

A young girl with dark skin and short hair is smiling broadly, showing her teeth. She is wearing a yellow t-shirt and a blue headscarf with a yellow and red geometric pattern. She is holding a blue pen in her right hand, resting her chin on it. In the background, there is a chalkboard with some faint, illegible writing. The girl is sitting at a wooden desk, and there are some papers or books on it. The overall atmosphere is positive and educational.

Prepared by:
UNICEF Burkina Faso
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Photo on the cover page:

Caption: A teenage girl attending her class on the Study Camp in Ouahigouya

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1. ABBREVIATIONS AND ACRONYMS

AME	Association des mères éducatrices (Mothers of Students Association)
CO	Country Office
CPD	Country Programme Document
ECD	Early childhood development
EMIS	Education Management Information System
GER	Gross enrolment rate
GPE	Global partnership for education
MDG	Millenium Development Goals
MENA	Ministère de l'éducation nationale et de l'alphabétisation (Ministry of National Education and Literacy)
MHP	Menstrual hygiene management
MOE	Ministry of Education
NGO	Non governmental organisation
OOSC	Out of school children
PCR	Primary completion rate
PSEF	Education and professional training sectoral program
QCFS	Quality child-friendly school
SDG	Sustainable Development Goals
SLR	Speed learning to read
SMC	School management committee
SMS	Short Message Service
SP	Strategic Plan
SSAP	Stratégie de scolarisation accélérée/Passerelle
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene

2. EXECUTIVE SUMMARY

With an estimated population of over 20 million in 2019, Burkina Faso has gone through a relatively stable macro-economic growth over the last decade (average annual growth of 6.5 per cent). However, the country remains one of the poorest in the world ranking at 185 out of 188 nations for the Human development index ([UNDP 2018](#)). The 2014 Continuous Multisector Survey revealed that 40.1 per cent of the population live in monetary poverty, and this is particularly pronounced for children (45.3 per cent of children against 41.9 per cent for adults) and rural areas (47.5 per cent compared to 13.6 per cent in urban areas).

In UNICEF Strategic Plan (SP) 2018-2021 Goal Area 2 “Every Child Learns”, Burkina Faso remains one of the least advanced countries in terms of education with 52.1 per cent of primary school age children and 50.3 per cent of lower secondary school age adolescent not in school (2017). In this context, UNICEF remains a strategic partner to the Government to provide equitable and inclusive access to quality education for children aged 3 to 16 years, particularly in the Sahel and Est regions. Based on the SP’s priorities, the Country Office (CO) focused on the increased demand for education, especially for girls, as well as strengthening the education systems to ensure improved learning outcomes. The CO also made progress on building resilience to respond to the risks of disaster, conflict and other shocks, along with the SP. Inter-sectoral collaboration between education and child protection at community level contributed to developing skills of both in and out-of-school adolescent girls and boys to promote empowerment and gender equality.

Access to quality education

The gross enrolment rate (GER) increased from 60.5 per cent to 63.8 per cent (from 59.7 per cent to 62.4 per cent for girls) in the Est region and from 52.4 per cent to 53.4 per cent (from 51.2 per cent to 52.2 per cent for girls) in the Sahel region between 2017 and 2018. UNICEF’s major contribution was the support to the Ministry of Education (MoE) in expanding the National Quality Child-Friendly School (QCFS) programme. Despite the security situation and persisting social norms harmful to education (e.g. child marriage and child labour), 53,265 new children (47 per cent were girls) were enrolled in the QCFS in the two regions. To date, the QCFS program has benefited 295,088 children (including 141,070 girls) in 1,226 schools including those newly reached this year. UNICEF also promoted quality and inclusive education through integration of 1,020 out-of-school children (469 girls) in schools, strengthened capacity of 20,000 teachers in QCFS and the Safe school strategy, and creation of thematic students’ clubs such as menstrual hygiene clubs to promote positive behavioural changes. Furthermore, UNICEF continued to expand the Speed reading strategy reaching more than 7,000 children in 88 schools. The CO also supported ongoing curriculum reform to incorporate emerging themes such as climate change, and the development of a plan for effective mathematics teaching. These contributions were complemented by the NGOs working in girls’ education, school governance and WASH in schools, and other donors’ financial contribution through the Education sector’s basket funds to support the MoE’s work plan.

These interventions collectively contributed to the increase in primary completion rate (PCR) in the Est region from 39.5 per cent (41.1 per cent girls) in 2017 to 43 per cent (44.8 per cent girls) in 2018. However, the PCR has slightly decreased in the Sahel region from 28.3 per cent to 27.8 per cent (27.1 to 26.9 per cent for girls) due to massive school closures linked to insecurity.

In terms of early childhood development (ECD), UNICEF’s advocacy through the elaboration of the Education Country Status Report and high-level meetings with MoE contributed to increased domestic resource allocation to pre-primary education from 0.4 per cent to 1.4 per cent of the sectoral budget between 2017 and 2018. A total of 29,251 children (15,192 girls) were enrolled in

UNICEF-supported ECD centres (against the CPD target of 40,000 by 2020), through provision of learning kits, training of pre-school teachers and the parental education.

Gender equality in education

Based on the GER, the national gender parity index was 1.10 at post-primary level and at 1.003 at primary level (Source: MoE) in 2018. However, the national post-primary completion rate remains extremely low, especially for girls (39.2 per cent against 42.1 per cent for boys), with significant regional gaps (e.g. 6.8 per cent for girls and 10.4 per cent for boys in the Sahel region). Gender parity at post-primary level was attained in the Est region in 2018, while significant gap persists in the Sahel region despite a slight increase in the gender index: from 0.73 in 2017 to 0.78 in 2018. To address these gaps, UNICEF supported the Government to increase access to formal and informal education, with focus on gender equity. Through UNICEF's direct support, 26,102 adolescents (16,523 girls) obtained access to post-primary or secondary education or informal education in five target regions (Sahel, Centre Plateau, Est and Nord). UNICEF specific contributions centred on the QCFS initiatives, vocational training for vulnerable girls, including those at risk for child marriage, and study camps for children affected by school closures. In addition, UNICEF supported the attendance and retention of 15,710 girls (5,450 at post-primary and 10,000 at primary level) through social mobilization, improved school environment and provision of scholarships.

