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**BURUNDI'S LABOR MARKET:
EDUCATION AND TRAINING
NEEDS ASSESSMENT**

**Produced for the U.S. Agency for International Development
Under the Auspices of the**

Academy for Educational Development

**Robert Nicolas, Team Leader
Fremont Regier
Pascal Sindihebura**

**Education Indefinite Quantity Contract
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LIST OF ABBREVIATIONS

AEPRP	African Economic Policy Reform Program
AMDP	African Manpower Development Project, USAID
APEE	Agence de Promotion des Echanges Extérieurs
APEF	Association pour la Promotion Economique des Femmes
APEX	Agricultural and Export loan, World Bank Project
BANCOBU	Banque Commerciale du Burundi
BAD	Banque Africaine de Développement (African Development Bank)
BBES	Bureau de Bourses d'Etudes et de Stages, Ministère de l'Enseignement Supérieur et de la Recherche Scientifique
BCB	Banque de Crédit de Bujumbura
BCC	Burundi Coffee Company
BEPP	Burundi Enterprise Promotion Program, USAID
BEST	Burundi Enterprise Support and Training Project, USAID
BNDE	Banque Nationale de Développement Economique
BRAGITA	Brasserie de Gitega
BRARUDI	Brasserie du Burundi
BUHRD	Burundi Human Resources Development Project, USAID
CCIB	Chambre de Commerce, d'Industrie, d'Agriculture et d'Artisanat du Burundi
CEPGL	Communauté Economique des Pays des Grands Lacs
CPF	Centre de Perfectionnement et de Formation en cours d'Emploi
CFPP	Centre de Formation et de Perfectionnement Professionnel
CNI	Centre National d'Informatique
COGERCO	Compagnie de Gérance du Coton
COTEBU	Complexe Textile de Bujumbura
CPI	Centre de Promotion Industriel
CURDES	Centre Universitaire de Recherche pour le Développement Economique et Social
CURDIF	Centre Universitaire de Recherche en Informatique
DGV	Direction Générale de la Vulgarisation Agricole
ESTA	Ecole Secondaire des Techniques Administratives
ESCO	See ISCO
FAC	Fond d'Aide et Coopération
FAO	Food and Agricultural Organization
FBU	Francs Burundais (US \$ 1.00 = FBU 194.00 in 3/92)
FNG	Fonds National de Garantie
GRB	Government of the Republic of Burundi
IBRD	International Bank for Reconstruction and Development (the World Bank)
IMF	International Monetary Fund
ILO	International Labor Organization (also appears as BIT, Bureau International du Travail)

INADES	Institut Africain pour le Developpement Economique et Sociale
IP	Institut Pedagogique, University of Burundi
ISA	Institut Superieur d'Agronomie
ISABU	Institut Superieur d'Agriculture du Burundi
ISCAM	Institut Superieur des Cadres Militaires
ISCO	Institut Superieur de Commerce, University of Burundi
ISGE	Institut Superieur de Gestion des Entreprises
MEPS	Ministère de l'Enseignement Primaire et Secondaire
MESRS	Ministère de l'Enseignement Superieur et de la Recherche Scientifique
OCIBU	Office des Cafés Industriels du Burundi
ONAPHA	Office National Pharmaceutique
ONATEL	Office National des Télécommunications
ONT	Office National du Tourism
OPHAVET	Office Pharmaceutique Vétérinaire
OTB	Office du Thé du Burundi
OTRABU	Office des Transports du Burundi
PDP	Program des Dépenses Publiques
PNUD	Programme des Nations Unies Pour le Développement
PTA	See ZEP
REGIDESO	Régie de Distribution d'Eau et d'Electricité
SFSR	Small Farming System Research Project, USAID
SHNP	Société Hôtelière Nouvelle du Burundi, Novotel
SHTP	Société Hôtelière et Touristique du Burundi, Hotel Source du Nil
SNP	Société Nationale de Peaux
SOBECOV	Société de Stockage et de Commercialisation des Produits Vivriers au Burundi
SRD	Société Régionale de Développement
UNESCO	United Nations Education and Scientific Organization
USAID	United States Agency for International Development
USAID/B	United States Agency for International Development/Burundi Mission
VERRUNDI	Verrerie du Burundi
WB	World Bank
ZEP	Zone d'Echange Préférentielle (Preferential Trading Zone-PTA)

INTRODUCTION

The purpose of this study is to assist the Mission staff in understanding the relationship between the needs of the labor market and the "outputs" or "products" of Burundi's current educational and training system; what capacity does Burundi have to provide the education and skills needed to make the country's labor force more productive, more competitive and more dynamic in a growing and expanding economy? The time and staff resources allocated for this study required that it not rely on surveys and statistical sampling, but rather on interviews with a wide range of individuals in key sectors of education and training, modern industrial activity, agricultural, rural, informal and artisanal production.

A team of three consultants was retained to conduct this study. This team prepared a series of interview guides (Annex 9) which were used to lead the discussions with the different types of informants to obtain information (Annex 8), opinions and impressions on various sectors of economic activity. Since the objective of the study was so vast, the team had to limit itself to certain key areas, thought to have the best potential for growth and development, in order to complete its work in the time allocated. In addition, a wide range of documents was consulted, consisting of reports and studies prepared by various donors and GRB offices (Bibliography).

As discussed during the briefing prior to the start of this effort, the team was not able to obtain very concrete information on gender issues at all levels of the study; in many areas only broad impressions could be provided. Only very limited anecdotal information was obtainable on the role of ethnicity in employment and education and on the relationship between education, health and family planning. No hard data was available on the relationship between education and productivity (agricultural or in factories). In addition, in a few areas some conclusions could be drawn on the accomplishments of the Fifth 5-year plan and they are discussed in appropriate sections of the report. However, more complete data on the impact of various government policies or efforts is now being gathered by the GRB and will not be available until December 1992, as part of the GRB's Sixth 5-year plan and report.

The team of consultants wishes to thank the many persons who took the time to meet with them and generously provided documents and other information. The consultants are grateful to the Mission for the logistical support it provided and in particular to the Training Officer and her assistant. The consultants also appreciate the support provided by AED's Senior Program Officer and Program Associate.

I. THE EDUCATION AND TRAINING SYSTEM IN BURUNDI

A. FORMAL EDUCATION

1. Descriptive Overview of Burundi's Educational System

Education in Burundi is divided into three basic levels: primary, secondary and post-secondary. These basic groups of education are, in principle, public institutions financed and managed by the state.¹ Though they train a relatively small number of students, private schools, at various levels, also contribute significantly to Burundi's educational system. Annexes 1 and 2 show the relative numbers of students in public and private schools.

Primary Education

Primary education is available to children at the age of six or seven years and is composed of six years of study at the end of which students take a national exam called the "Concours National." Those who successfully pass this exam receive a national certificate which allows them to advance to the secondary education level. Those who do not succeed in this exam can look for admission into private secondary schools or go into some type of vocational training.

Students in private primary schools who pass the local school's exams continue into private secondary schools or can take the national test and, if successful, enter public secondary schools.

Secondary Education

Four types of institutions make up the field of secondary education.

a. Junior Secondary Schools

Students possessing the national certificate at the end of primary school may enter the junior secondary school level of study, which lasts four years. At the end of this course, students who pass a national test are permitted to enter the upper secondary cycle.

b. Senior Secondary Schools

Those students who successfully complete junior secondary school studies are admitted into the senior secondary schools, which provide literature and scientific training in a three-year course. Those who successfully complete the national test at this level receive a certificate which grants them access to post-secondary level studies.

¹ Annuaire Statistique 1990, Institut de Statistiques et d'Etudes Economiques du Burundi, No. 55, Mai 1991, pp 39-41.

c. Teacher Training Secondary Schools

Students successfully completing junior secondary studies may also advance to teacher training secondary schools for primary level teacher training. After two years here, students receive the first diploma and are expected to go into teaching for two years. After this teaching service they may take two more years of training, qualifying them for a D7 diploma giving them access to higher level training.

d. Technical and Vocational Schools

Technical and vocational training are given to three levels: A2, A3 and A4. These schools are grouped either under the Ministry of Primary and Secondary Education or under a grouping called "other ministries". This last grouping consists of several other ministries involved in education and training, sometime with oversight responsibility for just one training project or for an institute.

The A2 technical level is the highest secondary level attainable. Students who have successfully finished junior secondary school studies are eligible to enter the A2 course. A2 can be either a three or a four-year course. Those successful here receive a technical A2 diploma which allows them access to post-secondary studies.

A3 level studies are, in principle, open to students who have earned the national certificate or who can pass A3 entrance exams. This is a five-year course granting an A3 technical diploma. Students possessing this diploma are eligible to enter the upper cycle of A2 studies.

A4 vocational training is open to students who have received the national certificate or who are able to pass A4 entrance exams.

Entrance criteria, the length of training provided at various levels and diplomas granted are not uniform across given levels of technical training. This variation is especially true for the schools listed under "other ministries" in the annexes.

Post-Secondary Education

Post-secondary education is provided by the University of Burundi and by other upper-level schools which have been established more recently and are now under the University's umbrella.

Students with senior high school certificates or the secondary A2 diploma have access to post-secondary education. Some institutions require, in addition, the passing of entrance exams.

The University of Burundi constitutes the bulk of post-secondary training in Burundi through its numerous departments and attached institutions. Since 1990 most of the post-secondary training institutions in Burundi have been integrated under the University umbrella. These

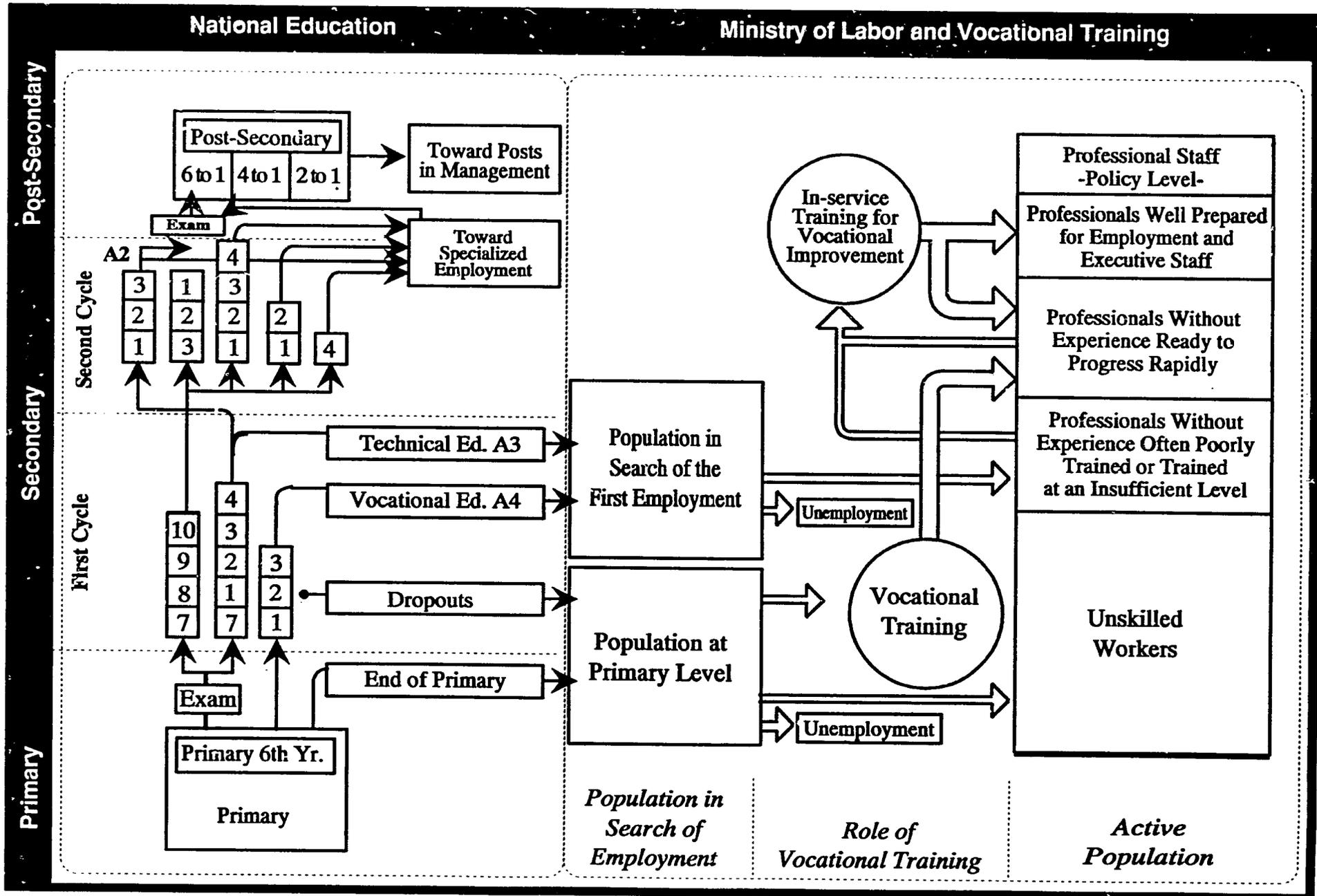
are the Institut Supérieur des Techniciens de l'Aménagement et de l'Urbanisme (ISTAU), the Institut Supérieur d'Agriculture (ISA), and the Institut Supérieur de Commerce (ISCO). University studies last, generally, from two to six years. Professional training in specialized disciplines lasts from two to four years in most departments.

A relatively insignificant number of students receive training outside Burundi through scholarships from the Government of Burundi or other organizations.

Table 1 presents a partial flow chart of Burundi's formal educational system showing various routes available to students as they pursue their educational career.²

² Source: Centre de Formation et de Perfectionnement Professionnels (CFPP), Ministère du Travail et de la Formation Professionnelle, République du Burundi, Bujumbura, p 7.

Table 1. FLOW CHART OF BASIC ELEMENTS OF BURUNDI'S FORMAL EDUCATION SYSTEM



2. Statistical Overview of Formal Education

Pertinent statistics for each level of formal education in Burundi are presented below.

Primary Education

The 1990 census lists Burundi's population at 5,286,084.³ This represents a growth of 32% from a population of roughly 4,000,000 in 1979.⁴ However, in the same time span the number of schools increased from 573 to 1,317, which is a growth rate of 130%. The number of classrooms increased from 3,921 to 8,059 and administrative staff increased from 4,479 to 9,246, both an increase of 106%. Most significant is the tremendous increase in number of students in primary schools during this time period, from 146,462 to 601,599, an increase of 311%!⁵ Annex 1 presents enrollment data for primary school 6th year, number of students repeating and success data on the national exam for the school years 1983/84 to 1990/91. Annex 4 gives the number of teaching and administrative staff personnel in primary, secondary and post-secondary education from 1984/85 to 1989/90.

How much faster primary education has grown than the general population is obvious. Since 1973 the Government of Burundi has consecrated enormous resources, in spite of limited assets, into basic primary education.⁶ Tremendous progress has been achieved. In 1981/82 the percent of primary school age children enrolled in school was 28%. By 1987/88 the figure had increased to 70%. In that year the corresponding figure for first year enrollment was 85%.⁷ The Fifth Five-Year Plan (1988 - 1992) has set the goal of universal primary education by 1992.⁸ Zirati⁹ notes that the GRB policy of universal primary education by the year 2000 will equalize access to primary school by gender and social strata as well as eliminate regional inequalities. It appears that these objectives will be reached if the current rate of progress is maintained.

³ Résultats Provisoires, Recensement General de La Population et de l'Habitation, Ministère de l'Interieur, Bureau Central de Recensement, République du Burundi, Gitega, November, 1990, p 8.

⁴ Annuaire Statistique 1990, p 6.

⁵ Numbers of schools, classrooms, staff and students taken from *ibid*, p 42. Percentage increase calculations done by study team.

⁶ Situation de l'Education au Burundi, Conférence Mondiale sur l'Education pour Tous, Bangkok, Mars 1990, Ministère de l'Enseignement Primaire et Secondaire, République du Burundi, p 7.

⁷ Zirati, S., Analyse Opérationnelle du Système Educatif Burundais, Ministère de l'Enseignement Primaire et Secondaire, Ministère de l'Enseignement Supérieur et de la Recherche Scientifique, République du Burundi, Bujumbura, Mars, 1989, p 13.

⁸ Le Plan Quinquennal de Développement Economique et Social 1988-1992, République du Burundi, p 115.

⁹ Zirati, *ibid*, p 38

On the other hand, the summary table for primary education at the end of Annex 1 gives evidence of declining quality in primary education, in part due to the double shift system. This table shows that, for the years 1984/85 to 1989/90, the number of sixth year repeaters (students repeating the year after having failed the year earlier) increased by 200% whereas in the same time period the total number of students enrolled in sixth year increased by only 115%. The negative impact of this high rate of repeating on an already overloaded system is obvious.

