencies (SN-ESU)**

In light of the ongoing security challenge and its impact on the education system, the Government adopted the National Education and Learning Strategy (SN-ESU) 2019-2024, which details the Government's commitment to ensuring access to education and learning throughout the country within the context of the security situation. The SN-ESU was developed with the support of technical and financial partners, including UNICEF, and led by the Technical Secretariat for Education in Emergencies, established in 2019. It is an infrastructure strategy that is integrated into the National Education and Learning Strategy (PSDEBS).

Despite the efforts made in implementing this strategy, the indicators have not improved. Analysis of the statistical data indicates a decline during the period from 2020-2021 to 2024-2025. Indeed, the primary school completion rate (TBS) fell from 86.1% to 78.7%[11]. According to data from the

[11] Source: Statistical yearbooks for primary education from 2020/2021 to 2024/2025

Technical Secretariat for Education in Emergencies, in March 2024, 5,319 schools, representing nearly 20% of all educational institutions, were closed for security reasons, affecting 818,849 students [12](including 394,293 girls) and 24,281 teachers (including 7,413 women). In addition to the main challenges facing the education system outlined above, higher education (EiE) encounters specific challenges, including:

- the absence of specific procedures for handling emergencies;
- The weak coordination of stakeholders in the provision of Higher Education in Emergencies (EiE). Within the framework of coordinating the implementation of the National Strategy for Education in Emergencies (SN-ESU), the planned bodies are the sector review and the regional reviews. In terms of progress, the sector review was established, which created the steering committee for the National Strategy for Education in Emergencies, defining its responsibilities, composition, and operation. However, this body did not function due to organizational constraints. The regional reviews were not implemented.
- the difficulty of tracing students affected by crises;
- Limitations for the efficient use of ICT in higher education: The successful integration of ICT into the Burkinabe education system depends on mobilizing adequate funding, effective governance, and a holistic approach. This approach must be inclusive, sustainable, and adapted to the national context. It should include, among other things, the following dimensions: infrastructure (access to energy, appropriate equipment, reliable connectivity), capacity building for human resources, and the provision of innovative teaching resources, including digital content and ICT-adapted teaching methods.
- the limits of the budgetary resources allocated to EiE for scaling up certain innovations such as SEL, accelerated education programs like the Accelerated Education Strategy with Bridge (SSA/P);
- failure to comply with certain standards in a crisis context;
- the weak capacity building of teachers on various topics such as Social-Emotional Learning (SEL) and retention approaches;
- the lack of specific equipment for the care of children with special needs;

[12] MEBAPLN/SDSU monthly statistical report for March 2024; Reports no longer systematically indicate the number of schools closed.

- the narrowing of funding sources for many reasons;
- the inaccessibility of certain areas with significant security challenges;
- the persistence of security and humanitarian crises;

In addition to these challenges, it should be noted that the implementation of the SN-ESU has also experienced shortcomings. These include:

- the inadequacy of the rapid response system in EiE;
- the poor coverage of the national territory in regional clusters;
- the limited use of digital technology in the implementation of interventions related to EiE;
- the weak mobilization around the issue of EiE (local authorities, other ministerial departments, key stakeholders, etc.);
- capitalisation of interventions in EiE (non-exhaustive collection of data on interventions in EiE);
- the weak coordination of interventions in EiE, despite the existence of the national Cluster and regional Clusters);
- the malfunction of the SN-ESU control systems.

Nevertheless, some opportunities could contribute to better management of higher education in Burkina Faso.

3.3. Opportunities for the implementation of the EiE

Opportunities that could contribute to better implementation of higher education in Burkina Faso include, among others :

- the existence of a monitoring system, the regularity of the production of statistical EiE data;
- the possibility of recruiting community facilitators to ensure educational continuity in areas with significant security challenges;
- The dynamism of Education Clusters at both national and regional levels, particularly in regions facing significant security challenges (these are coordination bodies that bring together government actors, technical and financial partners, and NGOs. They are

responsible for ensuring preparedness and emergency response at both national and local levels);

- the availability of a map of projects supporting EiE;
- the existence of accelerated education curricula and catch-up education programmes, such as those implemented through Non-Formal Basic Education Centers (CEBNF) and the SSA/P the existence of training programs in psychosocial support (Safe School) for teachers, facilitators of centers;
- The existence of community monitoring units for conflict prevention and management and the implementation of educational programs in certain communities. These units can be duplicated in other communities if needed;
- the progressive internalization of EiE into the activities of operational structures;

Interviews with officials from decentralized structures responsible for primary education– specifically the Regional Directors of Preschool, Primary, and Non-Formal Education (DREPPENF), the Provincial Directors of Education Preschool, primary and non-formal education (DPEPPENF) and the Heads of Basic Education Districts (CCEB) have identified certain shortcomings related to the implementation of EiE activities, including:

- the lack of coordination of the actions of operational NGOs;
- Failure to consider certain relocation areas hosting forcibly displaced populations. For example, "schools in Nahouri are receiving displaced children from the Yaadga, Koulsé, and Nakambé regions but are not benefiting from any support from the ST-ESU, and no NGOs or partners are providing assistance in this regard," lamented the Provincial Director.
- the lack of synergy between ST-ESU and the innovators of accelerated education programs;
- the lack of training of some teachers and educational supervisors in psychosocial support or in SEL;
- the absence of formalized structures for the psychological support of teachers and learners suffering from trauma due to terrorist attacks;
- the limit of the capacity of schools to accommodate the successful integration of displaced learners;

- the limited expansion of accelerated education programs due to a lack of resources.

• NGO perspectives on EiE programming and the appropriation of public policies

Opportunities exist for better integration of higher education into NGO plans and programs, as well as for the appropriation of public education policies in Burkina Faso. Therefore, the following points should be noted:

- the existence of texts governing the intervention of partners (local authorities, TFP, NGOs/AD&F, the private sector, etc.);
- Burkina Faso's adherence to international commitments;
- the existence of consultation frameworks between the State and civil society actors around education issues (partnership framework, sector reviews, etc.);
- the Government's stated political will for the development of human capital through education;
- the existence of the presidential initiative for quality education for all;
- the availability of TFPs for efficient support for the development of the education system;
- encouraging endogenous financing of education;
- the existence of reference frameworks and modules for EiE innovations adopted by the State;
- the existence of an education strategy in emergencies and a technical secretariat to ensure its management;
- the existence of a strategy to promote inclusion;
- the existence of a regulatory framework in favour of children with special needs;
- the development of digital education ;
- the operationalization of Educational Radio and Television (RTE);
- The existence of training modules for psychosocial support for students and teachers in areas affected by insecurity;
- the existence of partner community radio stations;

- Community engagement through the School Council, a structure established by the government to support children's education. Before 2025, parent-teacher associations (PTAs), mother-educator associations (MEAs), and school management committees (SMCs) supported schools through various interventions to ensure better learning and working conditions for students and teachers. To allow for better organization and greater involvement of parents in school life, the Government decided in the Council of Ministers on March 26, 2025, to create a single body for the organization, mobilization, and participation of the educational community in school life, called the "School Council," which replaces the PTAs, MEAs, and SMCs. The operationalization of this body is underway in schools:
- the commitment and interest of the TFPs in EiE ;
- the existence of a technical committee for monitoring the Safe School Declaration (SSD);
- The existence of a mechanism for validating innovations and training approaches in non-formal education in Burkina Faso;
- the stated political will of the authorities to undertake reforms of the education system;
- the strong demand for education;
- the diversity of actors and partners involved in the implementation of educational policy.

IV. STATUS OF FORMAL EDUCATION IN HIGH AND MEDIUM RISK AREAS

Burkina Faso experienced its first terrorist attacks in 2015, but it was from 2017 onwards that school closures began to escalate and affect more and more regions. From one region in 2017 (the Sahel), school closures affected five regions in 2019 (the Sahel, the North, the Center-North, the East, and Boucle du Mouhoun). Having recognized the deteriorating state of its education system, the Government adopted a strategy in February 2019 for the schooling of students in areas facing significant security challenges and created a Technical Secretariat for Education in Emergencies in April 2019. The Strategy was revised to take into account the emergency context while also integrating the Centre - East region, which was also affected by insecurity. Thus, six regions of Burkina Faso were considered high-risk areas in 2020: Bankui (formerly Boucle du Mouhoun), Nakambé (formerly Centre-East), Koulsé (formerly Centre-North), Goulmou (formerly East), Yaadga (formerly North), and Liptako (formerly Sahel). However, this situation quickly evolved

with the scale of the attacks, the destruction of public property, and the impact on the functioning of social services, particularly health and education.

4.1. Out-of-school children and school dropouts, integration of refugees/IDPs

- **Situation of children who are not enrolled in school and have dropped out**

According to data from the 5th General Population and Housing Census (RGPH) report of December 2022, the total number of children and adolescents of compulsory school age (6-16 years) is 6,155,201. Of this number, 39.1% have never attended school, representing 2,406,684 children and adolescents, and 15.0 % have dropped out of school, representing 923,280 children and adolescents[13]. Furthermore, the security crisis that the country has been experiencing since 2015 has significantly affected the education system, leading to the dropping out or non-enrollment of thousands of children whose schools have been closed and/or who have been forced to flee with their families to escape the violence.

Primary education is the most affected, with a surge in school closures from 1,948 in 2020 to 4,606 in 2023, according to the annual monitoring report on the implementation of the National Education and Higher Education Strategy (SN-ESU). [14]Only 304 out of these were reopened in 2020 and 911 in 2023, according to the same report. These data from the 5th RGPH and ST-ESU reveal a significantly large number of children and adolescents out of school.

Analysis reveals that over 3 million school-aged children and adolescents are still being deprived of their right to education. Regions affected by security challenges have the highest numbers of out-of-school children and adolescents, as shown in the table below.

Table 3: Percentage distribution of out-of-school children by region

Regions	6-11 years old			12-16 years old		
	Never attended school	Dropped out of school	In School	Never attended school	Dropped out of school	In School
Bankui	47.5	11.7	40.8	39.2	18.2	42.6
Nakambé	43.3	13.1	43.6	35.5	21.5	43.1
Koulsé	54.3	12.7	33.1	47.1	19.0	33.8
Goulmou + Sirba	66.2	9.1	24.7	57.3	13.3	29.4
Yaadga	39.9	15.4	44.7	30.9	24.0	45.1
Liptako + Soum	79.2	10.1	10.7	72.1	17.3	10.6
National	42.0	12.3	45.7	34.8	19.1	46.1

Source: 5th General Population and Housing Census, December 2022

[13]National Institute of Statistics and Housing (INSD), 5th General Population and Housing Census, December 2022

[14]2023 Annual Report on the Implementation of the SN-ESU, ST-ESU, January 2024

- **Primary school completion rates in regions facing significant security challenges**

The security deficit has significantly impacted primary school completion rates over the past five years. Nationally. From 2020 to 2025, the primary school completion rate fell from 62.4% (67.7% for girls) to 51.6% [15](55.5% for girls), a decrease of 10.8 percentage points. This data reveals a significant dropout rate. Nationally, more than two-thirds of enrolled students do not complete primary school and are therefore considered to have dropped out of school. The dropout rate is particularly high in the six regions facing significant security challenges. Each of these regions loses more than half of its enrolled students, with the exception of Nakambé. The severity of this dropout rate is evident in the Liptako region, where almost 9% of children do not complete primary school, reflecting the low completion rate of 11.9%. In contrast, the retention rate for girls at the national level (59.9%) is quite encouraging, significantly higher than that of boys (49.3%).

Table 4: Primary school completion rates (in %) in the 6 regions facing significant security challenges

Regions	Completion rate (%)		
	Boys	Girls	Total
Bankui	35.0	39.4	37.2 4
Nakambé	44.9	52.7	48.7
Koulsé	24.0	31.2	27.7
Goulmou + Sirba	15.1	17.9	16.5
Yaadga	41.4	51.5	46.4
Liptako + Soum	11.5	10.8	11.1
National	47.7	55.5	51.6

Source: Statistical Yearbook of Primary Education, 2024-2025 School Year

The household survey indicates that the situation is most concerning in the Liptako region. While the national average household size is estimated at 5 children (RGPH, 2022), this figure rises to over 67% in Liptako, where children are not attending school or are no longer enrolled. Specifically, the surveyed households have an average of 1.65 boys and 1.65 girls out of school, with some households having as many as 4 boys and 5 girls. These relatively high numbers indicate a more widespread and severe dropout rate, affecting boys and girls equally in Liptako. This reflects the significant insecurity in the area, where school disruptions are more frequent and prolonged.

Conversely, in the Nakambé region, the situation is significantly less critical. The averages are low, with 0.40 boys and 0.30 girls having dropped out of school per household. Although some households may have up to three children who have dropped out of school, overall, school dropout remains less widespread and affects boys slightly more than girls.

[15]Source: MEBAPLN Statistical Yearbooks 2020-2021 and 2024-2025

In Nazinon , school dropout rates are relatively stable, with an average of 0.50 out-of-school children per household, for both boys and girls, and a maximum of 1 child.

Table 5: Number of out-of-school children in the household

Region		N	Minimum	Maximum	Average
Liptako	Boys	17	0	4	1.65
	Girls	17	0	5	1.65
Nakambé	Boys	10	0	3	0.40
	Girls	10	0	3	0.30
Nazinon	Boys	2	0	1	0.50
	Girls	2	0	1	0.50

Source: CERFODES, field survey, January 2026

- **Reasons for children and adolescents not attending school or dropping out.**

Over the past five years, the number of functional primary schools decreased from 15,077 in 2020–2021 to 14,276 in 2024–2025, representing an overall decline of 5.3% and an average annual decrease of 1.3%. In the public sector, the number of functional schools fell by 9.6% compared to 2020–2021. This situation is mainly explained by the security crisis, which has led to the closure or destruction of educational infrastructure, resulting in significant school dropout and exclusion. Thus, the lack or inadequacy of educational infrastructure is a structural reason for the non-enrollment or dropout of children and adolescents.

In view of the international commitments made to achieve the Sustainable Development Goals (SDG4) by 2030, efforts still need to be made for the development of primary education through the construction of infrastructure.

Table 6: Number of primary school functional structures between 2021-2025

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Audience	10,537	9,868	8,319	9045	9,526
Private	4,540	4,559	4,461	4,513	4,750
Total	**15,077**	**14,427**	**12,780**	**13,558**	**14,276**

Source: MEBAPLN Statistical Yearbooks from 2020/2021 to 2024-2025

The analysis of this table highlights a concerning decline in the number of functional public primary schools between 2020 and 2025. In contrast, private schools have experienced an increase over the same period.

Beyond the lack or inadequacy of educational infrastructure, several other factors explain the non-enrollment and dropout of children in the areas studied.

The data analysis highlights a set of structural and cyclical factors, including:

- constraints related to household vulnerability;

- insecurity and its consequences, including school closures;
- displacements of populations fleeing violence;
- insecurity , which weakens households' ability to support schooling;
- the proximity of gold mining sites, particularly attracting teenagers to gold panning;
- the prevalence of discourse devaluing the school;
- the distance from schools;
- the proliferation of Quranic centers.

The survey confirms the varying weight of these factors across different regions (see Table below).

Overall, financial constraints are the main factor (50%), followed by children's economic and domestic responsibilities (11.9%) and security problems (9.3%). The direct effects of insecurity (school closures, conflicts) remain present, particularly in Liptako, while distance from school appears more pronounced in Nazinon.

