

UNICEF Burkina Faso

Education Sector Thematic Report January - December 2016



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Prepared by:
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Photo on the cover

Caption: An 8-year-old student from grade 2 at Katchari Primary School in the Sahel region in Burkina Faso. She is happy to have received a solar lamp that will improve her study conditions. Thanks to UNICEF with partners' support, more than one hundred primary schools in the Sahel region benefited from solar lamps for students.

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1. ABBREVIATIONS AND ACRONYMS

ACSD	Accelerated Child Survival and Development
AME	Association des Mères Educatrices (Mothers of Students Association)
CEBNF	Centre d'Education de Base Non Formelle (Non Formal Basic Education Centres)
CCFC	Christian Children Funds of Canada
CFS	Child-Friendly School
C-QCFS	Complete Quality Child-Friendly School
CR	Completion Rate
FGM/C	Female Genital Mutilation/Cutting
GER	Gross Enrolment rate
ECD	Early Childhood Development
HI	Handicap International
IGA	income generation activities
IR	Intermediate Result
MASSN	Ministère de l'Action Sociale et de la Solidarité Nationale (Ministry of Social Affairs and National Solidarity)
MENA	Ministère de l'Education Nationale et de l'Alphabétisation (Ministry of National Education and Literacy or Ministry Of Education (MoE) in this text.)
MESS	Ministère des Enseignements Secondaire et Supérieur (Ministry of Secondary and Higher Education)
NGO	Non Governmental Organisation
OVC	Orphans and other Vulnerable Children
OOSC	out-of-school children
PBA	Programme Budget Allotment
PCR	Programme Component Result
PDSEB	Programme de Développement Stratégique de l'Education de Base (Basic Education Strategic Development Programme)
PTA	Parent-Teacher Association
RAJS	Réseau Africain Jeunesse Santé (African youth network for the prevention of HIV-AIDS)
SMC	School Management Committee
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
WCARO	West and Central Africa Regional Office
WFP	World Food Programme

2. EXECUTIVE SUMMARY

Burkina Faso, is a landlocked country in West Africa and one of the least developed nations in the world, ranked 183 of 187 according to UNDP's 2015 Human Development Index (HDI). With an estimated population of 19.03 million people in 2016, its high population growth rate of 3.1 % per year remains a key challenge. If this growth rate persists, the country's population will double in the next twenty years. More than 80 % of the population relies on agriculture production which is also the most vulnerable sector for natural disasters and climate changes. Flooding and droughts are the most frequent natural disasters in Burkina Faso every year and both could significantly affect the livelihood and agriculture. Currently around 115,000 people are being affected by food insecurity (phase 3) in Burkina Faso (OCHA 2017).

Despite this economic, social and geographic constraint, the Burkinabe education sector has made a significant progress in the last decade. In primary education, the gross enrolment rate (GER) in primary education increased from 44 per cent in 2000 to 86.1 per cent in 2016, and the Gross Admission Rate (GAR) has reached 100.1 per cent in 2016¹, a significant increase from 47.4 per cent in 2000. The progress in terms of girls' education has been especially remarkable, with the Gender Parity Index (GPI) improving from 0.70 in 2001 to 0.94 in 2011. The GER for girls surpassed that of boys for the first time in 2014 and continued to do so in 2015 and 2016 (86.4% for girls versus 85.9% for boys). The years of efforts to improve girls' education has thus started bearing fruits progressively.

Challenges remain, however, as the high demographic growth has resulted in the elevated demand for education which is difficult for the Government to accommodate. The estimated number of pupils in primary school will increase from 2,344,031 in 2011 to 3,196,682 in 2015, and 4,179,681 in 2021. Moreover, a high percentage of children who are enrolled in primary schools do not complete the cycle: the completion rate was 57.9 per cent (61.0 per cent for girls) in 2015/2016. This indicator suggests lack of the quality of education which is now a great concern for the Government. Even those who do complete primary school, the access to post-primary education is extremely limited or if not, many students drop out at later stage.

In this general context, 2016 was the year of political transition to the new Government which presented both opportunities and challenges to the work in Education sector. The country was governed by the transitional government between November 2014 and December 2015, which resulted in a change of the ministry personnel and the government budget which caused a slight delay in the implementation.

With the crisis in northern Mali that has also impacted northern Burkina Faso, the country has faced a series of terrorist attacks since the beginning of 2016; these attacks have begun to affect education in the Sahel since early March. Since the Sahel is the main area of intervention for the country office as a whole, UNICEF is helping the government to strengthen the resilience of the education system to these attacks in order to ensure continued access to education, which is a fundamental right for children.

