



ACCELERATE ED+



STAKEHOLDER ANALYSIS AND CO-CREATION WORKSHOP REPORT

Burkina Faso

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List of acronyms

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

I. INTRODUCTION

From April 8 to 9, 2025, the stakeholder analysis workshop and co-creation of the research process was held in Ouagadougou in the conference room of the General Directorate for the Quality of Preschool and Primary Education (DGQEP). This workshop, organized by the Center for Studies, Research and Training for Economic and Social Development (CERFODES), is part of the activities of the Accelerated ED+ project *Advancing education solutions: research for scaling up educational innovations in emergency contexts and fragile areas affected by conflict and violence (FCV) in Burkina Faso, Ghana and Nigeria*. It brought together 42 participants (12 of which were women) from government structures of the Burkina Faso education system at the central and decentralized levels, civil society, and partner institutions promoting educational alternatives commonly called "innovators". At the decentralized level, representatives of the Sahel, Center East and Center South regions covered by the research were present. The attendance list is found at **Annex 2**.

II. WORKSHOP PARTICIPANTS

the workshop gathered three (03) categories of participants included (i) representatives of the ministry of education at central level, (ii) representatives of the ministry of education at regional level such the directorate and technical and financial partners.

The representatives of the ministry of education at central level included:

- **the Cabinet or the General Secretariat of Ministry of Basic Education, Literacy and the Promotion of National Languages (MEBAPLN)**, responsible for basic education policy guidance and decision-making;
- **the Directorate General of Sectoral Studies and Statistics (DGESS)**, responsible for collecting, centralizing, processing and analyzing statistical data on MEBAPLN activities;
- **the Directorate of Accelerated Schooling Strategy (D-SSA/ P)**, in charge of developing speed schools (SSA/P) curricula; coordinating and monitoring the implementation of accelerated schooling strategies; and the creation and management of accelerated schooling centers;
- **the Directorate General of Non-Formal Education (DGENF)**, responsible for the development, coordination, and monitoring of non-formal education policies and programs in Burkina Faso, with a focus on improving access to quality education for youth and adults outside the formal school system, including literacy, vocational training, and life skills development
- **the Directorate of Information and Communication Technologies for Education (DTICE)** is responsible for developing and implementing teaching strategies using information and communication technologies, notably through the production and dissemination of educational programs for the educational community
- **the Directorate General for the Quality of Primary Education (DGQEP)**, responsible for improving the formal education system by overseeing curriculum reform and the evaluation of textbooks, with the goal of providing appropriate teaching tools for teachers and students, based on the Integrative Pedagogical Approach (API)
- **the Directorate for the Promotion of Inclusive Education, Girls' Education and Gender (DPEIEFG)**, responsible for promoting equal opportunities, equity, and

inclusive education in primary and non-formal structures, as well as coordinating strategies to support the retention and success of girls, children with disabilities, and vulnerable individuals in these educational settings.

- **The Technical Secretariat for Education in Emergency Situations (ST-ESU)**, responsible for implementing educational and alternative approaches adapted to emergency contexts, as well as providing psychosocial and socio-emotional support to staff, teachers and students affected by such situations;
- **the Accelerated Learning Project for Out-of-School Children and Adolescents in Burkina Faso (PAAENS/BFA)**, a project initiated by the government to scale up speed school (SSA/P) in Burkina Faso;

The representatives of the ministry of education included:

The Regional Directorates for Pre-school, Primary and Non-Formal Education of the Center-East, Center-South, and Sahel regions, which are responsible for developing primary and non-formal education at the regional level, supervising, coordinating, and monitoring the activities of the provincial directorates, promoting information and communication technologies in education, and ensuring the initial and continuing training of basic education staff

The technical and financial partners included:

- the Stromme Foundation, which initiated the Speed School (SSA/P) program;
- UNICEF, a key player in education in Emergencies (EiE), Accelerated education with the Radio Education Program and in Girls-focused and Inclusive education in Burkina Faso.
- UNHCR, which support Emergency education for refugee and/or internally displaced children;
- The Consultation Framework for NGOs and Associations active in Basic Education (CCEB) in Burkina Faso, a civil society organization committed for advocacy for inclusive education in Burkina Faso.