The category of "other reasons," which is highly represented (44.9%), covers a variety of factors such as academic failure, the child's refusal to attend school, early marriage, and children's involvement in economic activities (livestock farming, trade, gold panning), domestic responsibilities – particularly for girls – as well as the choice of apprenticeship or vocational training.

Table 7: Current reasons for non-enrollment or dropping out of school

	Liptako (24)	Nakambé (45)	Nazinon (49)	Together (118)
Financial constraints	54.2%	46.7%	51.0%	50.0%
Security problems	20.8%	13.3%	0.0%	9.3%
School closures	4.2%	2.2%	0.0%	1.7%
Distance	4.2%	0.0%	10.2%	5.1%
Professional and domestic responsibilities	25.0%	13.3%	4.1%	11.9%
Conflicts/Violence	12.5%	0.0%	0.0%	2.5%
Food insecurity	0.0%	2.2%	2.0%	1.7%
Teacher shortage	4.2%	0.0%	0.0%	0.8%
Other (specify)	41.7%	44.4%	46.9%	44.9%

Source: CERFODES, field survey, January 2026

Other reasons mentioned by households include failure in exams, refusal of the child to attend school, early marriage, involvement in economic activities such as livestock farming, trade, domestic responsibilities for girls, and orientation towards vocational training or apprenticeship.

We also note factors related to regular attendance, such as gender-based violence, lack of parental involvement, gender/cultural norms through certain practices related to the use of sexist stereotypes, teaching practices that are not sensitive to gender and children's rights, and are unattractive and do not take into account the personality of learners, especially girls and children with disabilities.

Adding to this situation are the excessively large class sizes. In Burkina Faso, particularly in areas where displaced persons have relocated, some classrooms have over 100 students with a shortage of desks and benches, and therefore, seating. This overcrowding reflects the insufficient capacity of schools, which can also lead to students dropping out of school.

4.2. Teacher health, well-being, and mobility; assignments/attrition

- **Staffing levels, assignment/transfer**

Teachers are one of the most crucial components of an education system. The following table describes the evolution of staff numbers across all job types.

Table 8: Changes in staff numbers from 2021 to 2025

Job type	2021 Staffing			2022 Staffing			2023 Staffing			2024 Staffing			Workforce figures 2025		
	F	H	Total	F	H	Total	F	H	Total	F	H	Total	F	H	Total
Education jobs	36,231	44715	80946	37146	45618	82764	37342	46371	83713	37643	47097	84740	37643	47095	84738
Other jobs	261	891	1,152	272	908	1,180	278	922	1,200	294	971	1,265	295	971	1,266
TOTAL	**36,492**	**45606**	**82098**	**37418**	**46526**	**83944**	**37620**	**47293**	**84913**	**37,937**	**48,068**	**86,005**	**37,938**	**48,066**	**86,004**

Source: SIGASPE [16]as of June 26, 2025

Over the period from 2021 to 2025, the number of staff occupying education-related positions (teachers and pedagogical supervisors) increased significantly, rising from 80,946, including 36,492 women in 2021, to 84,738, including 37,643 women, reaching 86,004. Teachers are predominantly male. By 2025, staff in professional roles will constitute 99% of the workforce, while those in support roles will represent 1%.

The number of primary school staff increased from 70,823 in 2021 to 73,876 in 2025, and is predominantly male, except certified primary school teachers, 51% of whom are female compared to 49% male. This demonstrates the Government's efforts to meet the staffing needs of primary education.

[16]SIGASPE: Integrated System for Administrative and Payroll Management of State Personnel

Table 9: Changes in the number of primary school staff from 2021 to 2025

Job	2021 Staffing			2022 Staffing			2023 Staffing			2024 Staffing			Workforce figures 2025		
	F	H	Total	F	H	Total	F	H	Total	F	H	Total	F	H	Total
PRIMARY															
Assistant Teacher		10	10		10	10		10	10		10	10		10	10
Certified Assistant Teacher	1655	3574	5229	2427	3782	6209	2428	3782	6210	2428	3782	6210	2428	3782	6210
Certified primary school teacher	20279	19703	39982	20279	19703	39982	20279	19703	39982	20279	19703	39982	20279	19703	39982
Primary school teacher	11978	13624	25602	12079	14159	26238	12241	14745	26986	12457	15217	27674	12457	15217	27674
TOTAL PRIMARY	**33912**	**36911**	**70823**	**34785**	**37654**	**72439**	**34948**	**38240**	**73188**	**35164**	**38712**	**73876**	**35164**	**38712**	**73876**

Source: SIGASPE as of June 26, 2025

➢ Situation of staffing needs expressed by decentralized structures in 2025

The analysis shows that the expressed need for primary school teachers is not fully met. The shortfall of 3,248 teachers is due either to insufficient recruitment or inadequate assignments, particularly in the Nakambé, Koulsé, Goulmou, and Yaadga regions. and Liptako, which are regions with significant security challenges. Conversely, the region, which also faces significant security challenges, does not register any need.

The observed gap is concerning and requires special attention for the optimal functioning of schools.

Table 10: Staffing needs expressed by decentralized structures in 2025

Position	Bankui	Casc	Center	THIS	CN	CO	CS	East	HB	North	PC	Liptako	SO	T	New integration	Gap
Primary school teachers	0	93	100	405	420	150	100	406	150	656	100	339	330	3249	1	-3248

Source: Report of the 2025 session of the National Subcommittee on Assignments for Personal Convenience

➢ Attrition and impacts of the crisis context on teaching staff

Over the past five years, the number of classrooms used in public primary schools has decreased from 48,742 in 2020-2021 to 45,921 in 2024-2025, a drop of 5.8%. The number has decreased by an average of 1.5% per year over the past five years. This falls short of the 2025 target by 10,754 classrooms, based on a ratio of 50 students per teacher. Indeed, in 2025, there are projected to be 45,921 classrooms in use in public primary schools, with 42,446 full-time teachers and 16,168 substitute teachers (9 428 women), according to data from the 2023-2024 Primary School Statistical Yearbook[17]. In 2024–2025, the number of substitute teachers stood at 16,563, including 9,916 women.

Table 11: Change in the number of classrooms used in primary schools between 2021-2025

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Audience	48,742	46,687	39,983	43,519	45,921
Private	17,724	18,765	19,030	19,563	20,966
Total	**66,466**	**65,452**	**59,013**	**63,082**	**66,887**

Source: MEBAPLN Statistical Yearbook 2021-2025

- *Student/teacher ratio*

Compared to the number of teachers for the 2024-2025 school year, which is 73,876, there is a significant deficiency in the distribution of teachers in relation to teacher needs, resulting in a negative gap of 3248.

[17]Statistical yearbook of primary education school year 2023-2024, DGESS, MEBAPLN.

Table 12: Student/Teacher Ratio in public schools in the 6 Regions with Significant Security Challenges

Regions	Number of classrooms	Number of teachers in charge of classes	Number of students	Student/teacher ratio
Bankui	4,529	4,348	243,411	56.0
Nakambé	5,363	5,272	270,665	51.3
Koulsé	3,946	3,675	235,754	64.2
Goulmou + Sirba	2,131	1,982	118,152	59.6
Yaadga	4,927	4,862	262,600	54.0
Liptako + Soum	772	706	52,722	74.7
National total	45,921	44,623	2,391,345	53.6

Source: Statistical Yearbook of Primary Education, 2023-2024 School Year

These data indicate a shortage of teachers when considering the national standard ratio of 50 students per teacher set by the government. This shortage is particularly pronounced in the six regions facing major security challenges, with the exception of Nakambé. Liptako records the highest ratio at 74.7, followed by Koulsé (64.2), Goulmou (59.6), and Bankui (56.0). This reflects the extent of the impact of the security situation on teachers, including conflict-related trauma and increased workload compared to those in less affected areas.

Survey data from the three regions of Nakambé, Nazinon, and Liptako reveal overcrowded classrooms, often exceeding 100 students per class per teacher in localities hosting forcibly displaced populations (Nazinon/Pô; Nakambé/Tenkodogo). In contrast, some classes have between 2 and 4 substitute teachers in low-risk areas or urban settings, to the detriment of rural areas. However, the report on the statistical surveys for the 2023/2024 school year from the Human Resources Department of the Ministry of National Education, Literacy and the Promotion of National Languages (MENAPLN) indicates that "the number of substitute teachers in primary schools represents 23.4% of the total teaching staff. Significant disparities exist between regions. Indeed, the proportion of substitute teachers reached 55.7% in Liptako, while it is only 5.8% in the Goulmou [18]." It is observed that this substitute teaching is concentrated in urban areas to the detriment of rural areas.

If the trend reversed in 2024–2025 at the national level, with more substitute teachers in rural areas (9,257, including 5,181 women) than in urban areas (7,306, including 4,735 women), in Liptako the urban areas remain the most affected, with 548 substitute teachers, including 285 women, compared to 154 in rural areas, including 70 women. The case of the Koulsé region deserves special

[18] *Source : Statistics Report on human resources of the MEBAPLN, academic year 2023/2024*

attention, where more than 50% of substitute teachers are based in rural areas. In all cases, women are the most affected, highlighting their vulnerability.

Table 13: Number of public substitute teachers in the 6 regions with high security challenges

Regions	Urban			Rural		
	Men	Women	Total	Men	Women	Total
Bankui	165	260	425	557	396	953
Nakambé	45	104	149	183	249	432
Koulsé	250	331	581	596	587	1,183
Goulmou + Sirba	48	44	92	70	46	116
Yaadga	367	730	1,097	650	906	1,556
Liptako + Soum	263	285	548	84	70	154
National total	2,571	4,735	7,306	4,076	5,181	9,257

Source: Statistical Yearbook of Primary Education, 2024–2025 academic year

Recognizing the scale of this challenge, the Ministry, with the support of technical and financial partners, has undertaken to improve school capacity through the construction and rehabilitation of classrooms, prioritizing areas with high population density and those in reclaimed territories, as well as strengthening the capacity of teachers. To this end, from 2022 to 2023, we can note:

- strengthening the capacity of host schools in terms of infrastructure (construction) of 260 prefabricated classrooms, rehabilitation of 132 classrooms, establishment of 372 temporary learning spaces, rental of 84 classrooms);
- securing 33.2% of schools at the national level;
- Awareness -raising among 344 teaching staff, including 129 women, on key messages related to health, safety, hygiene, peace, and social cohesion
- training on the basic principles of child protection 566 teachers including 272 women;
- training on peace and citizenship education: 218 teachers, including 126 women;
- training on the risks of artisanal mining: 452 teachers, including 205 women;
- training in the Safe School approach for 1098 teachers, including 500 women;
- training in psychosocial support for 472 teachers, including 277 women.

However, these efforts fall short of expectations and measures should be taken to improve the working conditions of teachers, particularly those working in communities affected by the security crisis.

- **Teachers' residences in their assigned locations**

Data collected from households indicate that a large majority of teachers reside in their assigned communities (89% overall). This trend is particularly pronounced in the Liptako (97.4%) and Nazinon (91.7%) regions, reflecting a strong teacher presence within school communities.

However, the situation appears more complex in Nakambé, where only 79.8% of teachers reside locally, and where the proportion of non-residents reaches 20.2%, a significantly higher level than in other regions. This situation could affect the regularity of teacher attendance and, potentially, educational continuity.

- **Teachers' departure**

Overall, teacher departures remain relatively limited, with 11.8% of respondents reporting having observed a departure. The vast majority (88.2%) reported no departures, suggesting a degree of stability among the teaching staff.

However, regional disparities exist. Nakambé (12.8%) and Liptako (10.2%) recorded slightly higher rates of departures compared to Nazinon (4.8%), where stability appears greater. Although overall levels remain moderate, these departures can have significant localized effects, particularly in already vulnerable areas.

- **Reasons for teachers leaving**

Analysis of the reasons for leaving reveals several factors, with significant variability across regions. Insecurity and violence constitute the primary cause overall (53.3%). This factor is particularly significant in Liptako , where it is cited in 100% of cases, confirming the direct impact of insecurity on teacher mobility in this area.

The search for better opportunities elsewhere represents the second cause (23.3%), especially in Nakambé (58.3%), which suggests mobility dynamics linked to professional or economic motivations rather than security constraints.

Other factors appear marginally, including the high number of learners (13.3%), indicating pressure related to workload; the lack of teaching resources (6.7%), reflecting sometimes difficult teaching conditions; teaching in multigrade classes (3.3%), which can constitute an organizational constraint.

The reasons related to administrative assignments remain very weak and scattered, although they reflect institutional movements of personnel.

Overall, the results suggest a relatively stable teacher presence in the areas studied, which is a positive factor for continuity of learning. However, this stability is undermined by contextual factors, particularly insecurity in certain regions such as Liptako .

Furthermore, the differences observed between regions highlight distinct logics of mobility: mobility constrained by insecurity (Liptako); mobility more linked to the search for better professional conditions (Nakambé); relative stability in less exposed areas (Nazinon).

These elements underline the importance of adapting teacher management strategies to local realities, in particular by strengthening security measures, incentives for retention and improving working conditions, in order to limit departures and ensure better preparedness of the education system in the face of risks.

4.3. Learner well-being and mobility

- **Assessment of vulnerabilities, adaptation mechanisms and specific needs of learners.**

The security crisis has affected the school system, leading to thousands of children dropping out of school or not attending at all, as their schools have been closed and/or they have been forced to flee with their families to escape the violence. Children and adolescents thus find themselves in a highly vulnerable situation. exposed to the risks of marginalization, precarious work, violence or even forced migration.

School principals interviewed on this subject are unanimous: ***"The security situation has led to a significant increase in the number of children and adolescents who are out of school or not attending school at all, particularly in rural areas and regions affected by insecurity, as well as in areas hosting displaced communities. This situation is very visible in educational structures, and particularly in primary schools, which accommodate this category of children and adolescents who are quite vulnerable, given the living conditions of their parents or the shortcomings of the facilities."*** This represents a real challenge to the resilience of the education system in Burkina Faso.

To meet this challenge, efforts are being made by the government and its partners. Actions have also been taken targeting teachers and students.

For teaching staff, interventions relate to Safe School training, which includes content developed by UNICEF, and to socio-emotional learning and psychological support, as well as to the implementation of the EiE curriculum. In addition, there are sessions on adopting pedagogical approaches such as differentiated instruction, group teaching, and tutoring.
All these interventions only reached a portion of the teachers in need, given the budgetary constraints identified.

Some displaced students are receiving school kits, scholarships, remedial classes, and access to a school canteen. Menstrual hygiene management (MHM) kits are also being distributed to support girls' education.
In addition to these interventions, there is the establishment of temporary learning spaces (TLS), the rehabilitation of certain classrooms, and the securing of the environment of certain schools, which benefits both teachers and learners.

Except for the braille approach developed and supported by some NGOs for visually impaired children, there are no specific interventions for the benefit of disabled children.
Furthermore, we note the facilitation of inclusive distance/home learning through radio, commonly known as the Radio Education Program (PER), developed by UNICEF.
In the area of non-formal education, alternatives have been developed to complement formal education offerings, primarily to contribute to the well-being of vulnerable children and adolescents and ensure their education. These alternatives are implemented to benefit children and adolescents excluded from formal programs.