UNICEF also supported the expansion of the MHM initiative to 110 schools to remove the bottleneck related to menstrual periods to girls' attendance and participation. The CO, together with the MoE and NGO partners, implemented communication activities for parents, local authorities, teachers, and children to create a favourable environment to MHM. Trained teachers are currently providing puberty education to 14,646 girls (66 percent at primary and 34 per cent at post-primary) and 3,879 boys, including 1,000 adolescents in emergency settings. The MHM project attracted other partners to replicate a similar initiative in other regions with their own funds. To accelerate the scaling up, UNICEF supported the MoE to harmonize the MHM communication tools and introduce MHM into the basic education curricula. Through a new partnership with vocational education schools in the Sahel region, adolescents were trained as local manufacturers of reusable low-cost sanitary pads to meet the growing local demand.

Education in humanitarian-development nexus

Marked by recurrent attacks and threats by violent extremist groups targeting schools in northern and eastern parts of the country, 1,135 schools (primary and secondary) were closed as of 21 February 2019, depriving at least 154,233 pupils of their right to education.

The CO advocated with the Government and other partners to mitigate the impact of school closures on children's right to education. One of the main results of this partnership was the successful organization of study camps attended by 4,983 children affected by prolonged school closures in the Sahel the end of section exams. This has made it possible to offer remedial classes to these children and then to facilitate the continuation of their schooling through a special examination. A total of 13,785 children (6,828 girls) affected by humanitarian situations (against the Key Result for children -KRC4- target of 15,000 children) have gained access to formal or non-formal education through UNICEF's supports, including 3,250 refugee children (1,517 girls) and 4,767 internally displaced children (2,240 girls). Moreover, the Ministry of Education developed a new strategy in February 2019 aiming at providing education to children affected by insecurity. UNICEF will closely collaborate with other partners to support this strategy.

To strengthen the humanitarian-development nexus, UNICEF continued support to the MoE to scale up the Safe School initiative¹ as part of the National QCFS programme. The strategy is operating in 1,400 schools including those in the emergency-affected areas, reaching 293,357 pupils (128,010 girls) and teachers with risk mitigation and resilience building. In addition, the CO, with technical support from WCARO, is measuring the effectiveness of the pilot Radio Education programme with a sample of 67 children from the Sahel region, as an alternative learning platform for children affected by school closures. EduTrac, a SMS-based data collection system, connected 1,149 school directors and 967 community members in the Sahel region with national authorities to provide real-time data for continuous monitoring of schools and better programming, including emergency responses.

3. STRATEGIC CONTEXT OF 2018

Burkina Faso remains one of the least advanced countries in terms of education with 52.1 per cent of primary school age children and 50.3 per cent of lower secondary school age adolescent not in school (2017). In 2018, the gross enrolment ratio (GER) was 90 per cent in primary education and 52.1 per cent in lower secondary education (compared respectively to 44per cent and 14 per cent in 2000). Preschool education remains virtually non-existent with a GER of only 4.1per cent (Education Management Information System (EMIS), 2018 of Minisitry of Education) . In addition to access problems, Burkina Faso's education system faces difficulties in keeping children in school - out of 10 children entering school, three will leave before the end of primary school and less than four will reach the end of lower secondary. In 2018, primary completion rate was 63.2 per cent (58.8 for boys and 67.6 for girls); lower secondary completion rate was 40.6per cent (39.2 for boys and 42.1 for girls). In terms of quality, a learning assessment carried out by PASEC² in 2014 shows that the learning outcomes are very low: nearly 40% of the pupils at the end of primary school do not reach the minimum competency threshold in French and mathematics. In addition, repetition rate in lower secondary education remain high (23per cent), while the situation is less critical in primary (7%).

As for gender equity, Burkina Faso has managed to significantly reduce gender disparities in primary and lower secondary educations. At the national level, the gender parity index (GPI) of the completion rate, is 1.15 (at the advantage of girls) in primary education, while it is 0.93 (at the advantage of boys) in lower secondary education in 2018 (MENA/ Statistical Year Book academic year 2017-20118). However, the education sector analysis (ESA/2016) shows disparities in the education indicators among the household poverty quintiles and rural/urban locations. For instance, the primary completion rate varies from 12per cent for children living in the poorest household quintile to 73% for children living in the richest household quintile. At lower secondary education, the completion rate is only 1per cent for the poorest children while it is 37% for the richest children. Similarly, children living in rural areas and those living in the Sahel and the East region have reduced chances to access and complete a cycle of education. Despite the improvements made in last decade, these two regions are still significantly disadvantaged: in 2017-2018 academic year, the Gross Enrolment Ratio in East Region was 63.8per cent (62.4% for girls) and 53.4 per cent (52.2% for girls) in Sahel Region against 90per cent at national level. This is the reason why UNICEF's current country programme 2018-2020 targets three regions, including these two regions.

Access to education for children living with disabilities is also of a concern. The inclusive education policy is currently not implemented because it is not considered a priority for the government and thus receives very little resources and information system does not record information on disabilities

¹ Safe School aims at building resilience in schools such as conducting a participatory risk analysis and development of an emergency response plan and also strengthening the teachers' psychosocial care techniques.