Following the stakeholder workshop at national level, CERFODES has initiated field visits to engage local education stakeholders. The first round conducted from the 29th to 30th of April 2025, concerned the Center-South region where the team hold a meeting with more than twenty (20) stakeholders including the governor of the center-South region, the heads of Basic Education District based in Municipalities of Manga (Zoundweogo province) and Pô (Nahouri province). This visit enabled the team to notice some experiences of innovations such as radio education program (UNICEF), girls-focused education program and socio-emotional learning program (ST-ESU). This visit also allowed the team to prepare the field for the coming data collection activities.

The second round of this field visit, which is yet to be planned, concerns the Center Est region and will be conducted in the coming weeks.

III. WORKSHOP OBJECTIVES

The overall objective of the workshop was to bring together the various stakeholders involved in research in Burkina Faso to co-construct a collaborative process aimed at achieving the set objectives. This provided a basis for the analysis of the stakeholders involved and the

development of a structured research framework to ensure effective implementation of the "Accelerated ED+" project.

Specifically, the workshop aimed to:

- enable all stakeholders to take ownership of the research project;
- analyze key stakeholders, identifying the role, expectations and level of influence of each of them;
- define the framework for engagement of each stakeholder;
- define localities by province (Séno, Oudalan, Boulgou, Kouritenga, Nahouri, Zoundwéogo) for carrying out research activities;
- identify research stakeholders at the level of each locality/municipality;
- formulate, based on the analysis of the objectives and expected results presented, recommendations for improving the process advocated by the consortium in the current context of implementation of the selected innovations in Burkina Faso. These innovations are SSA/P, innovations led by SWEDD in the context of girls' education, gender and inclusion, education through radio with the support of UNICEF, psychosocial support initiatives for learners and teachers affected by fragility, conflicts and violence.

IV. WORKSHOP PROCEEDINGS

The workshop was marked by three highlights, namely the opening ceremony, the work phase and the closing ceremony.

DAY 1: Opening ceremony, presentations and group work

4.1. The opening ceremony



Picture 1: Group photo at the opening

The opening ceremony was chaired by the Director General of Sector Studies and Statistics (DGESS) of the Ministry in charge of Basic Education, representing the Secretary General of

the Ministry of Basic Education, Literacy and the Promotion of National Languages (SG/MEBAPLN). Present alongside him were the Director General of CERFODES, the Director General of Non-Formal Education (DGENF), the specialist consultant in Accelerated Education and the focal point of the Accelerated ED+ project.

The ceremony included two speeches:

- introductory words from the DG of CERFODES, director of the research project in Burkina Faso;
- opening remarks by the representative of the SG/MEBAPLN

At the beginning of his speech, the director welcomed the various participants and expressed his satisfaction at a workshop dedicated to the analysis of the stakeholders of the research *"Promoting educational solutions: research for the scaling up of educational innovations in emergency contexts and fragile areas affected by conflict and violence in Burkina Faso, Ghana and Nigeria"*.

He then indicated that the research project aims to explore, evaluate, and support the scaling up of proven educational innovations in crisis contexts. This is achieved through several key objectives, including:

1. Identifying and evaluating innovations that will enable the analysis of strategies such as Accelerated Schooling, radio education and programs aimed at the inclusion of girls, including their effectiveness and their ability to be scaled up;
2. Building the capacity of teachers and educators in social-emotional learning and retention approaches to create more inclusive and supportive learning;
3. The collection of factual data to inform educational policies.