Of these available programs, 4 were validated by the Ministry in charge of national education in 2021. Among these alternatives, we can mention the following:

- **Centers for Young People Aged 9 to 15 Development (AFI-D)**

The Literacy/ Intensive Training for Development (AFI-D) program for young people aged 9 to 15 is a non-formal educational initiative implemented in Burkina Faso to address the limited educational opportunities available to rural youth who are out of school or have dropped out early. Promoted by Solidar Suisse Burkina Faso, this program aims to integrate internally displaced children into the formal education system through accelerated training.

- **The Bamna Nuara 2 Centers (CBN2J)**

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

Their objective is to reintegrate young people aged 9 to 15, often out of school or having dropped out early, into the formal education system, enabling them to acquire the necessary skills. The training lasts four years. At the end of the program, learners can sit for the Primary School Leaving Certificate (CEP) exam, thus facilitating their integration into the formal education system.

- **The Shepherd and Shepherdess Schools (EdB)**

The Shepherd and Shepherdess Schools (EdB) are an innovative educational initiative launched in 2003 in Burkina Faso, aiming to integrate children from pastoral communities, primarily Fulani, into the formal school system. This project is run by the Andal and Pinal (A&P) association, whose name means "knowledge and awakening" in the Fulani language.

Their goal is to reintegrate children aged 9 to 15, often out of school or struggling academically, into mainstream education by providing them with an education that allows them to join the regular school system after tailored training. The program spans four years, with an assessment at the end of each year to determine how students can transition to mainstream school based on their progress.

- **Community-led schools (ECOM)**

Community schools in Burkina Faso offer an alternative education to children aged 9 to 15, outside the formal system. They facilitate access to and retention in school, with a community-centered approach and a pathway to the traditional curriculum. This program is developed by the NGO Faso Action for Community Development (FDC/BF).

- **SSA/P centers**

The Accelerated Education Strategy with Bridge (SSA/P) is an educational initiative put in place to offer a second chance to children and adolescents aged 9 to 12, who are not in school or have dropped out of school early, allowing them to integrate or reintegrate into the regular 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.

It must be acknowledged 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.

All these initiatives contribute to the resilience of the education system, but remain insufficient to meet the needs. Hence, the need to strengthen various interventions, particularly teacher training in the area of psychosocial and emotional support to effectively assist in stress management, gender-sensitive pedagogy/inclusion, and the protection of children and adolescents, especially vulnerable ones.

The questions raised concerning the scaling of these innovations are mostly related to the constraints of the financial resources allocated for the implementation of these initiatives, which are so important, if not crucial, in situations of security challenges.

4.4. Budgetary support and operations

The state budget allocated to basic education fluctuated between 2021 and 2025. The most significant increase was observed in 2024, with an allocation of over 614 billion CFA francs, before declining in 2025 in favor of other priorities related to the security situation and the splitting of the Ministry of National Education, Literacy, and the Promotion of National Languages (MENAPLN) into two ministries. Indeed, the state's financial resources allocated in 2025 amounted to 457,675,819,000 CFA francs.

An analysis of all resources combined reveals an average annual growth rate of 3.57% over the period from 2021 to 2025.

Regarding funding sources, it is noted that the MENAPLN's general budget forecasts for the period 2021 to 2024 have seen a continuous increase, with an average annual growth rate of 5.02%. This increase is primarily due to projected personnel expenses, which rose from 421.01 billion FCFA to 496.34 billion FCFA over this period, representing an average annual growth rate of 5.64%. Indeed, total salaries account for slightly more than 80% of the budget forecasts.

For the special allocation accounts (CAST/CSS), which receive subsidies from technical and financial partners, the forecasts have gone from 370.574 million FCFA in 2021 to 263.55 million FCFA in 2024.

Regarding the budget forecasts for projects and programs, they fluctuate considerably. Indeed, they decreased from 2021 to 2023 (25.19 billion FCFA in 2021, 17.80 billion FCFA in 2022, and 20.07 billion FCFA in 2023) and in 2025 (11.35 billion FCFA), while in 2024, the amount is the highest over the entire period (28.20 billion FCFA). This decrease is due to the completion of certain projects.

From the above, we note that the financial resources mobilized for the implementation of education programs in Burkina Faso over the period 2021-2025 amount to 2,915.77 billion FCFA against a forecast of 2,906.48 billion FCFA contained in the PSDEBS document, representing a positive difference of 9.3 billion FCFA.

In terms of compliance with standards, UNESCO's guidelines on education financing recommend that governments allocate 4 to 6% of their GDP or 15 to 20% of their national budget to education to achieve Sustainable Development Goal 4 (SDG 4). For Burkina Faso, this standard was met for the period 2021-2025 concerning the share of the national budget allocated to education. Specifically, it increased from 29.57% in 2021 to 29.27% in 2022, 28.01% in 2023, and 24.62% in 2024. In 2025, the allocated share is 28.34%.

Regarding the share of the national budget allocated to MEBAPLN, the standard of at least 16.5% was met during the period under review. For 2025, the figure achieved (17.23%) relates solely to basic education data.

Nevertheless, given the numerous challenges facing basic education, the need for funding remains a concern. For example, in the 2026 budget forecasts, the needs expressed in the Multi-Year Economic and Budgetary Programming Document (DPBEP) are estimated at 538.134 billion FCFA, compared to a notified allocation of 392.69 billion FCFA.

Table 14: Trends in Financial Resources by Funding Source from 2021 to 2025 (in thousand CFA francs)

YEARS	FORECASTS				
	General Budget	**CAST-FSDEB**	**CAST-CSS**	**Projects and Programs**	**Total**
2021	524,346,836	29,504,232	370,574	25,185,936	579,407,578
2022	589,073,913	18,861,209	306,697	17,793,001	626,034,820
2023	584,431,894	13,411,571	276,715	20,074,782	618,194,962
2024	614,987,867	7,884,054	263,550	28,199,646	651,335,117
2025	457,675,819	2,500,000	0	11,349,017	471,524,836
TOTAL	**2,770,516,329**	**72,161,066**	**1,217,536**	**102,602,382**	**2,946,497,313**

Sources: RSF and LR 2021, 2022, 2023, 2024, and SI-N@folo 2025

In the field of Education in Emergency Situations (EiE), the following table highlights the situation of resource mobilization for specific related actions.

Table 15: Resources mobilized for EiE from 2021 to 2023

Source of funding	Amount in 2020 in thousands	Amount in 2021 in thousands	Amount in 2022 in thousands	Amount in 2023 in thousands
State	197,497	300,000	1,550,000	1,074,000
CAST/FSDEB	1,090,000	778 722	1,233,778	611,333
Luxembourg	-	227,000	1,311,560	0
Total	1,287,494	1,305,722	4,095,338	1,685,333

Source: 2023 Annual Report on the Implementation of the SN-ESU

Analysis of this table reveals an increase in resources allocated to higher education activities between 2020 and 2022, rising from 1.29 billion FCFA to 4.10 billion FCFA, an increase of 2.81 billion FCFA. However, a decrease of over 2.41 billion FCFA is observed between 2022 and 2023, which is attributed to the non-renewal of financing agreements with Luxembourg and certain partners of the CAST/FSDEB joint fund.

The overall budget increased from 197.5 million FCFA to 1.55 billion FCFA between 2020 and 2022, representing a rise of 1.35 billion FCFA. This increase is explained by the State's efforts in allocating financial resources in response to the pressing needs expressed by education stakeholders and communities. However, in 2023, the overall budget for implementing higher education activities decreased by 476 million FCFA compared to 2022 due to the reallocation of State resources to other priorities resulting from the ongoing security and humanitarian crisis.

As for the resources of CAST /FSDEB, they have experienced a crescendo evolution, going from 1.10 billion in 2020 to 778.72 million in 2021, then to 1.23 billion FCFA in 2022, and to 611.33 million in 2023. This weakness is explained by the decrease in CAST/FSDEB funds due to the reduction in announced contributions and the withdrawal of some partners.

From the analysis of the financial resources allocated to education presented above, strengths, weaknesses, opportunities, and threats emerge.

- **Forces**

Among the strengths, we note:

- the existence of management tools (SI N@folo , SIMP2, BDCOP.);
- the existence of advance and revenue management systems in central and decentralized structures ;
- the decentralization of resources allocated to education;
- respect for the share of the national budget allocated to MEBAPLN;
- the application of the program budget.

- **Weaknesses**

Regarding the weaknesses, we note:

- the weak operationalization of the Programme Budget;
- the malfunction of the SI N@folo software ;
- the inadequacy in capitalizing on the contribution of partners;
- The insufficient mobilization of resources in relation to expressed needs;

- **Opportunities**

Regarding opportunities, the main ones are:

- adoption of the program budget;
- financing of education;
- the contribution of education partners.
- the willingness of some partners to continue supporting efforts to improve the education system in Burkina Faso;

- **Threats**

Regarding the threats, the following are noted:

- The economic conditions;
- the State's budgetary constraints and those of some partners;
- the security challenge, which influences the Government's priorities..

From all of the above, for a resilient education system, it is necessary to strengthen the endogenous financing of educational programs.

4.5. Alternative learning methods during school closures

Of all the alternatives tested in Burkina Faso, SSA/P appears to be the most suitable for addressing the context of school closures, community displacement, and the reopening of schools. This alternative is essential in Burkina Faso, given the framework established by the State through its integration into the national education system, its funding through the state budget, and the mechanism for systematically and regularly monitoring and documenting results. Other alternatives, such as radio education and community centers, are not sufficiently developed to meet the needs of academic catch-up.

The results of surveys conducted among those responsible for educational institutions, particularly school principals, attest to community satisfaction with the SSA/P program and the functioning of the SSA/P center management committees. Some parents even suggested choosing SSA/P over the traditional system, given its duration and the results achieved.

In terms of learner performance, there is an effective appropriation of learning content due to the use of national languages mastered by learners. The use of national languages as the medium of instruction during the first months of learning also facilitates parental monitoring in terms of learners' regular attendance and understanding of teaching/learning content, particularly for parents who are literate in national languages. It should be noted that in Burkina Faso, community literacy, especially for adults, receives support from the State and its partners through the provision of resources by the National Fund for Literacy and Non-Formal Education (FONAENF).

The implementation of the SSA/P (Sexual and Social Support/Prevention) framework in Burkina Faso takes into account the country's gender choices, particularly regarding the provision of school kits and GHM (Gender-Based Medicine) kits. At the recruitment level, attention is paid to ensuring gender parity. However, the integration of gender considerations into the full definition of the concept, including issues of disability and gender transformation, is not yet fully implemented.

V. EDUCATIONAL INNOVATIONS

5.1. Availability of accelerated education, scope and implementation methods

Data analysis highlights the existence of accelerated education programs, notably SSAP, as well as radio and digital learning initiatives. This availability varies across the regions studied.

First, the results from school observations indicate that more than half of the surveyed schools (54.4%) have an accelerated education program, while 45.6% do not. However, this average masks significant regional disparities. The Liptako region has the highest prevalence of these programs, with 87.5% of schools offering an accelerated education initiative. The Nakambé region also shows a relatively high prevalence (66.7%). In contrast, the Nazinon region stands out for its very low availability, with only 15% of schools offering this type of program, compared to 85% that do not. These results suggest that accelerated education interventions are more concentrated in high- and medium-risk areas, as well as in areas with a strong presence of NGOs and associations active in education. In the regions where these programs are available, the main initiators cited are the Ministry in charge of basic education, the Stromme Foundation, Faso-Action for Community Development (FDC), Plan International Burkina Faso, etc.

Table 16: Presence of accelerated education programs by region studied (in %)

49. Are Accelerated Education Programs (AEPs) offered at or near this school?	Liptako	Nakambé	Nazinon	Together
N	16	21	20	57
No	12.5	33.3	85.0	45.6
Yes	87.5	66.7	15.0	54.4
Total	100	100	100	100

Source: CERFODES, field survey January 2026

This trend is confirmed by data on learning initiatives led by communities or NGOs. Globally, approximately one in two schools (50.9%) benefits from this type of initiative, compared to 49.1% that do not. Here again, the regional distribution is uneven. Community or NGO initiatives are very prevalent in Liptako (87.5%) and relatively widespread in Nakambé (66.7%).

Conversely, they are almost non-existent in Nazinon (only 5%). This situation suggests that the deployment of accelerated education programs depends heavily on the presence of partner organizations or community initiatives, which appear to be less active in the low-risk area.

Table 17:NGO- led learning initiatives (in %)

51a. Are there any community-led or NGO-led learning initiatives?	Liptako	Nakambé	Nazinon	Together
N	16	21	20	57
No	12.5	33.3	95.0	49.1
Yes	87.5	66.7	5.0	50.9
Total	100	100	100	100

Source: CERFODES, field survey January 2026

Overall, these results show that accelerated education programs are present in the areas covered by the study, although their distribution varies across regions. The main program observed is SSAP, which plays an important role in some communities in supplementing formal education, particularly in contexts where formal schools experience disruptions due to insecurity or other fragile situations. These programs thus constitute an alternative response for maintaining or restoring access to education for out-of-school children.

The literature review confirms the importance and evolution of this program. Indeed, the SSAP (Student Support Program for Out-of-School Children) was initiated in 2004 in Mali by the Strømme Foundation, in response to the educational needs of out-of-school children initially aged 8 to 12. Its implementation in Burkina Faso began in 2006, through NGOs such as the Strømme Foundation and local associations like Faso-Action for Community Development, in a context where the national regulatory framework still recognized few educational alternatives for the care of out-of-school children, except Non-Formal Basic Education Centers (CEBNF).

From 2007 onwards, an initial phase allowed for experimentation with an educational model based on a year of accelerated learning, facilitated by trained facilitators, followed by the integration of learners into formal primary school classes (CE1 or CE2) after a final assessment.

Following this pilot phase, several successive agreements have provided a framework for the gradual expansion of the SSAP to other communities. In this adjustment process, the eligibility age was revised from 8–12 years to 9–12 years, in order to avoid any competition with traditional primary education and to better target children who have been persistently excluded from the school system.

The results achieved in recent years demonstrate the program's gradual scaling up. Over the past five years, more than 61,000 out-of-school children have been reintegrated into formal primary education through the SSAP, with an average transfer rate of 89%. [19]Simultaneously, the number of learning centers dedicated to out-of-school children has increased significantly, reflecting the program's progressive expansion. For example, between the 2023-2024 and 2024-2025 school years, the number of centers rose from 461 to 686 [20].

Furthermore, educational materials adapted to national languages have been developed to improve the accessibility and relevance of learning for the children benefiting from the program. The number of languages included in these materials has thus increased from three national languages in 2008 to seven in 2023, [21]contributing to strengthening linguistic inclusion and the educational effectiveness of the program.

Overall, these developments show that SSAP has gradually consolidated itself as a complementary mechanism to the formal education system, capable of meeting the needs of children excluded from school, while promoting their sustainable reintegration into primary education.

[19]Statistical report of the SP-SSA/P 2022-2023 and statistical data from the Strategy Directorate of the Accelerated Schooling/Bridge Strategy 2023-2024; 2024-2025

[20] Accelerated Schooling Strategy/Bridge, back-to-school data 2024-2025 as of May 13, 2025.

[21] Permanent Secretariat of the SSA/P, Report on the production of SSA/P documents in national languages, May 2023

5.2. Psychosocial support (PSS) for teachers and learners

- ***Psychosocial support for teachers***

Qualitative data collected from school principals indicates that psychosocial support is not systematically integrated into initial teacher training. Several school leaders emphasize that this type of training remains largely dependent on initiatives from technical and financial partners, as illustrated by the testimony of one school principal:

"We did not receive formal training in this area at the teacher training college, but there is an NGO, Enabel , which trained us in psychological support and the Safe School concept so that we could care for children from crisis zones. And two teachers from our school benefited from this." Director of Tenkodogo A school, Nakambé region

This verbatim quote highlights that existing training courses are ad hoc and often involve a limited number of teachers, which reduces their reach within schools.