Another indication of declining quality of primary education is shown by data from 1985/86 to 1989/90 on student success in the national test for entry into secondary schools. During the period cited, the total number of students passing the exam grew by 38%, but the total number of students enrolled in sixth year grew by 96%. So the number of students passing the national exam is not growing as rapidly as the number of students in school. The final column of the primary education summary table shows that the percentage of sixth-year primary school students passing the national exam declined from 13% to 9.1% during the same time period. This certainly has implications for a system where progress is being made towards universal primary schooling, but where quality is declining correspondingly.

Secondary Education

The secondary education system in Burundi has also had significant increases in the number of schools, classrooms, teaching staff and students, but the extent of these increases is nowhere near the scale noted in primary education. From 1981/82 to 1989/90 the number of secondary schools increased from 92 to 114, an increase of 24%. Classrooms increased from 521 to 922 representing an increase of 77%. Teaching staff increased during this time from 1,144 to 2,153, an increase of 88%. Total students in secondary school increased at the rate of 125% from 17,310 to 38,864.¹⁰

Annex 2 presents data on enrollment, repeating students, dropout rates and certificates or diplomas earned for the first and second levels of secondary education. The secondary education summary table in this annex shows a decline in the quality of secondary education similar to that of primary education. While the total number of students enrolled in the final year of the first and second secondary levels during the period 1984/85 to 1989/90 increased by 59%, the number of students repeating their year in which they were enrolled increased by 133%.

In the period from 1984/85 to 1988/89 the total number of students enrolled in the final year of the first and second cycles of secondary school grew by 39%. However, in the same period of time the number of certificates (first cycle) and diplomas (second cycle) earned grew by only 16%. Here, as in primary education, inefficiencies and waste are evident and the quality of education is questionable.

¹⁰ Annuaire Statistique 1990, pp 49 and 51 provides basic data, percentage increase calculations performed by the study.

Post-Secondary Education

The University of Burundi was founded in 1964 as a Jesuit College. It was expanded in 1973 and renamed the University of Burundi. In 1974/75 there were 458 students studying there.¹¹ The 1989/90 year had 3,022 students.¹² From 1981/82 to 1989/90 the number of students at the university grew from 1,912 to 3,022¹³, an increase of 58%. Enrollment data for students in non-university post-secondary schools is incomplete for 1989 - 1990, however figures for 1987/88 show a total of 641 students enrolled. Such a figure combined with university data for 1989/90 would make a total of 3,663 students in post-secondary education. Zirati¹⁴ gives a slightly higher figure of 3,845 for the same year for the combined post-secondary education total.

Annex 3 provides data on post-secondary education enrollment for the beginning and final years of the various departments and diplomas earned (where available).

The summary table for post-secondary education at the end of Annex 3 reveals a varying dropout rate at the university. In 1987/88 there were only 30% as many students enrolled in the final year as there were enrolled in the first year. The school year 1985/86 showed 48% as many students in the final year as there were in the first year. For non-university post-secondary schools the figures vary from 80% (1989/90) to 29% (1987/88).

The achievement of final year university students is remarkable, especially in light of the poor pass rates at the primary and secondary levels. In 1985/86 the number of university diplomas earned represented 80% of the number of students enrolled in the final year. For 1986/87 the figure was 93%. For 1987/88 the figure was 86% and for 1988/89 it was 84%.

3. Ramifications for the Labor Market

Problems Acknowledged in the Formal Education System

A national report on educational development in Burundi prepared for the National Commission for UNESCO¹⁵ recognizes certain problems presented by the educational system in Burundi. They are summarized below.

¹¹ J.M. Chapelle, Analyse de l'Enseignement Supérieur, Organisation des Nations Unies pour l'Education, la Science et la Culture, Paris, 1986, p 4.

¹² Annuaire Statistique 1990, p 56.

¹³ Ibid, p 56

¹⁴ Zirati, *ibid*, p 29.

¹⁵ Développement de l'Education : 1989-1990, Rapport National du Burundi par la Commission Nationale pour l'UNESCO, Conférence International de l'Education, 42ème session, Genève, 1990, pp 41- 45.

Primary Education

- a. Insufficient number of schools; new construction does not keep up with growing numbers of school-age children.
- b. An unexplained regional resistance to education as evidenced by a relatively high dropout rate in certain regions.
- c. A high repeat rate thus making it impossible for others to be in school.
- d. The reduction of school sessions attended by each student and of "ruralization" course work being taught, notably environmental studies and practical work, because of the double shift system.¹⁶
- e. Lack of adequately trained personnel; the number of unqualified teachers remains very high and most directors and inspectors of schools are responsible for too many widely scattered schools.

Secondary and Teacher Training Education

- a. The rapid growth in student enrollment and limited on-campus housing.
- b. Lack of material and human resources, notably laboratories and science professors.
- c. Lack of financial resources

Technical Training

- a. Insufficient number of teachers qualified for technical courses.
- b. The quality and quantity of school equipment is not keeping abreast of growing student numbers.
- c. Lack of books and financial resources.
- d. Nearly non-existent linkages to the employment market.

¹⁶ "Ruralization" studies are those focused specifically on rural living, helping students to improve their life in the rural context. The double shift system was introduced as part of the national effort towards universal primary education. In this system, two shifts of primary school are run each day, one in the morning and one in the afternoon, thus allowing more students to go to school, using the limited facilities and staff available.

Post-secondary education

The most serious problems here have to do with financial and infrastructure deficiencies and the lack of materials and laboratory and shop equipment.

Assessment Concerns of the Formal Education System

In addition to these commonly noted problems in Burundi's educational system, the study highlighted the following:

a. The "Pyramid Distortion"

In 1989/90 a total of 83,264 students were enrolled in the 6th year of primary school (Annex 1). Of this total, only 7,556 successfully passed the national exam, thereby gaining access to the very limited spaces available in the nation's secondary education system. This means that 90.1% of the 6th year students found their educational career essentially finished, and this at the age of 12-to-14 years.

Fewer than 2000 students find their way into private secondary schools or some type of professional training, but the vast majority are left to be reabsorbed into the agricultural sector which still contains over 90% of Burundi's population.¹⁷ Worse still, this percentage will continue to grow each year as the population and student pool grows faster than does the capacity of the educational system to absorb students. The gap between hope and reality will continue to widen. The absorptive capacity of the agricultural sector must be seen in light of the existing pressure on available agricultural land. It increases as the population grows at the rate 2.62 per year (average per year since census previous to that of 1990¹⁸). Between 1982 and 1987 the amount of land cultivated by each farming household decreased from an average of .88 hectares to .84 hectares.¹⁹

In 1988/89 (the most recent year for which data is available, Annex 2) 1,753 students received secondary education diplomas. The next year, 1989/90, 1,504 students were admitted into post-secondary studies (Annex 3).

Thus, the educational system of Burundi is built like a pyramid with a tremendously wide base, but which too quickly narrows to a very tiny point at the top. The situation described above has 598,309 students in all 6 years of primary school. Of these 83,264 were in the 6th year. Of these 6th year students, 7,556 passed the national exam to make it into secondary

¹⁷ Résultats Provisoires, Recensement Général de la Population et de l'Habitation, ibid, pp 8,10.

¹⁸ Ibid, p 9.

¹⁹ Adelski, Elizabeth, A Brief Introduction to Burundi: Social, Political and Economic Organization, USAID/Bujumbura, January 14, 1992, pp 7 - 8.

school. 1,753 received secondary school diplomas and 1,504 entered post-secondary training. That year a total of 341 students received university diplomas (non-university post-secondary graduate data not available, Annex 3).

One informant described this situation as a "basic contradiction in a dysfunctional system." The contradiction is that, while the country strives towards the goal of universal primary education and increasing the number of secondary education places available, finally an uncontrollable pressure mounts at the top of the pyramid. This informant described the phenomenon of 90% of 6th year primary students out of school as a "politically, economically and socially explosive phenomenon which can no longer be tolerated."

b. System Pressure and Overload

As the student pool grows much more rapidly than available facilities and staff, schools become overloaded. This is especially true at the primary level where double shifts have been initiated. Teachers face a double load: two school days pressed into one calendar day. This makes it difficult to cover the program of instruction. Some subjects such as home economics, health, and practical work like sewing are dropped to enable students to catch up on basic academic subjects, in preparation for national exams.²⁰ The final outcome is more students in school, but students who experience a depreciating quality of education and productivity with fatigued teachers and facilities suffering from wear and tear from heavy overuse.

c. Educational Biases: The Question of Access Equality

In several areas, accessibility to educational resources is unequal. Though it was not possible to obtain hard data on some of the information specified in this Assessment's Scope of Work, anecdotal information was obtained. Some of the information presented in this section falls into that category.

Rural students tend to receive a poorer education than their urban counterparts because teachers in the interior are less motivated. Rural students also have weaker skills in the French language than do their urban counterparts. As a result, urban students do better on national exams which are given in French. This gives a biased advantage to urban students hoping to gain access to secondary education.

Table 2 gives the latest census data on Burundi's population by province.²¹ Also given in this table is the percent of the total population of each province which was enrolled in the

²⁰ Eisemon, Thomas Owen, Robert Prouty and John Schwillie, Does Schooling Make a Better Farmer?: Schooling and Agricultural Production in Burundi, USAID/Bridges, Burundi, 1987.

²¹ Population data from Résultats Provisoires, Recensement Général de la Population et de l'Habitation, *ibid*; sixth year enrollment data from Annex 1.

sixth year of primary school in 1989/90. These calculations were made by the study team in an effort to determine geographical biases which may exist in student accessibility to the formal education system. It is significant to note that the percentage of the Bujumbura (urban) population enrolled in sixth year primary school is more than six times that of the province with the lowest percentage, Karuzi. Gitega province shows an advantage of over five times that of Karuzi. Because average family size in the census data varies very little from province to province, one could expect the potential sixth year primary student pool size to be closely relative to the province population size. Certainly, then, provinces such as Karuzi, Cankuzo, Muyinga and Ngozi occupy disadvantaged positions of accessibility to entry into the nation's formal education system. National efforts to achieve universal primary education will undoubtedly contribute to improving accessibility for these disadvantaged populations.

Girls and young women also experience biases against them in the educational system. A report on a seminar on population and development noted that in 1979, only 12% of Burundi's women was literate compared to 30% of the men.²² Women currently constitute 45% of the primary school population, but only 38% of secondary school population -- and only 24% of the student population in institutions of higher education. The 1989/90 School Statistics²³ show similar figures with a slight improvement in the lot of women students in post-secondary education at 29%.

Though no hard data on biases for one ethnic group over another in Burundi's educational system is available, there seems to be a general sense that such biases do indeed exist. These biases are expressed in terms of the number of educational institutions in certain areas where one ethnic group predominates in local population, in terms of accessibility to these institutions and in terms of discrimination against students of one ethnic group on the part of teachers of another ethnic group.

²² Premier Ministre à Ministère du Plan, 1991 "Seminaire National sur la Population et le Développement au Burundi." Bujumbura, Burundi.

²³ Statistiques Scolaires 1989-1990, Planification de l'Education, République du Burundi, Juillet 1991.

Table 2. RESIDENT POPULATION BY PROVINCE, 1990

Province	Population	% Province Population Enrolled in 6th, Primary, 1989/90
1. BUBANZA	225,849	1.41 %
2. BUJUMBURA (U)	226,628	3.07 %
3. BUJUMBURA (R)	369,557	1.49 %
4. BURURI	392,910	2.45 %
5. CANKUZO	142,194	0.91 %
6. CIBITOKÉ	282,625	1.34 %
7. GITEGA	564,127	2.25 %
8. KARUZI	301,651	0.48 %
9. KAYANZA	443,677	1.18 %
10. KIRUNDO	404,564	1.31 %
11. MAKAMBA	240,741	1.30 %
12. MURAMVYA	440,283	1.89 %
13. MUYINGA	385,510	0.97 %
14. NGOZI	483,814	0.95 %
15. RUTANA	198,011	1.38 %
16. RUYIGI	254,117	1.64 %
TOTAL	5,356,266	1.55 %

Source : Résultats, Provisoires, Recensement Général de la Population et de l'Habitation, Ministère de l'Intérieur, Bureau Central de Recensement, République du Burundi, Gitega, November, 1990.

Another issue is equity of the "orientation" system. An "orientation commission," established new, each year, sits to study needs and student potential. It then channels students into specific fields of study and types of training as students pass from primary to secondary school. As they pass from secondary to post-secondary studies, this commission channels them into various university majors or other post-secondary fields of study. This is done in an effort to achieve optimal human resource planning, both in terms of the young person concerned and in terms of the socio-economic needs of the country.

Neither students nor their parents have much choice in this channelling process; often students end up in fields of study against their wishes. Students interviewed generally seemed to accept the field into which they were channeled after getting into it. The parent groups who

met with the team, were equally distressed by the orientation system, although, like their offspring, they accepted the situation. It is important to note that none of the parent groups who were asked to meet with the assessment team contained mothers (these groups were chosen by local school authorities and not by the team of consultants).

Various questions remain. Do students who eventually accept the field of study into which they were channeled, even if it was not their choice, do so because they actually come to like the field? Or is it because they believe they will find employment and the type of salary they expect in this field? The assessment poses the converse of this question also. Do students who continue to be dissatisfied with the field into which they were placed dislike it because of a basic incompatibility with the field itself or is it because they fear they will not find employment in this field?

Some university students purposely fail the major into which they are channeled in the hopes of being redirected into a major more to their liking. This phenomenon is obviously a tremendous waste of precious human and material resources, especially in light of the costs to Burundi of university-level studies.

The negative impact of students studying in, and eventually becoming employees in, fields not to their liking is obvious. If they are not happy in their work, poor attitudes, low interest, poor motivation and general dissatisfaction will result in lowered productivity.

Officials of Burundi's educational system are well aware of the problems posed by the student channeling process and a special inter-ministerial commission is presently studying the issue of student passage from secondary studies into post-secondary work. This special commission's report has not yet been released.

d. Appropriateness of Training Given

Informants supplied lofty ideals and objectives for training at various levels in Burundi's educational system. These included providing students with a basic intellectual education to prepare them to become productive adults, helping students become complete, competent, competitive agents in the work force, teaching students to work for themselves and providing holistic training.

In reality, however, the curriculum's focus is on preparing students to pass the required exams and thereby have access to the next level of training. This is especially true at the primary level. For those few successful students who make it into secondary school, this objective has served them adequately. However the mass of those who do not make it into secondary training leave the educational system trained for nothing. What they were training for--access to a secondary level education--has escaped them. They now go back to the "collines" (hills) and into the streets lacking formal training for the life awaiting them there. Their training was not practical; it was not linked to the economic realities of their environment, nor geared to the labor market. This is, of course, not to discredit the basic

literacy training these students have gained which does carry benefits for them through life.

Some studies, however, have shown that instruction and literacy training in rural areas of developing countries, if not accompanied by other development amenities such as electricity, water, health care and general growth in the rural economy, result in rural-urban migration.²⁴ This represents a call to double efforts of rural development and not a suggestion that one should reduce training and literacy efforts to prevent rural-urban migration! Furthermore, a recent World Bank Discussion Paper suggests that rural-urban migration is not all bad. At the lowest urban levels, as incomes rise, those who move up will be replaced by new arrivals, as long as the rural poor see an opportunity to improve their welfare by migrating to the city. Part of the benefits of urban income enhancement will thus accrue through a reduction of rural poverty.²⁵

There are exceptions to this bleak picture. Technical training institutions at the secondary level such as the Ecole Secondaire des Techniques Administratifs (ESTA) are more geared to specific labor market entry points. Here, quite specific training is given for a precise task: mid-level office worker. (There are serious questions, however, concerning the quality of training provided by ESTA). At the university level, efforts are being made to prepare students for management (for example, in public and private sectors) or for scientific and technological research. In some departments a conscious effort is made to encourage graduates to enter the private sector.

The primary education "ruralization" efforts should also be recognized in this connection. Here particular emphasis is to be given to practical work in family economics and agriculture-which includes initiation into agricultural/pastoral activities, maintenance of the home, improvement of health conditions and modern cooking techniques using local ingredients.²⁶ But, as noted above, the effectiveness of the ruralization activities is sometimes weakened by pressure to concentrate on courses preparing students for national exams. This pressure moves some of the practical training activities into second place or, in some cases, they are eliminated entirely, particularly since the double shift was established. However, it appears that agriculture is seen to be a higher priority and is often maintained even when other practical activities are dropped. It was not within the scope of the present study to measure the effectiveness of the ruralization program, where it exists.²⁷

²⁴ Zirati, *ibid*, p 38.

