



## ACCELERATED ED+

# STAKEHOLDER ANALYSIS REPORT – BURKINA FASO

**CERFODES (May 2025)**



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## List of acronyms

<b>APE :</b>	Parents Associations
<b>AME :</b>	Mothers-teachers' Associations
<b>CCEB :</b>	Coordination Framework of NGOs and Associations active in Basic Education
<b>CERFODES :</b>	Center for Studies, Research and Training for Economic and Social Development
<b>CEB :</b>	Basic Education District
<b>CN-EPT :</b>	National Coalition for Education for All
<b>COGES :</b>	School Management Committees
<b>CREDO :</b>	Christian Relief and Development Organization
<b>CVD :</b>	Village Development Committee
<b>DGACEVS :</b>	General Directorate for the Improvement of Teaching Conditions and School Life
<b>DGESS :</b>	General Directorate for Sectoral Studies and Statistics
<b>DGENF :</b>	General Directorate for Non-Formal Education
<b>DGQEP :</b>	General Directorate for the Quality of Preschool and Primary Education
<b>DPEIEFG :</b>	Directorate for Inclusive Education, Girls' Education and Gender Promotion
<b>DTICE :</b>	Directorate of Information and Communication Technologies for Education
<b>ED+ :</b>	Accelerated Education plus
<b>FCV :</b>	Fragility, Conflict and Violence
<b>FDC :</b>	Faso-Action for Community Development
<b>GEI :</b>	Gender Equality and Inclusion
<b>GPE-KIX :</b>	Global Partnership for Education – Knowledge and Innovation Exchange
<b>INSD :</b>	National Institute of Statistics and Demography
<b>MEBAPLN :</b>	Ministry of Basic Education, Literacy and the Promotion of National Languages
<b>NGO :</b>	Non-Governmental Organization
<b>OCADES :</b>	Catholic Organization for Development and Solidarity
<b>OOSCY :</b>	Out-of-School Children and Youth
<b>PAAENS/BFA :</b>	Accelerated Learning Project for Out-of-School Children and Adolescents in Burkina Faso
<b>PSDEBS :</b>	Strategic Plan for the Development of Basic and Secondary Education
<b>SSA/P :</b>	Accelerated Schooling Strategy / (Speed school)
<b>ST-ESU :</b>	Technical Secretariat for Education in Emergency Situations
<b>SWEDD :</b>	Sahel Women's Empowerment and Demographic Dividend Project
<b>SWOT :</b>	Strengths, Weaknesses, Opportunities, Threats
<b>UNFPA :</b>	United Nations Population Fund
<b>UNHCR :</b>	United Nations High Commissioner for Refugees
<b>UNICEF :</b>	United Nations International Children's Emergency Fund

## I. INTRODUCTION

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The project "*Promoting educational solutions: research for scaling up educational innovations in emergency and fragile areas affected by conflict and violence in Burkina Faso, Ghana and Nigeria*" also called the Accelerated Education Project ED+, is part of the dynamic of strengthening the resilience of education systems in certain African countries, through the integration of innovative approaches.

### 1.1. Context and objectives of the project

Education is a fundamental right and a key lever for development, but in West Africa, millions of children are excluded from the school system due to conflict, insecurity, and humanitarian crises. Burkina Faso, Ghana, and Nigeria are particularly affected, with alarming numbers of children out of school. In Burkina Faso, according to the 2019 General Population and Housing Census report <sup>1</sup>, nearly 2,947,634 children, or 54.1% of children aged 6 to 16, are out of school, including 1,458,245 girls. The situation has been exacerbated by the security crisis, which caused massive school closures. Indeed, the 2023 annual report by the Technical Secretariat for Education in Emergencies (ST-ESU) indicates that as of December 31, 2023, the number of closed educational structures was 5,330 over more than 26 100 in total. These closures affected 820,865 students, including 396,716 girls <sup>2</sup>.

It is clearly essential to ensure that the most marginalized children can access quality education in safety and dignity, hence the relevance of the *Accelerated ED+ project*, initiated by the Global Partnership for Education (GPE-KIX). The project aims to scale up and adapt proven educational innovations to address the challenges of emergency situations in these three countries, drawing on accelerated education, social-emotional learning and inclusive education program models designed to achieve transformative impact.

The overall objective of the project is to explore, evaluate, and support the scaling up of proven, emergency-responsive educational innovations educational innovations, which are also responsive to gender equality and inclusion (GEI). More specifically, this will involve the following activities:

1. **Generate evidence** on the adaptation and scaling up of effective educational innovations, sensitive to gender equality and inclusion, to improve access and retention of out-of-school children and youth (OOSCY) in crisis contexts.
2. **Mobilize knowledge** to influence educational policies and practices in areas of fragility, conflict and violence (FCV), by highlighting innovative models that

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<sup>1</sup>National Institute of Statistics and Demography, General Population and Housing Census 2019 (RGPH, 2019, volume 2 characteristics of households and the population).

<sup>2</sup>Ministry of National Education, Literacy and the Promotion of National Languages, Technical Secretariat for Education in Emergency Situations, Annual Monitoring and Evaluation Report of the National Strategy for Education in Emergency Situations, January 29, 2024, page 4.

have proven or potential effectiveness for impact in Burkina Faso, Ghana and Nigeria.

3. **Strengthen the capacities** of key stakeholders (governments, civil society organizations, etc.) so that they can effectively exploit research results and integrate these innovations into their educational strategies.

The expected results are as follows:

1. **Improved access to education:** Access and retention rates for out-of-school children are improved.
2. **Impact on education policies:** Evidence-based recommendations are made to inform national education plans.
3. **Capacity building:** Stakeholder capacities are strengthened to support and replicate successful models.

## 1.2. Innovations selected in Burkina Faso

In Burkina Faso, it is clear that since the advent of terrorist attacks have increased the number of children and youth out of school. Indeed, according to the monthly data reported by the Technical Secretariat for Education in Emergency Situations, as of December 31, 2022, 6,253 schools were closed. These closures represented approximately 23.88% of educational facilities in Burkina Faso. They affected 1,076,155 students, or 523,194 girls, as well as 31,594 teachers, or 10,130 women<sup>3</sup>.

