



Country Strategy Burkina Faso

2021 – 2025



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A. ABOUT LIGHT FOR THE WORLD

Light for the World is a global development organisation empowering people with disabilities and enabling eye health services in low income countries. Our history – improving health systems, enabling education for all, and amplifying the voices of people with disabilities – spans three decades. Creating powerful partnerships, we work tirelessly to strengthen the entire system.

We focus on people with disabilities facing multiple barriers, including children, women, rural communities and those hit by disaster. We concentrate on selected countries where the need is greatest according to the Human Development Index and where we believe we can achieve long-term system change by strengthening the existing health, education, social and economic set-up so it reaches those who need the services the most for many years to come.

Outcome-oriented monitoring, evaluation and applied research is crucial to us. We use it to continuously learn and adapt our programmes, to ensure maximum effectiveness.

B. METHODOLOGICAL NOTES

This country strategy was developed using the Outcome Mapping method. Outcome Mapping focuses on changes in the behaviour of the people, groups and organisations influenced by a programme. Light for the World adopted and adapted this methodology for the design and development of this and five other country strategies for the period 2021-2025 which were all prepared in the first and second quarters of 2021. A core feature of this methodology is the identification of key system actors (boundary partners) and the formulation of Outcome Challenges for each of them.

The Burkina Faso Country Strategy 2021-2025 is intentionally designed to influence and systematically track and evaluate progress towards complex systems change. Following the development of guidelines and templates derived from Outcome Mapping, Light for the World staff from the Burkina Faso Country Office worked together with key implementing partners and government stakeholders to define the Vision, Mission and envisaged Outcomes in terms of systems change and service delivery.

Parallel to the country strategy development, aligned global and country monitoring and evaluation frameworks with Progress Markers were developed for each of the Outcome Challenges. This will allow Light for the World and our partners to systematically monitor, evaluate and learn from the progress we make towards systems change in eye care, inclusive education and inclusive economic empowerment.

C. HISTORY OF LIGHT FOR THE WORLD IN BURKINA FASO

Light for the World has been enabling eye health services and breaking down barriers that prevent disability inclusion in Burkina Faso since 2004. Our Country Office opened in 2009.

We are proud of our systems change approach promoting people-centred quality eye care across the entire country. From child eye health – including schools – and glaucoma, to the community eye health level as well as human resource development. We work hand in hand with the Ministry of Health, eye health professionals, teachers and local health workers.

Light for the World and our partners in Burkina Faso are pioneers in inclusive education. Working closely with the government and several local, trusted partners, we are steadily moving the education system forward to provide quality learning for all.

We also promote the economic empowerment of financially vulnerable groups in Burkina Faso. We put a special focus on girls, women, people with disabilities and internally displaced persons.

Some of the key achievements which our support in the past five years (2015-2020) has made possible are:

- ▶ The establishment of ophthalmology residency training.
- ▶ Eleven additional ophthalmologists trained and placed in regions.
- ▶ The successful implementation of a school eye health pilot project in Centre-Ouest.
- ▶ The development of inclusive education training modules for teacher training institutes.
- ▶ The successful implementation of an inclusive livelihood project for vulnerable women and persons with disabilities in Ouargaye.
- ▶ The development of a disability inclusion training module for community-based workers and social workers.

Some of the main challenges we faced were:

- ▶ Humanitarian issues (insecurity and COVID 19) hugely impacted the education system in terms of access and quality.
- ▶ Insufficient ophthalmology sub-speciality personnel such as paediatric or diabetic retinopathy.
- ▶ The lack of early childhood development and rehabilitation services in the country.
- ▶ The lack of knowledge on disability inclusion and inclusive approaches of microfinance institutions and technical and vocational education and training (TVET) centres.





D. COUNTRY PROGRAMME BURKINA FASO

1. EYE HEALTH

1.1. Our Vision

The Country Strategy for Eye Health pursues the following Vision:

By 2025, women, men and children in Burkina Faso access comprehensive, inclusive, resilient, and qualitative eye health services, with special attention on vulnerable groups and students.