Regardless the bottlenecks linked to the socio-political contexts, UNICEF's efforts in Education in 2016 have resulted in the following results at the upstream (policy – advocacy) level; (i) successful testing of the equity-based simulation model (SEE model) and the speed reading approach (SRA) and evidence-informed advocacy with Ministry of Education (MoE) towards replication of these innovations, (ii) introducing three modules in the primary and secondary Education curriculum on menstrual hygiene management, Education for peace, Eradication of child marriages and female genital mutilation, and (iii) the decision of the MoE to implement a strategy to accelerate the expansion of the access to pre-school education from 2017 onwards.

At the downstream (service delivery) level, UNICEF has reached a total 853 schools in the target zones with the Quality Child-Friendly School approach, covering 183,027 children (out of which were 85,688 girls) to access improved-quality education. Furthermore, 1,332 early childhood development (ECD) educators and parents developed competencies in ECD/parental education. Over 4,670 Malian refugee children and children from host-communities were enrolled in pre-school, primary education and vocational training, with the support of UNICEF and UNHCR.

¹ The Gross Admission Rate is over 100% because this indicator is calculated on the basis of the ratio between the number of enrolled children of all ages and the schoolable population of 6 years. This means that some new enrollees are under 6 and others are older than 6 years.

3. STRATEGIC CONTEXT OF 2016

A landlocked country in West Africa, Burkina Faso is one of the least developed countries in the world, ranked 183 of 187 nations according to UNDP's 2015 Human Development Index (HDI). With an estimated population of 19.03 million people in 2016, its high population growth rate of 3.1 % per year remains a key challenge. If this growth rate persists, the country's population will double in the next twenty years. More than 80 % of the population relies on subsistence agriculture.

The education sector of Burkina Faso has attained major results over the last decade, as demonstrated by the increase in the gross primary school enrolment rate, from 44 per cent in 2000 to 86.1 per cent in 2016, and the gross admission rate, defined as the ratio of children newly enrolled in first year of primary school and children of legal age to enter primary school, which has reached 100.1 per cent in 2016, up from 47.4 per cent in 2000 (MoE, Statiscal Year Book, 2016). This has been facilitated by national policy to make education free for all children aged 6 to 16, and the distribution of school kits in all public primary schools.

Despite this progress, challenges in Education remain, as the rapid demographic growth has resulted in the high demand for education that is difficult to accommodate within the national education system. The estimated number of pupils in primary school will increase from 2,344,031 children in 2011 to 3,196,682 in 2015 and 4,179,681 in 2021. This will require construction of at least 37,072 new classrooms, equivalent to an average of 3,707 classrooms per year, a major challenge for the Government given difficulties to attain the current target of 3,000 classrooms per year (PDSEB, document, 2012).

In addition, a high percentage of children who are enrolled in primary school do not complete the cycle: the primary completion rate was only at 57.9 per cent (61.0 per cent for girls) in 2016 (MoE, 2016). For those who do complete primary school, the access to post-primary education is extremely limited and many may result in dropping out at the post-primary level.

One of the main reasons for so many children being out of schools is the lack of public education available in villages. Most post-primary education schools are located at on average 7 to 10 km away from children's homes, raising safety issues when commuting a long distance to schools, especially for girls. Sending their daughters to live close to the schools is not always an option due to the non-affordability of boarding facilities. These barriers resulted in the persisting gender inequality at high school level.

Geographic disparities are also an issue. For example, the net enrolment rate in major cities has reached 75 per cent as opposed to barely 37 per cent in rural areas. In addition, access to preschool and post primary schools remains low. The quality of education is poor, as more than 40% of Burkinabe children complete primary education without being able to read a simple text.

2016 was a challenging year for Burkina Faso especially in terms of the socio-political context. The country was governed by the transitional government between November 2014 until December 2015, followed by the successful presidential and legislative elections. During the first semester of 2016, new authorities were installed, which affected a delay in the implementation of planned activities with MoE. At the beginning of 2016, a terrorist attack hit Ouagadougou. By the end of 2016, the country, especially the northern part, has suffered from a deteriorating security due to a series of security incidents mostly linked to terrorist threats. Early 2017, these attacks targeted schools, directly affecting the children's right to education in Sahel region. An estimated 960,000 children are out of school in Burkina Faso in 2016.

In order to meet these challenges, the government is developing a new sectoral plan with a holistic vision. The sectoral program Education and Training (2017-2030) aims at: 1) increasing access at all levels and reducing disparities; 2) improving the quality of learning; and 3) strengthening the governance of the education and training sector.

Through its Programme of Cooperation 2011-2017 UNICEF Burkina Faso has been supporting the Government to address the national objectives set in the Education and Professional Training Sectoral Program (Programme Sectoriel de l'Education et de la Formation, PSEF). At the same time, UNICEF Burkina Faso, through the Common Basket funding mechanism for basic education, is contributing to the implementation of the education sector plan. After the concerted decision of the Government to admit all children with a primary school certificate to post primary school in 2014, UNICEF has been supporting the MoE in adopting quality standards based on the Quality Child-Friendly School (EQAmE in French) approach.