As a result, the Government and its partners have facilitated the development and implementation of initiatives for appropriate responses. These have made it possible to reduce, between 2022 and 2023, the number of school closures from 6,253 to 5,330, or 23.88% to 20% of the country's schooling structures, thereby enabling hundreds of students to return to school. Among the innovations tested are: i) *the Accelerated Schooling Strategy (SSA/P) or speed schools initiated by the Foundation Strømme*; ii) *radio education program by UNICEF*; iii) *girls-focused and inclusive education by SWEDD*; iv) *and teacher training in socio-emotional learning and retention approaches*.

These innovations in Burkina Faso were selected based on their performance and potential for efficient scaling up, in particular through effective involvement of the Government, innovators, civil society and beneficiary communities, as stakeholders.

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<sup>3</sup>Ministry of National Education, Literacy and the Promotion of National Languages, Monthly Data Report on Education in Emergency Situations of December 31, 2022, January 2023, page 2

## II. STAKEHOLDER ANALYSIS

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As part of the project implementation, several activities were planned for the first year, including stakeholder analysis and co-construction of the research process. This activity is of capital importance because it allows a mapping of the stakeholders, and assessment of the share of responsibility of each stakeholder in the success of the research.

### 2.1. Objectives of 'Stakeholder Analysis

In Burkina Faso, the implementation of the selected innovations follows a distribution of roles between some key stakeholders, including the government through the Ministry of Basic Education, Literacy, and the Promotion of National Languages (MEBAPLN), technical and financial partners, innovators, local implementing associations or NGOs, local authorities (communes) and beneficiary communities.

This exercise aims to identify all stakeholders involved in the implementation of these innovations in the project areas, to understand their roles and to determine the extent to which their effective involvement could help achieve the research objectives. Specifically, this involves:

- identifying the stakeholders of the research project at both national and local levels and understanding their respective roles in the research system;
- assessing the interests and expectations of each stakeholder with regard to the project;
- assessing the influence each stakeholder has on the project;
- creating an effective stakeholder engagement framework for research success.

### 2.2. Scope of Stakeholder Analysis

The stakeholder analysis helps us understand the expectations of the various actors by clarifying with them the scope and objectives of the project in relation to the concept note. It serves four purposes: geographical, thematic, institutional, and partnership-related.

Thus, for each of these four dimensions, it is important to note specifically that:

- **the geographical dimension** aims to clarify and justify the locations selected for the implementation of the project, and to determine the added value of these choices.
- **the thematic dimension** helps capture the relevance of the selected innovations.
- **the institutional dimension** helps to situate the institutional anchoring of project activities to strengthen the relevance and applicability of the results.

- **the partnership dimension** helps to develop the need for a synergy of actions between stakeholders to achieve the project objectives. This allows for anticipation of potential opportunities and risks.

### **III. METHODOLOGICAL APPROACH**

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The stakeholder analysis of the “Accelerated ED+” project in Burkina Faso involved collecting a set of information relating to the main stakeholders in the design and implementation of the selected innovations, through a documentary review and interviews. In addition, analysis of this data was undertaken using appropriate tools.

#### **3.1. Data collection methods and tools**

We initiated an interactive process that enabled us to hold interviews with the managers of the stakeholder structures. These stakeholders include:

1. the General Secretariat of the Ministry of Basic Education, Literacy and the Promotion of National languages (SG/MEBAPLN);
2. the General Directorate of Sectoral Studies and Statistics (DGESS)
3. the General Directorate of Non-Formal Education (DGENF)
4. the General Directorate for the Quality of Preschool and Primary Education (DGQEP)
5. the General Directorate for the Improvement of Teaching Conditions and School Life (DGACEVS)
6. the Technical Secretariat for Education in Emergency Situations (ST-ESU)
7. UNICEF / Burkina Faso
8. UNHCR / Burkina Faso
9. the Stromme Foundation / Burkina Faso
10. the Consultation Framework for NGOs and Associations active in basic education (CCEB)
11. the National Coalition for Education for All (CN-EPT)
12. the Accelerated Learning Project Coordinator for Children and Adolescents not in School in Burkina Faso (PAAENS/BFA)
13. The National Institute of Statistics and Demography (INSD)

The interviews highlighted the availability and commitment of the stakeholders to support project implementation through data collection and participation in meetings at the invitation of CERFODES. CERFODES’s team was also able to note the alignment of the project with national priorities in terms of educational strategies in fragile areas affected by conflict and violence, as well as the possibility of working with partners at the national and local levels to collect data and guarantee access on the ground through compliance with security measures.

In addition to these preliminary interviews, information sheets were used to collect information from participants during the stakeholder analysis and project launch

workshop. These sheets were completed through group work conducted using focus group techniques. Workshop participants were divided into 3 groups (representatives of the ministry of education at central level, representatives of the ministry of education at regional level and technical and financial partners) to fill out the sheet with relevant information based on instructions provided by research team.

Finally, a literature review was carried out. See: Annex 1 *“Description of key Education Innovations in Emergency and FCV affected areas of Burkina Faso, Ghana and Nigeria”*, Annex 3 *“In-depth Cross-Country Analyses of the Out of School challenge and impact of FCV affected areas”* and Annex 8 *“Theory of change”* drawn from the project proposal.

### **3.2. Data analysis methods**

For the data analysis, we used a sequential mixed methods approach, incorporating both an analysis matrix that consists of defining roles for all structures and/or people to be involved in project implementation, measuring for each stakeholder their power and degree of influence in the execution of the activities while taking into account the interest each gives to the research.

We used the Eval approach<sup>4</sup>, which allows us to examine the roles of stakeholders, the interests at stake, and their ability to participate or hinder project activities, and to estimate the type of collaboration required. Combining this approach with the Strengths, Weaknesses, Opportunities, Threats (SWOT) strategic analysis method allowed us to highlight the environmental factors of the different stakeholders that could impact the research process.

A Venn diagram was used to analyze the interactions between the different stakeholders as well as the convergence or divergence of their respective interests in achieving the project objectives (See Figure 2, bellow).

The above process used made it possible to have a reliable mapping of the project stakeholders for the achievement of the expected results by intervention area.