Furthermore, school principals report the lack of structured continuing professional development programs in psychosocial support. According to them, teachers are often called upon to implement new teaching approaches or respond to complex crises without having received any prior specific training. In this regard, one principal explains:

"There is no ongoing professional development, and that is what we regret. What is being done is that, during professional development days, teachers who have worked in insecure areas share their experiences, and together we try to find solutions and take each other's advice into account." Principal of Tenkodogo A School, Nakambé Region

This testimony shows that, faced with insufficient formal training, teachers are developing forms of peer learning, particularly through professional development days, where experiences in areas affected by insecurity are shared in order to collectively identify strategies for supporting students.

- ***Psychosocial support (PSS) for learners***

This section analyzes the psychosocial support mechanisms and practices implemented in the communities and institutions studied, for both teachers and learners, in order to better understand how schools respond to the needs for well-being and socio-emotional support.

In Burkina Faso, psychosocial support for teachers is increasingly integrated into higher education support initiatives. This support is most often provided by the Ministry of Education through the Technical Secretariat for Education in Emergencies (ST-ESU), through teacher training, by integrating psychosocial activities into learning, and by working with the educational community to make schools more resilient, inclusive, and protective. Increasingly, education stakeholders are integrating psychosocial support into their interventions to support education in areas affected by

insecurity in Burkina Faso. This is the case for UNICEF, NGOs such as Catholic Relief Services (CRS), Humanity & Inclusion, Educo , Plan International, Save the Children , and others.

Data from school observations reveal that access to professional psychosocial support services for students remains very limited. Indeed, only 10.5% of schools have a qualified counselor or guidance service for students experiencing difficulties, compared to 89.5% that do not.

This limited availability of specialized services is observed across all the regions studied. The proportions of schools without access to these services reach 87.5% in Liptako , 95.2% in Nakambé , and 85% in Nazinon . These results suggest that institutionalized psychosocial support remains marginal in schools, despite the growing needs related to emergencies, displacement, and violence (see table).

Table 18: Availability of guidance services for students in difficulty

45a. Does the school have access to a qualified counselor or guidance services for students experiencing difficulties?				
	Liptako (n = 16)	Nakambé (n=21)	Nazinon (n = 20)	Set (n=57)
No	87.5%	95.2%	85.0%	89.5%
Yes	12.5%	4.8%	15.0%	10.5%
Total	100.0%	100.0%	100.0%	100.0%

Source: CERFODES, field survey January 2026

The results of the survey conducted among students provide further insight into the mechanisms for managing situations of violence or bullying at school. When a bullying incident occurs, teachers appear to be the primary intervenors, according to 91% of the students surveyed. This proportion is particularly high in the Nakambé (97.8%) and Liptako (94.4%) regions, and remains the majority in Nazinon (80.6%).

However, peer intervention remains relatively low, with only 7.3% of students reporting that other students intervene in this type of situation. This result suggests that peer support mechanisms remain underdeveloped in the schools studied.

In addition, a very small proportion of students (1.8%) indicate that nothing happens in cases of bullying, which can be interpreted as a sign that, in the majority of cases, adults in the school play an active role in conflict resolution and student protection.

Table 19: Learners' coping mechanisms for dealing with bullying

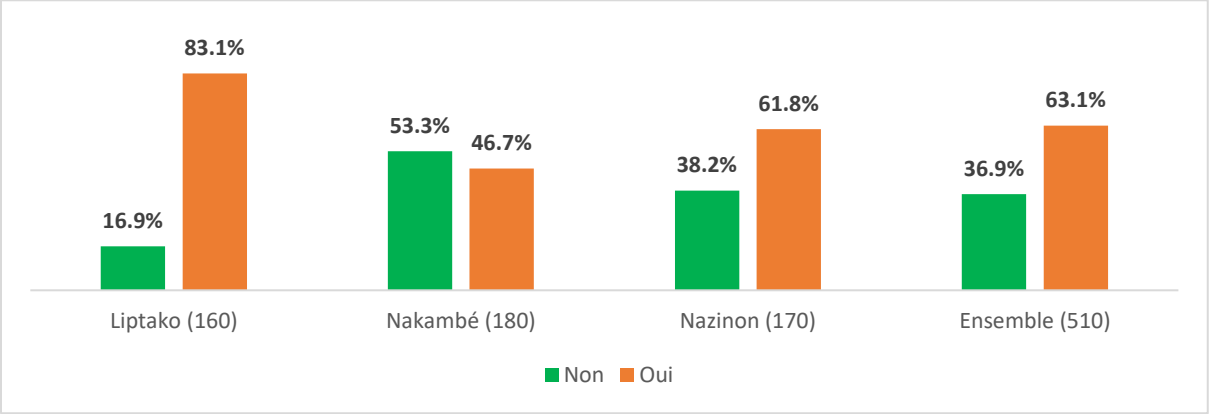
Response to bullying	Liptako (160)	Nakambé (180)	Nazinon (170)	Together (510)
The students intervene	4.4%	0.0%	17.6%	7.3%
The teachers intervene	94.4%	97.8%	80.6%	91.0%
Nothing happens	1.3%	2.2%	1.8%	1.8%
Total	100.0%	100.0%	100.0%	100.0%

Source: CERFODES, field survey January 2026

However, while teachers appear highly engaged in managing incidents or conflict situations, the results show that more preventative psychosocial support practices or those focused on expressing emotions remain less frequent. Indeed, the survey reveals that discussions about stress or emotional difficulties between teachers and students are not systematic. Overall, 36.9% of students report that their teachers discuss stress-related issues with them, while 63.1% indicate that these discussions do not take place.

This finding varies from region to region. Discussions about stress appear to be more frequent in the Nakambé region , where 53.3% of students report that teachers address these issues, compared to 46.7% who say they do not. In Nazinon , 38.2% of students report such discussions taking place, while 61.8% state that they do not. The situation appears more limited in Liptako , where only 16.9% of students indicate that teachers discuss stress with them, compared to 83.1% who report not having this type of exchange.

Graph 1: Teachers' discussion of stress according to learners



Source: CERFODES, field survey January 2026

Overall, these results show that psychosocial support in schools still relies heavily on teacher commitment and informal mechanisms, due to a lack of sufficient specialized services. This underscores the importance of strengthening the integration of psychosocial support into educational policies, teacher training, and school organization to better meet the needs of learners in crises.

5.3. Gender Equity and Inclusion Programs in Education

The results of the school observation provide information on several dimensions related to gender equality and social inclusion in the schools studied. They notably reveal perceptions on the existence of mechanisms for preventing and protecting against harassment, and support systems for learners with special needs.

In fact, the results show a consensus regarding girls' safety in schools. All respondents (100% across the three regions) believe that girls are safe in the schools observed. This result suggests that, from the perspective of school stakeholders, schools generally provide a protective environment for girls.

However, some institutional mechanisms aimed at preventing girls from dropping out of school or monitoring at-risk situations remain limited. For example, only 38.6% of schools have female staff responsible for identifying and monitoring cases of girls who suddenly stop attending school, compared to 61.4% that report not having such a mechanism. This situation varies by region. It is relatively more favorable in Liptako (81.3%), while it remains much less widespread in Nakambé (19%) and Nazinon (25%) (see table below).

Table 20: Existence of staff responsible for monitoring the situations of girls at risk of dropping out of school

83. Does your school have female staff, trained or not, responsible for identifying girls who suddenly stop attending school and following up on these cases?				
	Liptako (n=16)	Nakambé (n=21)	Nazinon (n=20)	Set (n=57)
No	18.80%	81.00%	75.00%	61.40%
Yes	81.30%	19.00%	25.00%	38.60%
Total	100.00%	100.00%	100.00%	100.00%

Source: CERFODES, field survey January 2026

The presence of policies to combat sexual harassment also appears to be relatively widespread. Overall, 50.9% of schools report having a policy, formal or informal, on this matter, while 49.1% report not having one (see table below). Here again, regional disparities are observed. Liptako stands out with a higher proportion of schools reporting the existence of such policies (81.3%), unlike Nakambé (38.1%) and Nazinon (40%).

Table 21: Existence of a policy to combat sexual harassment

86. Is there a policy (written or unwritten) to combat sexual harassment in your school?				
	Liptako (n=16)	Nakambé (n=21)	Nazinon (n=20)	Set (n=57)
No	18.80%	61.90%	60.00%	49.10%
Yes	81.30%	38.10%	40.00%	50.90%
Total	100.00%	100.00%	100.00%	100.00%

Source: CERFODES, field survey January 2026

Regarding the inclusion of learners with disabilities, the results show that 42.1% of schools have a staff member specifically dedicated to supporting students with disabilities, while 57.9% do not (see table below). The situation varies between regions, with Liptako having a relatively high proportion (68.8%), while this presence remains much more limited in Nakambé (19%) and intermediate in Nazinon (45%).

Table 22: Existence of staff dedicated to monitoring the situation of learners with disabilities

89. Is there a staff member responsible for looking after all pupils with any kind of disability?				
	Liptako (n=16)	Nakambé (n=21)	Nazinon (n=20)	Set (n=57)
No	31.30%	81.00%	55.00%	57.90%
Yes	68.80%	19.00%	45.00%	42.10%
Total	**100.00%**	**100.00%**	**100.00%**	**100.00%**

Source: CERFODES, field survey January 2026

However, even in the absence of specifically designated staff, a relatively large proportion of schools report implementing specific forms of attention or support for learners with special needs. Overall, 77.2% of schools indicate that they offer this type of support, compared to 22.8% that report not having any specific arrangements (see table below). This result suggests that some forms of pedagogical adaptation or support can be implemented informally or by the entire teaching team.

Table 23: Existence of specific forms of support for learners with special needs

92. Is there any specific form of attention and support for learners with special needs, to enable them to participate and learn effectively like their non-disabled peers?				
	Liptako (n=16)	Nakambé (n=21)	Nazinon (n=20)	Set (n=57)
No	18.80%	23.80%	25.00%	22.80%
Yes	81.30%	76.20%	75.00%	77.20%
Total	**100.00%**	**100.00%**	**100.00%**	**100.00%**

Source: CERFODES, field survey January 2026

Data collected from facilitators at SSAP centers provides further insight into specific initiatives aimed at gender equality within this program. Overall, 47.1% of facilitators surveyed at SSAP centers report that the program promotes girls' education, with a stronger presence in Nakambé (54.5%) than in Liptako (33.3%). However, girls' participation in school leadership roles remains limited: only 35.3% of centers report that girls hold positions of responsibility, with a complete absence of such roles in the observed centers in Liptako (see table below).

Table 24: Existence of programs promoting girls' education according to SSAP facilitators

23. Are there any programs promoting girls' education?			
	Liptako (n=6)	Nakambé (n=11)	Set (n=17)
No	66.7%	45.5%	
Yes	33.3%	54.5%	47.1%
Total	100.0%	100.0%	100.0%

Source: CERFODES, field survey January 2026

The results nevertheless show a positive trend regarding the continued schooling of pregnant girls or adolescent mothers. A large majority of SSAP centers (82.4%) indicate that they encourage these young girls to continue their schooling, which demonstrates a certain institutional openness to educational inclusion in these situations (see table below).

Table 25: SSAP centers encouraging pregnant girls or mothers to continue their schooling

25. The center encourages pregnant girls or teenage mothers to continue their schooling.			
	Liptako (n=6)	Nakambé (n=11)	Set (n=17)
No	33.3%	9.1%	17.6%
Yes	66.7%	90.9%	82.4%
Total	100.0%	100.0%	100.0%

Source: CERFODES, field survey January 2026

However, certain aspects related to menstrual hygiene management still appear to be insufficiently addressed. Only 35.3% of centers have facilities or support systems related to menstrual hygiene

management within the framework of citizenship education courses, compared to 64.7% that do not (see table below). This gap may be a factor likely to affect girls' regular participation in learning at the centers.

Table 26: Existence of MHM facilities

26. Facilities and support for menstrual hygiene management within the framework of citizenship education courses.			
	Liptako (n=6)	Nakambé (n=11)	Set (n=17)
No	83.3%	54.5%	64.7%
Yes	16.7%	45.5%	35.3%
Total	100.0%	100.0%	100.0%

Source: CERFODES, field survey January 2026

Finally, training for facilitators in gender-sensitive pedagogy appears to be relatively widespread in the centers observed. In total, 76.5% of respondents indicated having received such training, with a particularly high proportion in Nakambé (90.9%) compared to 50% in Liptako (see table below). These results suggest that capacity-building efforts in gender-sensitive pedagogy are beginning to spread within the educational settings studied.

Table 27: SSAP centers with facilitators trained in gender-sensitive pedagogy

27. The facilitators are trained in gender-sensitive pedagogy.			
	Liptako (n=6)	Nakambé (n=11)	Set (n=17)
No	50.0%	9.1%	23.5%
Yes	50.0%	90.9%	76.5%
Total	100.0%	100.0%	100.0%

Source: CERFODES, field survey January 2026

The results show that educational innovations, particularly accelerated education programs like SSAP, play a key role in maintaining access to education in crisis-affected areas of Burkina Faso. However, their implementation remains uneven, with a strong presence in high-risk regions such as Liptako and, to a lesser extent, Nakambé, while remaining very limited in Nazinon. This situation reflects a significant reliance on technical partners and NGOs, leading to territorial disparities.

Despite these inequalities, SSAP stands out as a structuring innovation, having enabled the reintegration of many out-of-school children into the formal system, with significant results in terms of school transition and linguistic inclusion.

The results highlight significant limitations in student support and the consideration of the social dimensions of education. Psychosocial support remains lowly institutionalized and relies primarily on teachers and informal mechanisms, given the absence of specialized services in most schools. Furthermore, despite some progress in gender equity and inclusion, existing programs remain incomplete and unevenly distributed.

Gaps persist, particularly in monitoring at-risk girls, preventing harassment, including students with disabilities, and managing menstrual hygiene. These findings underscore the need to strengthen

institutionalization, territorial equity, and the quality of support mechanisms to improve the resilience and inclusivity of the education system.

VI. DISASTER RISK MANAGEMENT (DRM), DISPLACEMENT AND PROTECTIVE ARCHITECTURE

Data from school observation allows us to analyze the systems put in place in schools regarding risk prevention, emergency management, and student protection.

6.1. Risk factors and management mechanisms in schools

Analysis of risk levels at the school level shows that the majority of schools visited are classified in low risk (40.4%) or no risk (29.8%) categories, while medium risk situations represent 28.1% and high risk situations remain marginal (1.8%).

This overall trend, however, masks regional disparities. Liptako stands out with a high proportion of schools classified as safe (56.3%), but also with the presence of rare high-risk cases (6.3%). Conversely, Nakambé is dominated by low-risk (57.1%) and medium-risk (38.1%) situations, with no high-risk cases. Nazinon presents an intermediate profile, with 50% low-risk and 35% safe.