Specifically, this means:

- ▶ The community and stakeholders are engaged in the prevention and promotion of eye health.
- ▶ Effective placement and retention of eye care specialists in the regions.
- ▶ The expansion of primary eye care programme in the maximum of regions.
- ▶ Child eye health is integrated in the national eye health plan.
- ▶ School eye health is integrated within the Ministries of Health and Education school health plans.
- ▶ Effective coordination of eye health actors by the Ministry of Health (Directorate for the Prevention and Control of Diseases, DPCM).
- ▶ Human resources in eye health development plan implemented by the ministry of health.
- ▶ The adoption of the revised terms of reference (TOES) for specific cadres.
- ▶ The recognition and regulation of specific eye health cadres (optometrist, optician, etc.).
- ▶ The development of sub-specialisations in eye care (paediatric, glaucoma, retinopathy, etc.).
- ▶ The enhancement of statistical data on eye health within Health Management Information System.
- ▶ Adequate infrastructure, procurement, and maintenance for eye care services.
- ▶ Effective strategy to reach the poorest, most vulnerable, and hardest to reach groups.
- ▶ Substantial budget allocation for eye health by the Ministry of Health.
- ▶ Effective supervision and outcome monitoring visits of partners' action plan implementation by the Ministry of Health (DPCM) and Light for the World.

1.2. Programme Approach

To achieve our vision, Light for the World's mission, in collaboration with the Ministries of Health and Education, eye health NGOs and implementing partners, is to support the development of accessible and qualitative eye care services, the reinforcement of skills and competences of medical personnel and the coordination of eye health activities.

Specifically, our programme will contribute to:

- ▶ Good governance for eye health at the Ministry of Health to reach the most vulnerable and rural populations.
- ▶ Placement and retention of eye care specialists in regions.
- ▶ Qualitative and quantitative data collection on eye health (incl. digitalisation).
- ▶ Qualitative residency training and refreshment / continuous training of eye health and general health personnel.
- ▶ Sub-specialised services at main tertiary university hospitals (paediatric, glaucoma, retinopathy, optometry, optics, etc.).
- ▶ Awareness raising for the promotion of eye health in media and social media.
- ▶ Promotion of eye health during international events (e.g., world sight day, glaucoma international day, white cane day, etc.).
- ▶ Good infrastructure, maintenance, and procurement in eye health facilities.
- ▶ Expansion of primary eye care programme to the maximum number of regions.
- ▶ Technical support for the development of a policy for the poorest and the hardest to reach in eye health.
- ▶ Integration of eye health indicators in the national health data collection system.
- ▶ Advocacy for eye health as a priority in regional health plans.
- ▶ Advocate and support the inclusion and the implementation of child eye health and school eye health activities into the National Eye Health Strategic Plan 2021 - 2025.
- ▶ Implementation of the National Eye Health Strategic Plan 2021 - 2025.
- ▶ Technical support for quality standards in eye health.
- ▶ Research in eye health.
- ▶ Strong partnerships and good coordination between eye health and education actors.
- ▶ Effective supervision and the outcome monitoring visits of implementation.

1.3. Envisaged Outcomes and Partners

Ministry of Health (DPCM)

- ▶ Developing and implementing primary eye care and child eye health activities.
- ▶ Collaborating with Ministry of Education on school eye health.
- ▶ Recognising and regulating the new specific cadres on eye health (optometrist, opticians, etc.).
- ▶ Improving eye health data collection at national level.
- ▶ Advocacy for the placement and retention of eye care specialists in regions.
- ▶ Developing a strategy for the poorest and the hardest to reach in eye health.
- ▶ Conducting regular supervision and monitoring visits to partners in the regions.

Ministry of National Education (MENAPLN)

- ▶ Integrating the school eye health programme into school health activities.

Residency training for ophthalmology (DESOPH)

- ▶ Improving the training curricula of trainees.
- ▶ Integrating primary and community eye health modules in the curricula.

Regional hospitals (Banfora, Gaoua, Kaya, Koudougou, Ouahigouya)

- ▶ Improve capacities for child eye health services (esp. paediatric cataract surgery).
- ▶ Collaborate with regional education directorates for the school eye health.
- ▶ Develop a maintenance system for eye health equipment.
- ▶ Develop a strategy for the poorest and hardest to reach in eye health.