## **IV. STAKEHOLDER MAPPING**

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### **4.1. Stakeholder identification**

The documentary review, interviews and the co-creation workshop enabled the research team to identify the stakeholders in relation to their administrative missions

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<sup>4</sup> The evaluative approach (Eval approach) in stakeholder analysis makes it possible to identify the actors involved in a project, assess their interests and influence, and map out their relationships. It helps anticipate impacts, manage risks, and define appropriate engagement strategies, thereby ensuring better project management and stakeholder buy-in.

and usual tasks recognized by official regulations 5 and publications on the internet 6. Thus, the directory of research stakeholders in Burkina Faso is as follows:

Table 1: List of stakeholders in the research project

Category	Stakeholders	Level of intervention	Sector / areas intervention
Government	Cabinet/General Secretariat of MEBAPLN	National	Policy guidance and decision-making
	General Directorate of Sectorial Studies and Statistics (DGESS)	National	Collection, centralization, processing and analysis of statistical data on MEBAPLN activities
	Directorate of Accelerated Education Strategy (D-SSA/P)/ DGENF	National, regional, provincial and municipal	-Development of SSA/P curricula -coordination and monitoring of the implementation of accelerated schooling strategies -Creation and management of accelerated schooling centers
	Directorate of Information and Communication Technologies for Education (DTICE)/DGQEP	National	Development and implementation of teaching strategies through information and communication technologies through the production and dissemination of educational programs for the educational community
	Directorate for the Promotion of Inclusive Education, Girls' Education and Gender (DPEIEFG)	National, regional, provincial and municipal	-Promotion of equal opportunities, equity and inclusive education in primary and non-formal structures -Coordination of strategies promoting the retention and success of girls, children with disabilities and vulnerable people in primary and non-formal education structures
	Technical Secretariat for Education in Emergency Situations	National, regional, provincial and municipal	-Implementation of educational and alternative approaches adapted to emergency situations -Psychosocial and socio-affective support for staff and students affected by emergency situations

<sup>5</sup>Decree No. 2024-1394/PRES/PM/MEBAPLN of 11/14/2024 on the organization of the Ministry of Basic Education, Literacy and Language Promotion

<sup>6</sup>Google.com/search

Regional Directorates of Sahel, Centre East and Centre South	Regional	<ul style="list-style-type: none"> <li>-Development of primary and non-formal education at the regional level</li> <li>-Supervision, coordination and control of the activities of the provincial directorates</li> <li>-Promotion of information and communication technologies in education</li> <li>-Initial and continuing training of basic education staff</li> </ul>
Provincial directorates of Séno, Oudalan , Boulougou , Kouritenga, Nahouri and Zoundwéogo	Provincial	<ul style="list-style-type: none"> <li>-Development of primary and non-formal education at the provincial level</li> <li>-Supervision, coordination and control of CEB activities</li> <li>-Promotion of information and communication technologies in education</li> <li>-Development and updating of the school map for primary and non-formal education</li> </ul>
Basic Education District (CEB)	Municipal and village	<ul style="list-style-type: none"> <li>Implement, monitor and control educational innovations and alternatives with the involvement of all stakeholders and partners</li> <li>-Support and advice to School Management Committees (COGES), Parents' Associations (APE) and Associations of Educating Mothers (AME) at the level of basic education</li> <li>-Continuing training for primary school teachers</li> <li>-Contribution to the initial training of primary and non-formal education personnel</li> <li>Implementation of actions to reduce disparities of all kinds</li> </ul>
Accelerated Learning Project for Out-of-School Children and Adolescents in Burkina Faso (PAAENS/BFA)	National	Scaling up the SSA/P

	Governorate Structure in charge of security	Regional	Assuring Security of research stakeholders in the field
	Commission on Information Technology and Civil Liberties	National	-Assessment of the categories of data that can be collected from the targets. -Authorization to publish data analyses.
	Local authorities (Special regional and municipal delegations)	Regional and municipal	- Contribution to the implementation of educational alternatives in emergency situations -Contribution to ensuring the safety of research participants in the field
<b>Communities</b>	Village Development Committees (CVD) APE, AME, COGES	Village	- Contribution to the implementation of educational alternatives in emergency situations - Facilitating access to localities and communities
	INSD	National	-Statistical visa agreement for research
<b>United Nations (UN) Agencies</b>	UNICEF	National, Regional, Provincial	-Emergency education, -Accelerated education, Girls' education, Inclusive education. -Radio Education Program
	UNHCR	Regional, provincial	-Emergency education for refugee and/or internally displaced children
<b>NGOs</b>	Foundation Strømme	National, regional, provincial	-Accelerated Education/SSA/P Initiator
	18.SWEDD/UNFPA	Regional, provincial	-Girls' education, gender and inclusion
	Faso-Action for Community Development (FDC)	Regional, provincial	Education through the implementation of educational alternatives such as SSA /P, community schools etc. (experience in the Sahel, Centre-East and Centre-South)
	Christian Relief and Development Organization (CREDO)	Regional, provincial	Education of children in vulnerable situations (experience in the project areas)
	Catholic Organization for Development and Solidarity (OCADES)	Regional, provincial	Education of children in vulnerable situations SSA/P, inclusive education etc. (experience in the project areas)

	Framework for consultation of NGOs and Associations active in basic education (CCEB)	National, regional, provincial	-Development of formal and non-formal education (access and quality) -Advocacy for inclusive education
	National Coalition for Education for All	National, regional, provincial	Education through the implementation of educational alternatives such as SSA /P, community schools (experience in the Sahel, Centre-East and Centre-South)

#### 4.2. Gender and social inclusion considerations

In the stakeholder mapping and analysis process, a close attention was paid gender representativeness. As of now, female and male stakeholders are involved in the process. However, supplementary efforts need to be done by the research team and collaborators to ensure a more representativeness of women in the coming steps. During the stakeholder workshop, for example, only 28% of participants (12 out 42) were female.

#### 4.3. Assessment of stakeholder expectations

During interviews and focus group discussions during the workshop, stakeholders expressed their expectations of the project, the consideration of which would facilitate their engagement in the implementation of the actions. Assessing their interests and concerns can facilitate the project's success by ensuring they understand the exact areas in which they wish to make changes.