Table 28: Distribution of schools according to risk level and by region

Risk classification	Liptako (16)	Nakambé (21)	Nazinon (20)	Together (57)
low risk	6.3%	57.1%	50.0%	40.4%
High risk	6.3%	0.0%	0.0%	1.8%
No risk	56.3%	4.8%	35.0%	29.8%
Medium risk	31.3%	38.1%	15.0%	28.1%
Total	100.0%	100.0%	100.0%	100.0%

Source: CERFODES, field survey January 2026

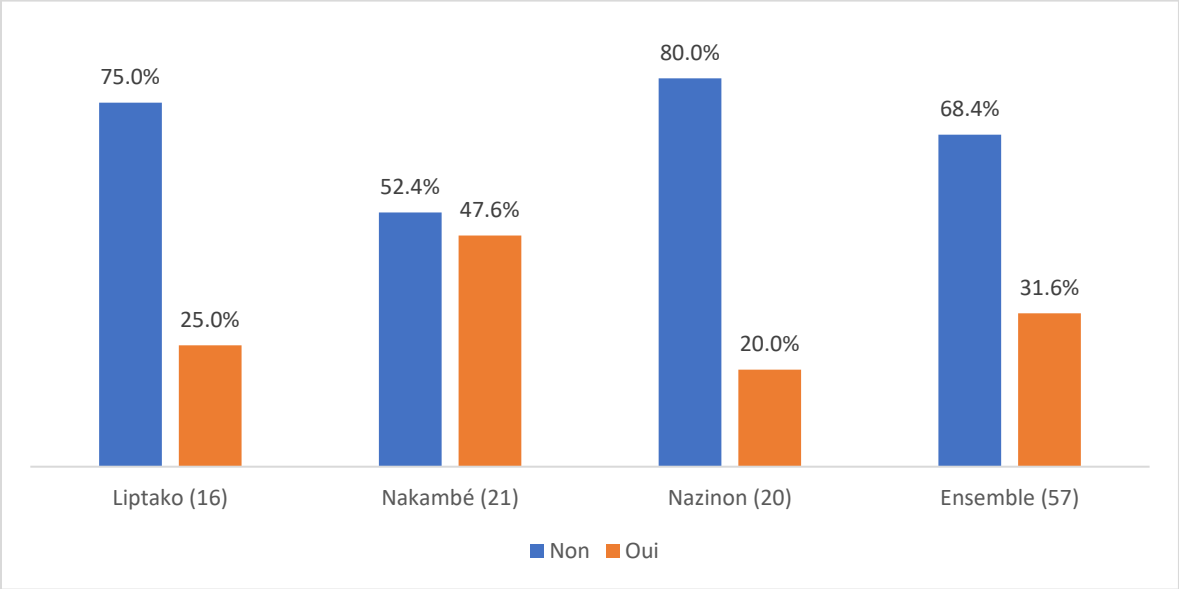
This distribution, while generally reassuring, should be viewed with caution, as it may reflect an underestimation of the actual risk in the school environment, particularly in contexts marked by insecurity and population displacement, such as the Liptako and Nakambé regions, which were initially considered to fall within the high and medium risk categories, respectively. If confirmed, this underestimation of the risk level could explain the generally low level of preparedness of schools for disasters and emergencies.

Indeed, the data show that the majority of schools do not have a formal disaster and emergency preparedness plan. Overall, 68.4% of the schools surveyed do not have such a plan, compared to 31.6% that report having one (see graph below). This situation is particularly pronounced in the Nazinon (low risk) (80%) and Liptako (high risk) (75%) regions, while the proportion of schools with a plan is relatively higher in Nakambé (47.6%).

These results suggest that institutional preparedness for emergencies remains insufficiently structured in schools. This underscores the need to strengthen the integration of risk management

into school governance, particularly through the development and dissemination of emergency preparedness plans tailored to the local context, and by building the capacity of stakeholders in contextual risk analysis. This will enable them to ensure regular updates on the risk situation.

Graph 2: Existence of a disaster and emergency preparedness plan in schools by region



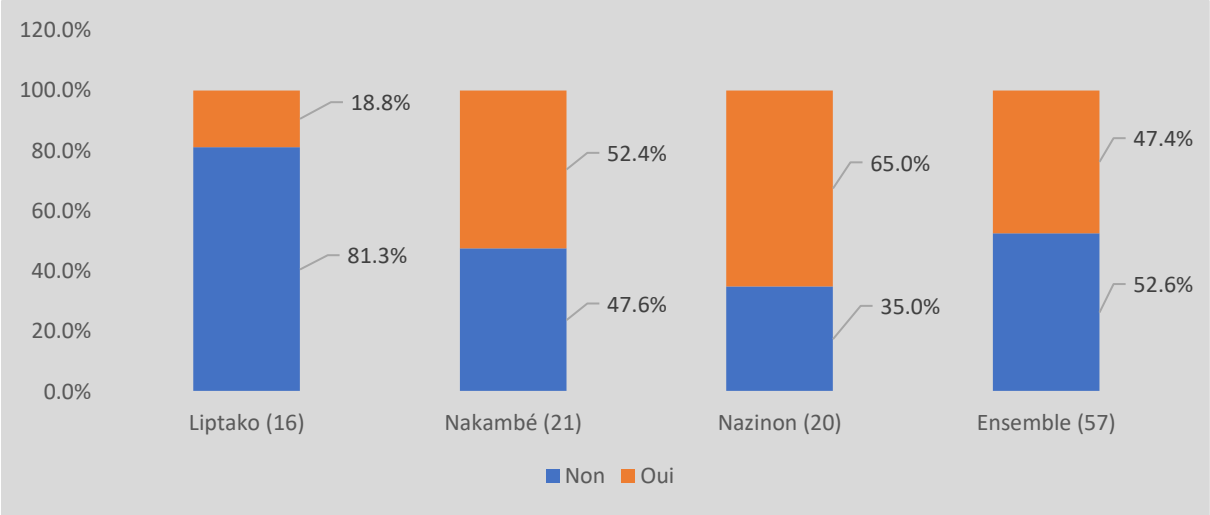
Source: CERFODES, field survey January 2026

- ***Security infrastructure***

Analysis of safety infrastructure also reveals deficiencies in several schools. Indeed, more than half of the schools observed (52.6%) do not have clearly marked and easily accessible emergency exits, compared to 47.4% that do (see graph below). This situation varies by region. Emergency exits are significantly less common in Liptako (18.8%) than in Nakambé (52.4%) and Nazinon (65%).

The lack of clearly marked emergency exits can increase risks in the event of an incident or emergency, particularly in settings where schools may face security threats or accidents. These findings suggest the need to improve safety infrastructure in schools, including signage for emergency exits and raising awareness among school communities about evacuation procedures.

Graph 3: Availability of clearly marked and easily accessible emergency exits in schools (by region)



Source: CERFODES, field survey January 2026

Regarding the security of school perimeters, it generally appears that the majority of schools visited (63.2%) do not have perimeter security devices, which constitutes a major structural weakness.

This trend is confirmed across all regions, with 62.5% of schools in Liptako , 61.9% in Nakambé , and 65% in Nazinon lacking fencing. The absence of fencing limits access control and exposes schools to risks of intrusion and violence, even in areas perceived as low-risk. Therefore, constructing secure fences and gates should be a priority for school infrastructure projects in the current context.

Table 29: Distribution of schools according to the presence of fencing by region

11. Is the school grounds surrounded by a fence or gate that contributes to ensuring security?				
	Liptako (16)	Nakambé (21)	Nazinon (20)	Together (57)
No	62.5%	61.9%	65.0%	63.2%
Yes	37.5%	38.1%	35.0%	36.8%
Total	100.0%	100.0%	100.0%	100.0%

Source: CERFODES, field survey January 2026

Regarding the safety of classroom structures, it appears that overall, more than half of schools (56.1%) have classrooms whose physical structure is considered less safe for students. These are rooms with cracked walls and inadequate ventilation and lighting, which pose a significant risk to students.

This trend is observed in all regions: 56.3% of unsafe schools in Liptako, 57.1% in Nakambé and 55% in Nazinon (see table below).

Table 30: Distribution of schools according to the safety of the physical structure by region

12. Is the physical structure of the classrooms safe for learners (no cracks, good ventilation, good lighting, etc.)?	Liptako (16)	Nakambé (21)	Nazinon (20)	Total Together (57)
No	56.3%	57.1%	55.0%	56.1%
Yes	43.8%	42.9%	45.0%	43.9%
Total	100.0%	100.0%	100.0%	100.0%

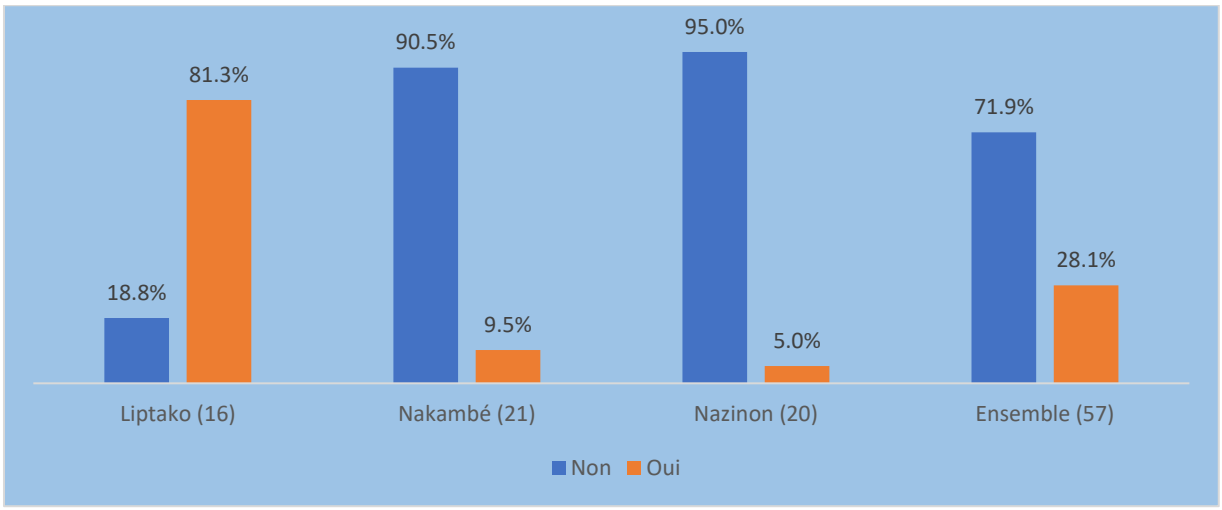
Source: CERFODES, field survey January 2026

- ***Teacher training in child protection and EiE***

The results also show that teacher training in child protection and emergency response remains limited. Overall, 71.9% of schools report that teachers have not received such training in the past twelve months, compared to 28.1% who report that they have. However, a significant regional disparity emerges: while the majority of teachers in Liptako (81.3%) have received recent training, this proportion remains very low in Nakambé (9.5%) and Nazinon (5%).

These discrepancies suggest that capacity-building initiatives are not yet widespread. They remain dependent on the level of risk in the region, province, or community.

Graph 4: Teachers trained on child protection and emergency interventions in the last 12 months

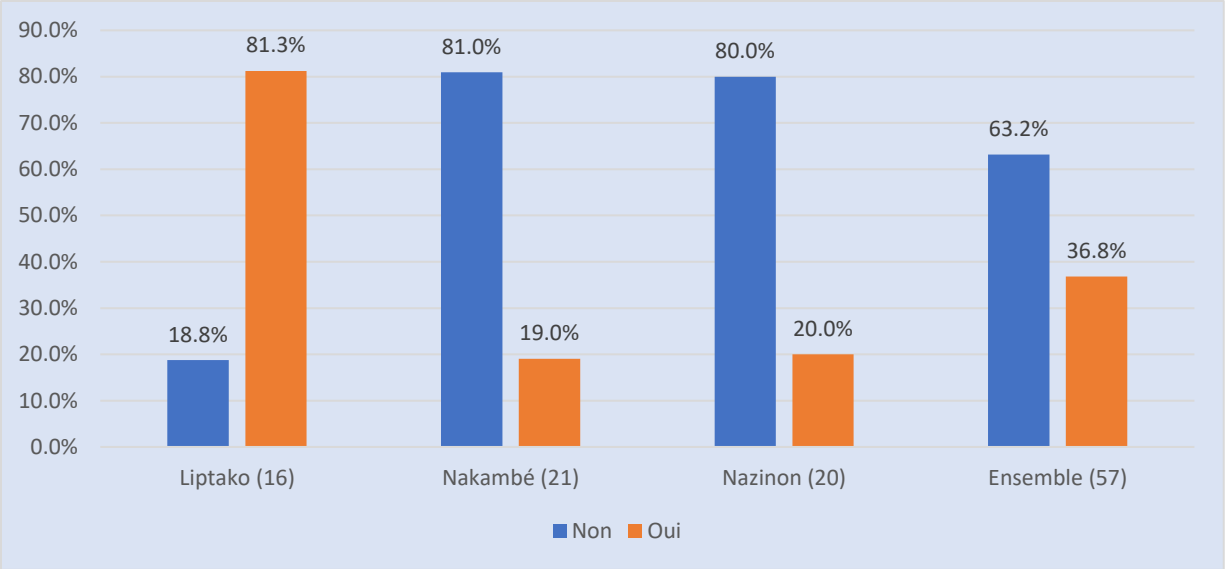


Source: CERFODES, field survey January 2026

- **Mechanisms for reporting cases of violence and abuse**

The existence of institutional mechanisms for reporting cases of violence or abuse also remains limited. Overall, 63.2% of schools report not having a functional reporting system, compared to 36.8% that indicate they do. As with other indicators, Liptako stands out with a higher proportion of schools having such systems (81.3%), while this proportion remains low in Nakambé (19%) and Nazinon (20%).

Graph 5: Existence of a functional system for reporting cases of violence or abuse



Source: CERFODES, field survey January 2026

Specific measures aimed at preventing gender-based violence in schools also appear to be unevenly developed. Overall, 47.4% of schools report having such measures in place, while 52.6% indicate that they do not (see table below). The presence of these measures is relatively more prevalent in Liptako (62.5%) and Nazinon (55%), while it remains more limited in Nakambé (28.6%).

Table 31: Existence of measures to prevent gender-based violence in schools

47a. Are there any measures in place to prevent gender-based violence in schools?				
	Liptako (n = 16)	Nakambé (n=21)	Nazinon (n = 20)	Together (n = 57)
No	37.5%	71.4%	45.0%	52.6%
Yes	62.5%	28.6%	55.0%	47.4%
Total	100.0%	100.0%	100.0%	100.0%

Source: CERFODES, field survey January 2026

Despite these shortcomings in formalized risk management and protection mechanisms, overall perceptions of the school environment remain largely positive. According to school observations, 77.2% of respondents believe that school offers a safe and stimulating learning environment for all students, compared to 22.8% who do not share this perception (see table below). This positive perception is particularly pronounced in Liptako (93.8%), but also remains prevalent in Nazinon (75%) and Nakambé (66.7%).

Table 32: Perceptions of safety and stimulating nature of the school environment by region

48. Based on your observations, does the school offer a safe and stimulating learning environment for all students?				
	Liptako (n=16)	Nakambé (n=21)	Nazinon (n=20)	Set (n=57)
No	6.3%	33.3%	25.0%	22.8%

Yes	93.8%	66.7%	75.0%	77.2%
Total	100.0%	100.0%	100.0%	100.0%

Source: CERFODES, field survey January 2026

The results of the student survey generally confirm these positive perceptions regarding school safety. Across all regions, a large majority of students report always feeling safe at school. This proportion reaches 82.8% in Nakambé , 75% in Liptako , and 72.9% in Nazinon (see table below). Responses indicating that students never feel safe remain marginal, while intermediate responses ("sometimes" or "often") concern a smaller proportion of students.