University hospitals (CHUYO; CHUSS; CHU - Bogodogo)

- ▶ Open functional glaucoma care units.
- ▶ Open functional paediatric eye care units.
- ▶ Develop a maintenance system for eye health equipment.

Regional Education Directorates (Cascades, Sud-Ouest, Centre-Nord, Centre-Ouest)

- ▶ Implement school eye health activities as part of the school health programme.

Regional Health Directorates (Cascades, Sud-Ouest, Centre-Nord, Centre-Ouest)

- ▶ Integrate eye health into their regional health programmes.
- ▶ Develop and implement primary eye care and child eye health activities.
- ▶ Reinforce the strategy for placement and retention of eye care specialists in the regions.
- ▶ Develop a strategy for the poorest and hardest to reach in eye health.
- ▶ Conduct regular supervision and monitoring visits.

Zorgho Ophthalmology Centre (COZ)

- ▶ Becoming a practice resource centre for cataract surgery for the ophthalmology residency students.
- ▶ Develop sub-speciality eye care services (paediatric, glaucoma, optometry).
- ▶ Develop and implement primary eye care and child eye health activities.
- ▶ Develop a maintenance system for eye health equipment.
- ▶ Reinforce the strategy for the poorest and hardest to reach in eye health.

Ministry of Economy & Finance

- ▶ Tax exemption for specific procurement for child and school eye health.





2. INCLUSIVE EDUCATION

2.1. Our Vision

The Country Strategy for Inclusive Education (IE) pursues the following Vision:

By 2025, Burkina Faso's national education system welcomes all children without distinction or discrimination in relation to gender, disability, religion, ethnicity, and social status.

Specifically, we envision that:

- ▶ All children are welcomed and accepted at the closest school to their home.
- ▶ Local schools are accessible, welcoming, and supportive to students with disabilities by implementing the Universal Design for Learning into teaching practices and academic material.
- ▶ Infrastructure, teaching, and academic materials are accessible and adapted to the situation of each child.
- ▶ All children with disabilities benefit from support that meets their specific needs.
- ▶ All basic and in-service teacher training institutes provide courses on the inclusion of children with disabilities.
- ▶ All teachers can provide lessons to any registered child.
- ▶ Young children have the confidence and skills to succeed at school through quality early childhood development (ECD) services at home, rehab centres and reference schools.
- ▶ All children from 0 to 5 years old with disabilities benefit from early intervention at home or in rehabilitation institutions / reference schools.
- ▶ Young students with disabilities are duly oriented for vocational training (TVET).
- ▶ Parents associations and parents of children with disabilities are empowered to advocate for substantial funding for inclusive education.
- ▶ The operational action plan of the national strategy for the development of inclusive education (SNDEI) can be fully implemented and financed.

2.2. Programme Approach

To achieve this vision, Light for the World in Burkina Faso will influence sector policy and education financing, the development of infrastructure and the skills of school personnel for a better inclusion of children with disabilities and other vulnerable groups in schools.

This will be achieved through:

- ▶ Advocating, lobbying for the inclusion of children with disabilities and/ or from marginalised groups in public schools.
- ▶ Advocating for a budget allocation to the national strategy for the development of inclusive education and increasing finance in early childhood communication and education (ECCE) and accessible textbooks.
- ▶ Including indicators on disability and marginalised groups in the national education data collection system.
- ▶ Documenting good practices and evidence (studies, research, data collection, etc.) on disability inclusion and inclusive education.
- ▶ Increasing social and community mobilisation for the social acceptance and protection of children with disabilities and inclusive education.
- ▶ Strengthening the skills of education personnel and developing national expertise on inclusion and inclusive education.
- ▶ Advocating for an adapted, accessible and safe infrastructure to facilitate the learning of children with disabilities and/or from marginalised groups.
- ▶ Improving learning outcomes through accessible textbooks, ePub and technology to promote the accessibility and continuity of learning during school closures in humanitarian settings.
- ▶ Developing new teaching technology and adapting the teaching materials to improve learning for children with disabilities and/or from marginalised groups.
- ▶ Developing the early childhood development and the early intervention approach for children with disabilities.
- ▶ Supporting IE partners toward inclusive TVET programmes.
- ▶ Supporting education actors in emergency situations to better include pupils with disabilities.