The majority of expectations collected relate to taking into account

- the government's overall vision set out in the basic education development frameworks in Burkina Faso (Orientation Law <sup>7</sup>and PSDEBS <sup>8</sup>);
- the development of skills in addition to knowledge;
- the promotion of the added value of innovations;
- compliance with texts on research;
- respect for confidentiality with regard to certain information; and
- the effective involvement of all stakeholders in the entire research process.

The research implementation process will take these expectations into account in the design of the various tools and data analysis, as the research results will be shared as they progress with the committees that will be set up, including the Technical Committee and the Steering Committee. This assessment of the stakeholder

<sup>7</sup>Law No. 013-2007 adopted on July 30, 2007, establishing the framework law for education in Burkina Faso

<sup>8</sup>Strategic Plan for the Development of Basic and Secondary Education

expectations aims to anticipate bottlenecks in the process and facilitate the progress of activities within the required timeframes.

#### **4.4. Stakeholder influence and power in relation to stakeholder roles**

During the discussions, all identified stakeholders clearly indicated that the research project is timely. They emphasized the fact that the lack of scientific evidence of the relevance and added value of innovations does not allow for effective advocacy. Such advocacy would support their efficient deployment by the government and its partners with the aim of leaving no child without quality basic education, particularly in fragile areas affected by conflict and violence. For innovators, this is an opportunity to highlight with factual evidence their contribution to achieving the government's basic education objectives.

For the efficient involvement of each stakeholder identified in Table 1, roles that each of them could play in the research process have been defined. It is also necessary to assess the interest of each stakeholder in the project and measure their ability to influence actions, in order to maintain a high or low level in the success of the Accelerated ED+ project. Table 2 below summarizes this assessment.

Table 2: Degree of influence of stakeholders on the Accelerated ED+ project.

<b>Category</b> <i>(GovernmentUN agencies, NGOs, academia, communities)</i>	<b>Stakeholders</b>	<b>Interest in the Project</b> <i>(Low, Medium, High)</i>	<b>Roles in the research process</b>	<b>Influence/ Power</b> <i>(Low, Medium, High)</i>	<b>Commitment/ Attitude</b> <i>(favorable, neutral, opposed)</i>
<b>Government</b>	General Directorate of Sectoral Studies and Statistics (DGESS)	High	Facilitate access to official statistical data on primary education	High	Favorable
	Directorate of Accelerated Education Strategy (D-SSA/ P)	High	-Facilitate access to local NGOs implementing SSA/P - Provision of curricula for classic SSA/P and resilience SSA/P (in emergency situations)	Medium	Favorable
	Directorate of Information and Communication Technologies for Education (DTICE)	High	- Share the experience of UNICEF radio education program capitalized by the government and other experiences as needed	Medium	Favorable
	Directorate for the Promotion of Inclusive Education, Girls' Education and Gender (DPEIEFG)	High	- Share SWEED's education experience in girls' education, gender and inclusion capitalized by the government and other experiences	Medium	Favorable

	Technical Secretariat for Education in Emergency Situations	High	<ul style="list-style-type: none"> <li>-Share documentation on emergency-adapted pedagogical and alternative approaches used in Burkina Faso as well as government mitigation measures related to education in fragile areas affected by conflict and violence</li> <li>-Share experience in psychosocial and socio-affective support for teachers and learners in fragile areas affected by conflict and violence</li> <li>-Facilitate teacher training in Socio-Emotional Learning (SEL)</li> </ul>	High	Favorable
	Regional Directorates of Sahel, Centre East and Centre South	Medium	<ul style="list-style-type: none"> <li>-Facilitate the identification of research stakeholders at the regional level</li> <li>-Facilitate access to regional partners involved in education in emergency situations</li> <li>- Facilitated data collection at the regional level</li> </ul>	Low	Favorable

	Séno, Oudalan , Boulougou , Kouritenga, Nahouri and Zoundwéogo	Medium	-Facilitate the identification of research stakeholders at the provincial level -Facilitate access to provincial partners involved in education in emergency situations - Facilitated data collection at the provincial level	Low	Favorable
	Basic Education District (CEB)	Medium	-Facilitate the identification of research stakeholders at the community and village level -Facilitate access to community partners involved in education in emergency situations - Facilitated data collection at the municipal and village level	Low	Favorable
	Accelerated Learning Project for Out-of-School Children and Adolescents in Burkina Faso (PAAENS/BFA)	High	-Sharing documentation -Participation in meetings	Low	Favorable
	Commission on Information	Low	Deliverance authorization	Low	Favorable

	Technology and Civil Liberties (CIL)				
	Local authorities (Regional and municipal councils)	Medium	Local authorities (Regional and municipal councils)	Low	Favorable
<b>Communities</b>	Village Development Committees (CVD) APE, AME, COGES	High	- Support for learners and teachers - Security support	Medium	Favorable
<b>Institutes</b>	INSD	Medium	Deliverance authorization	Medium	Favorable
<b>United Nations (UN) Agencies</b>	UNICEF	High	Innovator of Radio Education Programs -Sharing documentation -Participation in research activities	High	Favorable
	UNHCR	Medium	-Security support -Innovator of Radio Education Programs -Sharing documentation -Participation in research activities	Medium	Favorable
<b>NGO</b>	Foundation Stromme	High	SSA/P/ Innovator -Sharing documentation -Participation in research activities	High	Favorable

	SWEDD/UNFPA	Medium	Innovator in girls' education, gender and inclusion -Sharing documentation -Participation in research activities	Medium	Favorable
	Faso-Action for Community Development (FDC)	High	Innovation operator (SSA/P and girls' education, gender and inclusive) -Sharing practical experiences in the field -Participation in research activities (Experience in the Sahel, Centre-East and Centre-South)	Medium	Favorable
	Christian Relief and Development Organization (CREDO)	High	Innovation operator (SSA /P, girls' education, gender and inclusive and PER) -Sharing practical experiences in the field -Participation in research activities (experience in the Sahel, Centre-East and Centre-South)	Medium	Favorable
	Catholic Organization for Development and Solidarity (OCADES)	High	Innovation operator: Sharing practical experiences in the field	Medium	Favorable