² The Programme d'Analyse des systèmes éducatifs de la CONFEMEN (Education Systems Analysis Program). Since 2012, the PASEC has set up a new framework for international comparative evaluations in 10 African countries.

accurately. A general census of children and adolescent living with disabilities carried out in 2013 found that there were about 79,617 people (60 per cent boys and 40 per cent girls) under 19 years old living with disabilities. Moreover, 72.6 per cent of them were old enough to attend school but out-of-school and one third of them had never attended school. Among the main impediment, we can mentionne the lack of an appropriate medical examination to detect certain disabilities in time.

Investments in education, improved and relevant curricula, and staffing are urgently required to better align the human development responses to the country's economic needs and labor market, and to address gender inequalities. The Government new Education Sector Plan (ESP) for 2017-2030 launched this year includes strategies for increasing access to and improving the quality of education at all levels, in line with the transformative needs of the economy. The Education Sector Plan (ESP) also recognizes problems regarding the low quality of education and training provision, underscoring key constraints such as insufficient of textbooks, teacher absenteeism and illiteracy of parents that limits them to assist their children out of class, etc. To address them, the ESP provides a framework for achieving priority education outcomes by 2030, in line with ODD 4.7³. In this context, UNICEF, as a main partner to the Government in the field of education, continued supporting children aged 3-16 years for improved access to and completion of basic education. Focus was put on gender parity, children with disabilities, children in disadvantaged region as well as children affected by insecurity. In addition to the target zones until 2017, UNICEF is extending the QCFS program to the Est region from 2018 onwards and accelerates its application to more schools in Burkina Faso. In addition, UNICEF supported, through the QCFS program which is now combined with the Safe School approach, the Education by Radio program and the monitoring and data collection via SMS.

4. RESULTS ACHIVED IN THE GOAL AREA

Compared to 2017, the overall performance of Burkina Faso's education system has seen a low to moderate improvement, depending on the region and the level of education. For primary education, the (GER) is at 90.7 per cent (90.9 per cent for girls and 90.6 per cent for boys) with a gender parity index of 1.01 (Ministry of Education, 2018). For post primary education, the GER is at 52.0 per cent (54.6 per cent for girls and 49.6 per cent for boys) and the gender parity index at 1.10. The national preschool GER increased only by 0.6 per cent since 2017 for boys and girls, with a slight decline in the Sahel and Est regions, UNICEF's main target regions for CPD 2018-2020.

At the policy level, UNICEF-Burkina Faso strengthened its strategic positioning in policy dialogue, through its participation in the different thematic groups addressing access, quality and management of education system, especially as the lead agency of the Technical and financial partners' group for education. This position allowed UNICEF to advocate for new strategies to advance the humanitarian-development-security nexus, such as scaling up of the Safe School approach and organization of group study camps targeting students affected by school closures.

4.1 Improved quality of education

UNICEF helped the Ministry of Education expand the (QCFS) program to 350 new primary schools in the Sahel and East regions, representing 53,265 additional children (48 per cent girls) with access to improved quality education in 2018. With this fund, 2,295 teachers and educational supervisors in pre-primary and primary education have been trained on QFCS approach in 2018. Also, to better support students' learning environment, UNICEF has supported provisions of books, and of materials and equipment's for school libraries in 50 schools. In addition to the support above and as part of the QCFS program, since 2016 UNICEF introduced the Speed learning to Read (SLR) approach that

³ SDG 4.7 focuses on building knowledge for sustainable livelihoods

accelerate children's learning of alphabet and writing in 22 schools in the provinces of Ganzourgou and Namentenga. The results of the SLR in 2018 showed improvements in the children in the pilot schools compared to the non-pilot schools with an average score of 63 per cent for the pilot schools against 29 per cent for the control schools. In 2018, 29 educational supervisors have been trained on SLR approach with this fund to replicate this approach in 22 schools, reaching approximately 4400 children (including 48 per cent girls).

UNICEF supported curriculum reforms especially through the provision of complementary modules on adaptation to climate change. UNICEF also focused on pre-service teacher training by improving all the 147 private teacher training schools by introducing QCFS schools and Safe School modules and bringing them up to the quality standard of the eight public teacher training schools. The Safe School approach is also progressively being introduced to their training modules so that new teachers could already have knowledge on this strategy to build resilience in schools.

4.2 Education in emergency and resilience building in schools

UNICEF is supporting the Government for ensuring education of children in emergency situations. Security situation is getting worse in Burkina Faso's Sahel and Northern regions along the Mali border with an increase number of the extremist attacks on schools and teachers. In February 2019, 1,135 primary schools were closed due to insecurity affecting 154,233 students including 48.5% girls (21th Feb. 2018 /OCHA) The Government initiated an emergency operation for the children who have to take national examinations such primary education certificate (CEP - Certificat d'études primaires), lower secondary graduation exam (BEPC - Brevet d'études du premier cycle) and upper-secondary graduation exam (BAC – Baccalauréat) in the closed schools in Nord and Sahel regions. This operation established study camps in safer cities to provide a 2.5 months' preparation course and examinations. UNICEF supported this operation with other partners benefiting 4,983 children (2,239 girls). Thanks to this operation, 64.31 per cent of 6th grade children participating passed the special graduation exam against national rate of 64.82 per cent. Also, the success rate for the middle school graduation exam was 27.25 per cent and 19.31 per cent for high school, compared to the national average of 43.1 per cent and 40.59 per cent respectively.

This global thematic fund partially supported the implementation of the study camps through providing services to participating children such as:

- Provision of 25 tents (72 m² size) as temporary classrooms, 75 « School-in-a Box », 50 « School-in-a Carton » and 100 recreation kits, benefiting all the participating children.
- Water supply provision of: 17 polytanks, 5 water points, 66 water drinking water posts, three water point rehabilitations and two network connections to the national water utility (ONEA) and water trucking.
- Sanitation works: 19 latrine rehabilitations, 130 emergency showers, 12 emergency latrines, 9 washing areas. Through these interventions, children were able to get access to water and sanitation including hygiene education during the regroupment camps.
- Hygiene: 56 garbage bins, distribution of WASH materials (see table below)
- Menstrual Hygiene Management activities (MHM): Awareness campaigns for 4,987 children (2,239 girls) who also received MHM kits (disposable and reusable pads).
- Health: 1880 mosquito-nets distributed in the 94 dormitories for the children sleeping in the camps.