Exposing the immense challenges facing the education systems of the countries covered by the project, particularly in areas affected by conflict and violence, the director indicated that the project is an appropriate proactive response to ensure quality education for children, regardless of their context. Furthermore, he also discussed the challenges of implementing the project, namely: i) stakeholder engagement, ii) the security context and iii) resource mobilization for scaling up, all of which require synergy of action, flexibility and convincing results.

Stating that the research methodology is based on a rigorous approach combining qualitative and quantitative methods, the research director noted that the first year of the research will be devoted to carrying out a situational analysis to assess local contexts and identify the specific needs of out-of-school children and youth (OOSCY). Therefore, the consortium is committed to working closely with governments, innovators, civil society and educators. This approach, which includes engagements with working groups and key education stakeholders, will ensure that the solutions developed are effective and adapted to local realities.

The Director of CERFODES reassured participants that a knowledge mobilization strategy has been developed, as well as a plan for disseminating research results with the aim of informing educational policies and improving practices. In closing, he thanked all participants for their commitment and requested their active participation in the discussions.

Following the DG of CERFODES, the representative of SG/MEBAPLN delivered his opening remarks. He emphasized that the workshop also reflects the official launch of research in Burkina Faso and then congratulated CERFODES for being part of the consortium selected out

of more than 500 candidates who applied to implement this research launched by the Global Partnership for Education through its ***“Knowledge and Innovation Exchange (KIX)”*** program.

The Secretary General also welcomed this initiative, which contributes to building a new dynamic to meet the pressing educational needs of populations adversely affected by the security situation. He said that questioning the innovations adopted is more necessary than ever so as to obtain factual evidence that can influence teaching/learning policies and practices.

He noted that this action research is part of the vision of the Education and Training Sector Plan (PSEF) 2017-2030: "a democratic, efficient, inclusive and open education system, developing the skills and expertise necessary and sufficient for the socio-economic development of Burkina Faso."

He pointed out that the implementation of the Accelerated ED+ project is taking place in a context marked by the resilience of the Burkinabe educational community, whose merits must be recognized and valued by undeniable evidence demonstrated through the selected innovations. In terms of recommendations from this study, he indicates that the Ministry in charge of Basic Education expects capitalization of this evidence with a view to duplicating it wherever necessary.

Referring to the relevance of action research, which offers an opportunity to capitalize on successful experiences to be magnified in educational policies, he invited all stakeholders to resolutely commit to its success.

Finally, the representative of the SG/MEBAPLN wished the participants an excellent working session before declaring the launch in Burkina Faso of the research and opened the stakeholder analysis workshop.

The opening ceremony closed with a group photograph and media interviews.

4.2. The progress of the work

After the opening ceremony, Madam. Catherine KABORE of the research team presented the objectives of the workshop as well as the workshop agenda which was adopted by the participants. A three (03) member board was set up to lead the work. This board is composed as follows:

- Mr. Wendemi Sylvain OUEDRAOGO, Director General of Studies and Sector Statistics of MEBAPLN (President - Moderator);
- Dr. YARO Yacouba, Director General of CERFODES (Vice-President)
- Ms. Kadisso NACAMBO, (Rapporteur).

Under the guidance of the moderator, the participant presentations were made before the real work started. The work began with the first communication, relating to the presentation of the accelerated education research project ED+ by the Focal Point of the project Mr. Etienne BAZONGO. He reviewed the background, the objectives, the expected results, the selected innovations, the research questions, the methodology, the partnerships and collaborations to be established, the intervention areas and the different stakeholders met in Burkina Faso so far. Following his presentation, participants made comments and noted some concerns mainly concerning:

- need for additional information on the project (source of funding, cost of the project, project implementation partners in other countries, etc.);

- the risks associated with project implementation and the measures to mitigate these risks;
- details about the methodological approach;
- stakeholders' involvement;
- consideration of necessary provisions to ensure the effective participation of Sahel stakeholders regarding the specific context of the region.

The above concerns were addressed.

It was specified that the Accelerated ED+ project is funded by IDRC to the amount of \$1,000,000 for the consortium, which is composed of CERFODES in Burkina Faso, AFC in Ghana, and CSEA in Nigeria.