			-Participation in research activities (experience in the Sahel, Centre-East and Centre-South)		
	Framework for consultation of NGOs and Associations active in basic education (CCEB)	Medium	-Facilitation in advocacy -Sharing documentation	Low	Favorable
	National Coalition for Education for All	Medium	Facilitation in advocacy -Sharing documentation	Low	Favorable

#### **4.5. Illustration of the level of influence and areas where stakeholders converge**

Stakeholder analysis is a key strategic tool for understanding influence dynamics in the implementation of education policies and programs. Figure 1 below presents a stakeholder mapping based on two fundamental criteria: the level of power stakeholders exert over decisions and actions, and the degree of interest they show in the project or the relevant sector. This analytical framework makes it possible to visualize four major categories:

##### **4.5.1. High Power / Low Interest:**

This quadrant includes institutional actors with significant decision-making or influencing capacity but whose direct involvement or interest in educational issues in emergency contexts remains moderate. This group typically includes security agencies, local authorities, and certain national institutions such as the National Institute of Statistics and Demography (INSD).

##### **4.5.2. High Power / High Interest:**

This quadrant consists of key strategic actors. They possess both significant action power and a clear interest in the project's outcomes. It includes several departments within the Ministry of Education, sectoral coordination bodies, and decentralized services operating in intervention areas.

##### **4.5.3. Low Power / Low Interest:**

This group comprises grassroots stakeholders such as teachers, students, parents, and local communities. While their influence is limited, their role remains essential, particularly regarding local ownership of educational initiatives.

##### **4.5.4. Low Power / High Interest:**

This quadrant includes technical actors and implementing partners, such as NGOs, education projects, and UN agencies. Their commitment is strong and ongoing, although their formal power is often limited.

Figure 1 below illustrates this stakeholder typology based on the power/interest matrix: the reading for the first column goes from top left downwards, and for the second column from top right downwards.

	Low Interest	High Interest	
High Power	<ul style="list-style-type: none"> <li>-Structure in charge of security/Governorate</li> <li>-Commission on Information Technology and Civil Liberties</li> <li>-Local authorities (Regional and municipal special delegations)</li> <li>-Village Development Committees (CVD)</li> <li>-APE, AME, COGES</li> <li>-INSD</li> </ul>	<ul style="list-style-type: none"> <li>- Cabinet/General Secretariat of MEBAPLN</li> <li>-General Directorate of Sectoral Studies and Statistics (DGESS)</li> <li>-Department of Accelerated Schooling Strategy (D-SSA/ P)/ DGENF</li> <li>-Directorate of Information and Communication Technologies for Education (DTICE)/DGQEP</li> <li>-Directorate for the Promotion of Inclusive Education, Girls' Education and Gender (DPEIEFG)</li> <li>-DGACEVS</li> <li>Technical Secretariat for Education in Emergency Situations (ST-ESU)</li> <li>-Regional Directorates of Sahel, Centre East and Centre South</li> <li>-Provincial directorates of Séno, Oudalan, Boulougou , Kouritenga, Nahouri and Zoundwéogo</li> </ul>	High Power
Low Power	<ul style="list-style-type: none"> <li>-The teachers</li> <li>-The students</li> <li>-Parents of students</li> <li>-The communities</li> <li>- Basic Education District (CEB)</li> </ul>	<ul style="list-style-type: none"> <li>-Accelerated Learning Project for Out-of-School Children and Adolescents in Burkina Faso (PAAENS/BFA)</li> <li>-UNICEF</li> <li>-UNHCR</li> <li>-Stromme Foundation</li> <li>-SWEDD/UNFPA</li> <li>-Faso-Action for Community Development (FDC)</li> <li>-Christian Relief and Development Organization (CREDO)</li> <li>-Catholic Organization for Development and Solidarity (OCADES)</li> <li>-Framework for consultation of NGOs and Associations active in basic education (CCEB)</li> <li>-National Coalition for Education for All (CNEPT)</li> </ul>	Low Power
	Low Interest	High Interest	

Figure 1: Stakeholder Power and Interest Map

**Source:** CERFODES To complement the cross-analysis of stakeholders' power and interest, Figure 2 presents a Venn diagram highlighting the areas of convergence among the different categories of actors. This diagram provides a concise visualization of interactions, complementarities, and overlaps in roles and responsibilities.

The diagram distinguishes three main circles representing:

- CERFODES (research team),
- Institutional actors (government structures, ministerial departments, decentralized services, and community actors),
- Technical and financial partners (NGOs, projects, international agencies).

The areas of intersection reflect potential synergies, spaces for consultation, or shared responsibilities in the implementation of educational initiatives.

For example, the intersection between institutional actors and technical partners illustrates the importance of coordination to ensure strategic alignment. The overlap between CERFODES and institutions emphasizes the need for inclusive and participatory collaboration.

This diagram serves as a useful visual tool for identifying common action levers and optimizing inter-actor collaboration within the project framework.

