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ASSESSMENT OF FINANCIAL AND TECHNICAL NEEDS  
RELATED TO THE DESIGN OF A POPULATION EDUCATION PROGRAM  
FOR THE GOVERNMENT OF BURUNDI  
(EXECUTIVE SUMMARY)

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## Introduction

At the invitation of the Ministry of Education of Burundi, the Johns Hopkins University Population Communication Services (JHU/PCS) consultant, Raymond Lallez, visited Burundi to provide assistance in Population Education. Dr. Lallez, who is Professor of Pedagogy at the University of Paris-North, has had extensive experience developing such programs throughout Francophone Africa.

As part of Lallez's scope of work, he was asked to:

1. - Design a teacher training program in population education;
2. - Estimate the cost of such a program;
3. - Prepare a proposal for submission to donor sources to sponsor and carry out the program.

During the course of his three-week assignment, which was carried out between March 25 and April 15, 1985, the above objectives were met.

## Highlights of In-Country Work

A working document in French including a review of the teacher training institutions in Burundi, a plan to incorporate population education at various levels in the primary and secondary schools, together with a budget and proposal to be submitted to donor agencies were developed. This document, in French, is on file at JHU/PCS. Briefly, the contents include the following:

1. An overview of training and continuing education programs for teachers in Burundi;
2. A detailed plan for training teachers in population education;
3. A draft budget of the cost for such a teacher training program;
4. A proposal to be submitted to donor organizations; and

5. Ten principal recommendations, summarized in the following section.

## Recommendations

Following, in order of importance, are the ten recommendations which are felt will give the project maximum chances of succeeding.

1. A subcommission on "education and population", should be formed as part of the presently planned interministerial commission on population problems. Ideally, this subcommission should report directly to the Minister of Education. It should be headed by an appointed official and be a full-time assignment. It would be responsible for the design, organization, planning and evaluation of all population activities undertaken by the Ministry of Education. An evaluation specialist should also be on the subcommission. It is recommended that the subcommission be responsible for gathering and reviewing documents on "education and population". Space could be allocated for a clearinghouse at the Ministry so that these materials could be made accessible to teachers. (It would then be necessary to add a librarian to the staff.) The clearinghouse could also include more specialized collections now available at the Regional Education Bureau (REB) and the Bureau of Secondary Education Studies and Program (BSESP).

One person should be appointed full-time to coordinate program activities. This person should be responsible for program organization, planning, and execution. For this position, the following qualifications are recommended:

- good knowledge of population issues;
  - good negotiating and inter-personal skills;
  - proven organizational ability.
2. It is important that public opinion favor the Population Education project. In particular, parents of students involved in the program should be made aware of the problems which make this program necessary. They should know the project's objectives and they should be informed of its contents. It is possible to avoid the spread of negative, uninformed rumors about the program if parents are involved from the

start. To achieve this goal, all opportunities for communication must be taken advantage of: the use of mediators, such as political leaders, radio, television, parent-teacher associations, women's groups, etc. To reassure parents and teachers, it is desirable that both the government and religious groups support the project.

3. This recommendation is closely linked to the second recommendation. The socio-cultural implications of population education in Burundi are numerous and strong, a fact which teaching methods must take into account. Teachers, therefore, must be trained appropriately. It is recommended, too, that socio-cultural research, which focuses on population education, similar to that conducted in Rwanda, be performed. The results of this research would be written in a language accessible to teachers and should be widely disseminated among them. This is reflected by the inclusion of scientific and financial support for research in the request for assistance to be submitted to possible donor agencies.
4. Proper planning of all aspects of the project's execution is important so the program, once initiated, can continue without interruption. Therefore, it is necessary to: (1) ensure that potential obstacles have been assessed; (2) make sure that all operations are well-planned; and (3) make arrangements such that resources--material and human--for each phase of the program are available when needed.
5. Formal and informal population education systems, such as those conducted by the Ministry of Health, should be informed of each others activities and should reinforce each other. The proposed subcommission on population could be one of the tools which would facilitate this cooperation. In addition, it would be responsible for coordinating initiatives at grass root levels, and in the field at the local and regional levels.
6. It is important to conduct a formative evaluation of the population education program as soon the program is implemented. This should be the responsibility of the REB and the BSESP if the subcommission or

the unit reporting to the Minister is either not created or cannot carry it out. Later, when the first "beneficiary" students of the population education program have married, a summative evaluation should be administered. It is necessary to plan for this evaluation now, however, to ensure that there are no limitations when drawing the sample.

7. It is extremely important that regional primary education inspectors be included in the program. The influence of primary school inspectors on the overall educational system of Burundi cannot be emphasized enough. Their exclusion from the program would certainly result in the failure of a population education program at the primary education level. These inspectors are, in part, responsible for the continuing education of the teachers who will provide population education. The inspectors are also responsible for evaluating the teachers and should be equipped to evaluate them with favorable regard to population education. Not only do the inspectors need to be trained early in the program, they must be able to participate in the training of teachers in population education.
8. Since the purpose of the program is to reach the greatest possible number of youth, and since only 15 percent of the children completing primary school continue to secondary school, it is suggested that population education should be introduced at the primary level. On the other hand, students should have a certain degree of maturity before they can be exposed to this type of education. It is proposed, therefore, that population education be included in the curriculum of the fifth and sixth years (the last two) of primary education.

Also, since many students will not continue to the "superior cycle" (the second cycle of secondary education), we propose to introduce population education in the secondary schools during the fourth year, that is, the last year of the "inferior cycle" (official name of the first cycle of secondary education). The mean age of students at this level in 1983-84 was 19 years, 7 months. (This data was provided by the school statistics office.) The legal age of marriage is 21 for boys and 18 for girls.

9. A workshop on "education and population" has been proposed to be designed and carried out by the REB. In addition, it is suggested that a unit on "education and population" be created at the Bureau of Secondary Education Studies and Programs (BSESP). This unit should collaborate closely with the Extension and Instructional Media Unit (EIMU).
  
10. The development of appropriate teaching materials is important for population education. Materials need to be adapted to the level of the students and their environments. It is important to know that outside of Bujumbura, in particular, primary schools do not have electricity. The PSTTS will need these materials for both teacher training purposes and direct use in the field.

List of Abbreviations

BSESP	Bureau of Secondary Education Studies and Programs
CURDES	Centre Universitaire de Recherche pour le Developpement Economique et Social (University Center of Research for Economic and Social Development)
EIMU	Extension and Instructional Media Unit
PSTTS	Primary School Teacher Training School
REB	Rural Education Bureau

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