²⁵ Kahnert, Friedrich, Improving Urban Employment and Labor Productivity, World Bank Discussion Paper 10, Washington, D.C., 1987, p 9.

²⁶ Développement de l'Education : 1998-1990, *ibid*, p 44.

²⁷ Eisemon, *ibid*.

e. Labor Market Linkages

It is estimated that from 1988 to 1993 an average of 63,000 people per year will enter the labor market. (At the end of the 1989/90 school year the number of students leaving the 6th year of the primary level and entering the labor market was about 74,527).²⁸ Only about 35,000 of these can be absorbed into agriculture.²⁹ Education itself will absorb a minute portion (less than 2%) of this labor force. The total teaching/administrative staff for primary, secondary and post-secondary education in Burundi grew from 9,479 in 1984/85 to 13,000 in 1989/90, an increase of 37%. This was an increase of 704 per year.³⁰ One can expect some growth to continue; however, administrators of some secondary training institutions expect modest increases in their teaching staff, others expect very little. The university will continue to replace visiting professors with Burundian staff, but anticipates no net increase in staff. It is important to keep in mind that under the Structural Adjustment Program the GRB will be limited to 1000 new employees each year. Even if education remains one of the priority areas, the number of new employees it will continue to have will necessarily remain very modest. At the time of the preparation of this report, no exact figures were available.

University students interviewed for this study, discussing future employment opportunities, realize that they can always fall back on a secondary education teaching job as a last resort. But that would definitely be a last resort for them due to low pay and poor working conditions. Some added that, if they had to teach, the university ought to give them some pedagogical training. A room service maid at the Novotel Hotel, though she had successfully completed secondary studies and was qualified for a teaching career, was instead working as a maid because she definitely did not want to teach. The salary levels, she explained, were about equal for teaching and maid service.

A very strong bias against women is evident in the teaching employment category. Of the 3,030 primary teaching/administrative staff in 1989/90, 838, or only 27.7%, were women.³¹ Similar data for that year show that, of a total secondary teaching staff of 2,153, about 441, or 20.1%, were women.³² At the post-secondary level the situation is even worse; of a

²⁸ From Annex 1, the table for the 1989/90 school year, there are 83,264 students who finished the 6th year of primary school and took the National Exam. 7,556 of them passed and qualified to enter the secondary level. An additional 1181 students who did not pass the National Exam, entered private secondary schools (662 students) and other training and education centers (519 students). This left 74,527 who are presumed to have entered the labor market or worked in agriculture.

²⁹ Adelski, *ibid*, p 8

³⁰ Annex 4.

³¹ Annex 4.

³² Annuaire Statistique, *ibid*, p 51.

teaching/administrative staff of 556 only 40, or 7.2%, were women in 1989/90.³³

There is a continuing lack of adequately-trained workers in scientific and technical fields to supply Burundi's labor market. The problem does not begin at the university level, however. The secondary education system, as it currently stands, probably does not furnish an adequate student pool of graduates to scientific and technical university-level majors.³⁴

A great deal of vocational training is being given at a good number of institutions, but questions remain. Are students adequately trained in the right vocations to become productive laborers? Does the labor market know how to use them?

Many of the employers interviewed expressed the need for more specialized, less general training, with more practical work in apprenticeships. They said that the overall educational system should be more attuned to the needs of the labor market and industry in general. Employees interviewed voiced similar concerns. Zirati noted in 1989 that a serious step needed to be taken to quantify employment requirements in administration and business. He called for better planning of secondary and university education based on a detailed evaluation of labor needs.³⁵ An example of the deficiency between education and labor realities is the fact that in 1989, in a country where over 90% of the population is rural, only 10.7% of university students were in the agronomy department.³⁶ It is also important to note that several of the employers interviewed in the modern industrial sector, spoke of the high cost of maintaining their equipment and of the need to bring in foreign technicians periodically to assist in this effort. Yet, these same employers were unaware of the existence of the CFPP and of the types of mechanics and maintenance services it could provide locally.

It is certain that many other areas of study feed into labor. A more detailed analysis of all the other university departments would be needed to correlate their exact line into the labor market and its needs.

In the general studies area of secondary education, no link is sought between studies and the labor market since the overriding objective is to prepare students for entry into post-secondary training. Some secondary level technical institutions, however, do have connections with potential employers and provide-on-the-job training experiences in private or government enterprises. A national commission directs students into various university departments in accordance with the Fifth Five-Year Plan, but the university has little

³³ Ibid, p 58.

³⁴ Nsabiyumva, Augustin, Accès et Orientation à l'Enseignement Supérieur au Burundi, Institut International de Planification de l'Education, UNESCO, Paris, 1991, p 13.

³⁵ Ibid, Zirati, p 38.

³⁶ Ibid.

connection with students and their eventual employment after graduation.

University students interviewed believed that chances of finding employment in their fields of study were slim, except those in accounting who felt their chances were good. None of them really felt confident about how to look for work and none believed they had the resources necessary to begin business(es) on their own.

f. Costs of Education

The 1990 cost of Burundi's educational system is shown in table 3.³⁷

Table 3. 1990 COSTS OF EDUCATION

Educational Level	Amount, FBu	Percent of National Budget
Primary and Secondary	5,167,990,597	18.21
Post-Secondary	1,477,684,571	5.40
Total	6,645,675,168	23.61

Table 4 gives the relative costs of education for 1990 as a percentage of the education budget.³⁸

Table 4. 1990 COSTS OF EDUCATION AS A PERCENTAGE OF THE TOTAL EDUCATION BUDGET

Primary Education	46.66%
Secondary Education	30.25%
Post-Secondary Education	21.18%

Thus the post-secondary education system, while accounting for only 0.47% of the students in Burundi³⁹ consumes 21.18% of the national educational budget. In terms of cost per unit

³⁷ *Développement de l'Éducation : 1989-1990*, ibid, pp 10 and 28. These figures include both the "Budget Ordinaire" and the "Budget Extraordinaire et d'Investissement".

³⁸ Ibid, p 10.

³⁹ Primary Education 601,599
 Secondary Education 38,864
 Post-Secondary Education 3,022

Total 643,485

trained, post-secondary education costs 94 times as much as primary education.⁴⁰ Burundi is spending large amounts of resources on costly post-secondary technical training, yet the needs of the country for post-secondary level technicians have not really been defined by the Ministry of Planning.⁴¹

B. NON-FORMAL EDUCATION AND TRAINING

Except in the field of agricultural extension, non-formal education and training and in-service training is a relatively recent innovation in Burundi's national official policy. Before 1987 there was no legislation concerning apprenticeship training. The first work in non-formal education began in 1979 and has multiplied rapidly in recent years.⁴² Realizing the importance of such training for the development of the country in 1987, the Government of Burundi began serious efforts in the areas of non-formal and adult education. Plans were made to provide practical training for school leavers through multi-faceted training centers in construction techniques, agriculture and family economics. It was planned that some of these centers would progressively be transformed into post-primary schools giving non-formal professional training directed towards stabilizing primary school graduates in their milieu and helping them transform this milieu. Special attention was to be given to the training of women and to disadvantaged and marginalized groups such as widows, school dropouts, and landless rural residents.⁴³

The Fifth Five-Year Plan provides for non-formal education within existing social and administrative infrastructures. The National Plan included Social Education Centers ("Centres Socio-Educatifs") and Centers for the Promotion of Social Activities ("Centres d'Animation Sociales"), multi-faceted training centers, training and production centers, literacy centers, centers for introduction into various trades and professions and others. Non-formal education is to be directed towards children who have dropped out of school as well as towards adults. Strategies proposed to accomplish these goals include: (1) increasing budgetary resources allocated to non-formal education; (2) improving the quality of these training programs; (3) setting up linkages between formal and non-formal education; and, (4) encouraging those trained to work in the productive sector.⁴⁴ At this time data is unavailable on the levels of accomplishment of the Fifth Five-Year Plan in these areas. However, one of the Centre Socio-Educatif visited by the team in Gitega fell short of all of these goals outlined above. It had only female students learning to sew and embroider. In discussing employment possibilities for their trainees the Center's director was very pessimistic.

⁴⁰ Zirati, *ibid*, p 28.

⁴¹ *Ibid*.

⁴² Charmes, Jacques, La Formation en Cours d'Emploi au Burundi, ORSTOM-INSEE, Paris, 1987, pp 8, 39.

⁴³ Développement de l'Education : 1989-1990, *ibid*, p 15.

⁴⁴ Cinquième Plan Quinquennal, *ibid*, p 256.

In 1990 an international commission to regroup ministries and other governmental entities concerned, coordinated by the Ministry of Primary and Secondary Education, reported the need to standardize approaches to non-formal education and emphasized the role it could play in Burundi's development. Planning for non-formal education activities, training programs and training of trainers was to be integrated into the planning structure of the Ministry of Primary and Secondary Education which has staff competent for the task. It was suggested that the ten Rural Development Centers could be of more benefit if they were oriented towards post-primary practical training. Similarly, it was suggested that the 150 Social-Educational Centers be placed under the Ministry of Primary and Secondary Education in order to systematically take in school leavers. A totally new plan for refresher training for staffs and directors of these centers was also envisioned.⁴⁵

1. Non-formal Education Presently Available

a. In-service Training

Recent changes in government education policy provide for in-service training in the following areas.⁴⁶

Primary Education

Internships for teaching staff, inspectors, and directors are organized to raise levels of knowledge and competence. Monthly "pedagogy days" and special pedagogy training every three months provide training follow-up. Educational radio programs provide training support.

Secondary Education

In-service training includes continuing education for administrative and teaching staff organized by the Ministry of Primary and Secondary Education and teacher training through periodic training sessions. The goal here is to provide qualified teachers with new teaching methods.

⁴⁵ Situation de l'Éducation au Burundi, *ibid*, pp 17-19.

⁴⁶ Développement de l'Éducation : 1989-1990, *ibid*, pp 16-19.

Technical Training

Office for the Study of Technical Education (Bureau d'Etudes de l'Enseignement Technique - BEET)

BEET provides technical secondary schools with in-service teacher training through internships and seminars and pedagogical training. This includes classroom visits, advice on improving teaching methods, and other pedagogical support to teachers. BEET has received an endowment of 21,500,000 FBU from the government's educational budget⁴⁷ and appears to be in a good position to continue giving effective training.

Office for the Study of Secondary Educational Programs (Bureau d'Etudes et des Programmes de l'Enseignement Secondaire - BEPES)

BEPES also provides similar types of assistance to the teaching and administrative staffs of general secondary schools.⁴⁸

Ministry of Agriculture and Animal Husbandry

The Education and Agricultural Training department of the of Ministère d'Agriculture et de l'Élevage gives short-term training at Gihanga, Kigamba and Gisozi. The problems encountered in training for agricultural extension staff are treated at some length later in the report.

University Center for Computer Research and Development (Centre Universitaire de Recherche et Développement Informatique - CURDIF)

CURDIF, a research center at the university, though part of a formal education institution, gives non-formal training in night classes in computer training. These classes are very popular and are quickly filled, mostly by people already working. These night courses have been in operation for three years and have trained 300 students to date. CURDIF's popularity is due to the prices charged, which are substantially lower than prices of private agencies, and to the superior quality of training provided. Students find CURDIF training immediately useful and profitable. CURDIF also does contract work in designing software for government and non-government entities. The CURDIF program of training is an impressive one with above-average effectiveness.

⁴⁷ Bulletin du BEET, Bulletin de Liaison du Bureau d'Etudes de l'Enseignement Technique, No. 11, Janvier/Février, 1992.

⁴⁸ Développement de l'Éducation : 1989-1990, *ibid.*

Institute for Military Officers (Institut Supérieur de Cadres Militaires - ISCAM)

Though perhaps more formal than informal education, it is worthy of note here that there are military personnel taking courses in the science department of the university which could be classified as in-service training for them. These courses are part of the ISCAM training program, which is a public institution of post-secondary studies, but which is not integrated under the university umbrella. ISCAM opened in 1962 as a Military Officer Training School. It did not start to teach academic subjects and grant such degrees until the 1976/77 academic year. Currently, training is given in scientific and military fields by a staff of eight full-time and 43 part-time professors. Training objectives are to prepare military staff and officers. Over the last 3 years the graduating classes have had fewer than 40 students each. Information on the total number of graduates and their utilization in the military and general employment market was not readily available.

b. Training in Enterprise Management

Center for In-Service Training (Centre de Perfectionnement et de Formation en Cours d'Emploi - CPF)

The CPF was initiated in 1978 to provide and upgrade civil servant training, to train trainers, prepare the necessary infrastructure for such training and distribute documentation. By 1987, 5,383 participants had benefitted from CPF training. After 1987 new training modules were opened in the following subjects: personnel management, accounting, management for administrative assistants, English, and computer operation and programming.⁴⁹

CPF is increasingly doing training for the private sector, as enterprises see the need for and can afford these services. Computer training is most in demand, followed by accounting and project management. CPF does a limited amount of training outside Bujumbura. Between 1979 and 1991 CPF trained 13,000 persons and delivered 639 certificates (given to participants who do at least 120 hours of training with CPF). CPF focuses primarily on the formal sector, as the informal sector is not yet adequately developed to demand such services. CPF makes available to the public various publications concerning government policy and other management materials. The assessment determined that the impact of CPF training has been one of mixed quality.

Institute for Enterprise Management (L'Institut Supérieur en Gestion des Entreprises - ISGE)

ISGE was opened in 1987 with the objective of providing specialized and in-service training for public and private enterprise management-level personnel.⁵⁰ However, it appears that

⁴⁹ Charmes, *ibid*, pp 42-43.

⁵⁰ *Ibid*, p 45.

practically no students have yet graduated from ISGE since the evening program takes three to five years to complete.

Institute for Management Control (Institute Supérieur de Contrôle de Gestion - ISGC)

ISGC is a private, non-profit post-secondary, degree-granting institution. The school opened its doors in 1988 with 20 students. For the 1992/93 academic year, the total enrollment is 125 or a 600% increase. The school provides management training in financial audit, accounting, general management and quantitative techniques of management. It is a four-year training program plus a mandatory six months of practical training in a private business. Its student body has different backgrounds. Some are university dropouts, others, students who obtained a high school diploma but were denied access to the university (diplôme non homologué), another segment is from technical schools like ESTA whose training at the secondary level does not allow them access to post-secondary training. It has also the highest tuition per year with 120,000 Fbu per student or \$600.

Institute for Commercial Studies (L'Institut Supérieur de Commerce - ISCO)

ISCO was the first university institution to move into in-service training, giving several levels of accounting training in night classes. ISCO training is comprehensive: it provides courses for a total of 300 hours of training in a year. In 1986 - 1987, 106 persons were enrolled in ISCO courses for which they were charged an enrollment fee.⁵¹ In addition to secretarial studies training is given in library studies, commerce, accounting, cooperatives management, hospital management, finance, statistics and customs work. ISCO now has between 400 and 500 students, over half of whom are women; in some sections women make up 86% of the student body.

In the future, ISCO's student enrollment will drop due to budgetary constraints and excessive overcrowding of the physical plant. The quality of training given by ISCO is not high due to the fact that the program is staffed by less qualified and overworked university personnel.

Technical Training Center in Banking (Le Centre de Formation Technique Bancaire)

Mid-level bank staff, as well as employees of public enterprises in charge of relationships with banks have received training from this training center since 1981. Night courses give 400 hours of training spread over two years in commercial English, accounting, civil/commercial law, fiscal law, enterprise management, financial mathematics and bank operations. Costs are 40,000 FBU per participant per year.⁵²

⁵¹ Ibid, pp 47-48.

⁵² Ibid, pp 48-49.

National Computer Center (Centre National d'Informatique - CNI)

Introductory computer courses for client enterprises are organized by CNI. Courses in computer software are also offered. CNI is presently being privatized.⁵³

c. Vocational and Production Techniques Training

Center for Technical and Vocational Training (Centre de Formation et Perfectionnement Professionnel - CFPP)

CFPP was formed in 1982 with a mission, in large part, to resolve the big question of the linkage between training and employment in Burundi. It is now under the jurisdiction of the Ministry for Artisanal Development, Training in Trades and Youth. Two of CFPP's training activities are really formal long-term educational programs to prepare workers for industry; however, the third program is an in-service training program for laborers. Initially training was given in automobile mechanics, metal construction work; later carpentry and general mechanics were added.