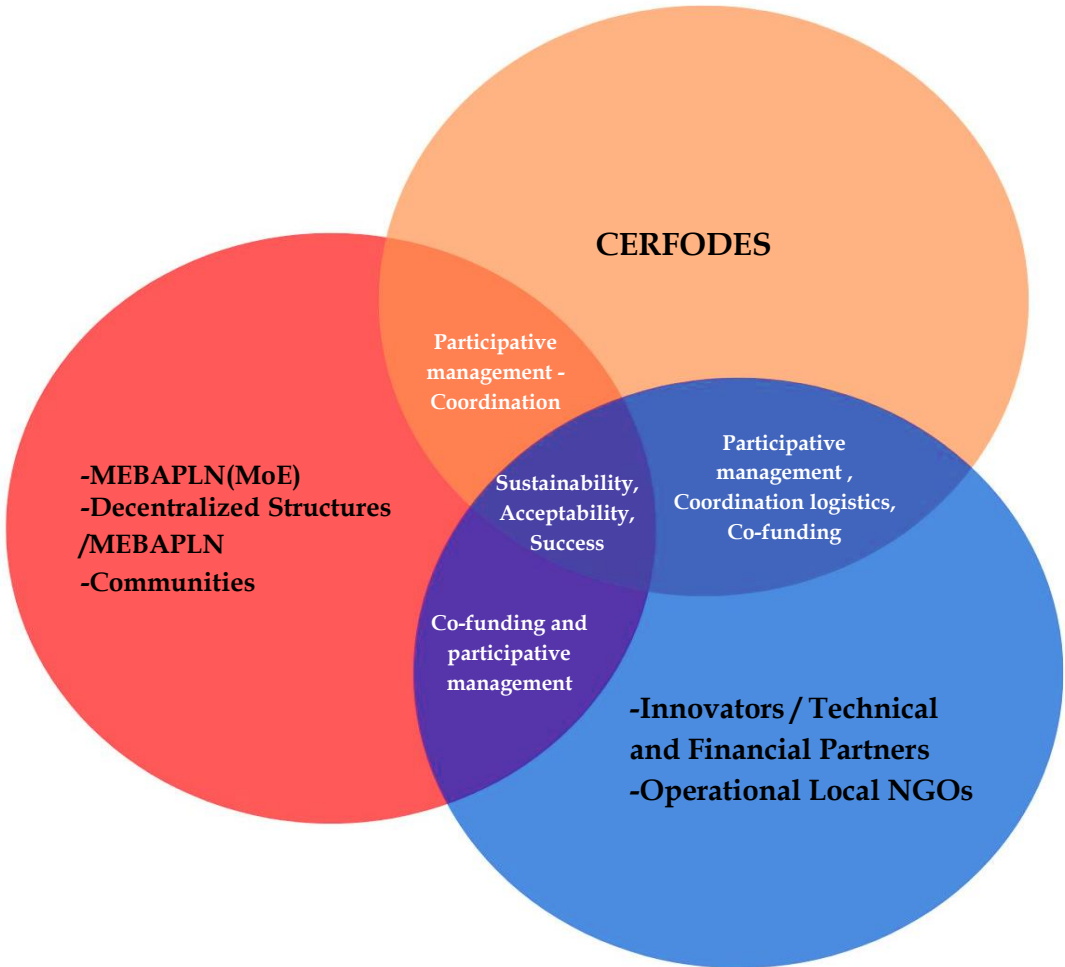


Figure 2: Venn diagram showing stakeholders' common interests and how each relates to the project

Source: CERFODES

**4.6. Analysis of partnership factors and issues**

The process, conducted using the SWOT strategic analysis methodology, made it possible to identify the strengths, weaknesses, opportunities, and threats at the level

of all stakeholders and the main challenges to be addressed in order to measure the issues and establish a framework for engagement conducive to carrying out the research. The exercise made it possible to note the following:

➤ **Forces**

Burkina Faso's environment highlights strengths for successful implementation of the research project in connection with stakeholder analysis. These include:

- the proven availability of stakeholders to support the research project;
- the will, commitment and dynamism displayed by those responsible for government structures and the selected innovations;
- the support of operational stakeholders for the selected innovations;
- a strong team culture among consultants and the CERFODES administration (cohesion of the research team, efficient sharing of tasks, synergy among members and commitment to advancing research activities despite the modesty of financial resources);
- the opportunity to establish a dynamic partnership (prospects for healthy relationships) with key stakeholders from government and innovators;
- all selected innovations are still functional in the field;
- the institutional anchoring of innovations in the official system of the education sector in Burkina Faso;
- the existence of a security system capable of guaranteeing the movement of teams on the ground in low and medium risk areas;
- the existence of local relay partners to work with in high-risk areas;
- the clear willingness of technical and financial partners such as UNICEF and UNHCR to provide CERFODES with resources and logistical means for carrying out certain project activities.

➤ **Weakness**

There is only one weakness to note: the slowness in setting up the committees (Technical Committee and Steering Committee). As of now, a proposal of members for these committees has been made by CERFODES and is awaiting approval by the Ministry of Education.

➤ **Opportunities**

Opportunities are offered to CERFODES through environmental factors favorable to the realization of the research project. These include:

- the interest shown by the authorities of the Ministry in charge of primary education and innovators;
- the existence of a government project to scale up the SSA/P (PAENES-BFA);

- the internalization of innovations in official basic education programs;
- the existence of growing educational needs of populations in fragile areas affected by conflict and violence;
- the legal environment favorable to research themes;
- the existence of official benchmarks for the implementation of SSA/P in Burkina Faso;
- the existence of a national coalition to strengthen advocacy for educational innovations;
- the ongoing digitalization of SSA/P content for distance learning/teaching (radio, television, etc.)

### ➤ **Threats**

The main threat that could affect execution of research activities is related to the inaccessibility of certain localities due to insecurity or the failure of stakeholders at the local level. To minimize this threat, CERFODES has already taken some steps and has planned others. These include identifying and collaborating with trusted local NGOs, or community-based organizations that are already active in the project areas and have established relationships with communities. This is the case with the Consultation framework for NGOs and Associations active in basic education (CCEB) who clearly reaffirmed their commitment during the workshop to support the project with their local representatives during field activities in the Sahel region. UNHCR has also promised to support with local partners who will serve as enumerators or to provide transportation by fly when necessary. Besides all this, the team is planning to use mobile surveys, phone interviews, or online tools (e.g., KoboToolbox, WhatsApp, Google Forms) to collect data from respondents without physically entering insecure areas. Above all, any decision by the research related to field visit is taken based on regular security update provided by the team security expert.

### ➤ **Stakeholder issues**

From the above, the major challenges of the Accelerated ED+ project are essentially related to:

- the effective engagement of all key stakeholders in driving the process towards completion;
- access to high-risk areas;
- the availability of stakeholders at the local level in high-risk areas;
- compliance with security measures issued by the government and UN agencies in relation to the deadlines for carrying out activities on the ground.

From the above, synergies of actions are possible between the different stakeholders. Throughout the analysis, no potential conflicts between stakeholders were identified.