4. RESULTS IN THE OUTCOME AREA

UNICEF Burkina Faso's Education programme is based on the following pillars: (i) improving access to quality basic education, particularly for vulnerable persons and children living with a disability (including early childhood development and alternative education for out-of-school children) through the development and expansion of a Quality Child Friendly School (QCFS) model in Burkina Faso; and (ii) reducing the gender gap in education by facilitating girls' transition from primary to post-primary education. This section presents the key results achieved in the Education Programme in 2016 in Burkina Faso.

4.1. Analysis of Key Results 2016

Outcome-- By 2017, (i) the primary school Gross Enrolment Rate (GER) increases from 72.4% in 2008-2009 to 100%, with a special focus on vulnerable children and those with special needs and (ii) the primary school Completion Rate (CR) increases from 45.9% in 2009-2010 to 75.1%, with special focus on girls.

Progress: On-track

Burkina Faso's basic education sub-sector has improved considerably since 2011, with 2016 marking a relatively good progress in terms of increasing educational access, but stagnant situation in terms of improving education quality. The primary school Gross Enrolment Rate attained 85.9% for boys and 86.4% for girls in the 2015/2016 school year, up from 83.6% and 83.9%, respectively, in 2014/2015. As for the primary school completion rate, it remained at the same level as 2014/2015 for girls at 61.0%, whereas it has slightly worsened for boys, from 57.4% in 2014/2015 to 55.1% in 2015/2016.

UNICEF has contributed to improving educational access, quality and equity through both upstream and downstream work, with a focus on the most vulnerable groups, out-of-school children (OOSC) as well as children with disabilities, by targeting the Sahel region that has the worst education indicators. At the upstream level, UNICEF ensured the translation of an equity agenda in the new education sector plan, with a particular focus on early childhood development (ECD) as one of the determinant factors to alleviate inequity in the early years of life. This effort was further reinforced by the Simulation for Equity in Education (SEE) model pilot in the Sahel region, whose product was used to inform the new sector plan with the equity perspective.

In 2016 UNICEF was selected by other partners as the managing of the Global Partnership for Education (GPE) and contributed to the development of the grant proposal. This exercise successfully leveraged over USD 210,000 for Burkina Faso and has put UNICEF in a privileged position to influence the new sectoral plan.

At the same time, UNICEF's technical assistance has contributed to the MoE's decision to expand preschool access starting from the 2016/2017 school year. Four key strategies and studies have been launched by UNICEF together with MoE, namely: 1) the National Strategy on information and communication technology (ICT) in Education, 2) a study on out-of-school children (OOSC), 3) a study on the causes of pupils' limited performance in mathematics, and 4) an impact evaluation of income generation activities (IGA) on girls' education.

A landmark success of linking downstream work to the upstream level has been the MoE deciding to train all the 43,000 primary school teachers of the country with the state budget on the Quality Child-Friendly School (QCFS) approach, which was originally piloted by UNICEF. To promote girls' education in the school curriculum, MoE is also preparing, with UNICEF support, the introduction of three teacher training modules on reproductive health, child marriage and female genital mutilation/cutting, as a part of the curriculum reform.

At the downstream level, UNICEF has continued its support through pilot initiatives to advance the right to education, specifically targeting disadvantaged children in Ganzourgou, Namentenga and the Sahel region. On top of the major social mobilization campaign to encourage parents to send their children to schools, UNICEF's support has reached a total 853 schools in the target zones with the QCFS approach, covering 183,027 children (out of which 85,688 girls) to access improved-quality education. Furthermore, 1,332 ECD educators and parents were trained in ECD/parental education.

In order to improve the quality of education, UNICEF has initiated an innovative pilot approach of “Rapid learning to reading” which has enabled pupils of the pilot schools to learn the alphabet and basic reading in half the time spent in the conventional approach. At the same time, in order to extend the learning time of children, 10,000 solar lamps have been procured so that they can study at home even after the sunset.

To enhance equity in education, UNICEF also promoted girls' education and prevention of child marriage via community sensitization, the provision of 605 scholarships, 500 bicycles and 15,000 learning kits. Education of over 3,700 OOSC were also supported via catch-up bridging courses, literacy and skills training, while the right to education of 2,601 children with disabilities (1,230 girls) was promoted and ensured in the same target zones. Burkina Faso's experience in supporting OOSC via catch-up bridging courses has been considered as a good example at the regional level, and a delegation from Senegal (MoE and UNICEF officials) visited UNICEF-supported activities in March 2016 for a study mission. Over 4,670 Malian refugee children and children from host-communities were enrolled in pre-school, primary education and vocational training, with the support of UNICEF and UNHCR.