The in-service training is provided for workers who want to acquire minimum skills for the post they occupy or for those who want to improve their skills to enable them to obtain employment at a higher skill level. CFPP training is characterized by a unique methodology which includes dialogue with related professional environments, alternating training between the center and enterprises, program and method flexibility, and a system of follow-up.⁵⁴

The CFPP training program is an impressive one, but administrators complain of several difficulties. It is difficult to get employers to recognize the value of CFPP training or to take advantage, for their employees, of training services offered by CFPP. The modern industrial sector also fails to make use of consulting services offered by CFPP in planning of industry facilities, equipment maintenance, etc. CFPP has reached the point in its institutional development where Burundian staff can take over most positions, but expatriate staff will need to remain to work on resolving the problems just cited. CFPP training is of high quality, but is expensive to organize and maintain at quality levels.

Cooperative Training

The Department of Cooperatives of the Ministry of Rural Development has a training program directed at cooperative managers as well as general members of supply, agricultural marketing and production cooperatives. The training provided is in basic agricultural accounting, cooperative management, enterprise management and production management and

⁵³ Ibid, p 49.

⁵⁴ Ibid, pp 51-55, Zirati, *ibid*, pp 22 and 25, and Centre de Formation et de Perfectionnement Professionnels: CFPP, *ibid*, pp 2, 8, 12.

is given through an elaborate series of workshops presented in each province.

This department acknowledges that the growing rural population is increasing pressure on land of decreasing fertility. They cite national plans to encourage trade and skill training and to promote the artisanal sector, including the promotion of both domestic and export markets, and to give gainful employment to those without land resources. The department's role in this effort will be centered in four activities: raising the level of awareness about cooperative development, organizing people into producer groups, initiating appropriate small enterprise management techniques and encouraging market development. Few programmatic or developmental details were available to the team.

African Institute for Training in Economic and Social Development [Institut Africain pour le Développement Economique et Social (INADES) Formation, Burundi]

INADES is an international organization providing training to promote rural development and increased skills in agriculture production, livestock raising, nutrition, literacy and many other practical areas. Training is simple, at the most basic level and is given through small pamphlets, brochures and correspondence courses. Over 10,000 people in Burundi have benefitted from INADES training.⁵⁵

d. Agricultural Extension Training

Training has been problematic in Burundi's agricultural extension program from both the standpoint of training provided to extension agents as well as the training they give to farmers. The critical link in the extension program - contact with the farmer - has been left to the extension staff which is the most poorly trained, referred to locally as the "moniteur agricole", or in some cases to specialized farmers who do extension work.

The Education and Agricultural Training Department of the Ministry of Agriculture and of Animal Husbandry directs agricultural training through the Technical Agricultural Institute of Burundi (ITAB), several Technical Agriculture School (ETA) Centers and through the Technical School for Veterinary Nurses (Ecole de Technique des Infirmiers Veterinaires). Graduates of these institutions are employed in agricultural research, agricultural development projects and extension. However, those going into extension usually work at the higher levels in the hierarchy of the extension program. Thus, the only way for the benefits of this agricultural research and training to reach the ultimate consumer of such resources, the farmer, is through the least-trained link in the extension chain, the extension agents described above.

A 1991 FAO study reported that agricultural extension has been giving the wrong training to the wrong people. That is, uniform themes were taught all across the country, often poorly

⁵⁵ Développement de l'Education: 1989 - 1990, *ibid*, p 15.

adapted to the local technical, physical and socio-economic context. Furthermore, large segments of the rural population - women and young people - were either neglected or completely forgotten in extension training. The approach to the farmer was reduced to giving publicity or passing out instructions in an effort to lead farmers to adopt new techniques, while neglecting the most fundamental aspect of extension work - that of giving information and training to farmers to enable them to progressively take charge of their own development and farm management.⁵⁶

The early agricultural extension program was based in the Agronomy Department. Later it was tied to the regional development organizations (SRD) in an effort to correct program deficiencies. The World Bank Training and Visit system was adopted to get the extension training program off the ground. A training program was established based on a hierarchical system of staff at each program level training the lowermost staff, and finally, the lowest level training the farmers. This bottom level received one day of training per week and was to make regular farmer visits. The system worked for a while, but finally could not be sustained over time as farmers got tired of hearing the same things over and over. New efforts were to be made to base farmer training on the actual needs of the farmers.⁵⁷

In 1989 the government reorganized the Ministry of Agriculture and Animal Husbandry and created the Office of Extension Services (Direction Générale de la Vulgarisation - DGV) to strengthen ties between extension and research and other ministries. In-service training attempted under this new organization continued to experience difficulties. Each level in the extension chain required on-going training, but specialists to provide this training were unavailable. Male farmers to be trained were generally illiterate and women who should have been supported in the extension training were even more illiterate. A total revision of extension training objectives and efforts to bring school dropouts and women into the program were called for.

At the time of the FAO study, the new system was still being implemented, but the same old constraints continued to hamper extension training as agents with deficient knowledge of the farmers and low interest in development, used inappropriate methods in their approach to farmers.⁵⁸

The FAO study's recommendations included improving training for extension agents at each level and giving special attention to the training of women and youth. New training objectives and methods were to be adopted and the potential of radio and television in training

⁵⁶ Vulgarisation Agricole, Consultation sur le Secteur Rural, Ministère de l'Agriculture et de l'Elevage, FAO, République du Burundi, Vol II-Thème No. 3, Février, 1991, pp 2-5.

⁵⁷ Ibid, pp 6-12.

⁵⁸ Ibid, pp 14, 23-25.

was to be explored.⁵⁹

In sum, the information in the FAO report coupled with other data gathered by the assessment suggests that training in the agricultural extension program is still far from achieving the effectiveness required in a country whose economy is as solidly based on agriculture as Burundi.

e. In-service Training Provided by Private Organizations

Churches

Basic religious education in Burundi has been provided in the most organized and best structured fashion by the Catholic Church. Since its implantation in Burundi, the Catholic Church has always taught literacy to children and adults in preparation for baptism. This literacy training has been accomplished through centers called Yaga mukama which were established in every parish. There are today over 100 of these centers with 1,500 branches scattered all over Burundi. Earliest training was in reading only, but since independence both children and adults have been taught reading and writing. In 1930, 7,440 students studied in the Yaga-mukama centers; in 1986 the number was 266,767.⁶⁰ Training in these centers is provided free and is taught by teachers with the very lowest level of training, including teachers with no post-primary education.

The Yaga-mukama center policy of providing practical post-primary training to school dropouts continues, especially in view of the constantly growing number of these dropouts. Since, in the majority of cases, these centers are connected to primary schools, ties between this literacy training and primary school programs could be facilitated. It has been proposed that these Yaga-mukama centers be transformed into post-primary training schools. In the proposal, the government would assume responsibility to train and, eventually, to pay teachers for this new teaching task.⁶¹

Protestant churches have proceeded along much the same lines as the Catholic Church in their concern that the Bible be read. However, Protestant efforts were always suppressed by colonial officials and it was not until after independence that their literacy work could really advance. The Pentecostal church alone has already given literacy training to more than 20,000 students.⁶²

⁵⁹ Ibid, pp 26-40.

⁶⁰ Situation de l'Education au Burundi, ibid, pp 15, 20.

⁶¹ Ibid.

⁶² Ibid, p 16.

Private Enterprises

A number of private enterprises provide in-service training and nonformal education. The assessment team was not able to survey this sector completely. The most visible example is the initiation to computer operation and computer programming provided by Wang and ASSYST. This training is characterized by much higher costs than that given by CURDIF (see B. 1. a. above).

f. In-service Training Provided by Employers

Most of the private sector factory managers interviewed in the study complained of a lack of trained potential employees from which to recruit. Technicians are always difficult to find and usually come to the job lacking practical training. Specialized personnel required in the modern industrial sector (but lacking in Burundi) identified by informants included laboratory technicians, cotton classifiers/graders, designers for clothing manufacturers, animal nutrition specialists, marketing specialists at all levels including good sales staff, stocking/warehouse/inventory control managers, logistics managers, slaughter house butchers, graders, meat processors, etc., and food conservation technicians.

Because of this lack of available trained workers, many employers find that laborers they hire for positions requiring more specialized training than truck drivers or tailors, for example, must be trained on the job. To use the same example, even where tailors are available, one employer reported significant increases in productivity as a result of weekly training sessions in which better tailors train others. Larger, parastatal enterprises accomplish some of this training by sending employees to other countries for in-service training.

2. Ramifications for the Labor Market

Charmes, in his research, concluded that a majority of Burundi's employees are under-qualified, that is, they are working at jobs for which their training is below that which would normally be required for that position. Table 5 shows the imbalance between training and professional qualification. Figures in this table are percentages of labor positions in the modern sector which are held by people either over-qualified for their job (above), working at a job for which their training is adequate (equivalent) or under-qualified for the position they hold (below).⁶³

This research data is from 1983, admittedly outdated, but it represents the most recent data of this sort available to the assessment team. It does serve to demonstrate that the imbalance between labor supply and demand requires an employment creation policy and a means of correlating the outputs of the educational system with labor market demands. Since significant donor funding is spent for in-service training, serious efforts are necessary to

⁶³ Charmes, *ibid*, p 37.

assure better, more efficient use of these resources.

Table 5. THE IMBALANCE BETWEEN TRAINING AND PROFESSIONAL QUALIFICATIONS
(In % of positions in the modern sector)

Professional Qualification	Training		
	Above	Equivalent	Below
	(that which is required)		
Upper level staff administrative and commercial	-	41	59
Upper level technical staff	-	24	76
Middle level administrative and commercial	2	25	73
Middle level technical staff	1	26	73
Administrative and commercial agents	-	33	77
Qualified technical agents	-	19	81

A proposal designed by the education and agricultural training department of the Ministry of Agriculture and of Animal Husbandry stresses the importance of determining optimum personnel needs in terms of numbers and required qualifications, both for that ministry and for the Ministry of Territorial Development, Tourism and the Environment. The need here is to discover what these ministries require to accomplish their missions. This proposal also underlines the problem presented by the absence of a clear policy of human resource development and the inadequate management of in-service training.⁶⁴

Employers interviewed have generally found a direct correlation between the educational level of their employees and their productivity. These employers prefer workers with more education and more technical training. A worker with more education grasps more quickly

⁶⁴ "Etude des besoins en personnel, des besoins en formation-politique de développement des ressources humaines au Ministère de l'Agriculture et de l'Elevage et du Ministère de l'Aménagement, du Tourisme et de l'Environnement", Ministère de l'Agriculture et de l'Elevage, République du Burundi, Septembre, 1991, pp 1, 3.

what is required, learns new procedures more quickly and becomes productive in less time. Another critical aspect of labor productivity is one which is, perhaps, more difficult to address. Employers in Burundi's modern sector would agree that the problem is not simply the acquisition of skills and knowledge, but also the need to learn to concentrate, to be disciplined and interested in the work at hand. Here one is speaking of attitude changes for which training is more difficult to provide.

C. INFORMAL EDUCATION AND TRAINING

Burundian society has a rich tradition in oral training and education. With the arrival of the missionaries and the colonial administration, the formal education structure in the European missionary and colonial schools was instituted. The result is that today the two systems, traditional and formal schools are intertwined.

1. Description and Definition

Informal education and training in Burundi generally take the form of apprenticeships. It occurs mainly with artisans and in entities which provide on-the-job training as a matter of course. Informal education and training can be defined as a set of experiences consciously examined and deliberately augmented by conversation, explanation, interpretation, instruction, discipline and examples by others in daily life. Experience makes up the content and program for this type of learning.

2. The Situation Today

The existence of apprenticeships in the country is also an old tradition, particularly in the artisanal sector. It seems that artisanal development tends to get organized and develop where other sources of revenue are limited. The main reasons are the following: a favorable social climate, adverse population density, the availability of raw materials for the chosen artisanal activity and residency in areas where agriculture production provides income only during one season. For example the artisanal activities in the Buyenzi region include woodworking, brick making, metalworking, basket making, beekeeping, construction (masonry) etc. It must be noted that in this region there is an artisanal development project which provides technical and management training for artisans as well as access to credit. We can also turn to the Mutoyi Center for a second example of an artisanal development project which trains the local population through examples and demonstration in the production and marketing of agricultural products, in small animal husbandry, transformation of certain food products, cooperative management etc.

There are also various private entities and businesses conducting informal education such as the Burundi Tobacco Company (BTC) which instructs farmers in tobacco production, or the Office du Thé du Burundi (OTB) and the Regional Development Corporation (Société Régionale de Développement - SRD), COGERCO, SOSUMO and others. Also, there are some very small private businesses such as the People's Technical Services (Technique au

Service du Peuple - TSP) in Gitega and independent associations such as the Association of the Muremera Carpenters' Cooperatives (Association des Coopératives de Menuiserie de Muremera - ACOMEMU) which have their own apprenticeship programs.

Most private businesses or enterprises recruit employees and provide them with some form of minimal informal training. This type of informal training could not be documented by the team.

Another important component of informal education and training is the traditional milieu where elders are always available to transmit their experiences and skills in agriculture, masonry, healing arts etc.

3. Impact of Informal Education and Training on Employment

If we take a close look at the beneficiaries of informal education and training in Burundi, we find that most of them are young. In 1989, of the 5,300,000 inhabitants in this country, more than 54% (2,900,000) were less than 20 years old. As has been noted earlier, at the end of the 1989/90 school year, of the 83,264 students enrolled in the 6th year of the primary level, approximately 7,556 went to public secondary schools. The numbers diminish even more in the transition from the secondary to the university level.

In light of this situation, we must ask if informal education and training could support the formal education structures if there were well-organized channels to do so? For example, we can turn again to the Mutoyi Center created in 1971, which now supports over 120,000 people who obtain steady incomes as a result of agricultural activities which they learned to improve and diversify through the Mutoyi Center. This type of activity in informal education and training plays an important role in the development of employment and productive activities. To achieve this impact, there must be a well-designed structure which can organize the target population and provide it with both technical and material support. This includes management training, a good network to identify potential entrepreneurs, the organization of on-the-job training, cataloging existing activities, publishing newsletters, providing demonstration sessions to raise the level of awareness of the target population and helping to develop a market for the targeted product.

The importance of artisanal production in Burundi is not very well known. The non-structured non-agricultural sector represented 7.4% of the GDP in 1984, according to the office of National Accounting. For the same period, Charmes, in his study, found that the figure was closer to 14.3%.⁶⁵ More recent studies found that the more broadly defined informal sector occupied 12% of the population.⁶⁶ And still another study looking at rural household income found that between 25 and 45% of it came from what could be considered

⁶⁵ Charmes, *ibid*, p. 38

⁶⁶ Employment in Rural and Urban Informal Sectors in Burundi, H.C. Haan, IFAD, 1991, p. 2.

as informal productive activities.⁶⁷ The list of traditional crafts and trades includes such varied tasks as metal working, pottery, wood working, tailoring of traditional clothing, basket and carpet weaving, beekeeping, rope making, the making of stone grinding mills and making traditional musical instruments. There are also crafts and trades introduced by European missionaries such as brick making, making of roofing tiles, masonry, carpentry, sewing, embroidery, knitting etc. The introduction of trade and commerce and other skills also came with the development and modernization of the economy. These skills included shoe repair, automobile repair, radio and other engine repairs, electrical work, and plumbing.

All of these trades, crafts and skills were the result of an apprenticeship, of an informal training and education. These activities, even though facing a crisis situation currently, could be very important for young people no longer in the school system.

Informal education and training is rooted in Burundi's traditions and opens the way to a more general learning and apprenticeship of certain crafts and trades. It would be worth encouraging and promoting so that this informal training sector can complement and support the employment sector which, if not stabilized, will only continue toward greater unemployment.

D. MULTILATERAL AND BILATERAL SUPPORT TO EDUCATION

In the education sector, in addition to the role played by the concerned ministries at various levels and to the role of parents, there are cooperative agreements with international, regional and sub-regional institutions. Table 6 provides a list of these organizations and the type of support they provide to education in Burundi.

⁶⁷ Getting and Spending: Household Economy in Rural Burundi, E. Adelski, N. Rosen, 1991, p. 3.