In 2018, the Safe School activities strengthened the resilience of 1,400 schools in six regions bordering Mali, benefiting 293,357 children (128,010 girls), in addition to those who were supported in 2017 (78,701 children including 36,728 girls). Also, during the last trimester, UNICEF, together with the MoE, launched the Radio-based education program to support the learning of children affected by closure of schools. The radio broadcasting started in December 2018, targeting 124,545

children (60,384 girls) in the Sahel region. The CO, with technical supports from the regional office, is testing the effectiveness of this innovation with a small sample of 67 children and plans its extension to the Nord and Est regions.

4.3 Promoting the education for girls and children with special needs

In 2018 UNICEF initiated interventions for promoting the access to education for the most disadvantaged social groups such as girls, OOSC and talibés with disabilities. In addition, UNICEF supported education of approximately 15,010 girls in 2018. With this fund, five boarding schools for girls received supports such as scholarships and school supplies in benefit of 500 girls. Also, 11,000 girls in the Sahel Region and 2,800 girls in the Centre Region benefited from in-kind supports such as school supplies and sports equipment.

To promote education of children with disabilities, sensitization and training on inclusive education was conducted for 737 agents such as parents, community members and teachers. This support together with the other activities supported 1,688 children with disabilities with access to education. Also, a partnership agreement between an NGO was concluded in April 2018 to support 1,147 children and adolescents (547 girls) in 40 villages in the Sahel Region by providing them the opportunities of education in *Stratégies de Scolarisation Accélérée/Passerelle (SSAP)* (fast-track learning) centres, and activities are under implementation.

4.4 Water, Sanitation and Hygiene (WASH) in schools

Since 2018, the thematic fund has been used to increase the access to water, sanitation and hygiene (WASH) in schools to positively impact children's health, education and well-being. In Burkina Faso, schools water scarcity is a major cause for non-use of toilets and handwashing. UNICEF has prioritized WASH in School programmes to improve hygiene promotion and capacity building for children, teachers and parents along with the provision of new water and sanitation facilities. With this support, UNICEF directly supported the construction of water points in 10 schools reaching 3,000 students and 1,560 girls in the Est region. The fund also contributed to the rehabilitation of water points in 20 additional schools in the Sahel region reaching 5,000 students and 2,600 girls.

As for MHM, activities in the Sahel, include the establishment of 50 MHM sub clubs in these schools reaching 5742 students. These clubs are in charge of fighting social stigma linked to menstruation, teaching girls how to manage their periods and sensitize boys (2,739) and girls (3,003) on the issue of menstruation. To accompany these clubs, 1,500 MHM kit have been distributed (10 kits per school)⁴. For 2018, these activities have also been supported by other UNICEF funds as the thematic funds have been used mainly for the construction of water points without which safe sanitation, good hygiene and MHM activities would not be possible and to support the unexpected emergency operation experienced during the summer of 2018.

UNICEF has been exploring new and innovative approaches to water supply in schools, placing an emphasis on affordable, scalable, and environmentally sustainable and climate smart systems. The fund is currently supporting the construction of environmentally friendly solar powered water supply systems in 50 schools in the Centre Ouest (14), Est (11), Sahel (5), Plateau Central (11) and Centre Nord (9) regions thus giving an additional 12,500 children (6,250 girls) access to drinking water in their learning environment.

5. CONSTRAINTS

The main constraint remains undoubtedly the insecurity halting the improvement in the education sector in the affected zones, such as the Sahel, Nord and Est regions, and most recently the Centre-Nord region. Since 2017, Burkina Faso has been facing increasing and significant challenges related

⁴ The kits include sanitary napkins, soap and panties

to security, with recurrent attacks and threats by armed groups against schools in the border regions with Mali and Niger. This situation caused an increasing number of school to close, a high staff turnover of teachers in schools and increasingly limited access for UNICEF staff and implementing partners, thus causing delay in the implementation of activities and even preventing some activities to take place.

6. LESSONS LEARNED

- Despite the improvements made with the QCFS programme, the level of performance by pupils is still low in Burkina Faso compared to the international standard especially in reading and calculus. To tackle this challenge, scaling up the proven innovative approaches to learning such as Speed learning to Read (SLR) by incorporating them in the curriculum will become crucial to improve pupils' performance
- During the programme implementation, it has been observed that the teachers who studied in private teacher training facilities have less competencies than those who studied in public facilities. Such disparities can create a gap in competency between teachers trained in public teacher training facilities and private facilities, therefore mitigation measures have to be taken to avoid negative impacts on the children's performance.
- As a response to the massive school closure, the Ministry of Education organized "study camps" during the summer vacation in July 2018 in Nord and Sahel regions targeting primary and secondary students. UNICEF played a leading role in coordinating this emergency operation along with other partners, donors and NGOs. Inter-ministerial collaboration between the Ministries of Education and of Interior, as well as support from local authorities, was key to ensuring security for the successful implementation of this innovative strategy. Based on the review sessions with local actors and Ministry of Education, it was concluded that although the operation was highly successful, in terms of giving the students the opportunity to prepare for, and sit in the exams, the decision of replicating similar operations need to be carefully examined, balancing the security risk and costs over the benefits.
- Without flexible funding mechanism such as Regular Resources and Thematic funds, responding to unexpectedly rapid deterioration of security and mitigating its impact on education through expansion of Safe School and realization of the Study Camps, would not have been possible.