Regarding risks, the main one is the security risk and the mitigation measures include the involvement of a security officer on the research team, as well as collaboration with the government, UN agencies and communities.

The speaker reassured participants that communities will play a key role in this research. Indeed, the scaling approach adopted by the project is one supported by communities to ensure the adoption and sustainability of the selected innovations.

After the discussions on the first communication, a second communication was made by the research team lead in Burkina Faso, Dr. YARO Yacouba. He started his communication by clarifying the concept of Theory of change (ToC), referred to as a methodological approach used to plan, execute, and evaluate results or changes achieved. He then defined the methodology of the ToC which he argued is based on a structured and participatory approach, allowing us to define and articulate how an intervention will lead to a desired change. Finally, he presented the theory of change of the project in terms of its identification of the problem to be addressed, the activities, the results and the expected impact over the two years of implementation. He noted that the ToC also promotes the engagement of stakeholders, essential to ensure the success and sustainability of the initiatives.

Following this presentation, contributions were made and concerns were raised about the link between the ToC which is based on theoretical logic and practical; and about the need for a participatory project which integrates the reality of the communities.

The presenter clarified the ToC and highlighted the practical need to clearly define SMART indicators and use the performance measurement framework to better understand the outcomes. Examples of security indicators allowed the presenter to support his remarks.

The third presentation was delivered by **Mr. Malik Traore and Mr. Prosper Kounou**, the project's monitoring, evaluation, and learning experts. It focused on the key performance indicators for the research in the three countries. The 41 indicators and their definitions were reviewed.

Following this communication, the speakers raised some concerns and made recommendations for improving the quality of the indicators. They emphasized:

- **the accuracy of certain indicators in order to meet SMART criteria;**
- **adaptation of indicators to the Burkina context;**
- **alignment of research indicators with current indicators in Burkina Faso;**

- **taking into account status (IDP and host) and disability in the breakdown of certain indicators;**
- **consideration of school clubs specified by gender (girls and boys) instead of girls' clubs and boys' clubs to respect the spirit of gender.**

Participants also proposed the integration of new indicators relating to:

- **the availability of radio stations;**
- **the number of listening clubs per locality;**
- **the impact of SEL (*Socio- emotional learning*);**
- **training girls in Menstrual Hygiene Management (MHM);**
- **the existence of MHM -adapted latrines;**
- **the tracking of learners.**

The communicators indicated that finalization of the indicators is underway and will continue in the committees that will be set up with stakeholders within the project framework.

After the communications, three (03) working groups were formed, namely:

- Group 1, composed of participants from government structures at the central level;
- Group 2, composed of participants from government structures at the decentralized level;
- Group 3, composed of innovators and partners.

These groups conducted practical work on **identifying the roles, engagement strategy, and expectations of each stakeholder**. This group work concluded the activities of the first day of the workshop.



Group 2: government structures at the decentralized level



Group 1: government structures at the central level



Group 3 : Innovators and partners

Photos of group work

DAY 2: Group work, presentations and closing ceremony

The second day's work began with the presentation of the results of the previous day's work. A leader from each group presented the results, followed by discussions. Overall, all attending stakeholders showed a favorable commitment with a clear definition of the roles to be ensured in the research process. Thus, the stakeholders, according to their fields, are committed to offering CERFODES different types of support, including technical, financial, logistical, etc. **(see the roles of each structure detailed in Annex 1)**. The director of CERFODES congratulated the stakeholders and expressed his gratitude for all the commitments.

Regarding expectations and concerns, we note among other things the effective involvement of all stakeholders, periodic updates on research progress, institutional support for central and decentralized government structures, and effective scaling up of the selected innovations.