Table 6. COOPERATIVE AGREEMENTS IN SUPPORT OF EDUCATION⁶⁸

ORGANIZATION	TYPE OF EDUCATION	ACTIVITY
<ul style="list-style-type: none"> • WORLD BANK • ADB 	Secondary Education Pedagogical Support (B.E.E.T + B.E.P.E.S)	<ul style="list-style-type: none"> - Long-term Training - School construction, equipment - Support for Education Planning - Logistical support for the Ministry
<ul style="list-style-type: none"> • UNICEF 	Primary Education B.E.R.	<ul style="list-style-type: none"> - Provision of supplies - Support to Teacher Training
<ul style="list-style-type: none"> • BASE 	Administration	<ul style="list-style-type: none"> - Training in Education Planning
<ul style="list-style-type: none"> • BREDA (UNESCO) 	Administration Planning	<ul style="list-style-type: none"> - Regional technical cooperation for training and research in education planning and administration - Support for reforms and evaluation of the national education structure - Training for Administrators and Planners at IIPE
<ul style="list-style-type: none"> • FNUAP 	Primary and Secondary Education	<ul style="list-style-type: none"> - Education and training in population and family issues for the schools
<ul style="list-style-type: none"> • CECI 	Secondary Education	<ul style="list-style-type: none"> - Productive activities in school farms and fields
<ul style="list-style-type: none"> • V.V.O.B. and APEFE (Belgian volunteers) 	Secondary and Technical Education	<ul style="list-style-type: none"> - Teachers
FRANCE	Secondary and Vocational Education Primary Education	<ul style="list-style-type: none"> - Provision of teachers - Specialization for vocational education graduates - Supply of educational materials and equipment - Technical Assistants for B.E.E.T. and B.E.P.E.S. - Preparation of school books

⁶⁸ Conference Internationale de l'Education, 42ème Session, Genève 1990, UNESCO, p. 22, 23.

BELGIUM	Secondary and Vocational Education	<ul style="list-style-type: none"> - Technical assistance at the B.E.R. - Technical assistance for the B.E.P.E.S. - Provision of vocational education teachers - Infrastructure development of E.T.S. of KAMENGE. - Financial assistance - Scholarships and internships - Technical assistance and volunteers to B.E.E.T.
GERMANY	Secondary and Vocational Education	<ul style="list-style-type: none"> - Scholarships and internships in Educational Administration - School construction
UNITED KINGDOM	Secondary Education	<ul style="list-style-type: none"> - British Council Volunteers at the English Department of B.E.P.E.S.

The 1986 CURDES study on the "Development of Human Resources in Burundi and Identification of Training Needs" notes that out of 315 professors only 142 are Burundian, with 55% of the professors being expatriates. In that same year 631 Burundian students were studying in foreign universities, in various fields. As exemplified in these statistics and in table 6, bilateral and multilateral assistance to education continues to play a very important role.

This foreign assistance to the education sector in Burundi, if not increased in light of other priorities and policies, will need to be maintained or supplemented by other mechanisms yet to be identified, which will support the country's education.

E. RELIGIOUS AND NON-GOVERNMENTAL SUPPORT TO EDUCATION AND TRAINING

In addition to governmental structures for primary education, the Yaga-mukama system (described in detail in section I.B.1.e.) of the Catholic Church plays an important role in primary-level education. In 1973, the GRB decided to nationalize, reorganize and render more cost-effective the formal basic education structures. The qualitative and quantitative development of the primary education was realized with the assistance of the World Bank, UNESCO, UNICEF, etc. In 1990, the GRB covered 60% of the total cost of education in the country, local communities and parents contributed 25-30%, and the remainder came from foreign assistance.

Missionaries played a preponderant role in Burundian education until 1983 (Church-State conflict of 1983). In 1987, with the coming of the Third Republic (current administration), relations between churches and the GRB improved remarkably and certain religious groups were able to start teaching again and even regain some of their schools which had been confiscated several years earlier.

In addition to the formal education structures which are financed and supported by the GRB, a series of nonformal educational structures exists--initiated by religious organizations and private educators to help alleviate the gaps in the formal education sector, especially at the primary level. This structure was previously described in the section on non-formal education and training.

In 1970, about 100 social centers now called Centre Socio-Educatif, were jointly organized by the Catholic Church and the GRB for literacy training and other basic training for young women. In addition, since 1970 the GRB and the Catholic Church have jointly sponsored basic practical agricultural skills and trades/craft training for young rural residents not attending secondary school. The Multi-Faceted Training Centers (Centres de Formation Polyvalents) were also organized by the Ministry of Primary and Secondary Education; however, they lacked teachers, teaching materials and equipment, which kept them from meeting their objectives.

F. COMMENTS ON THE FIFTH 5-YEAR PLAN

The GRB recently formally announced the preparation of the Sixth 5-year plan. This plan will include an official assessment of the accomplishment of the Fifth 5-year plan. However the document will not be available until late 1992.

The general goals for the economic and social development of the country during the life of the Fifth 5-year plan (1988-1992) included:

- **Basic Education:** The objective was to have all school age children enrolled in school.
- **Secondary Education:** Emphasized technical and trade schools.
- **General Education:** Was to prepare graduates for entry into the University. The government intended to encourage the participation of the private sector (persons or organizations desiring to open private schools) in this endeavor.
- **University Education:** Its mission was to promote research and train upper level managers (cadres supérieurs). Special attention was to be paid to the training of trainers and administrators to keep up with scientific developments.

During the implementation of this 5-year plan the number of primary school students increased significantly, while the rate of growth in the other levels of secondary, technical and university was far below those of the primary levels (the details of this growth were discussed earlier). In addition, there has been a continuing imbalance between general secondary education and vocational secondary education while university education grew at a very low rate, especially when compared with the high demand. The lack of investment in vocational education has resulted in an education system which produces an insufficient number of specialized workers.

The specific Educational Objectives of the Fifth 5-year plan were the following:

- **Basic Education:** The number of primary school children was to go from 510,000 at the beginning of the 1987/88 school year to 700,000 by the end of the plan's implementation period.
- **Non-formal Education:** The plan acknowledges the existence of a national support structure through various training centers called the Social Educational Centers (Centre Socio Educatif), Centers for the Promotion of Social Activities (Centres d'Animation Sociale), Multi-Faceted Training Centers (Centres de Formation Polyvalentes), Literacy Centers (Centre d'Alphabétisation), Centers for Introduction to the Trades (Centre d'Initiation aux Métiers), etc. This type of training is intended to reach children who have not been to school, those who dropped out of school, and adults. The plan did not give a specific objective for non-formal education.
- **Secondary, general and technical/vocational education strategies were:**
 - reduction of the budget in real terms for the general secondary education;
 - satisfy the modern sector's needs in human resources by favoring the fields responding to this objective;
 - active participation of employers in the organization and follow up of these programs; and
 - increase of the operational budget for technical and vocational education.
- **Post-secondary and University Education strategies were:**
 - decrease in the operating costs of the university;
 - creation of shorter term training programs; and
 - creation of a continuing education and training for managers.

At the primary level a significant budgetary increase was planned, while at the secondary and university levels reductions in budgets and operating costs were planned. This would further reduce the opportunities for moving from the primary to the secondary and from the secondary to the university level.

Technical and professional education has been encouraged, but even this effort has been insufficient in light of the delays this type of education has experienced in its development.

Education Programs of the Fifth 5-year plan:

From Table 7, one can see that there is an imbalance between the planned investments at the primary and general education levels in relation to technical and vocational education. Of the 6,840,250,000 FBu planned for investment in the education sector, less than 587,000,000 was planned for technical and vocational education (8.58% of the total budget). At this time, it is not known to what extent this plan was implemented. Table 8 provides the actual budget for the 1989 and 1990 years, but a break-down of the various sector expenditures was not available. In addition, in the objectives for non-formal education some were laudable, but in terms of budgetary investment, the support has been negligible.

Table 7. INVESTMENTS PLANNED FOR NATIONAL EDUCATION
(in millions of FBU, at 1986 prices)

Project Name	1988	1989	1990	1991	1992	Total Cost
1. 4th Education Project IDA (34 Mn \$ US)	185.00	702.76	836.55	956.66	303.66	2,984.63
2. 2000 rooms for primary schools	500.00	450.00	400.00	350.00	300.00	2,000.00
3. Primary school equipment and furniture, etc.	--	97.50	97.50	97.50	97.50	390.00
4. 1st Education Project BAD (FAD)	420.00	37.70	--	--	--	457.70
5. 3rd Education Project IDA	56.58	--	--	--	--	56.58
6. Extension Pedagogical Institute	82.50	22.45	--	--	--	104.95
7. School of Commercial Studies - Ecole Supérieure de Commerce	33.20	6.80	--	--	--	40.00
8. Extension ETS Kamenge	--	--	50.00	50.00	--	100.00
9. Extension Other Secondary Technical Schools	--	25.00	25.00	25.00	25.00	100.00
10. C.H.U. Kamenge (equipment)	--	50.00	50.00	50.00	50.00	200.00
11a. Support for Research for Human Sciences	--	5.44	5.43	5.44	5.43	21.75
11b. Support for Health Research	--	22.66	22.65	22.67	22.66	90.64
12a. Offices for Univ. Professors	--	15.00	15.00	--	--	30.00
12b. Study Department of Letters	--	--	--	25.00	--	25.00
12c. Training Technical Secondary School Trainers	--	--	30.00	--	--	30.00
12d. ETS support by France (miscellaneous equipment)	7.80	17.40	--	--	--	25.20
12e. ISTAU support by France (various equipment)	6.25	13.90	--	--	--	20.15
12f. French Support for the Medical School	13.60	--	--	--	--	13.60
12i. Belgian Support for the Agronomy Department	30.60	30.61	30.60	30.63	30.62	153.06
TOTAL	1,335.53	1,497.22	1,562.73	1,612.90	834.87	6,843.25

Source: sem Plan Quinquenal, p 261.

Table 8. ACTUAL EDUCATION BUDGET FOR 1989 AND 1990

Year	Amount		% of National Budget	
	B.O.	B.E.I.	B.O.	B.E.I.
1989	1,272,011,751	67,000,000	3.6	1.2
1990	1,385,684,571	92,000,000	3.9	1.5
Total	1,477,684,571		5.4	

N.B.: B.O. : Ordinary Budget
 B.E.I. : Extraordinary and Investment Budget

G. EDUCATION AND HEALTH

It was not within the scope of the present study to take an in-depth look at the relationship between levels of education and health and family planning. However, anecdotal information did give some general impressions in this connection. Some of the informants generally felt that it was premature, in light of the history of family planning in Burundi and the limited data, to begin to draw conclusions. However they anticipated that in the future education would have a positive impact on the use of family planning.

Other informants believed that in an urban setting such as Bujumbura, an education certainly helped one in obtaining a better-paying job, thereby enabling such families to live better, enjoy better health care and nutrition. They also added that in such an environment, families tended to be smaller, as parents realize that they would not necessarily need to start out with larger families to insure survival of a few children.

Most of the employers interviewed by the team felt that the positive relationship between health and labor productivity was an obvious one. They were very conscious of employee absences due to illness and its impact on a factory's productivity. One employer even provided nearby housing and meals for its employees during the work week, to help reduce absences and illness.

II. ANALYSIS OF THE CURRENT LABOR FORCE

The Government of Burundi's (GRB) Fifth 5-year plan for the years 1988-1992 set out to increase the number of jobs in both rural and urban areas, in the modern and the traditional sectors; it planned to remove obstacles to employment creation and to encourage the growth of small and medium enterprises. Although it appears that some very limited movement was made towards some of these goals, the actual evaluation will not be published until late 1992.

To date the public sector (civil service and parastatals) has been the country's biggest employer with 71,459 employees.⁶⁹ However, if all of the reforms planned under the current Structural Adjustment Program (SAP) are implemented, that situation should change dramatically over the next few years. The hope is that the budding modern industrial sector will provide desperately needed new jobs to absorb the growing labor force, but, although it is growing, it is presently far from capable of absorbing the existing cohort of newly-employable labor. The private sector, in its entirety employs 29,222 workers.⁷⁰

Some recent statistics from the Office of Employment give a glimpse of the depth of the problem. This office classifies job offers in 4 categories: management, skilled workers, unskilled laborers and other. Fifty-two percent of the offers for jobs call for the "other" category, followed by the "skilled workers" category, with 32% of the job offers. This office registers 5 times more job seekers than there are jobs, and less than one fourth of the listings for employment came from the modern industrial sector. Sixty-two percent of those looking for jobs were from the unskilled laborer category; 72% of them were less than 30 years old and 84.5% of them were men.⁷¹ Of course, not all employment opportunities are listed with the Employment Office.

If not from the modern industrial sector, will these new jobs come from the expansion of the agricultural sector, despite its land limitations? Or could they stem from new and more productive use of existing agricultural resources by development of export markets for agricultural, value-added and non-agricultural production?

A discussion of the labor sector in Burundi cannot emphasize enough the agricultural sector, most likely the most important areas of economic activity in the country. Agriculture is discussed separately in Section IIC. At this time, it will suffice to underscore that it is a sector which has significant numbers of farmers involved in cash crops and that it also includes a majority of the population which is simply subsisting from a combination of agriculture and informal agricultural and non-agricultural activities. A growing urban and a rural non-agricultural informal sector also exist. It is more difficult to quantify, due to lack of hard data.

Burundi's labor force presents special problems, such as small concentrations of trained and educated candidates mainly in the capital and one or two other towns in the interior of the country. Women and rural dwellers present special needs for integration into the modern

⁶⁹ Ibid, Economie Burundaise 1990, p 28. This figure includes 28,469 government full and part-time employees and 42,237 full and part-time parastatal employees. These figures are based on 1989 statistics.

⁷⁰ Ibid, Economie Burundaise 1990, p 28. This figure includes the modern industrial sector, services and all other private employers.

⁷¹ "Marché de l'emploi dans les secteurs privé et paraétatique," Bulletin Trimestriel, Décembre 1991, Ministère du Travail et de la Sécurité Sociale, Direction Générale du Travail, p 26.

labor market and they are being joined more and more by former civil servants including those of privatized and bankrupt parastatals. The latter will most likely increase as the structural adjustment program enters its latest phase.⁷² There also appears to be a growing number of returned refugees who seem to be settling in the rural regions of the country. The impact of this influx of population is not yet clear.

A. PUBLIC SECTOR

Public expenditures account for 30% of the GDP and 80% of the resources invested. The challenge faced by the GRB is to modify significantly the make-up of public expenditures, starting with a reduction of those items that do not directly promote economic growth, social progress and equity.

In its 1990 review of public expenditures, the World Bank found that the GRB would have to selectively and progressively reduce its expenditures while accelerating its administrative reforms in order to stabilize the size of the public sector payroll and make it more efficient. The GRB would also need to (1) accelerate the speed of the reforms in the public enterprise sector (parastatals) and reduce their direct and indirect subsidies; (2) improve its budgeting system for public expenditures; and (3) meaningfully increase its overall government revenue collection structures by paying particular attention to overdue taxes in general and parastatals' exonerations and overdue loan/debt service payments.⁷³

In 1992, the GRB will limit its new hiring to 1000 employees. It is projected that the health and education sectors will absorb about 35% of these positions. These sectors will continue to be priorities because of the low level of literacy (estimated at about 35% nationally) and the high birth rate estimated at 3.1% by some donors⁷⁴, but at 2.62% by more recent GRB figures.⁷⁵

One of the key elements of the current economic reforms is the improvement of public administration structures, especially in light of the meager resources available in the country. (please turn to Annex 5 for detailed figures on Public sector employees). An important reduction of the less economically-viable public expenditures will be necessary to allow the GRB to concentrate its resources on priority sectors for growth, such as necessary infrastructure and incentives to promote the private sector, improvement in public services, etc. This translates into: 1) a need for a major realignment of public expenditures for defense

⁷² Mid-term evaluation Burundi human resources development program (buhrd, 695-0121)A. Gilboy and D. Leroux, Amex International, October 1991. pp 1-7.

⁷³ Revue des Dépenses Publiques du Burundi, World Bank, 1990, p vi.

⁷⁴ Ibid.

⁷⁵ Recensement Général de la Population et de l'Habitat, Résultat Provisoires, Novembre 1990, Ministère de l'Intérieur, Bureau Central du Recensement, p 8.

and security which are estimated to absorb between 25-30%⁷⁶ of current national resources; 2) reduction or elimination of most of the subsidies (direct and/or indirect) to parastatals; 3) their privatization, liquidation or restructuring based on clearly established criteria, and 4) a complete review of public services and an assessment of how they can be made to pay for themselves.

A review of each ministry's staff is now being conducted and will pay special attention to the category of employees called "sous contract" (under contract). The latter represents almost 1/3 of all public sector employees, excluding the parastatals and the military. This review of the staffing will also include an inventory of skills and resources existing in the government service which will be utilized to prepare a restructuring plan. The likely result of this plan will be a reduction in force which will be accompanied by a reconversion plan to help government employees continue to be productive or employed upon the loss of their government jobs.

While these measures briefly listed above will have important positive macroeconomic ramifications, they present a grim situation for future and existing job seekers; particularly since no other economic sector is yet in a position to replace the government as the major employer.

1. The Communes

The communes and municipal governments represent a small but important source of public employment in their various localities. Although it appears that nationwide they have a work force of less than 5000 permanent employees and an undetermined number of temporary/short term employees, their governmental structures will grow in importance as administrative reforms begin to take hold in the central government.