Results Assessment Framework

Key Results	Progress Indicators	Base (2017)	Target (2020)	Value 2018
Girls and boys aged 3-16 years have access to and complete inclusive, equitable and quality basic education with a particular emphasis on children living with disabilities, girls, and out-of-school children	Preschool Enrolment Rate (Sahel and Est)	Sahel: 0.55% (G:0.5%; B:0.5%) Est : 1.3% (G=B) National : 3.5% (G: 3.5%; B: 3.5%)	1.62%(G=B) 3.8% (G=B)	Sahel : 0.5% (G=B: 0.5%) Est : 1.1% (G=B: 1.1%) National : 4.1% (G: 4.1%; B: 4.1%)
	GER Primary Sahel and Est	Sahel: 52.4% (G: 51.2 B: 53.5%) Est : 60.5% (G: 59.7 B: 61.9%)	70.3% (G=B) 73.2% (G=B)	Sahel : 53.4% (G 52.2% B 54.5%) Est : 63,8% (G 62.4%, B 65.2%)

Key Results	Progress Indicators	Base (2017)	Target (2020)	Value 2018
		National: 88.5% (G: 89% B: 88.1%)		National : 90.7% G: 90.9%, B: 90.6%)
	GER Post-Primary Sahel and Est	Sahel : 14% (G:11.85 ; B : 16.15) Est: 36.1%) G: 35.5% B: 36.7%)	28% (F=G) 42% (F=G)	Sahel : 13.6% (F 11.9% G 15.3%) Est 37.2% (F 37.3% G 37.1%)
	Completion Rate Primary Sahel and Est	Sahel: 28.3 % (G: 27.1 %; B : 29.5%) Est: 39.5% (G: 41.1 %; B: 38%) National : 60.3 %G :64.3% B : 56.6%	32.5 (F=G) 55.8 (F=G)	Sahel : 27.8% (G 26.9% B 28.6%) Est : 43.0% (G 44.8% B: 41.3%) National : 63.0% G :67.6% B : 58.8%
	Completion Rate Post-Primary Sahel et Est	Sahel: 8.8 % (G: 7.1 %; B: 10.6%) Est: 29% (G: 26.8%, B : 31.1%)	14.5% (F=G) 35.5% (F=G)	Sahel : 8.6 % (G 6.8% B 10.4%) Est 32.0% (G 30.3% B 33.7%)
	Education budget execution rat	87,88%	90%	46.54% (mid-year)
	CAST Education common fund utilization rate	69,94%	90%	50.73% (mid-year)
1. Communities have a greater demand for inclusive, equitable, quality pre-primary, primary, post-primary and informal education, especially for children living with disabilities, girls and out-of-school children, and in particular in the Sahel and Est regions including in emergency situations.	Indicator 1.1: Number of girls and other vulnerable children in primary and post-primary education supported for pursuing their studies	15 000	45 000	30450
	Indicator 1.2 : Number of girls out of school who access to a qualifying training structure	100 (2016)	300	200
	Indicator 1.3 : Number of children with disabilities enrolled in basic education structures (pre-school, primary and post-primary)	4,375	10,000 (15%)	6,063
	Indicator 1.4 : of students in bridge classes transiting to the formal education system	88,05% (86,78% for girls)	95% (F=G)	70.5% (85.9% for girls)

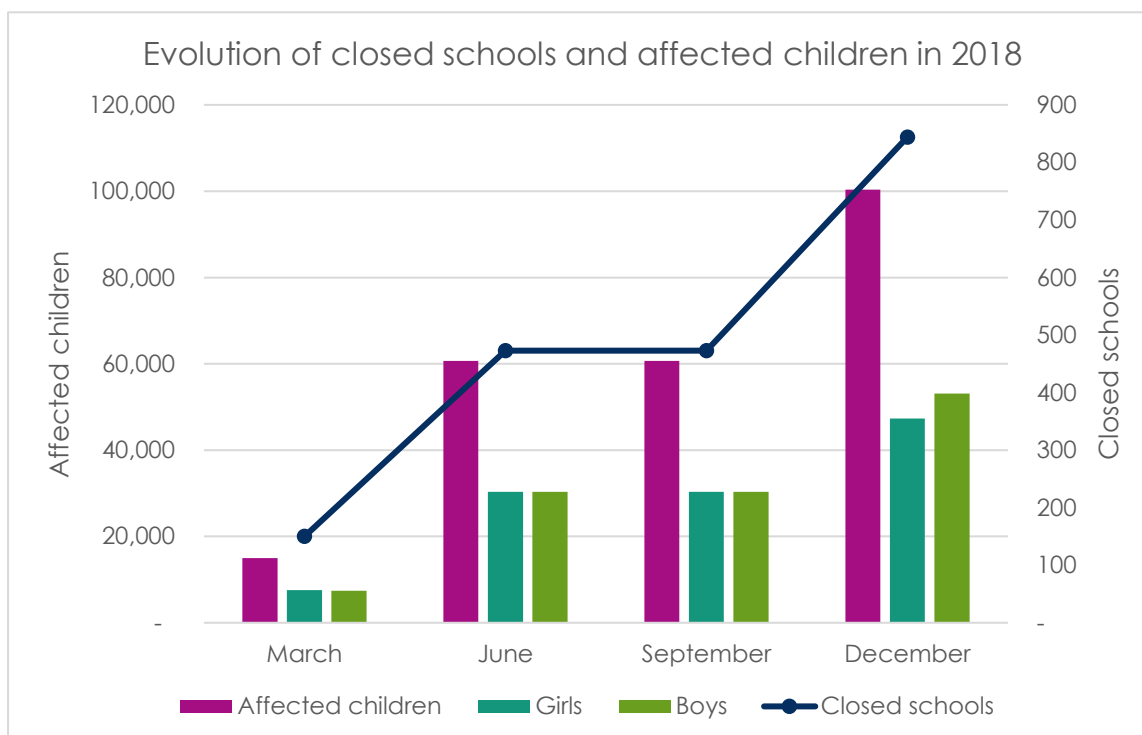
Key Results	Progress Indicators	Base (2017)	Target (2020)	Value 2018
	Indicator 1.5 : Number of female members of community management structures with literacy	1,954	6,000	3,314
	Indicator 1.6 : Number of community network set up following awareness campaigns to ensure community awareness	ND	2,000	250
2. Technical departments have capacity to improve the provision of inclusive, equitable, quality preprimary, primary, post-primary and informal education, especially for children living with disabilities, girls and out-of-school children, including in emergency situations.	Indicator 2.1 : Number of girls and boys in pre-school, primary and post-primary, receiving a quality education according to QCFS standards	219,480 (106,652 girls)	350,000 (175,000 girls)	295,088 (141,070 girls)
	Indicator 2.2 : Number of girls and boys attending preschool supported to promote a better result and retention in the target provinces and regions	29,374 (11702 girls)	40,000 (20,000 girls)	29,251 (15,192 girls)
	Indicator 2.3: Number of post-primary girls and boys receiving support to promote success and retention in the target provinces and regions	15,000 girls	30,000 (15,000 girls)	15,441 (6,965 girls)
	Indicator 2.4: Number of children in emergency situation receiving quality education	78,701 (36,728 girls)	32,000	293,357 (128,010 girls)
3. Education stakeholders, especially in the Sahel and Est	Indicator 3.1 : Number of EQAmE educational structures in the 4	941	2,000	1,291