Furthermore, the differences between girls and boys appear relatively small in perceptions of safety. In most regions, the proportions of students reporting that they always feel safe are comparable between the two sexes, suggesting that the feeling of school safety is generally shared by girls and boys.

Table 33: Students' sense of safety at school and in SSAP centers by gender and region

Region	Sex	35. Do you feel safe at the school/SSAP Center?				Total
		Never	Sometimes	Often	Always	
Liptako	Girl	0%	1.3%	24.1%	74.7%	100%
	Boy	0%	2.5%	22.2%	75.3%	100%
	Total	0%	1.9%	23.1%	75%	100%
Nakambé	Girl	4.4%	6.6%	9.9%	79.1%	100%
	Boy	2.2%	2.2%	9%	86.5%	100%
	Total	3.3%	4.4%	9.4%	82.8%	100%
Nazinon	Girl	0%	7.0%	20.9%	72.1%	100%
	Boy	0%	3.6%	22.6%	73.8%	100%
	Total	0%	5.3%	21.8%	72.9%	100%

Source: CERFODES, field survey January 2026

However, this positive perception of security must be interpreted with caution. It may reflect the normalization of certain unsafe conditions or a relative perception of security in contexts where external threats are deemed more significant than those perceived within the school. It also highlights that perceived security is not always based on structured institutional mechanisms, but sometimes on informal management practices within the educational community.

- ***Access to water, hygiene and sanitation (WASH) services***

Overall, access to drinking water is relatively high in the schools visited (87.7%). This access reaches 68.8% in Liptako , 95.2% in Nakambé, and 95% in Nazinon (see table below), but it is not accompanied by adequate hygiene conditions.

Table 34: Distribution of schools according to the availability of a drinking water source

Is there a source of drinking water?	Liptako	Nakambé	Nazinon	Together

No	31.3%	4.8%	5.0%	12.3%
Yes	68.8%	95.2%	95.0%	87.7%
Total	100.0%	100.0%	100.0%	100.0%

Source: CERFODES, field survey January 2026

However, it should be noted that this relatively satisfactory access is not accompanied by adequate hygiene conditions, as the availability of handwashing facilities remains very limited in all schools (17%). Only 6.3% of schools in Liptako , 19% in Nakambé , and 25% in Nazinon have functional handwashing facilities with access to drinking water.

This situation exposes students to health risks and demonstrates a weak integration of hygiene practices in the school environment. It is therefore essential to make the installation of functional handwashing facilities widespread in schools, to guarantee a regular supply of water and soap, and to strengthen hygiene awareness campaigns for students and educational staff.

Table 35: Distribution of schools according to the availability of handwashing facilities

15. Does the school have functional handwashing facilities with access to clean water?				
	Liptako (16)	Nakambé (21)	Nazinon (20)	Together (57)
No	93.8%	81.0%	75.0%	82.5%
Yes	6.3%	19.0%	25.0%	17.5%
Total	100.0%	100.0%	100.0%	100.0%

Source: CERFODES, field survey January 2026

- ***Gender-sensitive and inclusive WASH infrastructure***

Overall, 54.4% of schools have separate toilets for girls and boys, compared to 45.6% that do not, indicating that there is still partial coverage of gender-sensitive infrastructure.

Availability is relatively higher in Liptako (68.8%), while it decreases in Nakambé (52.4%) and remains lower in Nazinon (45%), where more than half of the schools (55%) do not have separate toilets (see tables below).

Table 36: Distribution of schools according to the availability of separate toilets for boys and girls

13a. Does the school have separate toilets for boys and girls?				
	Liptako (16)	Nakambé (21)	Nazinon (20)	Together (57)
No	31.3%	47.6%	55.0%	45.6%
Yes	68.8%	52.4%	45.0%	54.4%
Total	100.0%	100.0%	100.0%	100.0%

Source: CERFODES, field survey January 2026

Regarding functionality, only 49.1% of respondents confirm that the toilets are functional, while 5.3% indicate that they are not and, most importantly, 45.6% declare that they do not know, which constitutes a critical signal.

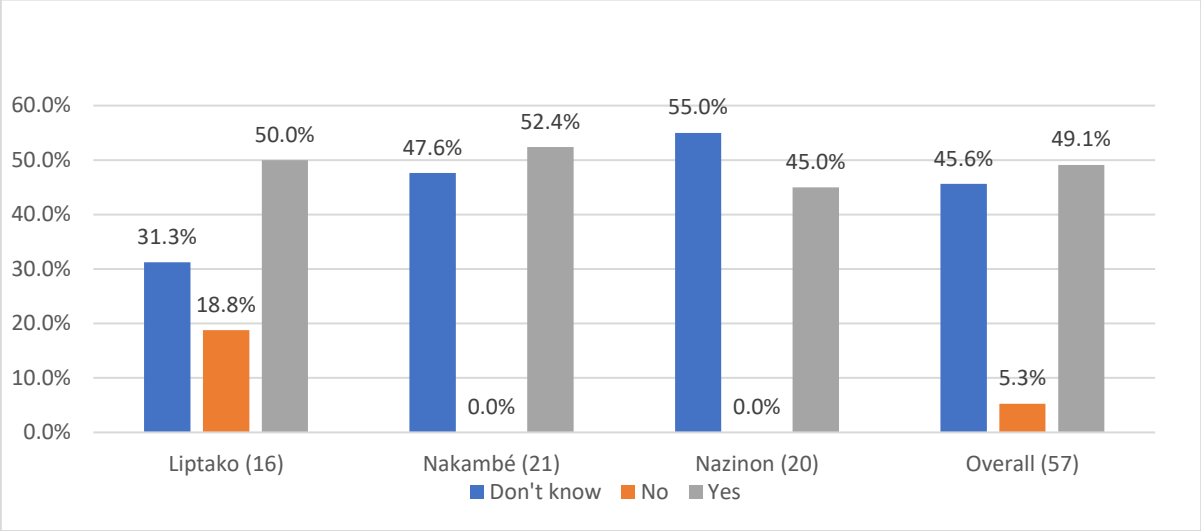
This high proportion of "don't know" responses is particularly pronounced in Nazinon (55%) and Nakambé (47.6%), but also remains high in Liptako (31.3%). It suggests not only limited potential

functionality, but also a lack of monitoring, management, or ownership of these infrastructures within schools (see graph below).

Under these conditions, even when latrines exist, their effective use and suitability to the needs of students, particularly girls, are not guaranteed. This can hinder girls' school attendance, especially during adolescence, while also raising issues of dignity, safety, and protection.

Therefore, it is necessary to construct and rehabilitate separate and appropriate latrines, prioritizing the least served areas, while implementing a regular system to monitor their functionality and maintenance. Furthermore, strengthening management mechanisms at the school level is essential to ensure the effective use of these facilities. Finally, the specific needs of girls, particularly regarding menstrual hygiene, privacy, and safety, must be adequately considered in the design and management of these facilities.

Graph 6: Distribution of schools according to the functionality of available latrines



Source: CERFODES, field survey January 2026

- ***Access to electricity***

Overall, 63.2% of schools do not have electricity, compared to 36.8% that have access, reflecting a major structural deficit in the learning environment.

This situation is particularly critical in Liptako , where 81.3% of schools lack electricity, meaning fewer than 2 out of 10 schools are electrified (18.8%). Although slightly less pronounced, the constraint remains significant in Nakambé (57.1% without electricity) and Nazinon (55%), where access is available to 42.9% and 45% of schools, respectively. Thus, in all regions, more than half of all schools operate without electricity, with a notable disparity in Liptako (see table below).

This deficit not only limits learning conditions (lighting, comfort), but also the integration of modern teaching tools and the organization of expanded educational activities (support courses), contributing to accentuating inequalities between areas.

It appears necessary to promote the deployment of electrification solutions tailored to schools based on their specific areas, particularly solar power, with priority given to the most underserved regions, such as Liptako . Furthermore, access to electricity should be integrated as a priority area of educational investment, while simultaneously developing pedagogical approaches adapted to unelectrified contexts in order to mitigate the impact of these constraints on the quality of learning.

Table 37: Distribution of schools according to access to electricity by region

	16. Does the school have access to electricity?			Total
	Liptako (16)	Nakambé (21)	Nazinon (20)	Together (57)
No	81.3%	57.1%	55.0%	63.2%
Yes	18.8%	42.9%	45.0%	36.8%
Total	100.0%	100.0%	100.0%	100.0%

Source: CERFODES, field survey January 2026

Overall, these results indicate the need to strengthen the institutionalization of security and risk management mechanisms in schools, including the development of emergency preparedness plans in schools; the improvement of security infrastructure, including emergency exits; systematic training of teachers on child protection and crisis management; the establishment of functional mechanisms for reporting and addressing violence; and the more systematic integration of gender-based violence prevention measures into school policies.

- ***Status of implementation of the Safe School Declaration (SSD) and preparedness for risk management***

In Burkina Faso, the implementation of the Safe School Declaration (SSD) takes place within a context marked by a persistent deterioration of the security situation, necessitating the strengthening of risk preparedness and management mechanisms in the education sector. Significant progress has been observed in recent years, reflecting a gradual structuring of the institutional and partnership response.

A significant milestone was reached with the signing, on August 14, 2023, of an interministerial decree establishing the national committee for monitoring the SSD. This progress, which came several years after the country adhered to the declaration in 2017, is the result of a sustained process of advocacy and collaboration between the State and its technical and financial partners. The establishment of this committee provides a formal framework for coordinating and guiding actions aimed at strengthening the security of schools and better anticipating the risks associated with attacks and insecurity.

Significant awareness-raising and capacity-building efforts were undertaken upstream, notably in 2022 by the ST-ESU, with support from organizations such as Plan International. These initiatives targeted defense and security forces, judicial actors, and civil society organizations, contributing to a better understanding of the SSD guidelines and a gradual appropriation of the issues related to

protecting education. This strengthening of institutional capacities is a key lever for improving the preparedness of stakeholders for risk management in schools.[22]

Furthermore, Burkina Faso is part of a regional dynamic that strengthens its learning and adaptation capacities. Participation in consultation frameworks such as the Liptako SSD platform , as well as the exchange of experiences with other countries, particularly Mali, allows it to capitalize on innovative practices in securing schools and ensuring educational continuity in crisis situations. These mechanisms promote a more integrated and collaborative approach to risk management.

Overall, these advances demonstrate a growing commitment from Burkinabe authorities and their partners to integrate risk management into education system governance. They contribute to improving schools' preparedness for security threats, particularly through institutional coordination, capacity building for stakeholders, and the sharing of best practices. However, given the scale and persistence of attacks against educational infrastructure, these efforts remain insufficient. It is therefore essential to consolidate existing mechanisms, strengthen their implementation at the local level, and increase technical and financial resources to ensure a safe and protective learning environment for all.

6.2. Forced displacement and the absorption capacity of educational services

Data from the student survey show a significant presence of displaced children in schools and educational centers in the areas studied, although this situation varies considerably across regions. Overall, 37.6% of the students surveyed reported being internally displaced persons (IDPs), while 61.6% indicated they were not displaced (see table below). Refugees and returnees remain a very small minority, each representing 0.4% of the sample.

Significant regional disparities are evident. The Liptako region is the most affected, with 70% of students internally displaced, compared to only 28.8% who are not displaced. Conversely, the proportion of displaced students is lower in Nazinon (13.5%), where the majority of students (86.5%) are not displaced. In Nakambé , the proportion of displaced students remains intermediate (31.7%) (see table below). These results suggest that some schools, particularly in areas most affected by insecurity, play a significant role in hosting displaced children, which may increase the strain on educational services.

Table 38: Distribution of students according to travel status

Travel status	Region			Together (510)
	Liptako (160)	Nakambé (180)	Nazinon (170)	
Not displaced (e.g., indigenous settlers)	28.8%	67.2%	86.5%	61.6%
Internally displaced persons	70.0%	31.7%	13.5%	37.6%

[22]Toure, M., 2024. *The Safe Schools Declaration (SSD) in the Sahel: A Good Practices Document* . Save the Children International & Save the Children West and Central Africa. [online] Available at: https://resourcecentre.savethechildren.net/pdf/La-declaration-sur-la-securite-dans-les-ecoles-DSE-au-Sahel_Un-document-de-bonnes-pratiques.pdf

Refugee	1.3%	0.0%	0.0%	0.4%
Returned	0.0%	1.1%	0.0%	0.4%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: CERFODES, field survey January 2026

Analysis of the causes of displacement shows that security factors are the primary reason for forced mobility. Overall, 69.4% of displaced students cite armed attacks and 66.2% cite conflict or violence as causes of displacement (see table below). Environmental factors, such as flooding or extreme temperatures, are rarely mentioned. These results confirm that the displacements observed in the areas studied are primarily linked to the security crisis.

Table 39: Causes of displacement cited by students by region

Causes of the displacement	Region			Total
	Liptako	Nakambé	Nazinon	
Conflict/Violence	78.0%	59.7%	24.0%	66.2%
Attack	64.6%	79.1%	68.0%	69.4%
Extreme temperatures	0.0%	1.5%	0.0%	0.5%
Flood	0.0%	1.5%	0.0%	0.5%
Others	0.8%	0.0%	20.0%	2.7%

Source: CERFODES, field survey January 2026

Data collected from SSAP center facilitators confirm this trend. All facilitators interviewed in the Liptako and Nakambé regions (100%) indicated that their centers host children from displaced families (see table below). This underscores the important role of SSAP centers in maintaining access to education for children affected by forced displacement, particularly in areas where formal education is disrupted.

However, this large presence of displaced children also poses challenges to the absorption capacity of educational structures, particularly in terms of teaching resources, supervision, and psychosocial support for learners.

These results suggest the need to strengthen the resources of institutions and centers hosting displaced children, to integrate more psychosocial support mechanisms, and to consolidate the role of alternative education programs such as SSAP centers to facilitate access to and continuity of learning in crisis-affected areas.

Table 40: Presence of displaced children in SSAP centers according to facilitators

21. Do children from displaced families (displaced persons/refugees) attend this center?			
	Liptako (n = 6)	Nakambé (n = 11)	Together (n = 17)
Yes	100.0%	100.0%	100.0%
Total	100.0%	100.0%	100.0%

Source: CERFODES, field survey January 2026

Furthermore, the government has taken measures instructing all educational institutions to welcome displaced children without exception. Discussions with teachers in the field confirm the effective implementation of these measures, thus allowing displaced children to continue their education in schools located in host areas. This reality is illustrated by the testimony of a teacher from Tenkodogo, in the Nakambé region (a medium-risk area):

"In all schools, if an internally displaced student arrives, regardless of the time of year, they must be accepted into a class. This is a good thing, even if it doesn't always make our job easier. The creation of SSAP centers also helps to take into account out-of-school students from areas affected by the crisis." (Teacher, Tenkodogo A School, Nakambé region).

This testimony highlights the commitment of educational authorities to ensuring continuity of education for displaced children, while also underscoring the challenges that this integration can represent for institutions and teachers in terms of staff management and pedagogical support.

VII. COUNTRY/REGION REFERENCE RESULTS (TARGET AREAS)

Burkina Faso faces significant socio-economic development challenges. In 2024, the national context in Burkina Faso 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 [23]).