In 1990, it is estimated that the communes contributed a total of 892 million Fbu to the construction of schools (maintenance, repairs and night watchman not included), health centers, rural road construction and potable water projects. Of that total figure, 163 million Fbu is considered to have been in-kind contribution, mainly free labor by the local residents.⁷⁷

The decentralization of public finances towards the communes raises the problem of the capacity of these communes to assume some of this financial responsibility and the lack of a comprehensive plan on just how these communes will undertake this new responsibility for regional development. This situation can be illustrated as follows: the Ministries of Education are now counting on the communes for the construction of many new schools and the maintenance of most of them. In addition the newly established Ministère de l'Artisanat,

⁷⁶ Ibid, World Bank, p iv.

⁷⁷ Economie Burundaise, 1990, République du Burundi, Premier Ministère et Ministère du Plan, Dec 1991.

de l'Enseignement des Métiers et de la Jeunesse, in its proposed policy statement will also be counting on the communes to build and maintain training centers for young people leaving the primary school system. The current revenue of the communes is already very limited. Their main source of revenue now is real estate and rental taxes. They will now have to come up with a series of revenue-raising schemes which somehow will not create havoc at various levels for the tax payer. Already, some of the leather skin exporters are complaining of a communal tax being levied on skins leaving their communes.

2. Parastatals (SCEP--Service in Charge of Public Enterprises)

In the past, the GRB chose to intervene directly in the productive sector, with less than desirable results (Annex 6 provides a complete list of the parastatals). These poor results helped to bring about the stated approach of having the GRB gradually relinquish its "productive" activities and concentrate on defining its economic policy while managing public resources more efficiently.

The number of people having lost their employment due to liquidation of companies is not readily available.⁷⁸ At first, when just a few were being liquidated most of the employees were able to find other jobs in the government. However, when the number increased, it was not certain how many were able to be placed in other government jobs. The day we visited SCEP there were about 15 employees from the newly privatized milk processing plant who were coming to try to obtain indemnities or new jobs.

Of the GRB entities which were restructured, only REGIDESO had extensive firings (400). The ONATEL is soon to be restructured, and some loss of employment is expected. The SOSUMO was reorganized but eliminated no jobs.

A word of explanation is necessary on the definition of state enterprises listed in Annex 6. They are all nominally under the jurisdiction of SCEP. However, during discussions between SCEP officials and the team, the former recognized that they have a definition problem. This list assumes a very broad interpretation of enterprises, because it also includes all types of independent research and teaching institutes, the university and various other organizations which are not really businesses. The question arises as to whether the list will be refined or if all of the organizations contained therein will be privatized? Will they be expected to become totally self-supporting?

⁷⁸ According to SCEP the number of parastatal employees who were not placed in other government jobs is considered very low. The exact figures are reportedly available only in the individual reports prepared on each one of these closings. Unfortunately, these reports were not readily available to the team.

B. PRIVATE SECTOR

1. Modern Industrial Sector

a. General Description of the Existing Situation

The participation of the parastatals in the modern industrial sector is covered in section II.A.2, on the public sector. Generally modern employment in Burundi is concentrated in the capital and dominated by the public sector. However, in light of changes required by the SAP, this situation will have to change. How long this process will take and what the final outcome will be cannot be predicted.

The manufacturing sector consists of some 110 industrial enterprises. There are seven large ones and the rest are relatively diverse small and medium enterprises. Their employment share is small, despite their relatively high (foreign) investment: while it constitutes 40% of the GDP, it contributes less than 6% of the total employment. These industrial units, for the most part, make use of technologies which tend to be capital-intensive. There are some estimates that, in recent years, the cost of creating a job in the modern sector has been as high as US \$ 60,000 to 70,000 (in constant 1981 prices).⁷⁹ The agro-industrial enterprises which also belong to the modern sector are discussed separately in section III.B.

The number of women working in this sector is not known, but it appears to be very low. Most of the employers visited had very few women working in their industrial plants. The few who were employed were working in office or administrative positions. Most of the employers contacted explained that the lack of female employees was due to the fact that the type of work being done was considered inappropriate for women, or that it was too costly to hire women due to the repeated absences caused by maternity and child rearing. Even in one of the plants which performed work traditionally considered "woman's work", that of sewing, fewer than 10% of the employees were women.

Most of the factories visited by the team claimed to need additional trained technical personnel. Many had attempted to hire the "A" level graduates for their assembly line. They were not always successful. Most of the employers claimed that all of their production line employees were literate and many had much more than a primary education. Several of the employers who claimed to need technicians to maintain and repair their equipment were not aware of the CFPP and the types of skills it provided, not only for new employees but also as a source of in-service training.

Generally the overall training needs of this sector were found to be in the areas of marketing, sales, customer service, personnel management, financial management, packaging, equipment repairs and maintenance. There were a few unique requests for clothing designers and

⁷⁹ Employment in Rural and Urban Informal Sectors in Burundi, H.C. Haan, IFAD, June 1990.

development of new products. Other studies have found that this sector could use training in the following fields: horticulture, electrical repair, computer science (repair, programming, use); English courses for business persons; training in customer service, salesmanship and stock maintenance, public relations, advertising and packaging, personnel management (hiring, promoting, performance review, job descriptions and benefits) and design of management systems.⁸⁰

b. Selected Areas of Potential Growth in the Medium Term

Despite the currently small size of the modern industrial sector, it can potentially make a larger contribution to the economy and become a more important source of employment. To do so under present economic conditions, with such a small domestic market, the modern industrial sector must conduct a more sophisticated search for products which provide a foreign market niche with a comparative advantage for Burundi. Table 9 gives a list of the country's exports for 1990. Some of these products can be processed in different ways or sold in new markets not currently identified, but more importantly, an entirely new approach is needed. It will require extensive additional investments--domestic and foreign--and the necessary legal and other infrastructure (policy and physical) to attract and retain the investors and buyers for these products. USAID's BEST project (Burundi Enterprise Support and Training) with APEE and the CCIB is already looking in these directions. In addition, as indicated in the section on agriculture, linkages between the modern industrial sector and the rural sector offer possible avenues for new growth while distributing the gains of this wealth more widely. Even under the best of circumstances the modern industrial sector will not provide a complete answer to the country's employment problems.

⁸⁰ Ibid, A. Gilboy, p 7.

Table 9. EXPORTS IN 1990⁸¹

PRODUCT	VALUE (in million FBu)
Coffee	8,897
Tea	1,428
Cotton	28
Skins	581
Other agr. products	580
Re-exported products	110
Manufactured goods	711
bottles	297.9
rubber goods	155.7
blankets	83.9
plastic goods	40.6
palm oil	38.3
cotton cloth	19.6
shirts	14.0
corn flour	11.9
beer	10.3
construction mat.	6.2
soft drinks	5.9
wood products	5.3
sugar/molasses	3.4
metal products	3.2
backage	3.1
miscellaneous goods	2.3
soap	1.9
wheelbarrows	1.0
baskets	0.7
women's clothing	0.5
auto parts	0.1
hydrocarbons	0.2
salted fish	0.1

There are certain other areas which need to be studied such as assembly-type industries, where the various parts are imported and assembled locally and re-exported using a duty-free zone or similar approach. Such endeavors have worked very well in certain Asian and Caribbean countries and in Mauritius. Whether Burundi can make a place for its industry in that sector needs much further study. Although no hard data is available on the potential number of jobs such activities could generate, in discussions with various informants involved in this sector, it is estimated that under the best of circumstances, about 5000 jobs could realistically be created in 5 years.

⁸¹ Economie Burundaise 1990, République du Burundi, Premier Ministère et Ministère du Plan, Décembre 1990, pp 53, 56.

There is some possibility of employment in the mining sector with important negotiations now underway with one foreign firm to look at the mining and some level of refining nickel. According to the GRB's preliminary estimates, there is a potential for creating 3000 jobs in this sector.

The construction industry is one which has some potential for growth. The organization and refinement of the brick and roofing tile production operations can be improved with some additional investment to help refine the quality of the production. This activity has the added advantage that the production can be spread by small artisans to various parts of the country. The Ministry of Rural Development already has a project started in this sector. The total number of construction jobs was estimated at 10,704 by the Ministry of Commerce and Industry, in 1989. This number also included government workers in the Public Works Department. No reliable estimates were available on the number of people involved in the production of bricks and roofing tiles.

The services and tourism industries are often cited as potential growth sectors, but very little information was available on them. In discussions with the Tourism Office, it appears that little or no work has been done to come up with a sector development strategy and the resources (human and financial) of the office are also very limited.

c. Contraband

Contraband in Burundi is not well described in any studies, but most business persons are well aware of the ways it harms their business, but gloss over the ways in which it helps them. As far as the government is concerned, there is a loss of revenue when items enter the country illegally and various taxes and customs duties go unpaid. Among the more common items which enter the country illegally, thus avoiding all import taxes, are cigarettes, alcoholic beverages, cosmetics, batteries, spare parts, cattle and many other consumer items. Concerning the items which compete with locally-manufactured ones, the local manufacturers lose income and are often unable to compete with the lower price of the contraband item.

In addition, the GRB is also concerned about imported items which are exported to surrounding countries illegally. The more common items, according to some officials of the Ministry of Commerce and Industry include cement, sugar, salt and other imported food items. Also, there appears to be a great deal of movement of gold, which is exchanged for COTEBU cloth.

The extent of this traffic could not be quantified by any of the government or private sector sources interviewed by the consultants. There seems to be a general awareness of the problem, without the details. Nor could the impact on local employment be assessed. There is a general impression that it may impact negatively through unfair price competition with locally-produced goods.

d. Country Promotion

Burundi appears to have no well-organized infrastructure to promote the country, whether for investment or tourism purposes. If the country is going to promote its exports and attract visitors and investors, it must be prepared to do so in the international arena.

Promotional techniques consist of supplying timely information to potential investors, creating an attractive image of Burundi as a place to invest and providing services to prospective investors. Promotion is only one of several tools available to countries to attract foreign investment. This is one area where the GRB seems not to have made any investments. Other approaches can also bring results: tax incentives and grants; provision of industrial estates, export-processing zones and other infrastructure; and simplification of bureaucratic procedures facing potential investors. There are legal reform projects underway which are beginning to address this approach to enhance the legal environment.

In addition, some governments also negotiate bilateral treaties with countries from wherever investments might come, to address issues of mutual concern such as taxes and repatriation of profits. The intent is to create a favorable environment for the investor, while benefitting the host country. Although attracting foreign visitors, buyers or investments, requires efforts in many areas, promotional techniques provide an important mechanism for communicating Burundi's competitive advantage to potential investors. There are studies showing a significant correlation between promotional programs and the success of countries in attracting foreign investments and visitors.⁸² Although no hard data was available correlating country promotion and employment in Burundi, based on other country models, it remains an important component of attracting positive international attention.

e. Informal Sector

For the purposes of this report the informal sector shall be defined as the collection of non-agricultural self-employment and micro-enterprises which are generally not licensed, do not pay taxes and most likely do not take advantage of recent advances in technology. These enterprises are generally very small, with fewer than 10 workers, including the owner.

In Burundi the informal sector is relatively small. While in other African countries it is reported to employ 40-60% of the urban labor force, here it is estimated to employ at most 55,000 workers or less than 28% of the urban labor force. It is generally very heterogeneous and involves manufacturing activities (53%), services (18%), construction (16%) and commerce (7%).⁸³

⁸² Marketing a Country, Promotion as a Tool for Attracting Foreign Investment, Louis T. Wells, Jr., A.G. Wint, International Finance Corporation, Multilateral Investment Guarantee Agency, 1990, p 1.

⁸³ Employment in Rural and Urban Informal Sectors in Burundi, H.C. Haan, IFAD, 1990, p 3.

1. Urban Informal Sector

The urban informal sector in Burundi is relatively small and concentrated mainly in Bujumbura. According to one study⁸⁴, it appears to have absorbed little labor and its share of total employment may even have declined. Despite this situation, it does not mean that this sector has no value as a potential employer. The types of employees who benefit from the urban informal sector are the following:

- 1) business owners: have some rudimentary equipment and a place from which to operate;
- 2) independent workers: have some basic tools and little or no capital equipment;
- 3) helpers and apprentices: work for the business owners or the independent workers.

This sector faces some basic constraints which include: 1) lack of training, which has a direct bearing on the quality of the work performed and on the management of the activity; 2) a lack of access to institutional capital; 3) various legal constraints due to the fact that commercial and labor regulations designed for modern businesses are applied to the informal sector.⁸⁵

The urban informal sector is already an important source of employment and income for those who cannot be absorbed by the agricultural sector. To speak of the future of this sector and its continued potential for generating meaningful employment and income, training (technical and management), credit and marketing linkages to the formal and export sectors will be needed.

2. Rural Informal Sector

Non-agricultural employment is an important additional source of income in Burundi's rural areas. This has been amply demonstrated in several recent studies.⁸⁶ This is very understandable, since only about 10% of agricultural production of the subsistence farms is marketed, non-farm activities are important sources of rural monetary income. It has been reported that non-agricultural employment, including the brewing of banana beer, constitutes

⁸⁴ Ibid, Haan, p 9.

⁸⁵ Ibid, Haan, pp 7-10.

⁸⁶ Getting and Spending: Household Economy in Rural Burundi, E. Adelski, N. Rosen, M. Richard, IDA, 1991; Politique de l'Emploi au Burundi, PECTA/OIT, 1990; Employment in Rural and Urban Informal Sectors in Burundi, H.C. Haan, IFAD, 1990.

more than half of total rural incomes.⁸⁷ Other types of activities which occupy this sector are basket weaving, blacksmithing, small-scale trade, working for others, pottery, wood working and more recently, furniture making and carpentry, tailoring, construction and fabrication of construction materials, repair of cars and other motors and tools.

Non-agricultural activities are mostly practiced during the agricultural slack season and for most rural families and artisans, they serve as a secondary occupation to supplement agricultural incomes: only four out of every 100 rural families are completely dependent on non-agricultural activities (of whom one is in government service), while for 26 families they constitute a secondary source of income. Not only are rural artisans, directly or through their families, involved in agriculture, many of them are themselves engaged in more than one non-agricultural activity: they might combine handicraft with small-scale trade or work some months as a gardener and the rest as a trader, etc. This multi-activity approach by rural artisans hides the instability of this type of employment and hinders the support of this activity by extension services or other entities.⁸⁸

Several factors constrain the development of the informal rural sector:

- The low level of agricultural income leaves very limited purchasing power in the rural sector.
- Rural informal activities are not well integrated with towns and urban centers, which hampers the procurement of intermediate inputs as well as the marketing of finished products. Well-developed marketing channels do not exist.
- Proliferation of activities and insufficient demand hamper training and specialization.
- The rural informal sector lacks finances for its functioning expansion and modernization. Other than the COOPEC credit schemes, rural credit is almost non-existent.
- Appropriate technologies to fully exploit the local resources are unknown or in the form of equipment sometimes difficult to purchase. Partial rural electrification presents additional limitations.⁸⁹

2. Important Legal Reforms

a. Commercial Code

In discussions with members of the local bar, it appears that the existing commercial code has not kept up with developments in the business community and the overall economic climate and its new realities. Also it has very limited coverage and consists of a very dispersed and incongruous set of laws, traditions, precedents, practices, customs and governmental decrees.

⁸⁷ Ibid, Haan, p 14.

⁸⁸ Ibid, Haan, p 14.

⁸⁹ Ibid, Haan, p 16.

Some of its sections are already under review as part of the privatization project of the notary system. In one of its preliminary assessments of the situation, the World Bank found that the commercial code needed to be reexamined to guarantee and protect competitive market forces.⁹⁰ The impact of the current commercial code on employment has not been quantified. However, where it prevents or renders commercial transactions more difficult, it can be said that employment is affected negatively.

b. Investment Code

There is presently an inter-ministerial commission working on the revision of the investment code. It is intended to promote investment in what the GRB sees as priority sectors, namely the modern industrial sector, agriculture, tourism and artisanal development; it will, among other things, provide for tax exemptions and recognize the special needs of the small entrepreneurs. It will also need to emphasize measures to attract investors and encourage competition, while keeping in mind that in an economy of this size, one investor or entrepreneur can create a monopoly or strong control over a series of products. It will also need to be integrated with the tax code.

c. Labor Code

The existing labor code is based on French and Belgian labor laws with some inspiration from the International Labor Organization conventions. The current law dates back to 1966. It is now being revised as a result of the structural adjustment program, which required its review. It presented certain financial and administrative constraints which severely added to the costs of the employer without significantly insuring the rights of the workers (recruitment, health benefits, penalties in case of labor law violations etc.); it needed to be updated and to better address the needs and realities of the modern industrial sector in the country, and also to incorporate notions of human rights, non-discrimination and collective bargaining. At this time, the writers are not in a position to judge if the proposed new law will achieve all of these objectives.