Key Results	Progress Indicators	Base (2017)	Target (2020)	Value 2018
regions, are better equipped to support improved access to quality education for girls and boys aged 3-16 years, including in emergency situations.	target regions applying the EQAmE standards (Sahel, Est, P.C et C. Nord)			
	Indicator 3.2 : % of students obtaining the average after the introduction of the new rapid reading approach in experimental schools	81,26%	90%	87%
4. Actors in education structures at central, decentralized and community levels, particularly in the Sahel and Est regions, have improved organizational and education management capacities, including in emergency situations.	Indicator 4.1 : Number of community-based organizations (APE, AME, COGES, Clubs Deen-kan) set-up and functional actively involved in the management of schools for better monitoring of child learning outcomes	2,823	6,000	3,873
	Indicator 4.2. Number of actors involved in the management and functioning of schools for a better monitoring of child learning outcomes	28,230	50,000	38,730

Case Studies: Safe School approach

Top Level: In 2018, 293,357 students (128,010 girls) in five regions (Nord, Centre-Nord, Boucles de Mouhoun, Cascade and Hauts-Bassins) in 1,400 schools in bordering Mali affected by insecurity gain access to a protective learning environment.

Issue/Background: The humanitarian situation in Burkina Faso intensified due to increased extremists' activities targeting security forces and schools in Nord, Est and Sahel regions, including the new attacks in East, Boucles du Mouhoun and Hauts-Bassins regions. On 31 December 2018, the Government declared the status of emergency in six out of 13 regions (Sahel, Nord, Centre-Nord, Hauts-Bassins, Boucle du Mouhoun and Est). On 1 January 2019, armed men attacked Yirgou village in the Centre-North region, killing 6 people including the village chief. This precipitately turned into an inter-ethnic conflict between Mossi/Peulh communities, reportedly killing 47 people. Especially, the insecurity affected education of children in Burkina Faso throughout the year and the number of schools closed has significantly increased from 92 in January 2018 to 1,282 primary / secondary schools in February 2019, depriving over 169,693 children of their right to education.



Rationale: The situation of insecurity continued since 2017 raised a huge necessity for immediately introducing a holistic intervention to develop resilience in schools and communities which are exposed to high risk to conflicts, attacks by armed extremists and natural disasters, to ensure the security of children and teachers and delivery of quality education to all children even during the emergency. Indeed, based on Security Council resolution 2282 (2016) and General Assembly resolution 20/162 of 27 April 2016, the United Nations is piloting a new approach to “sustaining peace” in Burkina Faso to prevent the country’s relapse into crisis. This strategy addresses the drivers of instability by specifically targeting political interventions and institutional strengthening in justice and rule of law, security sector reform and national reconciliation. UNICEF’s niche lies in fostering child rights within enhanced community resilience, particularly through interventions in education, nutrition and water, hygiene and sanitation (WASH) in communities bordering Mali and Niger. In this context, UNICEF Education and partners are supporting teachers and children by enhancing Safe School approach in border communities in order to ensure the right of children to education by promoting safe learning environments in schools.

Strategy and Implementation: Safe School approach aims at building resilience in schools using the umbrella metaphor that expresses the idea of protecting the school from the ‘rain’ of threats from insecurity and other dangers. Safe School approach looks to involve the whole school and even the parents and communities, in the process of developing ways to reduce those risks through the development of a School Emergency Preparedness and Response plan as well as strengthening the teachers’ psychosocial care techniques. Specifically, the implementation strategy Safe School in Burkina Faso three axes of interventions:

- Psychological and psychosocial support for traumatized teachers and children by local psychologists, as well as by teachers and community actors who are trained on the psychosocial care technic.

- Training of teachers, social workers in the region and surrounding areas on Safe School approach, including development of school emergency preparedness and response plans (EPRP) and its simulation in each school.
- Strengthening the involvement of community members in the process of securing schools, by habilitate them to become more involved in the protection of their own schools so that they can create more peaceful and secure educational environment.

Also, UNICEF supports integration of Safe School approach and psychosocial treatment method in the national curricula and the curricula of the National Schools for Primary School Teachers (ENEP) and the École normale supérieure de Koudougou (ENS -UK).

