



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Accelerated Learning Education Primary & Post-Primary through Speed School model in Burkina Faso (FASST project)

2. Country or countries where the practice is implemented *

Burkina faso

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

Plan International Burkina Faso, Strömme Foundation, FDC, Tin-Tua, ATAD, AJTD, AFDR, Plan International Canada

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Speed School, Out-of-school children, Refugees, Gender Transformative Education, Adolescents, Inclusion, Equity

6. What makes it a best practice? *

FASST project “Strengthening Girls’ Rights to Complete their Education Safely and On-Time in Burkina Faso” addresses an urgent and growing need for children ages 6-16, particularly girls, in the conflict-affected northern, north-central, Sahel, and eastern regions of Burkina Faso to continue their safe, gender-sensitive and protective education through a gender-transformative, rights-based approach in line with Do-No-Harm principles, to address demand and supply side barriers to education, including gender norms that frame social expectations towards girls’ and boys’ education. Recognizing that many IDP girls and boys have dropped out of school as a result of the conflict, FASST is implementing an accredited accelerated learning program: Speed School SSA/P (lower primary) and SSA2 (for upper primary), as part of a holistic intervention, to give a second chance for education to out-of-school children in a conflict setting. The whole project and the Speed School model have been designed integrating a gender transformative, inclusive and protective approach (for gender equality, the return and retention of girls in school and the fight against all forms of gender inequality and gender-based violence in communities). Speed school is an effective strategy for reaching OOSC, especially girls, in Sahel countries where many children are overage and face barriers to accessing formal schools. It can be adapted to changes in context (i.e. Speed school was adapted to address security concerns; and COVID-19 when school closures). Communities and education authorities at national and local level are involved in every stage of the Speed School. Community involvement and sense of ownership are essential to the success of Speed school. Speed School is part of a holistic package of interventions including Food support, take-home rations, cash transfer, MHM kits and training, community mobilization, local partners and stakeholders training on gender-sensitive education, inclusion and protection and other activities. The FASST project has succeeded in opening 192 accelerated education centers (including 167 SSA/P centers and 25 SSA/2 centers) enabling to 2,783 children (1,395 girls et 1,388 boys) to have an opportunity to continue their education in a fragile context.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

Burkina Faso is characterized by insecurity and humanitarian challenges due to terrorist attacks that have caused significant displacement of populations. The number of IDPs is steadily increasing. According to OCHA data, as of March 31, 2022, Burkina Faso had 1,814,283 IDPs. Security incidents are particularly affecting the education sector. The latest estimates made by the Ministry of National Education, as of March 8, 2022, were 3,683 schools closed throughout the country. This figure represents nearly 15% of the country's educational structures. This situation affects 590,327 students and 17,309 teachers.

FASST project "Strengthening Girls' Rights to Complete their Education Safely and On-Time in Burkina Faso" addresses an urgent and growing need for children ages 6-16 years, particularly girls, in the conflict-affected northern, north-central, Sahel, and eastern regions of Burkina Faso to continue their education at a time when the insurgency threatens their right to a safe, gender-sensitive and protective education. The outcome is improving learning outcomes for girls and adolescent girls of primary and post-primary school age in insecure areas by addressing key gender-related barriers to girls' education in Burkina Faso. The project takes a gender-transformative, rights-based approach in line with Do-No-Harm principles, to address demand and supply side barriers to education, including gender norms that frame social expectations towards girls' and boys' education and security that is consistent with SDGs 4 and 5 by strengthening girls' access to education and addressing gender inequalities. It is also in line with the G7 Charlevoix Declaration, by addressing key gender equality issues and crises in girls' education, and aligns with national strategic objectives of Education in Emergencies.