A recent report by the Department of Labor Inspection entitled "Annual Report of Activities for Fiscal year 1991," based on 208 visits to local employers generally found that private employers have very little knowledge of the requirements of the labor code and when they are aware of them or made aware of them by the Labor Inspection, they still do not follow them. Some of the labor code violations noted in the report included the following : 1) a wide range of variations between the salaries of employees with apparently similar qualifications and responsibilities; 2) the use of undocumented foreign workers; 3) safety violations around machines and equipment; 4) inconsistent or no internal regulations regarding the treatment or benefits for the employees; 5) extensive misuse of contract employees to avoid providing benefits required by law; and 6) they also found that the employees themselves did not know

⁹⁰ Revue des Dépenses Publiques, World Bank, 1990, p vii.

their rights most of the time, and when they did, they rarely contested the employer's failure to respect them.

Many of these observations were borne out in our various interviews with private employers. The labor code was not an issue for them and appeared not to be enforced very vigorously by the local authorities. The employers visited, in response to the team's questions, expressed concern regarding the increase in costs the changes in the proposed labor code would bring. They felt that it would impact on the cost of expanding their labor force if and when such an expansion was warranted and if the new requirements were enforced.

The one section of the code that many employers seem to know well is the requirement for maternity leave. At least that is the stated reason for not hiring more women, because of absences related to the birth of children and their upbringing. If this attitude is an indicator of employer reaction, any new law providing benefits to workers is not likely to be well-received by these employers.

3. Regional Organizations and their Influence

The two regional organizations which are most significant for trade for Burundi are the Communauté Economique des Pays des Grands Lacs (CEPGL) and the Preferential Trade Area for Eastern and Southern African States (PTA)(ZEP the French acronym). The PTA is the more important of the two and the only one which will be discussed in this section.

The PTA, consisting of 18 member states, was created to assist its members to "attain economic transformation, social advancement and to address the problems of economic dependency on foreign institutions, mass poverty and general under-development. It seeks to attain higher rates of sustainable growth through the promotion of cooperation and development in all fields of economic activity, particularly in the field of trade, customs, industry, transport, communications, agriculture, natural resources and monetary affairs... PTA is not a mere trade promotion organization and was established as a first step towards a Common Market for Eastern and Southern African States."⁹¹ Over the last 10 years considerable progress has been made in implementing the Treaty provisions, especially in institution building. They include the PTA Trade and Development Bank, the PTA Clearing House, the PTA Federation of Chambers of Commerce and Industry, the African Federation of Joint Air Services, the PTA Leather Institute and the PTA Metallurgical Technology Centre.

Some of its major accomplishments include the following trade related matters:

- a) negotiations and partial implementation of preferential tariffs;

⁹¹ PTA Trade and Development Strategy, PTA, June 1991, p 5.

- b) the introduction of a single unit of accounting, the Unit of Account of the PTA (UAPTA) which is equal to the IMF's Special Drawing Rights (US \$1.40 = 1.00 UAPTA);
- c) the introduction of a system of national currency convertibility through the PTA traveller's cheque;
- d) the introduction of a common vehicle insurance through the "Yellow card";
- e) the Customs Bond Guarantee and the Road Customs Transit Declaration to facilitate intra-PTA trade;
- f) the establishment of the Commercial Arbitration Centre to resolve trade disputes; and
- g) the functioning of the Clearing House, which has contributed to the reduction of the flight of hard currency to regions outside of the PTA zone from 100% to only 10%.

The impact of the Clearing House and some of the trade and tariff-related agreements are clearly being felt by the business community in Burundi, through easier access to hard currency for receiving and making payments in business transactions, reduced administrative procedures for transiting goods through member countries, reduction of tariffs, etc. Most of the modern sector businesses contacted by the consultant team were taking advantage of the various opportunities available through the PTA and were looking forward to greater implementation and enforcement of the various treaties. Neither the PTA nor any of the businesses visited could provide data on the employment created because of the PTA. However, it can be deduced that it is part of the enabling infrastructure which promotes increased trade and economic activity among the member states and must also promote the creation of employment.

C. AGRICULTURE

**Table 10. SECTORAL OVERVIEW OF ECONOMICALLY ACTIVE POPULATION
(1988 figures)⁹²**

Sector	Rural	Urban	Total
Agriculture	87%	10%	81%
Modern sector	2.6%	37%	5%
Informal sector	10%	28%	12%

1. General Description of the Current Situation

Agriculture is the most important sector in Burundi. It includes some export crops like coffee, tea, tobacco, cotton and a few other items such as fruits, vegetables and flowers being developed on a small scale as export crops. However agriculture consists predominantly of subsistence farming, using traditional cultivation techniques and simple implements. The main products are maize, sorghum, beans, bananas, cassava and sweet potatoes. It is estimated that about 9% of the food crops produced are marketed, the remainder is consumed.⁹³ Agriculture generates over 56% of the GDP⁹⁴ and employs over 90% of the labor force.⁹⁵ It absorbs more than one fifth of all financial resources available for investment, and attracts about 50 foreign donors, whose contributions in 1989 represented over 85% of the total donor investment in the country.⁹⁶ Three ministries have direct jurisdiction over this sector and several others intervene at various levels.⁹⁷

Despite the tremendous past efforts and ingenuity shown by the country's small farmers, the future prospects of agriculture remain mixed, unless there are some key technological and

⁹² These figures are based on 1988 data from Employment in Rural and Urban Informal Sectors in Burundi, H. C. Haan, IFAD, 1990.

⁹³ Consultation sur le Secteur Rural, Coordination et Synergie des Actions de Développement, Vol. II, Thème #6, Février 1991, République du Burundi, Ministère de l'Agriculture et de l'Élevage, FAO, p. 3. This study places the figure at over 60% while Economie Burundaise 1990, published by the Premier Ministère in 1991 uses 56%.

⁹⁴ Ibid, p 4.

⁹⁵ Employment in Rural and Urban Informal Sectors in Burundi, H. C. Haan, IFAD, 1990, p 2. This study claims that 80% of the labor force is engaged in agriculture. The World Bank's 1991 Burundi's Private Sector Development in Agriculture: An Agricultural Sector Memorandum places the figure at 90%.

⁹⁶ Ibid, FAO, p 4.

⁹⁷ Ibid, FAO, p 4.

marketing interventions to boost the sector. An estimated 50,000⁹⁸ new members are added to the rural labor force each year. Without too much recourse for employment in other sectors, most of them turn to agriculture to try to make a living. The agricultural sector's absorptive capacity for this wave of workers is constrained by the limited availability of new land, declining yields as a result of inadequate cultivation methods and the limited use of adequate inputs. It is a sector which cries out for attention to its soil fertility, use of improved technology, crop/production diversification, enhancement of the farmer's income and environmental management.

Table 11. DEMOGRAPHICS AND LAND DATA⁹⁹

Utilization currently	#km ²	Total pop '79 & density/km ²	Total pop '90 & density/km ²
Cultivation	11,000	3,996,146	5,268,084
Pasture	9,500	154	207
Forest	1,450		
Lakes	2,000		
Other	3,730		

As the foregoing table demonstrates, there is very little possibility of increasing the land under cultivation. There is some expansion possible using marshlands and other marginal territories. More than 80% of the usable land is already used for some type of agricultural purpose. The solution lies more in increased fertility and better management of the land now under cultivation in order to achieve higher productivity without increasing further environmental degradation.

In the medium term, the primary sector will continue to serve as the basis for the economic development of the country. The agro-industrial sector will show some expansion and may become the more dynamic of the modern industrial sectors.

Coffee continues to be the backbone of the agricultural sector's export revenue. The consequences of the fall of the price of coffee are going to continue to be felt over the next few years. According to commodity market reports during the writing of this report, coffee prices were at a 17-year low. The World Bank projects that unless there are some

⁹⁸ As detailed earlier (footnote 28), at the end of the 1989/90 school-year, 74,527 primary school leavers entered the labor market. The portion of that number which actually enters the rural labor market is unclear: Adelski, in her study (cited earlier) found that no more than 35,000 could be absorbed into the rural sector while the FAO (study cited earlier) found that 50,000 were coming into the rural labor force.

⁹⁹ The data for this table come from the Economie Burundaise, 1990, p 1 and Consultation sur le Secteur Rural, Restauration de la Fertilité et Conservation des Eaux et des Sols, Volume II, Thème 4, FAO, Février 1991, p 5.

renegotiations of coffee quotas, the international prices, in real terms, will not reach their 1988 levels until 1994.¹⁰⁰

Among the key inhibitors to Burundi's development are the increasingly diminishing availability of the supply of productive land and the strong dependence on coffee exports.

The impact of education on the rural population is not clearly defined. In discussions with farmers and agricultural ministry officials, they both speak in terms of the more obvious advantages of some type of education. There is a general impression that education will provide the rural resident with the resources to move away from the farm. There does not seem to be a perception that it makes him/her a better farmer. There is no real indication of what happens to the 74,527¹⁰¹ young people who leave the 6th year of primary school each year (based on the 1989/90 school-year figures) and return to their "collines" (hills where they reside). There is even some evidence, in the rural areas, of signs of delinquency developing among that group. They are an unknown quantity. A major concern of GRB officials and parents, is what type of productive activities can occupy these young people, with no hope of further education. The Ministry of Youth, Artisanal Development and Vocational Training has prepared a policy statement which calls for the creation of vocational training centers in each commune. These centers would keep their trainees for 4 years after they leave the 6th year of primary school. The resources for implementing such an ambitious plan have yet to be identified. It is not clear that the rural informal sector can absorb such large numbers of new workers each year, even if they were trained to be productive. This policy statement is currently being reviewed by a team of ILO consultants and their report was not available at the writing of this report.

¹⁰⁰ Revue des Dépenses Publiques du Burundi, World Bank, 1990, p v.

¹⁰¹ Ibid, footnote 98.

2. Selected Areas of Potential Growth in the Medium Term

a. Tobacco

Currently most of the better grade of tobacco produced in Burundi is exported. At this time, 62% of the local crop is exported and 32% is used locally. Zimbabwe seems to be the major buyer now and will continue to be in the near term. Presently the Burundi Tobacco Company, a parastatal, continues to have a monopoly on the sale of tobacco. The total production is still relatively small but growing as more small farmers and better financed and more ambitious planters become involved. There are several regions of the country which lend themselves to growing high quality tobacco. In addition to the BTC plantations, much of the tobacco appears to be grown by small farmers, organized by individuals or informal private groups who provide the entrants and all of the necessary technical assistance at every stage. This includes the building of dryers, guaranteed prices to the farmer (based on the quality of the harvested and dried product), collecting the harvested crop from the farmer prior to payment.

Through the interviews of growers obtained by the team, it appears that many of the small farmers, who grew tobacco for the first time this year, are so satisfied with their income that they plan to increase their acreage next year (for those who have the land). In addition, some of the private growers mentioned earlier are finding that farmers are now coming to them to participate in the tobacco growing schemes. The major problem encountered by the private growers/organizers is the lack of credit to purchase their inputs and provide the necessary assistance to their farmers during the growing season. The need for technical assistance to insure greater yields is also mentioned as a problem.

b. Tea

The production of green tea leaves was 18,257 tons and 4,040 tons of dry tea in 1990. It is estimated that the harvest could be significantly increased, using existing plantations, with better organization and an increased supply of laborers to work on the larger fields at peak harvest periods. In 1990 none of the treatment centers worked at more than 80% of their capacity, despite an increase of 223 ha of the acreage cultivated. In addition to the manpower problem cited earlier, several other factors contribute to this situation: they include the lack of secondary roads to transport tea harvested from village plantations and various other logistical difficulties.¹⁰² The lack of secondary access roads is a problem in many regions of the country and limits the sale of a harvest to what can be carried by the farming family.

The existing structure of the tea industry in Burundi already lends itself to participation by small farmers, if the extension and support services (including agricultural credit for the small

¹⁰² Economie Burundaise 1990, République du Burundi, Premier Ministère et Ministère du Plan, Décembre 1991, p 20.

farmer) are made available in a timely manner. The treatment centers and marketing infrastructure are already in place and are under utilized.

c. Improved Cereals and Food Crops Production Processing and Preservation

Food crops use over 90% of the total land cultivated, provide 80% of the value-added revenue from the primary sector, insure the nation's food self-sufficiency and as mentioned earlier, employ the overwhelming majority of the labor force. The cash crops (coffee, cotton and tea) use about 8% of the total land cultivated while providing 90% of the country's export income.¹⁰³ There is also a possibility of developing the animal feed market, as animal production increases. Alcovit, the only parastatal involved in this type of production, faces some logistical, marketing and other constraints which prevent a steadier development of this industry. Two agricultural projects also produce feed on a large scale, but only for their own use.

Burundi produces a wide range of food crops. The main ones include, corn, beans, rice sorghum, manioc, sweet potato, bananas and "colocases" (taro/coco yams). (Please turn to Table 12 and 13 for the quantities produced) In general, cereals have shown a steady increase in production over the last 10 years, while other food crops have had a more uneven history. The overall rate of increase of the production of food crops is estimated at about 1.1%,¹⁰⁴ well below the rate of increase in the population. The latter, among others, is an important reason to find ways to stimulate the preservation and transformation of food crops. Such an approach would lead to the reduction of post-harvest losses and spoilage, encourage the search and identification of new markets, and eventually increase production.

On the production side, as mentioned earlier, a general improvement in cultural methods, use of improved seed technology, fertilizers, greater attention to soil fertility and overall conservation will be vital to any increase in productivity of food crops.

Traditional methods of food crop preservation/transformation remain very basic and involve items intended for home use or sale in small quantities for a very limited local market. This type of activity usually involves fermentation, sun drying, grinding or milling, hulling or pressing (for oil), making of local beer or other alcoholic beverage. It faces a lack of adequate equipment and other post-harvest technological assistance, general information about quality control and hygiene, packaging, marketing and distribution networks.

More modern methods are beginning to spread throughout the country and involve mainly flour mills and rice hulling machines and other types of equipment for making products such as gari (a type of manioc flour). There is also some evidence of small women's groups

¹⁰³ Consultation sur le Secteur Rural, Transformation et Commercialisation des Produits Vivriers, Volume II, Thème #5, République du Burundi, Ministère de l'Agriculture et de l'Élevage, FAO, Février 1991, p 3.

¹⁰⁴ Ibid, p 3.

becoming involved in the transformation of fruits and vegetables, making cheese and starting up small bakeries. Here again, all of these operations are on a very small scale and face many of the same problems confronting those utilizing more traditional techniques.

Table 12. 1989 SELECTED FOOD CROPS PRODUCTION FIGURES¹⁰⁵

Type	Item	Quantity (tons)
Cereals	Corn	135,400
	Rice	40,000
	Wheat	9,000
	Sorghum	68,700
	"Eleusine" ¹⁰⁶	13,600
Leguminous	Beans	220,900
	Green peas	29,300
Oil prod.	Palm nuts	10,300
	Peanuts	49,000
	Soy	10,000
Vegetables	Combined	105,800
Fruits	Combined	28,800
Tubers	Manioc	642,300
	Sweet Potatoes	661,800
	Potatoes	32,000
	Colocases	82,400
	Ignames	4,800
Bananas	Food variety	607,200
	Beer variety	1,030,500

¹⁰⁵ Ibid, pp 29-30.

Table 13. 1990 CEREALS PRODUCTION

Corn	174,000 tons
Rice	28,000
Wheat	9,000
Sorghum	63,000
"Eleusine"	13,000

Source: Min. du Commerce, Bureau des Etudes

As Table 14 illustrates, some of the agro-industries use locally-produced food crops. This sector faces heavy dependency on outside technology, relatively small domestic markets and often must use imported raw materials to supplement the local supply--usually for reasons of quality and/or reliability and availability of supply. With few exceptions, these agro-industries are all located in the capital. There are a total of 15 public and 20 private operational agro-industries in Burundi. They employ less than 2000 people in their factories.

¹⁰⁶ Caracan, millet or fonio.

Table 14. 1989 PRODUCTION OF KEY AGRO-INDUSTRIAL FACTORIES¹⁰⁷

Name	Start up	Products	Production Capacity	Actual Production '89	% of prod. cap. used	# employees
Brarudi	1955	Beer	1,000,000 H1	841,000 H1	92%	707
Bragita	1985	Beer	150,000 H1	76,868 H1	51%	209
Laiterie CB	1971	Milk	3,750 K1	2,013 K1	75%	56
Alcovit	1987	Anim. Feed	8,000 T	2,629 T	33%	30
Abattoir	1957	Meat	120 an/day	28,512 an	66%	32
SOSUMO	1988	Sugar	15,000 T	8,476 T	56.5%	350
RAFINA	1949	Cotton Seed Oil	7,500 T	626	8%	97
AFCBUR		Quinquina				50
FRUITO		Juices				14
KINABU		Quinquina				152
SAVANOR		Soap, margarine				44

The agro-industrial sector faces several institutional and infrastructural constraints such as: 1) lack of credit for this type of activity; 2) insufficient numbers of personnel trained in the appropriate technologies; 3) an inadequate information system to provide data on quantities of food production in the various regions of the country; 4) since the majority of farmers consume most of their production, the supply of these products on the market is not reliable enough to support any major increase in the processing at an artisanal or industrial level, in addition to a strong possibility of quickly saturating the domestic market as it exists today.