Output 1: By 2017, the strategies of accelerating access to a quality basic education are promoted

Progress: On-track

At national level, access to education has improved, with the number of pupils in primary schools increasing from 2,706,803 (1,311,385 girls) at the beginning of 2015/2016 school year to 2,873,049 (1,395,243 girls) by the end of the school year. At the preschool-level, the number of children enrolled increased from 72,210 (35,690 girls) to 109,710 (54,307 girls) during the same period. Following the milestone to train all 43,000 primary school teachers in the country on QCFS approach with the national budget in September and December 2016, training of trainers was conducted to introduce the approach in the teacher training colleges. Moreover, as a result of UNICEF's advocacy efforts and technical assistance (WCARO and CO) including a study visit to the Republic of Comoros, MoE has decided to expand preschool access from the 2016/2017 school year onward.

- A social mobilization campaign has been conducted at the beginning of the 2016/2017 school year to sensitize parents, community members and children on the importance of education, with a particular focus on 650 schools in the Sahel. This campaign has led to the enrolment of an additional 50,000 children in Grade 1.
- Ongoing support to QCFS schools in Centre north, Central Plateau and Sahel regions has enhanced access and improving learning environment through classroom construction/equipment, along with latrines and water points for a total 9,545 children (4,523 girls) in 53 schools.
- To promote children's fitness to continue schooling, UNICEF supported the training of 55 teachers on “Poko” nutrition comic books and 300 school directors on HIV/AIDS prevention.
- In preschools, 100 members of school management committees (SMC) were trained in the Sahel to boost parents' understanding of ECD. A pilot initiative with the NGO Bornefonden in Ganzougourou has also allowed to provide a model of community preschools (“Bisongos”) being managed and sustained by the decentralized-level.
- In terms of emergency preparedness and response, UNICEF supported capacity development of 404 officers of the MoE both at central and decentralized levels in July 2016. In the Malian refugee camps and the host-communities, 3,828 (1,732 girls) were enrolled in pre-school, primary education and vocational training, with the support of UNICEF and UNHCR. This action allowed to reach 35% of refugee children.
- In order to contribute to prevent future conflicts, a new module on peace education has been developed with WCARO technical assistance, based on which 905 teachers in the Sahel region were already trained in September 2016. This module is expected to be introduced in all the QCFS schools and beyond from 2017 onwards as a part of the QCFS nationwide scale-up. Finally, the emergency response is ongoing for the children displaced by the conflict in the north of Ivory Coast,

by providing preschool education to 169 young children (88 girls) and primary education to 87 children (46 girls) in Batié and Kpuéré in the Nounbiel province, South West Region.

Bottlenecks continue to be insufficient school infrastructure nationally, and worsening security in the bordering areas of Sahel region. Lessons learned are the Ministry's ownership of UNICEF piloted approaches is key to ensure sustainability and scaling up, and inclusion of innovative approaches into initial teachers' training is cost-effective and more sustainable and a good strategy to cope with constant teachers' mobility.

Output 2: By 2017, the education quality standards are known and applied.

Progress: On-track

At the national level, improvement in the quality of education seemed to have stagnated, with the primary school completion rate stagnating, remaining around the same level as 2014/2015 for girls at 61.0%, while slightly worsening for boys, from 57.4% in 2014/2015 to 55.1% in 2015/2016, which could be also due to the political instability that the country had gone through from end-2014 to beginning 2016. To overcome this challenge, MoE and UNICEF made substantial efforts in 2016 to promote the quality of education, especially through the nationwide-scale up of the QCFS approach and other innovations. To support this landmark, UNICEF has provided 43,000 copies of the QCFS manual to reach almost all primary school teachers in the country. With this, all the primary schools and teachers of the country are now aware of the quality standards. At the same time, the second QCFS module containing specific and emerging themes such as peace education, ECD, school health/nutrition and inclusive education has also been elaborated. UNICEF has also supported the elaboration of the National Strategy on ICT in Education.

UNICEF has initiated an innovative pilot approach of "Rapid learning to reading" which has enabled pupils of the pilot schools to learn the alphabet and basic reading in half the time compared to the conventional approach. Promising results emerging from the target school indicate that the pupils under this approach have scored 16 points better in the reading tests than the cohort students of the previous year who had not benefitted from this approach.

In order to increase the learning time of children, 10,000 solar lamps have been procured so that they can study at home even after sunset. Moreover, education quality of 50 schools covering 9,005 children (4,267 girls) is being reinforced via the provision of materials in hygiene, sports, library and school gardening.

Within the MoE's strategy on ICT in education (finalized in 2016), UNICEF introduced "Edu-track²", a SMS-based real time monitoring of indicators in education. A company was hired to technically support the implementation. The launch of Edu-track is planned in 2017.