Resources Required/Allocated: Due to the large intervention zones that cover all border regions with Mali, the implementation of Safe School in Burkina Faso has been realized with 3 principal partners, namely Humanity and Inclusion (HI), Danish Refugee Council (DRC) and Ministry of National Education, Literacy and Promotion of National Languages (MENAPLN). The budget allocated to this strategy in 2018 was approximately USD 3.6 million, and 96 per cent was funded by Global Thematic Fund for Education.

Progress and Results: In 2018, in response to the increasing number of closed schools, UNICEF accelerated the implementation of the Safe School strategy through a partnership with NGOs and the Government. During 2018, a total of 1,400 schools in six regions bordering Mali implemented this strategy, where 293,357 students (128,010 girls) in five regions (Nord, Centre-Nord, Boucles de Mouhoun, Cascade and Hauts-Bassins) participated in the Safe school activities. Among them, there were 6,095 refugee children (including 3,294 girls) who attended the schools located in the two refugee camps and host communities.

The number of closed schools are significantly increasing in the zones where the deterioration of security is most serious, and it is clear that Safe School approach only does not suffice to prevent school closures caused by the insecurity. However, it can be still assumed that resilience building with Safe School approach have an impact on ensuring the continuity of education in the regions where otherwise more schools would have been closed.

A recent assessment of the Safe School approach conducted by UNICEF shows that perception of security by children and teachers in the schools strengthened by this approach tends to be higher than those without. First, the teachers trained on Safe School approach have tendency to know what to do and how to orientate children in case of emergency, as well as children in Safe Schools are more capable of giving precise and detailed answers on how to react in case of danger (when / how to protect oneself, to take cover, when / how to evacuate). It was also found that there is more active involvement of community in the schools that have strongest perception of security.

Lesson Learned: Limited mobility and weak participation of different educational actors due to the insecurity and teacher union's strikes caused delay in implementation of activities and even prevented the realization of some activities. In order to mitigate the situation, it is imperative to emphasize the importance of implication and empowerment of the community members, who are permanently present in their communities. This is also relevant to the fact found in the assessment, that stronger community involvement creates a stronger perception of safety among children and teachers.

Also, the assessment detected some weak points of current implementation and made following recommendations.

- Teachers' abilities in Psychosocial Support (PSS) were relatively weak. It is imperative to organize retraining sessions of Safe School and ensure that PSS training reaches all safe school teachers.
- School emergency preparedness and response plans (EPRP) often have only taking cover or evacuation as the response. It is recommended to include other elements in the plans (other than sheltering and evacuation).
- Strengthen the monitoring of plans
- Strengthen the role of the community networks and increase their protection skills (awareness / referencing / identification of students in need)

Moving Forward: Given the current rapidly evolving humanitarian situation, Ministry of Education developed a new strategy in February 2019 that aims at giving an accelerated education to children affected by insecurity, and UNICEF will closely collaborate with other partners to support this strategy. As for Safe School approach, UNICEF plans to newly expand the approach to Est region, as well as increasing schools supported by this interventions in the regions already covered in 2018.

7. FINANCIAL ANALYSIS

UNICEF Burkina Faso was able to mobilise US\$**11,807,476** against the planned amount of US\$**10,086,588** in 2018, which was approximately 117per cent. The total RR received for the Education Programme was US\$4,459,201 and total ORR received was US\$7,038,328. Of the ORR received, US\$ 3,185,990 (about 44per cent) was from the Global Thematic Funds SC149905 and SC189904.

Table 1: Planned Budget for Goal Area 22

Goal Area 22: Learn Burkina Faso Planned and Funded for the Country Programme 2018 (in US Dollar)		
Intermediate Results	Funding Type ⁵	Planned Budget ⁶
22-01 Equitable access to quality education	RR	600,000
	ORR	4,907,005
22-02 Learning outcomes	RR	1,008,231
	ORR	2,124,915
22-03 Skills development	RR	648,437
	ORR	798,000
Total t		10,086,588

Table 2: Country-level thematic contributions received in 2018

Thematic Contributions Received for **Goal Area 22: Learn** by UNICEF Burkina Faso in 2018
(in US Dollars)

Donors	Grant Number	Contribution Amount	Programmable Amount
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⁵ RR: Regular Resources, ORR: Other Resources - Regular (*add ORE: Other Resources - Emergency, if applicable*)

⁶ Planned budget for ORR (*and ORE, if applicable*) does not include estimated recovery cost.

Denmark	SC1899040095	2,383,809	2,270,340
UNICEF-Croatia	SC1899040003	71,131	67,745
Total	SC189904	2,454,940	2,338,085

Table 3: Expenditures by Programme Area

**Goal Area 22: Learn
Burkina Faso
2018 Expenditures by Key-Results Areas (in US Dollars)**

Expenditure Amount*				
Organizational Targets	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
22-01 Equitable access to quality education	1,019	775,560	1,855,015	2,631,594
22-02 Learning outcomes	308,885	6,170,203	2,603,522	9,082,610
22-03 Skills development	42	92,566	664	93,272
Total	309,947	7,038,328	4,459,201	11,807,476

Table 4: Thematic expenses by Results Area

**Goal Area 22: Learn
Burkina Faso
2018 Thematic expenses by results area (in US Dollars)**

Organizational Targets	Expenditure Amount*		
	Other Resources Emergency	Other Resources - Regular	All thematic funding (ORR+OR-E)
22-01 Equitable access to quality education	515	230,567	231,082
22-02 Learning outcomes	1,992	2,861,615	2,863,607
22-03 Skills development	21	91,280	91,301
Total	2,528	3,183,462	3,185,990

Table 5: Expenditures by Specific Intervention Codes
Goal Area 22: Learn
Burkina Faso
2018 Expenditures by Specific Intervention Codes
(in US Dollars)