2.3. Envisaged Outcomes and Partners

Ministry of Education (MENAPLN)

- ▶ Has increased its budget for IE/accessible books/ inclusive ECCE.
- ▶ Has integrated inclusive ECCE guiding modules in teacher training curricula.
- ▶ Inclusive data is implemented in the Education Management Information System (EMIS), and data is used for planning.

Directorate for Promotion of Inclusive Education, Girls and Gender (DPEIEFG)

- ▶ Has developed IE training modules and disseminated them to teacher training institutes.
- ▶ Coordinates monitoring, learning and documentation of innovation on IE at national level.
- ▶ Supports regional directorates of education in evidence gathering and develops guidance for implementing inclusive education.

General Directorate for Pedagogical Research & Innovation (DGREIP)

- ▶ Teaching and learning materials are regularly provided to teachers and learners with disabilities.
- ▶ Adapt technology for learning and teaching to support students with disabilities.
- ▶ Document and disseminate innovation on IE.

General Directorate for Data & Statistics (DGESS)

- ▶ Digitalise, document, and disseminate IE data at regional and national level.

Directorate for Specific Materials Allocation (DAMSE)

- ▶ Develop specific materials for technical reference and systematise the order list.

Directorate for Pedagogical Monitoring, Basic and Continuous Training (DGEPFIC)

- ▶ Introduce IE training modules into teachers' training curricula.
- ▶ Organise training and retraining annually on IE to develop in service teacher skills and knowledge.
- ▶ Introduce ICT for IE into teachers' training institutes.

National Coalition Education for All (CNEPT)

- ▶ Supporting organisations of persons with disabilities on advocacy for inclusive education policy ratification and implementation.
- ▶ Successfully advocate for substantial budget allocation to education and inclusive education in partnership with organisations of persons with disabilities.
- ▶ Set up a close partnership with the national parents' association network and organisations of persons with disabilities for community engagement on inclusive education.

General Directorate for Exams and Competition (DGEC)

- ▶ Ensure inclusive participation of persons with disabilities in exams and competitions.

Disability Inclusion in Community Development / Community Based Rehabilitation (OCADES Caritas / CBR)

- ▶ Systematise ECD into daily business.
- ▶ Build on the approach to become a strong foundation for quality and impact of IE programme.
- ▶ Develop approaches for identification, awareness raising, referrals and support to mainstream schools.

Specialised Centres (CEFISE; EJA; IJSF, ABAPE)

- ▶ Ensure proper inclusion on vocational training programme (job orientation).
- ▶ Become resource/expertise centres for mainstream partners and public institutions (ministries, schools, institutes) on the inclusion of children with disabilities.





3. INCLUSIVE ECONOMIC EMPOWERMENT

3.1. Our Vision

By 2025, people with disabilities and internally displaced persons in Burkina Faso have strengthened their resilience and social economic activities, including access to vocational training opportunities, leading to better social inclusion in their communities.

Specifically, this means:

- ▶ Most stakeholders and opinion leaders positively perceive the capability of persons with disabilities to conduct livelihood and income generating activities.
- ▶ Most persons with disabilities and their organisations are confident in their own capabilities regarding livelihood and employment.
- ▶ The Ministry of Youth and Employment and other relevant institutions have adapted training modules to the needs of persons with disabilities in the vocational training curricula.
- ▶ Microfinance institutions, banks, government and funding agencies, including international institutions, are committed to the inclusion of persons with disabilities through accessible policies and services.
- ▶ The majority of trainees, having completed their training, are employed by institutions or self-employed in their communities.

3.2. Programme Approach

To achieve our vision, Light for the World in Burkina Faso will engage with government institutions (central and decentralised), disability actors, civil society and non-governmental organisations, as well as financial

institutions and skill-providers, to ensure inclusive economic empowerment and livelihood activities for persons with disabilities and internally displaced persons.