This synergy of action can be established as follows:

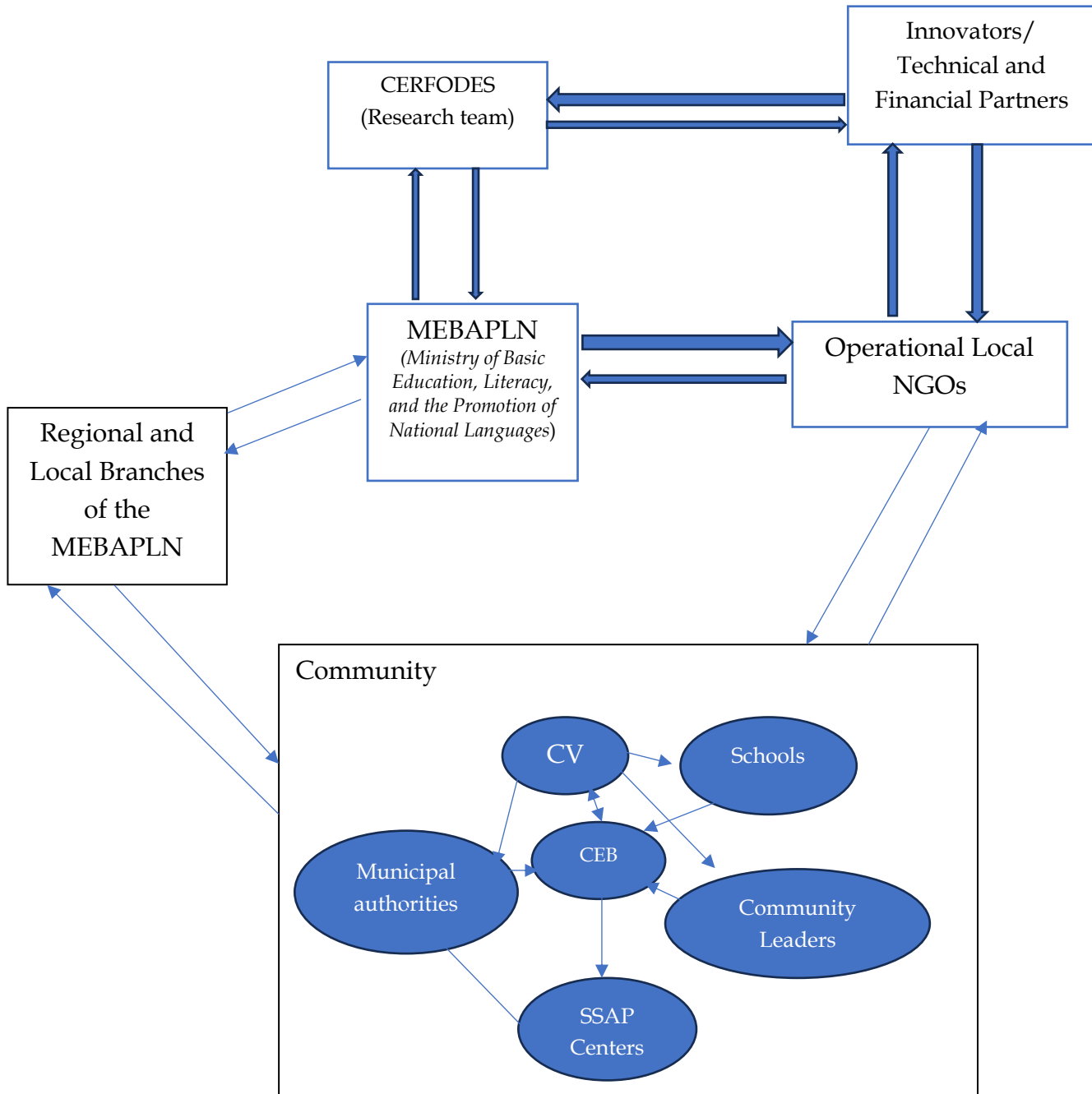


Figure 3: Illustration of the synergy between the different stakeholders of the Project

## I. STAKEHOLDER ENGAGEMENT FRAMEWORK

In view of the objectives set and the expected results of the Accelerated Education ED + project, it is clear that the involvement of the main stakeholders requires the establishment of a framework of shared commitment in which each stakeholder group confirms its desire to fulfill its role.

### 1.1. Objectives of the engagement

The goal of securing the commitment of each stakeholder is to facilitate the satisfactory completion of all project activities within the required timeframe. This is a sign of stakeholder buy-in to the research process. The commitment of each stakeholder strengthens collaboration, facilitates exchanges and interactions for a synergy of actions. Such commitment requires ownership of the project as a whole by each of the stakeholders.

The findings of the stakeholder analysis workshop held from April 8 to 9, 2025, are evidence of the ownership of the project's merits and the established process for its implementation. The need for frank collaboration for the success of the project in Burkina Faso was felt by all participants and understood as a challenge to be met.

### 1.2. Engagement strategies

Considering the sensitivity of each stakeholder and their role in the project, engagement strategies defined in Table 3 will be used. The research team will use information, awareness-raising, consultation, collaboration and partnership actions.

These strategies will be used individually or in combination for greater effectiveness depending on each stakeholder.

Table 3: Engagement strategy by stakeholder

Stakeholders	Engagement strategy (information, awareness raising, consultation, collaboration, partnership, co-decision, etc.)
Cabinet/ General Secretariat of MEBAPLN	Co-decision
General Directorate of Sectoral Studies and Statistics (DGESS)	
Technical Secretariat for Education in Emergency Situations	
Directorate of Accelerated Education Strategy (D-SSA/ P) / DGENF	

<b>Directorate of Information and Communication Technologies for Education (DTICE)/DGQEP</b>	Partnership
<b>Directorate for the Promotion of Inclusive Education, Girls' Education and Gender (DPEIEFG) DGACEVS</b>	
<b>Provincial directorates of Séno, Oudalan , Boulougou , Kouritenga, Nahouri and Zoundwéogo</b>	
<b>Regional Directorates of Sahel, Centre East and Centre South</b>	Information
<b>Accelerated Learning Project for Out-of-School Children and Adolescents in Burkina Faso (PAAENS/BFA)</b>	
<b>Basic Education District (CEB)</b>	Awareness raising
<b>UNICEF</b>	Collaboration
<b>UNHCR</b>	
<b>Foundation Stromme</b>	
<b>SWEDD/UNFPA</b>	Consultation
<b>Structure in charge of security</b>	
<b>Commission on Information Technology and Civil Liberties</b>	
<b>Local authorities (Special delegations) regional and municipal)</b>	
<b>Village Development Committees (CVD),APE, AME, COGES</b>	
<b>KI ZERBO University (Ouagadougou)</b>	
<b>INSD</b>	
<b>Faso-Action for Community Development (FDC)</b>	
<b>Christian Relief and Development Organization (CREDO)</b>	
<b>Catholic Organization for Development and Solidarity (OCADES)</b>	
<b>Framework for consultation of NGOs and Associations active in basic education (CCEB)</b>	
<b>National Coalition for Education for All</b>	