Labels	Expense
22-01-01 Provision of (formal and non-formal) early learning / pre-primary education (including in temporary learning spaces)	4,341
22-01-03 Provision of (formal and non-formal) primary education (including in temporary learning spaces)	77,493
22-01-04 Provision of (formal and non-formal) secondary education (including in temporary learning spaces)	771
22-01-05 Provision of (formal and non-formal) multiple-levels or alternative pathways of education (including in temporary learning spaces)	27,596
22-01-07 System strengthening - inclusive education for other vulnerable children poorest quintile, ethnic/linguistic minorities, migrant children, non-citizens/undocumented children etc.	203,686
22-01-08 System strengthening - risk informed programming, including climate, resilience, disaster, conflict, and emergency preparedness	351,228
22-01-10 System strengthening - gender-responsive access (excluding SRGBV)	1,039,024
22-01-14 Education Management Information System (EMIS) (excluding learning assessment systems)	3,439
22-01-99 Technical assistance - Equitable access to quality education	370,346
22-02-01 Provision or procurement of early learning / pre-primary education learning materials	1,133,159
22-02-04 Provision or procurement of multiple-levels (or alternative pathways of education) learning materials	4,936,098
22-02-14 System strengthening - early learning / pre-primary policy, leadership, and budget	201,578
22-02-17 System strengthening - curricula and learning materials design (excluding early learning / pre-primary)	240,797
22-02-20 System strengthening - teacher development, management and support	1,256,783
22-02-25 Education Management Information System (EMIS) (excluding learning assessment systems)	266,019
22-03-99 Technical assistance - Skills development	86,308
26-01-01 Country programme process (including UNDAF planning and CCA)	146,581
26-01-02 Programme reviews (Annual, UNDAF, MTR, etc.)	2,349
26-02-01 Situation Analysis or Update on women and children	52,076
26-02-08 Programme monitoring	204
26-03-02 Capacity and skills development for social behaviour change	134,123
26-03-03 Children, adolescent and youth engagement and participation	52,240
26-03-04 Community engagement, participation and accountability	54,468
26-03-99 Technical assistance - Cross - sectoral communication for development	1,509

26-06-04 Leading advocate	9,197
26-06-05 Leading voice	191,353
26-06-06 Supporter engagement	18,157
26-06-07 Leading brand	30,488
26-07-01 Operations support to programme delivery	728,018
28-07-04 Management and Operations support at CO	188,048
Total	11,807,476

8. FUTURE WORK PLAN

With the Country Programme 2018-2020, UNICEF will continue supporting children aged 3-16 years (mandatory age for education), in particular those living with disabilities and in the most disadvantaged regions, with improved access to and completion of basic education with gender parity.

In this context, UNICEF will remain a strategic partner to the Government to: (a) increase access to preschool via a multisectoral approach and promotion of local knowledge; (b) reduce the number of out-of-school children by promoting the value of schools in communities and testing alternative education measures such as Franco-Arab schools and catch-up or remedial courses; (c) expand the quality child-friendly schools (QCFS) model with an emphasis on children with special needs (children with disabilities, street children and refugees); (d) reduce the dropout rate by improving teaching methods and strengthening curricula; and (e) strengthen capacities of the decentralized education system.

Specifically, UNICEF continues to focus on realising greater equity in the field of education in Burkina Faso by providing support for girls' education, children with disabilities and OOSC especially those who live in the most marginalised regions. Based on the bottlenecks, priorities for 2018 are following: 1) finalization of the study on the effectiveness of strategies to promote girls' education; 2) piloting of alternative models for out-of-school children – particularly in the Sahel region as part of UNICEF engagement in improving population resilience; and 3) monitoring of funding for the Inclusive Education Strategy adopted in 2015 by the MENA. Also, UNICEF strengthens its advocacy to create more demand for quality education, by supporting the Government's social mobilisation programme as well as sensitisation using the means of mass-communication.

Furthermore, given the current rapidly evolving humanitarian situation, Ministry of Education developed a new strategy in February 2019 that aims at giving an accelerated education to children affected by insecurity, and UNICEF will closely collaborate with other partners to support this strategy. For example, to contribute to building resilience in schools, UNICEF will accelerate the implementation of the Safe School strategy through a partnership with NGOs and the Government to strengthen resilience in schools. Also, UNICEF will further strengthen and expand Radio Education Programme that aims at ensuring the continuity of learning by the children affected by the school closures, as well as EduTrac, SMS based data collection system that connects directly between Ministry of Education and schools in the zones at risk on insecurity.

Table 6: Planned budget for 2019

**Goal Area 22: Learn
Burkina Faso
Planned Budget and Available Resources for 2019**

Intermediate Result	Funding Type	Planned Budget	Funded Budget ⁷	Shortfall ⁸
22-01 Equitable access to quality education	RR	1,405,258	1,405,258	0
	ORR	4,962,121	4,016,439	945,682
22-02 Learning outcomes	RR	1,124,206	1,124,206	0
	ORR	3,969,696	3,213,151	756,546
22-03 Skills development	RR	281,052	281,052	0
	ORR	992,424	803,288	189,136
Sub-total Regular Resources		2,810,516	2,810,516	0
Sub-total Other Resources - Regular		9,924,241	8,032,877	1,891,364
Total for 2019		12,734,757	10,843,393	1,891,364

9. EXPRESSION OF THANKS

UNICEF Burkina Faso would like to thank all the donors; in particular UNICEF Croatia and Denmark who have contributed to the Global Thematic Funding on Education to provide much needed support to offer quality education for the children in Burkina Faso. None of these activities, at times life changing for some children, would have been possible without the valuable contribution from the donors. We shall continue to ensure the maximum use of the precious contribution to improve the lives of children in Burkina Faso through education, so that they can get out of the negative spiral of poverty and vulnerability.

⁷ Planned and Funded budget for ORR (*and ORE, if applicable*) excludes recovery cost. RR plan is based on total RR approved for the Country Programme duration

⁸ Other Resources shortfall represents ORR funding required for the achievements of results in 2016