Specifically, this means:

- ▶ Engaging with Organisations of Persons with Disabilities (OPDs) to reinforce their expertise on economic empowerment and livelihood.
- ▶ Engaging with the CBR/ DICD partners regarding training and coaching on economic empowerment, employment, and self-employment of persons with disabilities.
- ▶ Supporting mainstream organisations and vocational training institutions to become more inclusive of persons with disabilities, through intentional innovations in programmes and adapting curricula and technologies.
- ▶ Documenting and disseminating learning and good practice on inclusive livelihood activities for persons with disabilities and internally displaced persons. This includes a reliable and comprehensive database addressing the different dimensions and indicators of inclusion under the lead of the Ministry in charge of the disability agenda.
- ▶ Advocating for social inclusion, employability, and financial inclusion of persons with disabilities and the internally displaced persons.

3.3. Envisaged Outcomes and Partners

Ministry of Women, National Solidarity, Family and Humanitarian Action (MFSNFAH)

- ▶ Advocate with FAFPA and FAARF for the financial inclusion of persons with disabilities and other vulnerable groups.
- ▶ Document and capitalise on good practices in economic empowerment of persons with disabilities and other vulnerable groups.
- ▶ Strengthen the skills of OPDs in the Sud-Ouest, Centre-Sud and Centre-Est regions on the economic empowerment of persons with disabilities.

Ministry of Youth, Promotion of Entrepreneurship and Employment

- ▶ Ensure that vocational training centres are inclusive and safe for persons with disabilities.
- ▶ Strengthen the skills of vocational training structures (ANPE Centre-Est; CFP Ziniaré) on the inclusion and economic empowerment of persons with disabilities.

Regional Councils and Municipalities (Sud-Ouest; Centre-Sud and Centre-Est)

- ▶ Develop a policy for accessibility and reasonable accommodation of infrastructure for persons with disabilities.
- ▶ Adapt the financing conditions and regulations to be more inclusive of persons with disabilities and other vulnerable groups.
- ▶ Set up a support system for applicants with disabilities (focal point and/or specific office).

Decentralised Government Financial Systems (FAFPA, FAARF)

- ▶ Adapt the conditions and regulations for access to credit for persons with disabilities and other vulnerable groups.
- ▶ Set up a support system for applicants with disabilities (focal point and/or specific office).

Other Public Vocational Training Structures (ANPE Centre-Est, CFP Ziniaré)

- ▶ Become accessible and inclusive.
- ▶ Improve the guidance system for learners of vocational training by involving parents more.
- ▶ Improve training offers and accreditation / recognition of diplomas issued by private entities.
- ▶ Improve post-training placement and installation support.

Organisations of Persons with Disabilities (FEBAH, ReNOH, UNAFEHB, AFAB)

- ▶ Advocate for the accessibility and reasonable accommodation of infrastructure for persons with disabilities.
- ▶ Advocate with microfinance and national funding institutions for the financial inclusion of persons with disabilities and other vulnerable groups.
- ▶ Improve governance (institutional, community engagement, financial stability, etc).
- ▶ Develop and implement actions for the economic empowerment of persons with disabilities and other vulnerable groups.

Disability Inclusion in Community Development / Community Based Rehabilitation partners (OCADES Caritas / CBR)

- ▶ Support persons with disabilities and/or their families to increase their revenues (e.g. income generating activities, on-the-job training, self-employment) by promoting the graduation approach and village savings and loan associations in their regions.
- ▶ Support access to TVET and microfinance institutions for persons with disabilities.



4. DISABILITY INCLUSION IN OTHER AREAS

4.1. Our Vision

By the end of 2025, Light for the World remains fully engaged in the disability inclusion in community development (DICD) approach as the foundation of our disability inclusion programme in Burkina Faso.