The provision of basic social services to internally displaced persons and the ongoing security risks are limited. Consequently, access to services such as healthcare, water, and sanitation has decreased, particularly in the communes experiencing the largest influx of displaced persons and the prevailing insecurity.[24]

According to a recent study, a school experiencing an increase in conflict-related incidents could lead to an 18% rise in the proportion of teachers leaving the workforce [25], further straining the delivery of educational services despite government efforts. Indeed, in 2024 in Burkina Faso, public primary schools provide 67% of education services while private providers provide 33%.[26]

In Burkina Faso, it is clear that the security crisis has significantly impacted basic education indicators over the past six years. Indeed, the gross enrollment rate (GER) in primary education fell from 90.7% in 2018 to 78.2% in 2024[27].

7.1. Nature of fragility, conflict, and violence (FCV) with a GESI approach

[23]Burkina Faso: Internal displacements June 11, 2024 United Nations Office for the Coordination of Humanitarian Affairs https://data.humdata.org/dataset/idmc-idp-data-bfa.
[24]Roads to Schools and Healthcare Facilities: Identifying Accessibility Gaps in Burkina Faso. Washington, D. C: World Bank Group, 2021.
[25]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.
[26] Ministry of Basic Education, Literacy and Promotion of National Languages , Statistical Yearbook of Primary Education 2023/2024.
[27]2024 Annual Report of the Strategic Plan for the Development of Basic and Secondary Education 2021-2025 .

- ***Terrorist activities and threats***

The ongoing security crisis in Burkina Faso continues to severely affect access to education, particularly in the Liptako and Yaadga regions. and Les Koulsé .

In March 2024, 5,319 schools, representing nearly 20% of all educational institutions, were closed for security reasons. This situation affected 818,849 students (including 394,293 girls) and 24,281 teachers (including 7,413 women). More than 31 000 teachers have been forced to flee or are unable to work due to violence, exacerbating the education crisis.

The gross primary school enrolment rate decreased from 90.7% in 2018 to 78.7% in 2024, illustrating a dramatic fall in access to education.

Faced with this situation, efforts are being made to maintain access to education through distance learning, which has made it possible to distribute 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 the security challenges.

The security crisis in Burkina Faso continues to have a devastating impact on education, particularly in the most affected regions. While initiatives are in place to mitigate this crisis, a stronger commitment is needed to guarantee 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, challenges related to disability, and the effects of armed conflict necessitate an integrated and targeted approach to ensure inclusive and equitable education for all children.

- ***Gender inequalities***

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

In 2024, approximately 75,000 girls left the school system due to early marriage, unwanted pregnancies, insecurity, and forced displacement[28]. This figure represents about 4.3% of girls enrolled in primary school.

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

At the primary level, girls have a school enrolment rate (78.5%) very close to that of boys (78.8%), indicating that gender parity is almost achieved. Girls perform better than boys in retention, with a completion rate of 55.5% compared to 47.7% for boys, reaching 89.2% against 81%. This positive trend is attributed to sustained efforts to promote girls' education, particularly in rural areas.

At the secondary level, in 2023–2024, girls recorded a higher enrolment rate (55.6%) than boys (44.4%) at the lower secondary level (general post-primary education), compared to an overall rate of 40.6%. This suggests that girls tend to prefer general education or may have a greater aptitude for this type of education. However, at the upper secondary level, the gross enrolment rate for girls

[28] Directorate for the Promotion of Girls' Education and Gender (DPEIFG), quoted by APA News, February 2024

remains very low (18.9%), reflecting the persistent challenge of retaining girls in school beyond the post-primary cycle.[29]

In higher education, 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 underrepresentation of women in scientific fields.

To improve these figures, it is essential:

- to pursue and intensify initiatives aimed at reducing gender inequalities, including by offering 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 suitable infrastructure. This is necessary to encourage continued education, particularly for girls in rural areas.
- to encourage girls to pursue scientific and technical fields. Anything that can help reduce gender disparities in higher education.

- **Children with disabilities (EH)**

According to data from the 2024-2025 primary education statistical yearbook, the number of children with disabilities (WD) enrolled in the Burkinabe education system is 58,728, including 23,404 girls (39.9%) and 35,324 boys (60.1%). This distribution highlights the underrepresentation of girls among school-aged children with disabilities, reflecting a persistent inequality to their disadvantage.

In the regions covered by the study, the numbers vary considerably. The Liptako region has 1,605 EH, of which 716 are girls (44.6%), making it the region with the highest proportion of girls among the three. The Nakambé region has 8,085 EH, of which 3,056 are girls (37.8%), the lowest proportion of girls. The Nazinon region has 2,824 EH, with 1,116 girls (39.5%). These data show not only a higher concentration of EH in the Nakambé region, but also a consistent gender disparity across all the areas studied.

Analysis of this data reveals a significant presence of children with disabilities in the education system. It also highlights persistent inequalities, both in terms of gender and geographical distribution, suggesting differentiated access to education across regions.

Furthermore, several structural constraints continue to limit the effective inclusion of children with disabilities. These include insufficiently adapted school infrastructure (access ramps, accessible latrines, specific teaching equipment), the low level of teacher training in inclusive education, and the existence of socio-cultural barriers, such as negative perceptions of disability. These factors can affect the access, retention, and academic success of children with disabilities, particularly girls.

[29] Statistical Yearbook of Post-Primary and Secondary Education, Ministry of Secondary Education and Vocational and Technical Training, September 2024.

Faced with these challenges, initiatives are underway to strengthen inclusive education. These include teacher training, the gradual improvement of the accessibility of school infrastructure, and community awareness campaigns aimed at promoting greater acceptance of disability.

Despite these efforts, available data indicate that the inclusion of children with disabilities in schools remains a major challenge. Particular attention to gender disparities, regional specificities, and structural barriers appears essential to progressing towards equitable and inclusive education for all.

7.2. Institutional support mechanisms for higher education

Faced with the continuing deterioration of the security situation and the widespread closure of schools, Burkina Faso has progressively strengthened its institutional framework for higher education. Aware of the risks of long-term exclusion facing hundreds of thousands of children, the State has structured a coordination mechanism led by the Ministry of Education, with support from the ST-ESU (National Service for Higher Education). This service plays a central role in monitoring school closures and reopenings, producing up-to-date data, and providing strategic guidance for educational interventions in crises.

Higher education policies pursue a threefold objective: to guarantee educational continuity, prevent school dropouts, and promote the reintegration of children affected by insecurity, particularly internally displaced persons. To this end, several complementary mechanisms have been mobilized, including the relocation of students to safer areas, the redeployment of teachers, the establishment of temporary learning spaces, and the strengthening of alternative education programs. This approach reflects the commitment of national authorities to link emergency response with the protection of the right to education, even in unstable environments.

Within this context, SSA/P has emerged as a key driver of educational inclusion. Designed as a catch-up mechanism, it enables children outside the formal education system, particularly those affected by the security crisis, to enter or re-enter formal primary education. SSA/P thus constitutes a crucial tool for reducing inequalities in access to education.

Its scaling up is supported by the PAAENS/BFA Project, funded by the government and its technical and financial partners, including the Islamic Development Bank (IsDB), Education Above All (EAA), and the Strømme Foundation. Through this project, more than 80,000 out-of-school children are targeted for enrollment in SSA/P centers with a view to their reintegration into the formal education system. This mechanism constitutes a structured response to the combined effects of insecurity, forced displacement, and socio-economic vulnerability.

The investigations carried out in the field identified two operational methods for implementing the SSA/P, adapted to the contextual realities:

- the classic SSA/P, implemented mainly by partner organizations such as the FDC and the Strømme Foundation;
- The emergency SSA/P, deployed by the ST-ESU in areas classified as emergency zones, lasts for an average of approximately seven (7) months. This formula is also called the resilience SSA/P, conducted by the ministry's technical departments through the Basic

Education Districts (CEB), in areas not officially classified as emergency zones but facing specific vulnerabilities.

Emergency and resilience-based SSA/P centers share the same pedagogical approach, with the main distinction lying in the intervention context and the implementing entity. In emergency zones, the ST-ESU (Specialized Territorial Unit for Higher Education) coordinates and implements the programs, prioritizing internally displaced children and providing supplementary psychosocial and material support. Conversely, in resilience-based zones, the intervention aims to prevent school dropouts and strengthen access to education in fragile but relatively stable contexts.

Despite progress made, Education in Emergencies policies continue to face major structural challenges. The sustainable security of intervention areas remains essential for the stability of schools and the protection of education personnel.

Structured in this way, the SSA/P fits fully into the national architecture of Education in Emergency policies, by combining immediate response, educational inclusion, and a medium-term stabilization perspective.

- **Coverage of formal and non-formal educational services**

In Burkina Faso, the government and its partners are making efforts to establish educational infrastructure despite the challenging socio-economic context. The table below presents the number of basic educational facilities in Burkina Faso in 2024 and the study areas.

Table 41: Number of educational structures in Burkina Faso

Structure Level/Type	Number of preschool facilities[30]	Number of primary schools[31]	Number of non-formal education structures for adolescents aged 9 to 15[32]	SSA/P Centers[33]
National Total	2039	13,558	566	636
Total Nakambé	116	1109	29	103
Bulgur	-	585	16	41
Kouritenga	-	404	12	45
Total Nazinon	73	776	26	0
Nahouri	-	168	6	0
Zoundwéogo	-	324	2	0
Total Liptako	12	170	110	38
Oudalan	-	52	6	0
Séno	-	62	16	8

***Source**: 2024 Primary Statistical Yearbooks and SSA/P Directorate database.*

[30]Ministry of Basic Education, Literacy and Promotion of National Languages, 2024 Statistical Yearbook of Preschool Education, Directorate General of Sectoral Studies and Statistics, September 2024
[31]Ministry of Basic Education, Literacy and the Promotion of National Languages, Statistical Yearbook of Primary Education 2023/2024, Directorate General of Sectoral Studies and Statistics, September 2024
[32]Ministry of Basic Education, Literacy and the Promotion of National Languages, Statistical Yearbook of Non-Formal Education, 2024 Campaign, Directorate General of Sectoral Studies and Statistics, October 2024
[33]Ministry of Basic Education, Literacy and Promotion of National Languages, Directorate of Accelerated Schooling Strategy/Bridge, 2024-2025 school year data, May 2025

An analysis of the data shows that in 2024, Burkina Faso had 16,799 basic education facilities across all levels. These included 13,558 primary schools, 636 SSA/P centers, 2,039 preschools, and 566 non-formal education facilities for adolescents. In addition, there were 821 non-formal education centers for adults.

In the project's intervention areas (Liptako, Nakambé, and Nazinon), there are 2,562 basic education institutions, including 2,055 primary schools and 141 SSA/P centers. There are also 201 preschools and 165 non-formal education facilities. However, these two categories are not covered by this research, which focuses on evaluating SSA/P centers and other alternatives that have already demonstrated their effectiveness and show strong development potential.

7.3. Opportunities and limitations of learning through radio and digital technology.

- **Radio-based learning activities**

Survey data, such as the use of learning activities for educational continuity, is very limited. More than 90% of principals report the absence of radio or mobile learning sessions in their communities.

In view of this situation, there is a need to establish an integrated socio-emotional learning system for the benefit of teachers and learners in order to strengthen the resilience of the education system in the face of emergencies to ensure recovery, particularly in the context of EiE.

Table 42: Learning level through radio or digital platforms

50. Are radio or mobile learning sessions used?				
	Liptako (n=16)	Nakambé (n=21)	Nazinon (n=20)	Overall (n=57)
No	93.8%	90.5%	95.0%	93.0%
Yes	6.3%	9.5%	5.0%	7.0%
Total	100.0%	100.0%	100.0%	100.0%

Source: CERFODES, field survey, January 2026

- **Opportunities for learning through radio**

Radio-based learning has emerged as a solution for maintaining educational links in affected areas. In some areas where insecurity limits access to schools, radio often remains the only means of educational broadcasting that simultaneously reaches displaced children, host communities, and isolated rural households.

National radio education programs, implemented by the Ministry of Education, Literacy, and National Promotion of National Languages (MEBAPLN) with the support of partners such as UNICEF, reached over 400,000 children in 2024–2025. These programs cover basic skills such as reading, writing, and arithmetic, and also broadcast civic, cultural, and child protection messages, helping to maintain interest in education and promote girls' school enrollment. Radio thus provides

a tangible tool for ensuring a minimum level of educational continuity, even in the most remote areas.

- **Limitations of learning through radio**

Despite its strategic role, radio-based learning has significant limitations, which are amplified in fragile contexts. The lack of direct interaction with teachers limits the effectiveness of learning, particularly for children experiencing prolonged school dropout or with special needs. In Liptako , displaced families face daily challenges, such as insecurity and precarious living conditions, which reduce their ability to support children in regularly listening to radio programs.

- **Digital initiatives in development**

National Educational Radio and Television (RTE)

To complement existing educational offerings and meet the growing need for distance learning, Burkina Faso launched the National Educational Radio and Television (RTE) in November 2025, a public service combining radio, television, and digital broadcasting. This initiative aims to disseminate educational, cultural, civic, and training content to the entire population, particularly in regions where access to schools is limited or disrupted.

RTE offers a multimodal approach: radio provides broad coverage in rural and isolated areas, television allows for more structured visual content in towns and cities, and digital platforms offer the opportunity to capitalize on and make programs available on demand. Broadcast content includes lessons aligned with national curricula, as well as modules on civic education, child protection awareness, social cohesion, and life skills. In vulnerable regions, RTE will help prevent prolonged educational disruptions, maintain connections with the education system, and support children's learning despite school closures.

The partnership between educational radio and RTE (the national broadcasting network) is now the cornerstone of educational continuity in Burkina Faso. Radio provides immediate and inclusive access, while RTE offers a multimodal solution combining mass broadcasting and diverse content. This integrated strategy helps reduce school dropout rates, limit disengagement from school, promote the inclusion of girls and vulnerable children, and strengthen the resilience of the education system in the face of crises and territorial instability.

VIII. IMPACTS AND CHALLENGES FOR WOMEN, YOUNG PEOPLE, CHILDREN, AND PARTICULARLY GIRLS

8.1. Structural obstacles to access to and quality of education and the factors that reproduce inequalities

Despite progress in access to education, the education system continues to face structural constraints that fuel the production and reproduction of inequalities. Insufficient schools and

adequate infrastructure, a shortage of teaching staff, and a scarcity of educational materials compromise the quality of learning and exacerbate disparities between regions and social groups.

- **The inadequacy of educational infrastructure**

Many communities, particularly rural areas or those affected by insecurity, lack nearby schools. Some existing schools are overcrowded, forcing students to attend classes on a rotating schedule or outdoors. School infrastructure is often dilapidated or inadequate (lacking roofs, latrines, fences, or access to clean water). This deficiency exacerbates school dropout rates, especially among girls, who are more vulnerable to insecurity and the lack of sanitation.

- **Insufficient management of teaching staff**

The issue of teaching staff management reveals a complex situation combining both shortages and the presence of substitute teachers. This situation leads to an uneven distribution characterized by an imbalance between urban and rural areas on the one hand, and between medium- and low-risk areas and high-security-challenge areas on the other. In addition, insecurity forces some teachers to leave their posts, thereby worsening the situation in high-risk areas.

- **Inadequate teaching materials and facilities**

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

The consequences of these difficulties include, among others: lower enrollment and retention rates, poor student performance, widening gaps between advantaged and disadvantaged regions, and hindering the deployment of inclusive and equitable educational policies.