Table 1: Expectations and concerns of participants

Number	Stakeholders	Expectations	Concerns
1	Cabinet /General Secretariat and Central directorates of MEBAPLN	<ul style="list-style-type: none"> • Involvement in the entire research process 	<ul style="list-style-type: none"> • Institutional support (capacity building, equipment acquisition) • Compliance with regulatory texts for the implementation of the project • Effective scaling of the selected alternatives • Effective stakeholder involvement
2	Regional and provincial Directorates of MEBAPLN	<ul style="list-style-type: none"> • Effective involvement in the process • Establishment of a viable communication system • Ownership of project results • Consideration of security situation • Significant institutional support • Designation of an SSAP focal point • Scaling up of tested innovations 	<ul style="list-style-type: none"> • The evolution of the security situation (accessibility, protection, etc.) • Respecting the timing of activities
3	Community-level stakeholders: <ul style="list-style-type: none"> • CEB • CVD, APE, AME, COGES • Village chiefs, religious leaders, 	<ul style="list-style-type: none"> • Effective involvement in the process • Establishment of a viable communication system • Ownership of project results • Taking into account the security situation • Significant institutional support 	<ul style="list-style-type: none"> • The evolution of the security situation (accessibility, protection, etc.)
	<ul style="list-style-type: none"> • Strømme Foundation • UNHCR • UNICEF • CCEB • CN-EPT 	<ul style="list-style-type: none"> • Periodic update on progress (newspaper) • Regularly informed of the process • Involvement as needed: • Virtual meetings as much as possible 	<ul style="list-style-type: none"> • Involving communities throughout the process • Taking into account the needs and expectations of communities • Accountability (communities, partners, etc.)

Following the discussions, **recommendations were made to facilitate the conduct of the research by identifying a focal point in each regional structure responsible for basic education, and advocating for support for scaling up by partners.** CERFODES clarified that the Accelerated ED+ project does not include an institutional or material support component. However, through its activities, the project will strengthen the capacities of its implementing partners.

Following the discussions on this initial group work, other group work continued by region to identify localities in the provinces already selected for research. However, it was agreed that a grassroots consultation for the accomplishment of this activity was needed and the various regional directors will later make proposals to CERFODES. **Discussions have already shown that, given the availability of innovations, the provinces selected as control and intervention provinces in the Sahel can be retained. In the Centre East, the control**

province could become the intervention province and the intervention province would become the control province. In the Centre South, a joint CERFODES and ministry mission is necessary to determine the localities.

However, if operational changes occur affecting the choice of intervention and control provinces, CERFODES will notify AfC to keep the donors (GPE-KIX and IDRC) and the consortium informed.

After this session, the research director led a session on the challenges related to the implementation of innovations in the field. It is important to emphasize that the challenge is a situation, a context or a reality that requires efforts, skills, strategies and resolutions from all stakeholders to be overcome. However, some challenges are often perceived as difficulties, if we consider that a difficulty refers to a situation that poses obstacles or problems, making a task more complex or less accessible. In summary, the following table presents the challenges listed by the different stakeholders.

Table 1: Identification of challenges by stakeholders

Stakeholders	Social challenges	Educational challenges	Others contextual challenges
Center East Region		<ul style="list-style-type: none"> - education continuity - adapting teaching content to the environment - lack of classrooms 	<ul style="list-style-type: none"> - Security challenge
Sahel region	<ul style="list-style-type: none"> - Challenge linked to the persistence of child marriages, in this case of little girls - Child pregnancy challenge 	<ul style="list-style-type: none"> - Teacher training - Infrastructure challenge/insufficient classrooms - Learner Recruitment Challenge - Learner Feeding Challenge - High demand for SSA/P in Dori and Gorom-Gorom - Learner tracking challenge 	<ul style="list-style-type: none"> - Security challenge - Challenge of adapting the message to the environment - Mobility of children (starting training here today and disappearing tomorrow to another location)
Center-South Region		<ul style="list-style-type: none"> - School dropout challenge - Classroom Challenge - Equipment Challenge - Challenge of the great mobility of teachers 	<ul style="list-style-type: none"> - Security challenge - Financial challenge
Innovators /government at central level		<ul style="list-style-type: none"> - Challenge for the completeness of the digitalization of SSAP contents for PEDRI (distance learning program by radio and internet) - PEDRI Production Testing and Dissemination challenge - Learner tracking challenge - Challenge of non-compliance with standards at the SSA/P level due to high demand which causes classes to exceed 30 children - Post-transfer retention and follow-up challenge - Challenge of regular adaptation with country-level learning programs and different 	<ul style="list-style-type: none"> - Security challenge - Financial challenge - Territorial networking challenge for the establishment of SSAP centers