Specifically, we will:

- ▶ Transform the traditional CBR approach with a new vision for increased engagement of OPDs, CSOs, and the community.
- ▶ Strengthen service delivery on rehabilitation at community level, on eye health, inclusive education, economic empowerment.
- ▶ Strengthen the mainstreaming approach in the programmes and projects implemented by OCADES Caritas Burkina network and other NGOs.
- ▶ Strengthen organisations of persons with disabilities in advocacy work for full participation of persons with disabilities in community development.

4.2. Programme Approach

To achieve this vision, Light for the World will develop competences and skills of partner organisations on the DICD approach.

Specifically, we will:

- ▶ Support partners to engage in a transformation process of the traditional CBR approach and create a new vision for the future of CBR/DICD in Burkina.
- ▶ Reinforce early identification and early intervention, linking with eye health and inclusive education programmes.
- ▶ Reinforce functional rehabilitation services and assistive devices at community level.
- ▶ Customise the disability inclusion academy approach to support mainstream organisations.
- ▶ Train disability inclusion facilitators to target mainstream organisations and community-based organisations.
- ▶ Improve disability disaggregated data collection at national level.
- ▶ Improve inclusion of persons with disabilities in service delivery of the health system.
- ▶ Build a strong network on disability and inclusive development at national level.

5. MEDICAL REHABILITATION

5.1. Our Vision

By the end of 2025, Burkina Faso's health system is strengthened in medical rehabilitation and a validated strategic plan for rehabilitation is available.

Specifically, we will:

- ▶ Engage in discussions with the Ministry of Health for the implementation of the WHO Rehab 2030 programme.

- ▶ Develop a link between the current rehabilitation activities and government developments in rehabilitation.
- ▶ Push for rehabilitation at community level to become part of government services.

5.2. Programme Approach

To achieve this vision, Light for the World will support the Ministry of Health in the four essential stages of the process of implementing the WHO Rehabilitation 2030 initiative.

Specifically, we will support and contribute to:

- ▶ Engaging other NGOs and the WHO Burkina Office in supporting the ministry.
- ▶ Evaluating the health and rehabilitation system.
- ▶ Developing a strategic plan for rehabilitation.
- ▶ Defining monitoring, evaluation, and analysis processes.
- ▶ Implementing the strategic plan:
 - OCADES DICD partners will play a strategic role in making sure the Ministry of Health understands the need and develops a plan where rehabilitation is accessible in communities.
 - OCADES increasingly collaborates with government health structures for the provision of rehabilitation in communities.

6. HUMANITARIAN ACTION

6.1. Our Vision

By 2025, humanitarian and development actors in Burkina Faso systematically consider the specific needs of girls, boys, women and men with disabilities in their programmes.

Specifically, this will be to ensure that:

- ▶ All humanitarian actors are able to identify and take into account the specific needs of persons with disabilities.
- ▶ All humanitarian actors are able to carry out an inclusion and accessibility audit.
- ▶ All humanitarian actors have good knowledge of disability and are able to facilitate communication with persons with disabilities.

6.2. Programme Approach

To achieve this vision, Light for the world in Burkina Faso will engage with a humanitarian cluster in order to advocate and influence to ensure that member programmes are increasingly sensitive to disability.

Specifically, we will:

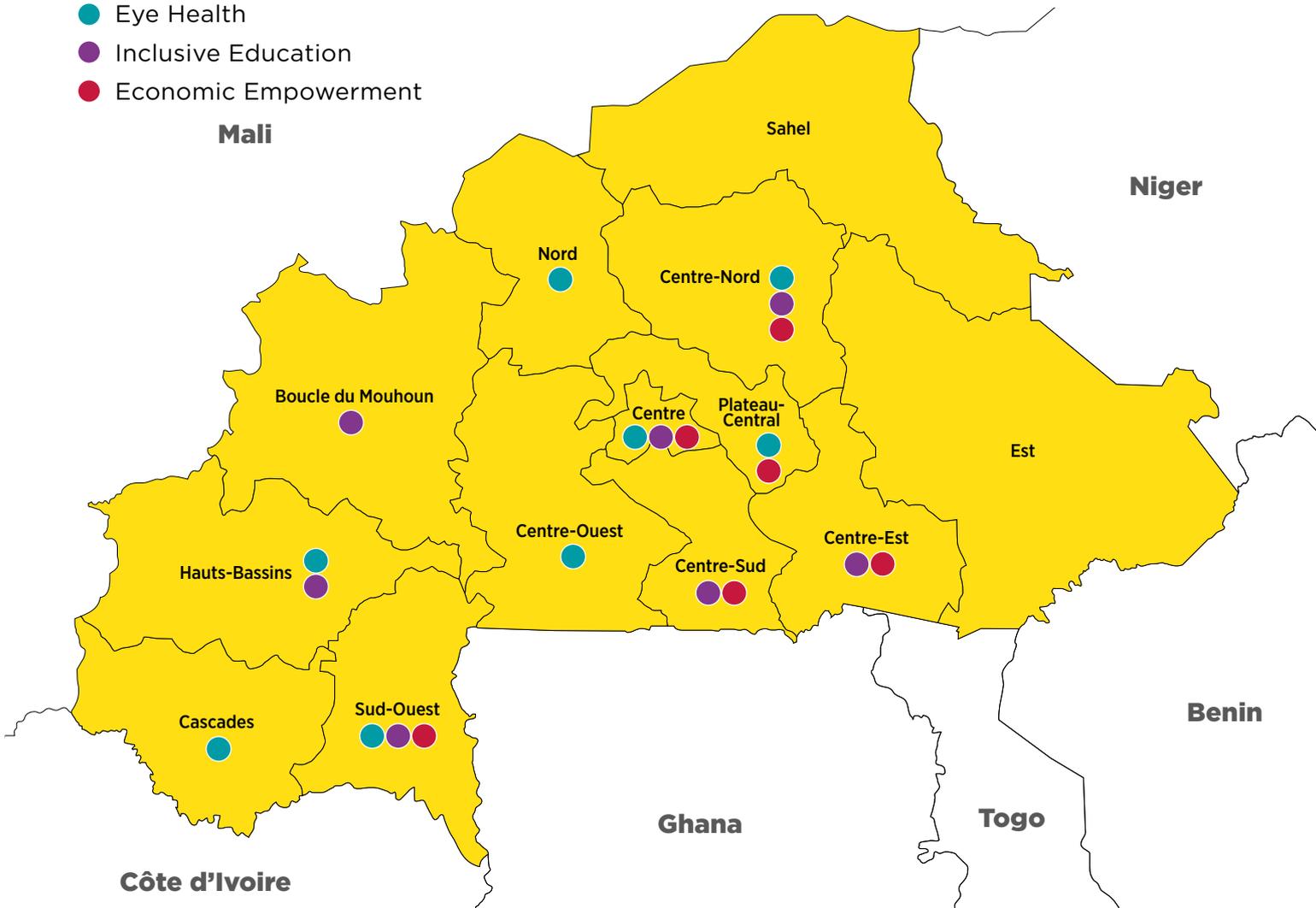
- ▶ Develop a guide on disability inclusion in humanitarian action.
- ▶ Strengthen the capacities of humanitarian actors on disability inclusion.
- ▶ Document and disseminate good practices in inclusive humanitarian responses.
- ▶ Support partners on inclusive response in humanitarian action.

Support humanitarian organisations with disability inclusion facilitators to facilitate inclusion of persons with disabilities.

7. GEOGRAPHICAL FOCUS

The Country Strategy 2021-2025 will be implemented in 11 regions in Burkina Faso out of 13. The specific regional focus of each of the three core thematic areas is stated in the map below and the overview table.

- Eye Health
- Inclusive Education
- Economic Empowerment



Regions	Eye Health	Inclusive Education	Economic Empowerment
Boucle du Mouhoun		●	
Cascades	●		
Centre	●	●	●
Centre-Nord	●	●	●
Centre-Ouest	●		
Centre-Sud		●	●
Centre-Est		●	●
Hauts-Bassins	●	●	
Nord	●		
Plateau-Central	●		●
Sud-Ouest	●	●	●