To promote the spirit of excellence, the competition of best performing QCFS is being organized in December, with the participation of 455 schools covering 105,836 pupils (50,695 girls). At the level of preschool, UNICEF has supported the provision of learning materials for 14 community preschools, covering 840 children (428 girls). As a part of the efforts to generate informative evidence, UNICEF has also launched key studies, namely (i) a study to identify the cause of pupils' poor performance in mathematics, (ii) a study on OOSC to inform the future strategy on OOSC, and (iii) an impact evaluation of IGA on girls' education.

Bottleneck is teacher capacity and mobility, as teachers who did not get initial training often possess insufficient capacity, while those who received in-service training get reassigned to another province. To counter this bottleneck, UNICEF has begun support to teacher training colleges. Lessons learnt include innovative experiments (individual solar lamps, "speed learning", TIC) contribute effectively to quality education.

² Edu-Track is an application of the Rapidpro platform that collects routine data by SMS, aggregates them and brings them to the attention of decision makers in real time.

Output 3 - By 2017, The education programme provides greater equity
Progress: On-track

Equity in education has seen an improvement in 2016 at the national-level, with a gender parity index in primary education progressing from 1.004 at the end of 2014/2015 school year to 1.005 at the end of the 2015/2016 school year. At the upstream level, advocacy and piloting of the SEE Model in the Sahel region has helped better reflection of equity aspects in the new sector plan that is being elaborated. At the same time, ongoing efforts such as development of school club tools to be used in the schools nationwide aim to promote, among others, equity in education. MoE has also included in its 2016 priorities the OOSC study, as a result of UNICEF's advocacy and support. UNICEF promoted inclusive education at the upstream level, by ensuring a high-level participation on multi-country meeting on this topic held in Togo in April 2016. Following this, public awareness on the importance inclusive education has been rising, as can be seen in the increasing media coverage on the education situation of children with disabilities, following sensitization conducted to the media and opinion leaders throughout the country on the National Strategy on Development of Inclusive Education.

- UNICEF has continued supporting girls' education through provision of grants/scholarships and procurement of learning kits and bicycles, especially for post-primary education. For the 2016/2017 school year, 605 girls in post-primary schools are expected to benefit from grants/scholarships.
- Children's participation in ensuring equity has been promoted through a pilot action research activity, where children who are members of school clubs conducted a door-to-door survey in their communities to identify out-of-school children (OOSC), while sensitizing the children and their parents on the importance of education.
- In terms of equity for children with disabilities, UNICEF supported identification and enrolment of 1,634 children with disabilities (745 girls), while ensuring continuous schooling of 967 children with disabilities (485 girls) in the Sahel region.
- A total of 236 teachers and pedagogic advisors, members of 100 school management committees and 30 civil society organizations were trained on inclusive education.
- 1,020 previously out-of-school children (527 girls) between ages 9-12 were enrolled in the catch-up bridging classes supported by UNICEF.
- In terms of ensuring equity for adolescents and adults, UNICEF has supported literacy training of 1,681 adolescents (983 females) in Centre North, Central and Sahel regions. In addition, UNICEF provided the MoE with vocational training materials for approximately 1,080 adolescents enrolled in the non-formal education that includes vocational training, called CEBNF.

Bottleneck in terms of gender is child marriage and continuous gap in the number of post-primary schools especially in the rural areas, making it difficult for girls to commute long distance to continue education after completing primary education. In terms of OOSC, the tendency that many parents opt for koranic schools especially in the Sahel region continues to be a challenge. Lessons learnt include effective implementation models to demonstrate feasibility of the equity approach to education (gender, disability) proves a strong advocacy tool.

4.2. Key constraints, measures taken and lessons learnt

The major constraints faced in 2016 were: (i) restructuring of the MoE consolidating two ministries into one that has caused a period of uncertainty and delays in activity implementation; and (ii) the worsening security situation in the bordering areas of the Sahel region. To overcome these challenges, UNICEF maintained working with the technical-level and conducted advocacy at higher-level to streamline the work with the new MoE directorates.

With regards to the security issue, UNICEF took some mitigating measures, for example, transferring funds directly to the regional level to eliminate the risk of transporting funds from central to regional

level. The security situation has further deteriorated early 2017 due to the terrorist threats/attacks targeting schools in Northern part of the country. UNICEF is currently assessing the needs in the field to continue support the education of children through developing the capacity of teachers on psycho-social services and peace building.

The lessons learned are: i) the importance of coordination among the MoE departments and the partners especially then the Ministry underwent an internal restructuring. Staff mobility remains a challenge with changes in government teams. To alleviate this, UNICEF extends training to technical staff and tries to adapt his programs to this context; ii) the benefit of seizing the advocacy and scale-up opportunities such as the QCFS approach. When the government understood the importance of the predictability of funding based on quality standards, it immediately decided to generalize the EQAmE approach; iii. the importance of standby agreements when government is not available in certain parts of the country. For example, when the crisis in Côte d'Ivoire displaced a part of the population in Burkina Faso, the activation of the STA with a local NGO made it possible to intervene very quickly.