		<p>innovations in terms of gender, inclusion, etc.</p> <ul style="list-style-type: none"> - Challenge of consultation between SSA/P stakeholders - Pendulum movement (this is the movement of learners from their home location to another, more secure location, and then from this latter location to another location (including returning to their home location) - The distance from SSA/P centers to learners - Cross-border migration of learners - Collaboration challenge for SSA/P stakeholders 	
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The identification of challenges brought the workshop to a close with the closing ceremony.

4.3. Closing ceremony



Picture 2: Group photo at the closing

The closing ceremony of the workshop was chaired by the Secretary General of the Ministry of Basic Education, Literacy and the Promotion of National Languages (SG/MEBAPLN). He was assisted by the Director General of CERFODES, the DGESS/ MEBAPLN, the Specialist Consultant in Accelerated Education and the focal point of the Accelerated ED+ project. The general rapporteur, Ms. NACAMBO Kadiisso, summarized the workshop proceedings and the SG/MEBAPLN made some closing remarks before the workshop ended with a groups photograph.

V. CONCLUSION AND RECOMMENDATIONS

Overall, the stakeholder analysis and co-creation workshop for the research process achieved its objectives. The discussions were highly participatory. In addition to identifying their roles and expectations, and demonstrating a positive commitment to the project, stakeholders made valuable contributions and suggestions for the successful implementation of the research project. The main recommendations of the workshop are to:

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

VI. ANNEXES

Annex 1: Stakeholders roles and engagement strategies

number	Stakeholders	Roles to be played in the research process	Commitment	Desired engagement strategy	Desired framework and tools
1	Cabinet/General Secretariat and central directorate of MEBAPLN	Opinions and decisions for the implementation of project activities	Favorable	- Information sharing, collaboration, Partnership, dissemination of research results,	<ul style="list-style-type: none"> • Collaboration platforms, • Regular meetings, • Working groups, • Technical Committee, • Workshops, • Policy briefs
2	Regional & Provincial Directorates of MEBAPLN	<ul style="list-style-type: none"> - Disseminate information related to the implementation of the project - Facilitate access to information and the collection of statistical data within the framework of the project - Guide in the choice of intervention areas - Participate in the monitoring and evaluation process and the dissemination of survey results - Facilitate the organization of exchange or capacity building frameworks - Mobilize the region's constituent bodies and partners (NGOs/ADs, opinion leaders and education stakeholders) 	- Favorable	<ul style="list-style-type: none"> • Sharing information • Awareness raising • Partnership • Advocacy • Dissemination of research results 	<ul style="list-style-type: none"> • Policy briefs • Reports • Steering committee • Workshops • Regular meetings • Consultation framework

		<ul style="list-style-type: none"> - Ensure reporting of implementation - Share, as needed, information relating to the development of the security situation in the intervention zones 			
3	Basic education districts (CEB), Schools, CSSA/P) Community leaders	<ul style="list-style-type: none"> - Raise awareness among beneficiary communities about the project's support - Mobilize the constituted bodies, partners (NGOs/Associations, opinion leaders and education stakeholders) of the municipality - Collect, process and transmit to the hierarchy data relating to the implementation of the project - Ensure close monitoring of the implementation of the project - Share, as needed, information relating to the development of the security situation in the intervention zones 	- Favorable		
4	Technical and financial partners: Stromme foundation UNHCR UNICEF CCEB CN-EPT	<ul style="list-style-type: none"> - Technical support (community-based enumerator for data collection) - Mission introduction - Financial support¹ - Mobilization, - Logistic support² - Awareness raising Advocacy 	- Favorable	<ul style="list-style-type: none"> - Sharing information, - Awareness, - Consultation, - Collaboration, - Partnership, - Co-decision, - Advocacy, dissemination of research results 	Collaboration platforms, Regular meetings, Working groups, Technical Committee, Steering Committee, Workshops, reports, Policy briefs