A baseline study, which included a gender-based assessment, was conducted to inform and to provide programmatic guidance to the project. It revealed that girls are at a disadvantage compared to boys in terms of access and progression in school and that there are a variety of factors that fuel this phenomenon. For example, so-called harmful cultural practices such as early marriage, and gender-based violence. This situation is aggravated by the insecurity that has led to the closure of schools. Recognizing that many IDP girls and boys have dropped out of school because of the conflict, FASST is implementing support for accredited accelerated learning programs, known locally as Speed School SSA/P (lower primary) and SSA2 (for upper primary), as part of a holistic intervention.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation? *

The FASST project, since February 2020, is being implemented by Plan International, in partnership with the Strømme Foundation, as well as five local partner NGOs (FDC, Tin-Tua, ATAD, AJTD, AFDR), and in collaboration with the Ministry of National Education, Literacy and the Promotion of National Languages over a period of 36 months, Funded by Global Affaires Canada.

To respond to large numbers of internally displaced person (IDP) children who have missed part of the school year, FASST is supporting host primary and post-primary schools to absorb IDPs through activities that ensure the learning environment is safe, gender responsive and good quality. Catch up classes, school supplies, teacher training and psycho-social support, learning spaces, and water and sanitation are addressing supply side barriers that both host and IDP girls face to enrolment. In response to the needs of children who have been out of school for one year or more, the FASST is implementing community-based, accredited, accelerated learning program in both host community areas and in areas in which schools have closed. The Speed School model (SSA/P) provides the first three years of primary education in nine months, and has proven to be highly effective in Burkina Faso. The SSA/2 is an 18-month accelerated education program that allows out-of-school children and adolescents aged 13-14 to enter or re-enter post-primary education. This model is implemented in a non-formal setting but allows children and adolescents to receive a recognized certificate and to transition to formal school. Accelerated Learning Centers are in communities close to the children's transfer schools and are equipped with furniture, gender-sensitive latrines, a water point, water purification kits (Solvatten). Gender-sensitive and child-friendly teaching and learning materials are also provided. Facilitators are extensively trained on the accelerated methodology. In addition, FASST is addressing economic barriers by provision of school feeding programs, Menstrual Hygiene Management kits for adolescent girls, cash transfers and take-home rations for adolescent girls to continue or transition to post-primary schooling and school kits for highly vulnerable girls and boys.

The project is addressing gender-related barriers in schools and communities by working directly with: (1) girls, parents, families and communities and (2) teachers, school management structures, Speed school animators, and inspectors, and school-based clubs to address school-based gender related barriers to education.

The strong mobilization and involvement of parents, community leaders, principals and teachers at the community level is a guarantee of success for the project activities.

In terms of budget, the project is being implemented from December, 2019 to February, 2023, with a total budget of \$14,659,062 CAD.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

To “Improve provision of equitable and coordinated formal basic education that is innovative, safe, quality, gender-responsive and evidence-based, especially for girls, adolescents, including those living with disabilities, affected by insecurity in Burkina Faso”, the project has implemented a holistic package of activities such as Speed School.

FASST project has succeeded in opening 192 accelerated education centers (including 167 SSA/P centers and 25 SSA/2 centers) enabling 2,783 children (1,395 girls et 1,388 boys) to have an opportunity to continue their education in a fragile context. 146 Facilitators (58% women) were hired and trained.

The identification of out-of-school children was on the basis of criteria related to age and vulnerability, with priority given to girls and internally displaced children. In parallel, awareness sessions held by the implementing NGOs with MoE technical services and community leaders on the right to education were held.

In addition, the project seeks to ensure safe and gender-sensitive education provision. The implementation of this pillar aims to improve the conditions of access to education for girls. Thus, 1,750 girls have been trained in menstrual hygiene and the making of reusable sanitary napkins. They received complete dignity kits for making reusable sanitary pads to always ensure their access to these pads at a lower cost. School meals for more than 25,000 students, including 15,000 girls, with dry take-home rations, were distributed. Cash transfers were made to 877 girls to ensure educational continuity for girls enrolled in post-primary education, including all the girls enrolled in Speed School programme.