4.3. Results Assessment Framework

Measurable indicators and targets	Baseline	2016/2017 targets (CPAP)	2016 achievements (Cumulative if applicable)	Source
Number of boys and girls benefitting by 31 December from quality basic education in basic educational structures	Total: 38,552 (2011-2012)	168,000	209,997 children with 102,102 girls in 853 QCFS	Sector Review(s)
Number of girls and boys enrolled in pre-school and post-primary in the provinces of Ganzourgou, Namentenga, and Sahel region by December 31 2017	Total : 3,800 2010-2011	73,871	26,950 (16,414 girls, 10,536 boys)	Sector Review(s)
Number of actors participating by 31 December in the management and operation of basic education structures for better monitoring of children	1050	25,960	25,840	Sector Review(s)
Number of children in emergency situations benefiting from education by December 31, 2015	4,600 in 2009 after the September 2009 flooding crisis	16,560	3,828 children in Malian refugee sites (1732 girls by Unicef)	Sector Review(s)
Number of members of children parents associations', children's mothers associations and school management committees ensuring by December 31 monitoring of children and participating in the management and operation of basic educational structures	Total : 3.542 - women: 1.575; men: 1.967	18,410	25,590	Sector Review(s)
Number of basic education structures in the provinces of Namentenga, Ganzourgou and Sahel region applying educational quality standards by December 31 2016	0	865	853 (including Sahel)	Monitoring reports from the ministry
% of pupils in bridging classes transiting to the formal education system by December 31, 2014	0%	85%	81.26% in camp	Sector Review(s)

Availability of reference materials on the strategy and evaluation of Child Friendly schools and e-education by December 31 2016	4 (2015)	5 reports of documents of strategy, assessment, evaluation	7 Reports including 03 ongoing on OOSC study, mathematics and Income generating activities	Reports available
Number of girls and other vulnerable learners admitted to primary and post-primary, supported and pursuing their studies by the end of 2016	0	10,000	15,000 cumulatively	Sector Review(s)
Number of learners with a handicap enrolled in basic educational structures	0	24,000	26,168 with 4,375 (16%) by Unicef	Sector Review(s)
Number of decentralized, community and civil society structures accompanying the promotion of equity in basic education	150	853	2,559 cumulatively	Sector Review(s)

5. FINANCIAL ANALYSIS

UNICEF Burkina Faso was able to mobilise USD **7,249,365** against the planned amount of USD 7,805,909 in 2016, which was approximately 92%, as detailed in Table 1. The total RR received for the Education Programme was USD 2,584,365, and total OR received was USD 4,665,000. Of the ORR received, USD 850,000 (about 18%) was from the Global Thematic Funds SC149905. With these resources, UNICEF was able to complete 92 % of the planned activities.

Table 1: Planned Budget for Outcome Area 5 and Available Funding

**Outcome Area 5: Education
Burkina Faso
Planned and Funded for the Country Programme 2016 (in US Dollar)**

Intermediate Results	Funding Type ¹	Planned Budget ²	Funded Amount ³
05-03 Education access and emergencies	RR	835,716	1,033,746
	ORR	3,182,782	1,866,000
05-04 Education quality	RR	499,091	775,310
	ORR	1,202,494	1,399,500
05-05 Education equity	RR	1,073,987	775,310
	ORR	1,011,838	1,399,500
Total Budget		7,805,908	7,249,365

¹ RR: Regular Resources, ORR: Other Resources - Regular (add ORE: Other Resources - Emergency, if applicable)

² Planned budget for ORR (and ORE, if applicable) does not include estimated recovery cost.

³ ORR (and ORE, if applicable) funded amount exclude cost recovery (only programmable amounts).

Table 2: Country-level thematic contributions received in 2016

Outcome Area 5: Education
Thematic Contributions Received for Outcome Area 5 by UNICEF Burkina Faso in 2016
(in US Dollars)

Donors	Contribution Amount	Programmable Amount
UNICEF-Croatia	82,493	82,493
Grand Total	82,493	82,493

Table 3: Expenditures by Programme Area

Outcome Area 5: Education
Burkina Faso
2016 Expenditures by Key-Results Areas (in US Dollars)

	Expenditure Amount*			
Organizational Targets	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
05-02 Equity # focus on girls# and inclusive education	49,820	855,008	498,949	1,403,778
05-03 Learning and child-friendly schools	592,499	2,180,226	1,532,865	4,305,590
05-04 Education in emergencies	34,181	85,389	28,291	147,861
05-05 Education # General	5	85,690		85,695
Total	676,505	3,206,313	2,060,106	5,942,924

Table 4: Thematic expenses by programme area

Outcome Area 5: Education
Burkina Faso
2016 Thematic expenses by programme area (in US Dollars)