¹ UNICEF promised to provide financial support for some research activities

² UNHCR promised to support by providing transportation(Fly) to the field where if necessary

Annex 2: Participants list

N°	Full name	Gender	Organization
01	SAWADOGO/OUEDRAOGO Marguerite	Female	DGENF/D-SSA/P
02	SORE Guiblewéogo Kadidjatou	Female	DGQEP/DTICE
03	SILGA B.Pierre	Male	DREPPNF(Centre-Est)
04	TAMINI D.Franch	Male	UNICEF
05	CONGO Adama	Male	DREPPNF(Centre-Sud)
06	YARO K. Yacouba	Male	CERFODES
07	TAGNABOU D.Ouédan Jean Noël	Male	DGENF
08	OUEDRAOGO W.Sylvain	Male	DGESS
09	ILBOUDO Oumarou	Male	CCEBBF
10	NACAMBO Kadisso	Female	CERFODES
11	NIKEIMA P.Germain	Male	DGQEP/DTICE
12	OUEDRAOGO Abdoulaye	Male	PAAEMS/BFA
13	SOME Lewa Koffi	Male	Fondation Stromme
14	OUEDRAOGO Moussa	Male	Consultant
15	YARA Salam	Male	Invité
16	TRAORÉ Malik	Male	CERFODES
17	DIARRA Amadou	Male	CERFODES
18	KIEMA/WUBDA P.Michaeline	Female	DCPP/DGESS/MEBAPLN
19	MAIGA Ousseini Moukaylou	Male	DPEPPNF/ Oudalan
20	SANOU G.Michel	Male	DPEPPNF/ SENO
21	KANE Halidou	Male	ST-ESU
22	SAWADOGO T.Edmond	Male	CERFODES
23	KOUNOU Prosper	Male	CERFODES
24	NDILBE M.Stéphanie	Female	CERFODES
25	BAZONGO Etienne	Male	CERFODES
26	OUEDRAOGO T.Aboubacar	Male	CERFODES
27	TARNAGDA Kadidja	Female	CERFODES

28	OUEDRAOGO Biba	Female	CERFODES
29	KONDOMBO Steve Joël	Male	CERFODES
30	KABORE/SAWADOGO Catherine	Female	CERFODES
31	SAMBARE/SIDIBE Indatou	Female	DPEIEFG
32	DIKOUDOGO Marc	Male	MC-DCRP
33	ZOUNDI Témilé	Male	DPEIEFG
34	KABORE Amado	Male	CNEPT/BF
35	NANA Alima	Female	CERFODES
36	SAWADOGO Cyprien	Male	UNHCR
37	KABORE/ZANGRE Mariam	Female	DCPP/DGESS
38	NAGACO Sylvain	Male	DPPNF/ Oudalan
39	SAWADOGO Mohamed	Male	DPEPPNF/ SENO
40	SANOU S.Serge	Male	DREPPNF(Centre-Sud)
41	SAWADOGO Ousséni Francis	Male	DREPPNF(Centre-Sud)
42	YELEMOU Cyriaque	Male	Directeur Pays SF

Annex 3: Links to media content

- Article published by Lefaso.net: <https://lefaso.net/spip.php?article137421>
- Report produced by **Radiotélévision du Burkina (RTB)**, the national television of Burkina Faso: <https://www.facebook.com/share/v/165bdnUeXG/>



Interview with the press