The number of Speed School centers has increased to enroll more out-of-school children, particularly vulnerable and internally displaced girls. The establishment of school clubs, with school governance made up of boys and girls in equal numbers, has helped cultivate girls' leadership and participation. The training of 668 male and female teachers on Gender Responsive Pedagogy through the Gender Responsive Pedagogy Teacher Training (GRPTT) to fight against gender-based violence in schools has contributed to ensuring a school environment favorable to girls' learning. Teachers received training on stress management and wellbeing to face their own stress due to the conflict and displacement.

A final assessment on FASST outcomes will be conducted at the end of the project.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

Speed School is an effective strategy for reaching out to Out-of-School children. It follows a conflict-sensitive, nexus/gender equality approach. The model can be adapted to security context or school closures.

It is implemented in a non-formal setting but allows children and adolescents to receive a recognized certificate being eligible to integrate Formal schools which are supported by activities such as School canteen.

Involvement of communities in every aspect of implementation of Speed School is the key of success, i.e. they can monitor learners through School Management Committees and receive training in their roles and responsibilities, gender, inclusion and protection.

Setting up centers: Sites are selected based on the number of out-of-school children in collaboration with local education authorities, are chosen by communities, considering a gender-sensitive site selection i.e. in communities close to the children's transfer schools to encourage attendance and retention and to reduce risks of GBV.

Following a gender-sensitive and inclusive approach prioritizing girls, children with disabilities and special needs, and older children. 50% of girls are at least enrolled in the programme.

Facilitators are part of the communities and receive an initial 32-day training session and a refresher 7-day training (including EiE, Gender & Inclusion, Child Protection & Safeguarding, PSS and wellbeing). Recruitment of at least 50% women is encouraged.

For monitoring and quality of centers, the supervisors, coordinators and pedagogical supervisors are all trained including in gender and inclusive education and protection

The SSA/2 model is currently being accredited by the Ministry of Education. Its pedagogy and outcomes could be replicated within the formal education system. A process of reviewing the curricula and the extension from 18 to 27 months is ongoing with technical and financial support of FASST project. Current duration of 18 months programme in SSA2, has a limited impact in transition to post-primary.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

The FASST project and Speed School model have been designed by integrating a gender, inclusive and protective approach (for gender equality, the return and retention of girls in school and the fight against all forms of inequalities in gender and gender-based violence in communities). This allows a progressive change towards the transformation of gender relations and the importance of girls' schooling in emergencies.

Community awareness-raising, involvement of traditional leaders and advocacy have aroused the communities' enthusiasm for the enrollment of out-of-school children, particularly girls, which has led the project to increase the number of SSA/P centers. A significant number of girls (225 out of a total of 413 students, 55%) enrolled in SSA2.

Food support through the distribution of dry rations and cash transfers to girls have strengthened educational continuity at the post-primary level. Considering this, it was decided to extend the target outside of our intervention schools to girls already enrolled in post-primary education to help them continue and complete their education.

The Speed School model has demonstrated its adaptability with the opening of 11 new centers in displacement communities who have quickly adopted the model and have been able to lead the opening of centers. Accompaniment by the FASST field teams allowing community buy-in.

A recommendation is to improve Post-primary Speed School (SSA2). The Permanent Secretariat of the Accelerated Education Strategy (SP-SSA/P) of Ministry of Education is committed to a review process for the development of the initial training module for SSA2 center facilitators and content. This is a good example of commitment for other countries in Sahel region to give a second chance for education to adolescent, especially girls, by enabling them to receive age appropriate and targeted education with recognized certificate.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

More information could be provided through the following link and documents :

1- Site: <https://westafrica.strommefoundation.org/west-africa/speed-school-la-strategie-scolarisation-acceleree-passerelle>;

2- Report: FASST project year 2 narrative report

3. Gender Responsive Pedagogy Teacher Training (GRPTT) : <https://inee.org/resources/gender-responsive-pedagogy-teacher-training-pack-grptt>