	Expenditure Amount*		
Organizational Targets	Other Resources Emergency	Other Resources - Regular	All thematic funding (ORR+OR-E)
05-03 Learning and child-friendly schools	48,348	842,937	891,285
05-02 Equity # focus on girls# and inclusive education		148,572	148,572
05-04 Education in emergencies	24,653	85,604	110,258
Total	73,001	1,077,113	1,150,114

Table 5: Expenditures by Specific Intervention Codes
Outcome Area 5: Education
Burkina Faso
2016 Expenditures by Specific Intervention Codes
(in US Dollars)

Specific Intervention Code	Expense
05-02-03 Girls# primary and pre-primary education (excluding UNGEI)	789,971
05-03-02 Child Friendly Schools # Education	4,635,963
05-04-06 Education - Emergency response	543,337
05-05-01 Education -Systems	145,590
08-01-01 Country programme process	58,492
08-01-07 Humanitarian Planning (CAP/SRP, HAC) and review related activities	2,839
08-02-01 Situation Analysis or Update on women and children	17,723
08-02-05 Other multi-sectoral household surveys and data collection activities	12,572
08-02-08 Monitoring # General	101,085
08-03-01 Cross-sectoral Communication for Development	40,578
08-03-02 Communication for Development at sub-national level	471,345
08-08-01 Gender programming not classifiable by sector	1,039
08-09-06 Other # non-classifiable cross-sectoral activities	1,999
10-05-01 Executive Direction	4,556
10-07-12 Management and Operations support at CO	598,751
7921 Operations # financial and administration	444,175
Grand Total	7,870,014

6. FUTURE WORK PLAN

UNICEF will continue its support in the integration and application of child friendly school quality standards while supporting MoE to address the important infrastructure deficit in disadvantaged areas, with particular emphasis on the preschool and post primary school. Besides the construction of new classrooms, UNICEF will assist some existing schools to benefit from latrines, boreholes, school gardens, sports equipment, kits of solar lights and library materials. In addition to the participation of other partners in this effort, UNICEF's focus is on the quality standards such as teacher training, promotion of parental education, community awareness, the establishment of school management committees and school clubs, organizing catch-up classes for children in need, as well as support to girls and out-of-school children.

Specifically in 2017, UNICEF will expand its support to the East region, one of the two regions with lowest education indicators in the country, while exploring the possibility of implementing the Q-CFS model for the entire cycles including preschool, primary, post-primary and non-formal education. UNICEF has contributed so far to the transformation of Q-CFS in many schools through teacher training, community capacity development and provision of various pedagogic and learning materials. This effort will continue in 2017 with the further transformation of 108 schools in Ganzourgou and Namentenga into the QCFS, the transformation of 70 new Sahel schools into QCFS and the identification of 150 schools in the Eastern region to be transformed into QCFS in 2018. However, the major challenge remains the reopening of more than 500 schools in the Sahel following the terrorist attacks and the resilience of the education system to these attacks.

Moreover, experimentation with the Rapid learning to reading approach that began in 2016 will be extended to new schools in 2017 in order to produce further evidence. The study on mathematics has

just delivered its report on the causes of the weakness of the children in this matter. UNICEF will support the MoE in implementing the recommendations that have been made to improve the teaching of mathematics.

Finally, UNICEF has supported the MoE in strategies to promote girls' education in recent years. While many studies show the effect of social mobilization campaigns on girls' access to school, other interventions like scholarships, provision of bicycles and others need to be examined in depth to assess their impacts. For 2017, UNICEF has planned a study on the effectiveness of these strategies. The results will serve as the advocacy tool to strengthen the girls' education in the implementation of the new sector plan.

Table 6: Planned budget for 2017

**Outcome Area 5: Education
Burkina Faso
Planned Budget and Available Resources for 2017
Outcome Area 5: Education
Burkina Faso
Planned Budget and Available Resources for 2017**

Intermediate Result	Funding Type	Planned Budget ¹	Funded Budget ¹	Shortfall ²
05-03 Education access and emergencies	RR	1,486,061	1,486,061	0
	ORR	1,444,087	1,444,087	0
05-04 Education quality	RR	502,239	502,239	0
	ORR	813,761	813,761	0
05-05 Education equity	RR	912,365	912,365	0
	ORR	1,101,130	1,101,130	0
Sub-total Regular Resources		2,900,665	2,900,665	0
Sub-total Other Resources – Regular		3,358,978	3,358,978	0
Total for 2017		6,259,643	6,259,643	0

¹ 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

² Other Resources shortfall represents ORR funding required for the achievements of results in 2016.

7. EXPRESSION OF THANKS

UNICEF Burkina Faso would like to thank all the donors; in particular, UNICEF Croatia, 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.

8. ANNEXES

8.1. Human interest story

Resisting shocks and keeping learning: Boéna, an example of courage

By Claude Tarpilga

Boéna is located in the province of Ganzourgou about 60 kilometers from Zorgho in the Plateau Central region of Burkina Faso. With a population of about 11,000 inhabitants, Boéna is the biggest village in the commune of Boudry.