E. GLOSSARY

ABAPE:	Association Burkinabé d'Aide et de Promotion de l'Enfance
AFAB:	Association des Femmes Albinos du Burkina (Albino Women of Burkina)
ANPE:	Agence Nationale pour la Promotion de l'Emploi (National Agency to Promote Employment)
CBR:	Community Based Rehabilitation
CEFISE:	Centre d'Education et Formation Inclusive pour Sourds et Entendants (Specialised School for the Deaf and Hard of Hearing)
CFP Ziniaré:	Centre de Formation Professionnelle de Ziniaré (TVET)
CHU-Bogodogo:	Centre Hospitalier Universitaire-Bogodogo (Bogodogo University Hospital)
CHUP-CDG:	Centre Hospitalier Universitaire Charles De Gaulle (Charles De Gaulle Paediatric University Hospital)
CHUSS:	Centre Hospitalier Universitaire Sourô Sanou (Sourô Sanou University Hospital)
CHUYO:	Centre Hospitalier Universitaire Yalgado Ouédraogo (Yalgado Ouédraogo University Hospital)
CNEPT:	Coalition Nationale Education Pour Tous (National Coalition Education for All)
CNLC:	Centre National de Lutte Contre la Cécité (National Centre for the Fight Against Blindness)
DAMSE:	Direction d'Allocation de Matériels Spécifiques de l'Education (Directorate for Specific Materials allocation)
DESOPH:	Diplôme d'Etudes Spécialisés en Ophtalmologie (Specialized Diploma in ophthalmology)
DGEC:	Direction Générale des Examens et Concours (General Directorate for Exams and Competition)
DGEPFIC:	Direction Générale de l'Enseignement Pédagogique, de la Formation Initiale et Conitnue (Directorate for pedagogical monitoring, basic and continuous training)
DGESS:	Direction Générale des Etudes Sectorielles (General Directorate for Data & Statistics)
DGREIP:	Direction Générale de la Recherche et de l'Innovation Pédagogique (General Directorate for Pedagogical Research & Innovation)
DICD:	Disability Inclusion in Community Development
DPCM:	Directorate for the Prevention and Control of Diseases

DPEIEFG:	Direction de Promotion de l'Éducation Inclusive, de l'Éducation des Filles et du Genre (Directorate for Promotion of Inclusive Education, Girls and Gender)
ECCE:	Early Childhood Communication and Education
ECD:	Early Childhood Development
EJA:	Ecole des Jeunes Aveugles (Specialised school for the Blind and Visually impaired)
FAARF:	Fonds d'Appui aux Activités Rémunératrices de la Femme (Support fund for income generating activities for women)
FAFPA:	Fonds d'Appui à la Formation Professionnelle (Support fund for vocational training)
FEBAH:	Fédération Burkinabé des Associations pour Personnes Handicapées (Burkina Federation of OPDs)
IE:	Inclusive Education
IJSF:	Institut des Jeunes Sourds de Faso (Institute for the young deaf and hard of hearing of Faso)
IOTA:	Institut d'Ophthalmologie Tropical d'Afrique (Africa Tropical Ophthalmology Institute)
MENAPLN:	Ministère de l'Éducation Nationale, de l'Alphabétisation et de Promotion des Langues Nationales (Ministry of National Education and promotion of Mother Tongues)
MFSNFAH:	Ministère de la Femme, la Solidarité National, de la Famille et de l'Action Humanitaire (Ministry of Women, National Solidarity, Family and Humanitarian Action)
NGO:	Non-Governmental Organisation
OCADES:	Organisation Catholique pour le Développement et la Solidarité (Catholic Organisation for Development and Solidarity)
OPD:	Organisation of Persons with Disabilities
ReNOH:	Réseau National des Organisations de personnes Handicapées (National network of persons with disabilities)
SNDEI:	Stratégie Nationale de Développement de l'Éducation Inclusive (National Inclusive Education Strategy)
SNEC:	Secrétariat National de l'Enseignement Catholique (Catholic Education National Secretariat)
TOES:	Termes de Références des Emplois Spécifiques (ToR for specific cadres)
TVET:	Technical and Vocational Education and Training
UNAFEHB:	Union Nationale des Associations des Femmes Handicapées du Burkina (Union of Women OPDs of Burkina)

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