- **Economic difficulties preventing schooling**

Household poverty makes it difficult for many families to afford the indirect costs of schooling (supplies, uniforms, meals, transportation). This situation leads some children to work to support their families, particularly in agriculture, small-scale trade, or herding. 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, prematurely ending girls' schooling. In some contexts, boys' education is prioritized over girls', with conservative religious interpretations discouraging or prohibiting girls from attending school, especially during adolescence.

- **Parental reluctance related to safety issues**

Growing insecurity (terrorist attacks, threats targeting schools) is leading parents to keep their children home from school for fear of kidnapping or violence. Schools are sometimes targeted or

occupied by terrorist groups. This particularly affects the Liptako , Yaadga, Koulsé , and Goulmou regions of Burkina Faso.

- **Conflicts and displacement are hindering the continuation of education**

The security situation has displaced more than 2 million people, the majority of whom are school-aged children. Displaced persons often lack access to schools in their host communities. A lack of administrative documents, language barriers, or the limited capacity of available schools hinder their integration into schools in host communities, leading many children to drop out of school permanently.

The corollary of all these difficulties is an increase in dropout and non-schooling rates, the reproduction of social and gender inequalities, and the increased risk of radicalization, delinquency, or exploitation of out-of-school children, which constitutes an obstacle to achieving the goals of education for all (SDG 4).

- **Distance from the school (access to the school)**

In addition to insecurity, traditional obstacles to improved school enrollment, 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 research target areas, to reach primary school.

Table 43: Average distance travelled by students to get to school

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

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

IX. SCALING AND INNOVATION POTENTIAL (BASED ON RISK LEVEL)

The analysis of the context of higher education in Burkina Faso presented above highlights a range of educational innovations already tested, including SSA /P (Student Social Action/Professional Development), radio education programs, digital learning initiatives, and psychosocial and socio-emotional learning support programs. These approaches have proven their relevance in a context marked by insecurity, forced displacement, and school closures. However, their scaling up remains limited by structural, institutional, and operational constraints. The potential for scaling up these innovations depends largely on the level of security risk and local implementation conditions, as well as the type of innovation itself.

9.1. In high-risk areas

In areas facing significant security challenges, characterized by inaccessibility and school closures, certain innovations are proving particularly well-suited. Radio-based education programs, supported by community radio stations and listening clubs, offer a relevant solution for ensuring educational continuity remotely. Similarly, SSA/P (Student Social Action/Psychosocial Support) and the use of community facilitators provide flexible alternatives for out-of-school or displaced children. Initial experiences with PSS/SEL (Student Social Action/Learning Support), while limited, also demonstrate potential for addressing psychosocial needs in these crisis contexts.

These dynamics are supported by significant opportunities, such as community engagement, the existence of local monitoring units, and the availability of appropriate higher education curricula. Nevertheless, major constraints remain: limited access to infrastructure, low electrification rates, lack of equipment, absence of formal psychosocial support structures, and insufficient coordination among stakeholders.

In this context, scaling up innovations depends on specific conditions: the development of flexible solutions that are less dependent on infrastructure and deeply rooted in communities, as well as the capacity building of local stakeholders. The integration of simplified PSS/SEL systems and the combined use of radio and offline educational resources appear to be essential levers.

9.2. In medium-risk areas

Areas of medium risk, often characterized by resettlement zones hosting displaced populations, offer a more favorable environment for experimentation and the scaling up of innovations. There, schools are gradually reopening, combined with the use of hybrid approaches that blend in-person instruction with educational alternatives such as radio and, to a lesser extent, digital learning. The SSA/P plays a key role in the reintegration of children who have experienced prolonged disruptions to their schooling.

These areas benefit from the joint presence of decentralized state services, NGOs, and technical and financial partners, which presents an opportunity to strengthen the coordination and impact of interventions. However, they face significant challenges, including overcrowded school infrastructure, a lack of digital equipment, and insufficient teacher training in ICT and PSS/SEL.

In these contexts, scaling up innovations requires the development of structured hybrid models, combining face-to-face and distance learning, as well as investments in teacher capacity building and the improvement of basic infrastructure (electricity, equipment). Better coordination among stakeholders and the sharing of experiences also appear essential to ensure the effective and coherent expansion of interventions.

9.3. In low-risk areas

In relatively stable areas, where schools are mostly functional, the potential for scaling up educational innovations is highest. These contexts offer favorable conditions for the gradual integration of educational technologies, the structuring of PSS/SEL systems, and the expansion of programs like SSA/P to reach a larger number of children outside of school.

These areas benefit from better availability of infrastructure, human resources, and educational services, as well as a more favorable environment for medium- and long- term planning. They constitute ideal spaces for testing, standardizing, and disseminating models that can be replicated nationally.

However, challenges remain, including the risk of marginalization of displaced populations, territorial disparities, and the weak capitalization of innovations implemented in areas more affected by the crisis.

From this perspective, scaling up innovations in low-risk areas requires their institutionalization, their integration into curricula and training programs, and the establishment of sustainable funding and monitoring and evaluation mechanisms. The goal is to transform these innovations into structuring components of the education system.

Overall, Burkina Faso has a solid foundation of educational innovations adapted to crisis contexts. However, scaling them up requires a differentiated approach based on the level of risk, taking into account the specific constraints and opportunities of each context. Beyond the innovation itself, the major challenges lie in strengthening institutional capacities, mobilizing sustainable funding, improving coordination among stakeholders, and adapting approaches to local realities. Such an approach would allow for the sustainable strengthening of the education system's resilience to crises.

CONCLUSION

The situational analysis conducted in the Liptako, Nakambé, and Nazinon regions highlights an education system under considerable strain, with some key indicators having declined since 2020. Between 2021 and 2025, the gross primary school enrollment rate fell from 86.1% to 78.7%, while the completion rate dropped from 62.4% to 51.6%. This trend is directly linked to the security crisis that led to the disruptions of education continuity in some areas of the country. Boys are disproportionately affected by this decline in both enrollment and completion rates.

The effects of this crisis are unevenly distributed. In the Liptako region (classified as a high security challenge), 70% of the students surveyed are internally displaced persons (IDPs), and the student-teacher ratio reaches 70.2:1, well above the national standard of 50:1. In Nakambé (medium risk), 31.7% of students are IDPs, with a student-teacher ratio of 49.4:1. Nazinon (low risk) presents a more stable situation, with only 13.5% of students being IDPs and a student-teacher ratio of 53.2:1.

Faced with this deterioration, educational innovations have been implemented, but their coverage remains insufficient. The SSA/P program, which has reintegrated over 61,000 children into the formal education system with a transition rate of 89%, remains unevenly distributed: it is present in 87.5% of schools in Liptako, but only in 15% of those in Nazinon. Psychosocial support, while crucial, is limited: only 28.1% of teachers have received training in child protection in the last 12 months, and 89.5% of schools have no counselor or guidance service.

School infrastructure has major deficiencies that compromise safety and inclusion. Nearly 63.2% of schools lack fencing, 56.1% have structurally unsafe classrooms, and 52.6% lack identified emergency exits. Access to electricity is a challenge, particularly in Liptako, where 81.3% of schools

lack it. Regarding gender equity, while 82.4% of SSA/P centers encourage pregnant girls to continue their education, only 35.3% have MHM facilities, and 57.9% of schools have no staff dedicated to monitoring children with disabilities.

Finally, emergency preparedness mechanisms are virtually non-existent. Up to 68.4% of schools have no disaster preparedness plan, and 63.2% do not have a functional system for reporting cases of violence or abuse.

In light of this situation, concrete, quantified, and time-bound actions are needed to strengthen the resilience of the education system.

OPERATIONAL AND STRATEGIC RECOMMENDATIONS

Research undertaken in 2025, complemented by targeted data collection in early 2026, provided an overview of the challenges to the educational system of increasing insecurity, particularity in the three regions covered by the project. To strengthen the education system, the following recommendations are made to the MEBAPLN, its technical and financial partners and communities:

Axis 1: Strengthen emergency response and coordination

- Strengthen the mechanisms of adaptation to the context of the rapid response system in EiE.

Axis 2: Sustainably support accelerated education programs

- Increase the number of SSA/P centers by prioritizing regions with high rates of dropped-out-of-school children and in reconquered zones, while strengthening coverage in low-risk regions that serve as fallback areas hosting displaced children.
- Accelerate the mobilization of endogenous funding dedicated to SSA/P to guarantee the sustainability of the program without relying on external funding and to allow the reintegration of additional children per year into the formal education system.
- Strengthen the capacities of all SSA/P centre facilitators in gender-sensitive and inclusive pedagogy, building on existing modules, as only 76.5% of facilitators interviewed in Nakambé and 50% in Liptako report having benefited from this training.

Axis 3: Generalize psychosocial support and child protection

- Train teachers in psychological first aid and socio-emotional learning by prioritizing high-risk areas.
- Create psychosocial listening units in all schools with hosting internally displaced learners, by assigning a teacher trained in the field and providing a confidential space for the reception and guidance of students in distress.
- Make a mechanism for reporting violence and abuse in schools mandatory and functional, by installing complaint boxes accessible to students, designating trained reference staff to deal with gender-based violence, and increasing the rate of schools with such a system..

Axis 4: Secure and adapt school infrastructure

- Build or rehabilitate school fences, starting with high-risk areas.
- Build or rehabilitate separate girls' and boys' latrine blocks in priority areas (reception zones, high-risk areas).
- Install or upgrade menstrual hygiene management cabins (CGHM) or girls' toilets equipped with dignity kits.
- Provide schools without electricity with solar kits to enable the use of digital tools.
- Equip schools with a disaster and emergency preparedness plan, operational and known to everyone.

Axis 5: Improve teacher management and gender equity

- Dedicated a female staff member to monitor girls at risk of dropping out of school in each institution.
- Train primary school teachers on the SSA/P curriculum to support the opening and effective operation of bridging centers/classes in newly recovered areas, ensuring continuity of education.
- Deploy teachers to run these bridging centers/classes in IDP relocation areas and recovered localities, providing older children (ages 9–12 and 13–14) with a second chance to attend school.

ANNEXES

Table 44: Average distance travelled by students to get to school

Instrument	Level of intervention	Target / Objective
Instrument 1: School observation grid	School	Observation of school infrastructure and conditions
2 : Interview Guide with the Director or Deputy Director	School	Interview with the principal or deputy principal regarding the management and operation of the school
Instrument 3: Group Discussion Guide (GDG) with teachers	School	Interview with teachers about their teaching practices and perceptions of student support
Instrument 4: Group Discussion Guide (GDG) with students	School	Focus group with students to explore their experiences and perceptions of school
Instrument 4b: Student Survey Questionnaire	School	Questionnaire for students on access to education, attendance and constraints

Instrument 5: Tool for monitoring and observing Accelerated Education Programs (SSAP) and Complementary Basic Education (CBE) at the community level	Community	Maintenance and observation of SSAP and EBC programs at the community level
Instrument 6: Interview and Observation Guide for SSAP/EBC Committee Consultations	Community	Interview and observation of SSAP/EBC committees on implementation and coordination
Instrument 7: Household Survey Questionnaire	Community	Household questionnaire on access to education, attendance and constraints
Instrument 8: Group Discussion Guide (GDG) with Parents	Community	Focus group with parents to explore perceptions, social norms and support for education
Instrument 9: Group Discussion Guide (GDG) with Community Leaders	Community	Interview with community leaders on local engagement and social dynamics
Instrument 10: Questionnaire for members of the CAMA and FAWA associations	Community	We cannot use it because we do not have these targets in the current educational systems in Burkina Faso.
Instrument 11: Group Discussion Guide (GDG) with members of the CAMA and FAWA associations	Community	We did not use it because we do not have these targets in the current educational systems in Burkina Faso.
Instrument 12: Questionnaire for EMIS (EMIS) managers at provincial and regional levels	Regional/ Provincial/Institutional	Questionnaire for EMIS (Education Information Management) officials at the provincial and regional levels on educational information management
Instrument 13: Interview Guide with Provincial and Regional Education Directors	Regional/ Provincial/Institutional	Interview with provincial and regional education directors on program coordination and monitoring
Instrument 14: Interview Guide with Non-Governmental Organizations (NGOs)	Regional/ Provincial/Institutional	Interview with partner NGOs on support for educational programs and operational constraints

Source: CERFODES, field survey January 2026

Table 45: Changes in the number of education/teaching staff at MEBAPLN from 2021 to 2025

Job	2021 Staffing			2022 Staffing			2023 Staffing			2024 Staffing			Workforce figures 2025		
	F	H	Total	F	H	Total	F	H	Total	F	H	Total	F	H	Total
PRESCHOOL															

Certified Early Childhood Educator	159	258	417	159	258	417	159	258	417	159	258	417	159	258	417
Early childhood educator	169	332	501	204	479	683	235	622	857	286	763	1049	286	763	1049
Early Childhood Education Monitor	26	41	67	26	41	67	26	41	67	26	41	67	26	39	65
TOTAL PRESCHOOL	**354**	**631**	**985**	**389**	**778**	**1167**	**420**	**921**	**1341**	**471**	**1062**	**1533**	**471**	**1060**	**1531**
PRIMARY															
Assistant Teacher		10	10		10	10		10	10		10	10		10	10
Certified Assistant Teacher	1655	3574	5229	2427	3782	6209	2428	3782	6210	2428	3782	6210	2428	3782	6210
Certified primary school teacher	20279	19703	39982	20279	19703	39982	20279	19703	39982	20279	19703	39982	20279	19703	39982
Primary school teacher	11978	13624	25602	12079	14159	26238	12241	14745	26986	12457	15217	27674	12457	15217	27674
TOTAL PRIMARY	**33912**	**36911**	**70823**	**34785**	**37654**	**72439**	**34948**	**38240**	**73188**	**35164**	**38712**	**73876**	**35164**	**38712**	**73876**
TOTAL PRESCHOOL AND PRIMARY	**34266**	**37542**	**71808**	**35174**	**38432**	**73606**	**35368**	**39161**	**74529**	**35635**	**39774**	**75409**	**35635**	**39772**	**75407**

Source: SIGASPE as of June 26, 2025

Table 46: Situation of staffing needs expressed by decentralized structures in 2025

Jobs	BM	Casc	Center	THIS	CN	CO	CS	East	HB	NORTH	PC	Sahel	SO	T	New integration	Gap
EPE-ECPE	325	19	138	71	25	208	39	56	136	155	45	23	73	1313	196	-1117
MEJE	1	11	23	9	7	17	1	0	7	13	0	3	2	94	0	-94
PCE-PE-IAC	0	93	100	405	420	150	100	406	150	656	100	339	330	3249	1	-3248
IEPENF	0	7	0	48	9	30	7	28	22	22	4	11	19	207	128	-79
IEPE	5	5	23	10	2	11	8	21	23	35	5	5	17	170	0	-170
CASU	4	2	0	2	1	4	2	4	0	3	0	0	4	26	0	-26
CISU	1	0	0	0	0	1	0	3	1	0	0	3	1	10	0	-10
AASU	13	32	150	84	55	101	58	58	115	54	57	40	58	875	56	-819
AISU	3	6	9	7	7	25	10	15	8	19	7	7	2	125	111	-14
Total	**352**	**175**	**443**	**636**	**526**	**547**	**225**	**591**	**462**	**957**	**218**	**431**	**506**	**6069**	**492**	**-5577**

Source: Report of the 2025 session of the National Subcommittee on Assignments for Personal Convenience

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