Boena hosts a college with 581 students enrolled, including 251 girls. The college has nine post primary classes: three classes of grade 1, two classes of grade 2, two classes of grade 3 and two classes of grade 4.

In July 2016, the College was ravaged by a tornado that damaged the two buildings in its entirety. Alerted by the college principal and local authorities, a team of the Ministry of Education and UNICEF visited the school to assess the situation. The roofs of the buildings were blown away by the wind and a large number of school benches damaged

Mr. Compaoré Inoussa is the Principal of the College of Boena who is assigned since 2010 in this college, he also practices as history and geography teacher. He said: "The disaster that occurred on the night of July 8-9, 2016 sowed desolation among the populations. We did not know what to do as the damage was extensive. Everything was taken away. Some pieces of the roof were found at more than 100m from the school.

Faced with the situation, it was necessary to prepare for the next school year in October. Municipal authorities, education officials and the village chief, who is also the president of the College Parents' Association, were mobilized to find solutions to palliatives. The principal of the College, at the request of the Provincial Director of National Education and Literacy (DPENA), wrote a status report. It was on this basis that the DPENA contacted UNICEF to seek support. UNICEF responded favorably to the request of the DPNA and the rehabilitation work could be started.

At the beginning of October only the two classes of grade 4 - classes of exam - were able to begin the courses. The students in grade 4-A were refurbished in a room built by the municipality. For the students of grade 4-B, the college management was obliged to transform a study room built by UNICEF in 2012 into the classroom to shelter them. The two classes of grade 2 were relocated in obsolete and abandoned buildings belonging to Boena A primary school located about 1 kilometer from the College. A shed built near the College by the cattle sellers was used to rehouse the students of grade 3-A while those of grade 3-B joined a literacy room located in another sector about 3 kilometers from the College. As for the three 1st grades, the pupils were able to return to school at the end of November 2016 thanks to the tents provided by UNICEF.

Fatimata Sambaré is 14 years old. Native from Boéna, she attends the 1st grade. She was very worried because she already saw in her mind the risk of traveling long distances if she had, in desperation, to attend Nedego High school located 25 km from Boena. In Nedego, she has no guardian. In addition, she refused any idea of renting a house for her

studies. "I was heartbroken when I thought I should leave my parents to study 25 km from here. I already felt insecure," she says.

The following days, when Fatimata saw a truck landing UNICEF's school tents in the college yard, she regained hope. Moreover, the presence of workers who are active on the site for the rehabilitation of the buildings have finally reassured her that she would make her first return to class in grade 1 at the College of Boéna. "We study well in tents. We are sheltered from the sun and the wind. But we want to get back into the classrooms of our buildings," she says with a lip-smirk.

According to Amado Rouamba, Mathematics and life-earth sciences teacher who has been working since 2013 at the College of Boena, the temporary solutions pending the rehabilitation of the buildings are beneficial especially for the students of grade 4 who will take the undergraduate study certificate exam this year. Indeed, Amado who holds one of the classes of grade 4 was very worried. He wondered if he would be able to finish the program of his class since the year began with difficulty.

Boena College was ranked the best according to the results of the 2016 undergraduate study certificate exam in the province of Ganzourgou. The challenge of maintaining the same rank is still present and Amado is determined to meet it despite the catastrophe that hit the College. "The unfortunate situation that has affected us should in no case undermine our students' performance as we want even better this year for our college," he said

The communities of the village of Boena have multiplied the initiatives to support the College. The village chief, who is also the president of the Parents' Association, convened a meeting in which the parents agreed to make a contribution of CFAF 2500 per pupil to face priorities. "That's how we were able to repair the school benches and made a metal sheet fence for the cattle shed that now houses the student of grade 2-A," says the village chief, before expressing his gratitude to UNICEF, whose response did not take long to come. .

Photos and captions

<https://goo.gl/photos/qKFfGVHr5QUbhJ6Z6>

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Please return the completed form back to UNICEF by email to:

Name:

Email:

SCORING: 5 indicates “highest level of satisfaction” while
0 indicates “complete dissatisfaction”

1.To
what
extent
did

the narrative content of the report conform to your reporting expectations? (For example, the overall analysis and identification of challenges and solutions)

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

2. To what extent did the fund utilization part of the report meet your reporting expectations?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

**SCORING: 5 indicates “highest level of satisfaction” while
0 indicates “complete dissatisfaction”**

3. To what extent does the report meet your expectations in regard to the analysis provided, including identification of difficulties and shortcomings as well as remedies to these?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we could do better next time?

4. To what extent does the report meet your expectations with regard to reporting on results?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

5. Please provide us with your suggestions on how this report could be improved to meet your expectations.

6. Are there any other comments that you would like to share with us?

Thank you for filling this form!