### 1.3. Engagement Frameworks and Tools

Several tools will be used to translate the commitment of each stakeholder. These will mainly include:

- collaboration platforms;
- meetings;
- working groups;
- a technical committee;
- a steering committee;
- workshops;
- reports;
- policy briefs.

The research team will use these tools according to the level of involvement of each stakeholder.

Table 4: Stakeholder engagement framework and tool

<b>Stakeholders</b>	<b>Influence/Power (Low, Medium, High)</b>	<b>Engagement strategy (information, awareness, consultation, collaboration, partnership, co-decision, etc.)</b>
<b>Cabinet/General Secretariat MEBAPLN</b>	High	Steering Committee Collaboration platform Workshop, policy briefs, Reports
<b>General Directorate of Sectoral Studies and Statistics (DGESS)</b>	High	Steering Committee Collaboration platform Workshop
<b>Directorate of Accelerated Education Strategy (D-SSA/ P)/ DGENF</b>	Medium	Steering Committee Collaboration platform Workshop
<b>Directorate of Information and Communication Technologies for Education (DTICE)/DGQEP</b>	Medium	Technical Committee Collaboration platform Workshop
<b>Directorate for the Promotion of Inclusive Education, Girls' Education and Gender (DPEIEFG)</b>	Medium	Technical Committee Collaboration platform Workshop
<b>Technical Secretariat for Education in Emergency Situations</b>	High	Steering Committee Collaboration platform Workshop
<b>Regional Directorates of Sahel, Centre East and Centre South</b>	Low	Collaboration platform Workshop Reports
<b>Provincial directorates of Séno, Oudalan , Boulougou , Kouritenga, Nahouri and Zoundwéogo</b>	Medium	Collaboration platform Workshop Report
<b>Basic Education District (CEB)</b>	Low	Report
<b>Accelerated Learning Project for Out-of-School Children and Adolescents in Burkina Faso (PAAENS/BFA)</b>	Low	Report
<b>Structure in charge of security</b>	High	Collaboration platform
<b>Commission on Information Technology and Civil Liberties</b>	Low	Report
<b>Local authorities (Regional and municipal councils)</b>	Low	Report
<b>Village Development Committees (CVD)APE, AME, COGES</b>	Medium	Policy briefs
<b>INSD</b>	High	Consultation report
<b>UNICEF</b>	High	-Steering Committee
<b>UNHCR</b>	Medium	-Collaboration platform
<b>Foundation Stromme</b>	High	-Workshop
<b>SWEDD/UNFPA</b>	Medium	

<b>Faso-Action for Community Development (FDC)</b>	Medium	
<b>Christian Relief and Development Organization (CREDO)</b>	Medium	
<b>Catholic Organization for Development and Solidarity (OCADES)</b>	Medium	
<b>Framework for consultation of NGOs and Associations active in basic education (CCEB)</b>	Low	Report
<b>National Coalition for Education for All (CN-EPT)</b>	Low	Report

## **II. CONCLUSIONS AND RECOMMENDATIONS**

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Overall, the stakeholder engagement process in Burkina Faso yielded significant results. Through a collaborative approach, the team was able to identify key project stakeholders, analyze their interests, expectations, and influence on the project, and lay a solid foundation for effective collaboration to ensure the research's success. All stakeholders involved demonstrated positive engagement with the project.

The approach adopted combined meetings and a workshop. This encouraged the co-construction of the overall research process, taking into account certain specificities of the Burkinabe context.

At the end of this process, we make the following recommendations formulated by the stakeholders:

1. Establish an advocacy body at the consortium level to request efficient support from IDRC and GPE for the implementation of recommendations arising from the research;
2. Design a focal point at the regional level for selected innovations, which will be the interface between the project and the field partners
3. Organize virtual meetings with key stakeholders

## ANNEX

### *Annex 1: List of stakeholders consulted*

Order number	Organization	Name & surname of the representative
1	General Secretariat of the Ministry responsible for primary education;	<b>Mr. Ibrahima SANOU</b>
2	General Directorate of Sectoral Studies and Statistics (DGESS)	<b>OUEDRAOGO Wendemi Sylvain</b>
3	Directorate General for Non-Formal Education (DGENF)	<b>TAGNABOU Ouedan Jean Noel</b>
4	General Directorate for the Quality of Preschool and Primary Education (DGQEP)	<b>GUIGMA Marcel</b>
5	Directorate for the Promotion of Inclusive Education, Girls' Education and Gender (DPEIEFG)	<b>ZOUNDI Témilé</b>
6	Technical Secretariat for Education in Emergency Situations (ST-ESU)	<b>KONE Halidou</b>
7	UNICEF/Burkina Faso	<b>TRAORE Adama</b>
8	UNHCR/Burkina Faso	<b>SAWADOGO Cyprien</b>
9	Stromme Foundation /Burkina Faso	<b>YELEMOU Cyriaque</b>
10	Framework for consultation of NGOs and Associations active in basic education (CCEB)	<b>ILBOUDO Oumarou</b>
11	National Coalition for Education for All (CN-EPT)	<b>TRAORE Tahirou</b>
12	Coordinator of the Accelerated Learning Project for Out-of-School Children and Adolescents in Burkina Faso (PAAENS/BFA)	<b>OUEDRAOGO Abdoulaye</b>
13	DREPPNF - Center East	<b>SILGA B. Pierre</b>
14	DREPPNF Center South	<b>CONGO Adama</b>
15	DREPPNF Sahel	<b>MAIGA Ousseni Moukaylou</b>