In 1990 with financing and technical assistance from UNDP and FAO, the GRB established the National Center for Food Technologies (Centre National de Technologies Alimentaires) to help coordinate and stimulate the activities in this sector. The objectives of this center include a particular emphasis on the development of small and medium enterprises in the agro-industrial sector and the necessary financial and technical support to accomplish its goals. The Center has not been active long enough to show results or impact yet on the food

¹⁰⁷ Consultation sur le Secteur Rural, Transformation et Commercialisation des Produits Vivriers, Vol. II, Thème #5, Ministère de l'Agriculture et de l'Élevage, FAO, Février 1991, p 32.

processing industry.

In addition to the factory employees mentioned earlier, this sector has the potential to involve a much larger number of small farmers and non-farmers in the production and processing components. However, it will require a great deal of investment to create an environment amenable to its progress.

d. Ornamental Plants, Vegetables and Fruits

Although this type of production has some potential in Burundi, the current efforts to develop it are still very timid. It faces many problems such as a) the introduction of varietal improvements which will ameliorate the quality and size of the harvests; b) transportation costs; c) adequate sources of operational credit; d) packaging, and others. Several of the operators who have entered this field have managed to cope with these problems, but their survival is in doubt unless these issues are resolved. Several of the operators in this field have shown a great deal of aggressiveness in identifying markets for passion fruit, peppers, green beans, bananas, sweet potatoes, asparagus, japanese plums, mangoes and others.¹⁰⁸ At this time they cannot satisfy these markets, due to some of the problems cited earlier.

A rational and selective approach to the development of this sector could be an important source of revenue for the small rural farmer. Such a farmer must be linked to an exporter-producer who would supply the necessary technical assistance and inputs. This exporter would handle most aspects of the processing and marketing to foreign markets and to some extent the local markets also. Currently, fewer than 400 people are employed in the processing of these products. Many more could be involved, especially small farmers in the production phase, if it was structured to maximize their participation. Table 15 lists the companies currently involved in this sector.

¹⁰⁸ Le Renouveau, Dimanche 16-Lundi 17 Février, 1992, # 3716, J. Michel Mfizi, p 8.

Table 15. SELECTED COMPANIES INVOLVED IN VEGETABLE, FRUITS AND ORNAMENTAL PLANTS FOR EXPORT¹⁰⁹

1. Producer-Exporters
FRUITO
GEBUCO
BUFFLE
2. Exporters
D.M.E.
AGRO EXPORT
FRUITEX
3. Dormant Companies (not operating, but not officially bankrupt)
ERCO
PROMEX
LOVIMEX
FEKI
ADEL FLOWERS
FRUITAIR

e. Livestock Production

Traditionally, in Burundi, cattle (local breed Ankole) and other animals provided their owners with social standing and prestige, in addition to milk, meat, manure, skins and leather. Butter was also produced for food, cosmetic and medicinal purposes. Even the tail was utilized for decorative and utilitarian purposes. There was a certain equilibrium between pasture land, the surface needed for the overall animal herd and land for food crops. In time, with the rapid rise in the population, this balance was severely disrupted leading to a severe reduction of the overall livestock production. Today there is a renewed interest in livestock production from the GRB, the donor community and the producer. However, this interest has not been translated into adequate extension and other support services for the producer. Nevertheless, some small and large private producers have not only been able to improve their herds but also make a profit.¹¹⁰ The FAO currently estimates that in 1990 the ownership of the country's livestock could be described as follows:

¹⁰⁹ Situation de la Filière Hortofruticole au Burundi, SAE, Novembre 1991, p 5.

¹¹⁰ Consultation sur le Secteur Rural, Elevage, Volume II, Thème #1, République du Burundi, Ministère de l'Agriculture et de l'Elevage, FAO, Février 1991, p 3.

1 million farmers own animals throughout the country, of which:

- 20% own cattle (averaging 2.25 animals each), requiring about 5 person hours of work per day.
- 45% own small ruminants (3.3 heads each), requiring 1 person hour of work per day
- 5% own pigs (1.6 heads each), requiring 1 person hour of work per day.¹¹¹

As will be illustrated later, a more intensive-livestock raising program could provide additional sources of employment and resulting revenue in the rural sector. Raising animals is of particular interest as a possible productive occupation for the cohort of young people leaving the 6th year of primary school each year and continuing to live on the family farm.

Table 16. IMPORTS OF ANIMAL PRODUCTS IN 1990¹¹²

<p>-1.47 million kg of powdered skim milk -14,328 kg of fresh skim milk -885,386 kg of concentrated whole milk -262,434 kg of fresh milk at a total cost of 371 million FBu</p> <p>-Butter, Cheese and milk curds for over 63 million FBu</p> <p>-2.42 million kg of tallow (1986 figures) at a cost of 221 million FBu.</p>
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With some minimal planning and judicious investments these milk products could be produced locally and supply the local markets. Export markets may be identified in the region and perhaps beyond.

¹¹¹ Ibid, p 5.

¹¹² Ibid, p 6.

Table 17. ACTUAL LIVESTOCK PRODUCTION AND GEOGRAPHIC DISTRIBUTION¹¹³

Type of animal	Number	Major Region
Cattle	420,000	46% of production in Bururi, Muramvyva Cankuzo
Goats	800,000	46% of production in Gitega, Muyinga, Kirundo Kayanza
Sheep	300,000	37% of production in Ngozi, Kayanza, Gitega
Pigs	90,000	80% of production in Ngozi, Kayanza, Kirundo
Rabbits	90,000	71% of production in Gitega, Kayanza, Ngozi
Poultry	2,200,000	all over the country, with a large concentration around Bujumbura

The use of improved breeds has been demonstrated to be very successful, not only in their adaptability but in the revenue increases it bring to the owners and the impact on related sectors. Table 18 below illustrates this point. There is some evidence that some farmers may be increasing their participation in livestock production as a matter of necessity, to make up for loss of other farming income.

¹¹³ Ibid, p 8.

Table 18. COMPARATIVE REVENUE OF TRADITIONAL VS. IMPROVED BREEDS
(in FBU) (milk/leather/meat production)¹¹⁴

Type of animal	Revenue from traditional breeds	Revenue generated from improved breeds
Cattle	11,300	69,000
Goat	2,250	16,000
Sheep	1,960	16,000
Sow	14,500	51,000
Hen	2,680	4,300

As demonstrated in Table 19, below, there is a domestic market for meat and milk products which is now unmet. In addition, the regional and other export markets are totally unexplored.

Table 19. NEEDS AND AVAILABILITY OF MILK AND MEAT¹¹⁵

Item	Need	Availability from local production	Deficit
Milk	275,000	16,500	258,500
Meat	55,000	15,150	39,850

Concomitant with meat production is the production of animal skins for leather. The leather industry is a budding element in Burundi at this time and consists exclusively of the sale of skins. There are a few operators active in this sector, but they have shown a great deal of ambition and dynamism. They have identified foreign markets but are not able to find an adequate supply for the markets they have identified. With some support, they could invest in the processing of meat for sale abroad, in the region, in order to have more skins to meet their other markets.

¹¹⁴ Ibid, p 10.

¹¹⁵ Ibid, p 13.

In addition, the use of animals can be further expanded through animal traction. It has shown promise in some parts of the country. Actually about 400 pairs of animals are in use for animal traction in the Imbo and Moso plains. Nationwide it is estimated that about 700,000 hectares of the cultivated land could benefit from animal traction.

Although less important, but still of value as a source of revenue in the rural area is beekeeping for honey and wax, and fish farming. Fish farming (in ponds built for that purpose) is becoming more and more important as the commercial and artisanal fishing in the lake gives lower results due to over fishing. It is estimated that within less than 5 years there will be a 5000-ton deficit in the local availability of fish from the lake. Fish farming will not be ready in that time to make up for this deficit.¹¹⁶ In addition fish farming has been demonstrated to be even more effective and financially rewarding when associated with the raising of poultry or goats. At this time fish farming is only a secondary activity for participating farmers.

f. Essential Oils

In a continuous effort to diversify Burundi's agricultural production, especially products which can be exported, several studies have been conducted which seek to identify certain oil-producing plants which either already grow or can be grown here. These oils have some industrial, medicinal or cosmetic use and can be refined partially or entirely locally or dried and pulverized and exported. The Faculté des Sciences Agronomiques's Department de Technologie Agro-Alimentaire has received a STABEX-FED funding to set up a special laboratory and research program in this field. Some of the preliminary research and studies which show some promise include the following:

- Vetiver in the Moso plain;
- Lemon Grass and Citronellain the Imbo plain;
- Eucalyptus leaves can be extracted from existing trees while additional varieties are planted for this purpose;
- Bergamot trials will be conducted in the Imbo region and at higher altitude. This plant can be inter-cropped with other products, including certain food crops;
- Roses in the Imbo plain;
- Various spices such as cardamon, capsicum frutescens, capsicum annum, cucurma in the Imbo region;
- Many others are being studied or have trials already underway.¹¹⁷

¹¹⁶ Statistiques et Informations Peches, Burundi, Production des Pecheries Burundaises, 1991, Résultats Statistiques, Project PNUD/FAO, Janvier 1991.

¹¹⁷ Etude de faisabilité du projet de valorisation de plantes tropicales par extraction d'alcaloïdes et d'huiles essentielles à usage agro-alimentaire, pharmaceutique et cosmétologique, Faculté des Sciences Agronomiques, Heads Consultants, Novembre 1991, pp 3-12.

This research is also accompanied by preliminary market and pre-feasibility studies, involving the Faculty of Agronomy and APEE and the Ministry of Commerce's Département des Etudes. At this time, there is no reliable estimate on this activity's potential for generating employment. However it can represent substantial additional income for participating farmers and additional employment in processing centers and factories.

3. Repatriation of Refugees

The current government's policy of unity has strongly encouraged the repatriation of refugees and their reintegration into the country. At this time, it appears that the overall group of refugees includes some of the ones who left the country in waves in 1965, 1972 and 1988.

Officially 18,650 refugees have been repatriated voluntarily; many more are expected, but the total number is unknown.

Among the current group of 18,650, there are a lot of students or school-age children who will need adaptation and reintegration programs. An inventory is needed to discern the skills of the adults in order to try to place them in productive activities.

The repatriation of the refugees falls under the jurisdiction of the Directeur Général de l'Administration de la Sécurité du Territoire. The current approach now being considered consists of grouping them into productive cooperatives, once the skills inventory is done. The students among them will be allowed to go to the appropriate local public school, based on their educational level; they will also be tested and given special tutoring to help them in school as needed. Students will receive assistance for school fees; however as their numbers grow, the government's resources will be taxed and it will have to look to NGO's or others for help. There is a special commission set up to handle this issue.

More than 80% of this first group (of 18,650) are peasant farmers in need of land. The government has already located available land to give each one of this first wave; it consists of a grant of 1.5-2 hectares of land, per family. The land has been provided with a packet of free seed for food crops.

There is another sub-committee helping the non-farmers find work in the public and private sector; many have skills which are needed; in addition, it is intended that some artisans will receive additional skills training to help them start productive activities.

At this time very little information is available on the results of this repatriation program, its overall needs, contributions and the impact of this influx of population on the overall labor sector. The question of impact becomes more significant as the numbers are expected to grow significantly in the coming months.

4. Services and Support for the Agricultural Sector

Whatever potential exists in the agricultural sector, if the small farmer is to participate there are certain components which must be in place. They are of importance not only to the small farmer but also to a viable agricultural sector in general. They consist of the following: extension services, credit, transportation and secondary access roads, marketing research, distribution networks, the elimination of tax and administrative disincentives which exist at various levels.

- 1) **Extension Services.** The small farmer or the entrepreneur interested in venturing into some new area of agricultural or agro-industrial production has very few avenues for information, technical assistance and overall support. He/she is often limited by whatever information can be obtained from personal contacts.
- 2) **Credit.** Agricultural credit is practically non-existent. When it is available, it is provided by banks which have little or no knowledge of the agricultural sector and impose terms which often unreasonably restrict the borrower and can help bring about failure of the venture.
- 3) **Transportation and Secondary Access Roads.** The country has an impressive network of national roads to access the capital or the surrounding countries. However, the network of secondary roads to access these main roads is critically inadequate. The result is that the farmer is too often forced to carry his harvest to the nearest collection point, thereby limiting the marketable quantity severely. If increased production is to be seriously considered, a more extensive secondary road network will be essential.

Also the use of appropriate technology in transportation is not well developed; overloaded bicycles are used extensively to carry bananas and fish and other produce, but bicycle carts are practically non-existent and animal traction is starting to be used only on a very limited basis.

Transportation for exports also needs to be seriously studied. The road network is in place, for the most part, but some serious administrative and infrastructural bottlenecks still need to be resolved. The PTA and CEPGL have established the framework to resolve the major problems, but the implementation and enforcement of the existing treaties continues to be a problem. Also, if exports are to increase, additional air cargo capacity will be needed.

- 4) **Marketing Research and Distribution Network.** Here also the farmer or entrepreneur interested in agricultural or agro-industrial production for export has very limited access to information on markets within or outside of this

country. It is especially important in the case of Burundi, if a market niche is to be found for products which already have large numbers of suppliers.

- 5) Elimination of Taxes and Administrative Disincentives. There are relatively high import tariffs on machinery and packaging imported for processing food for the domestic market. More recently, some items such as animal skins are being taxed upon leaving the communes. The administrative process for an entity wishing to service the domestic market is still complex and expensive, particularly for the small business.

III. IMPACT OF AIDS AND FAMILY PLANNING ON THE LABOR SECTOR

A. AIDS

At this time, the GRB's Ministry of Public Health, with the assistance of several donors, is in the process of establishing its data collection infrastructure. As a result, only preliminary indicators are available, based on incomplete sample data and computer models.

It appears that for the city of Bujumbura, the incidence of new cases (HIV positive) will begin to diminish in 1991, after reaching its peak of 7000 in 1989. The total number of cases by the end of 1991 was at 40,000 and is expected to be about 50,000 by 1993. In 1993, the number of persons infected with the disease is expected to stabilize and even begin to diminish. However the number of deaths from the illness will continue to rise.

For the population between 15 and 44 years of age, in rural and urban areas combined, there is an expectation that the incidence of infection will begin to diminish after 1991. In Bujumbura alone, for the same age group, by the end of 1991, there was an estimated 25,541 HIV positive cases, representing 15.17% of that age group. It is estimated that the infection started to spread in 1980.¹¹⁸ The implications of these estimates on the working population are not very comforting, particularly since this would ostensibly include many of the trained and educated groups whose training is absorbing such a large portion of the current national budget.

For the years 1989-1990, at Bujumbura's Prince Régent Charles Hospital, 49% of the internal medicine patients were AIDS cases, whose average hospital stay was for 49 days.¹¹⁹

Although the information is not yet conclusive, the early indicators are already strong enough

¹¹⁸ Infections au VIH, cas et Décès de Sida: Projections jusqu'en 1993, Dr. A. Kamuragiye, République du Burundi, Ministère de la Santé Publique, Février 1991, pp 8, 20, 56.

¹¹⁹ Info SIDA Burundi, Volume 1, #1, Août 1991, République du Burundi, Ministère de la Santé Publique, p 29.

to call for drastic actions by the public health authorities on the question of AIDS, especially for the 15-44-year age group. Several studies are underway which will allow for better planning by the public health authorities.

B. FAMILY PLANNING

The statistics available on family planning are not very encouraging. After about 8 years of official action in this area, the prevalence rate of use of modern contraceptive methods was at 1.1% in 1989 and between 2.5 and 3.3% in 1991. Despite this dismal record of action, it appears that the issue is important to most employers. In most of the consultant team interviews in all sectors of employment, the question of maternity leave was a constant complaint by employers. There are some clear indicators which tend to show that, with more education, there is a tendency to have less children and to delay the onset of the first pregnancy. The average age of marriage of a woman in Burundi is 20.8 years old, with her first child at the age of 21, while she averages 6.9 children, and only .6% of these women use modern contraceptive methods. In contrast, the woman who has reached secondary school does not marry until she is 22.3 years old, has her first child at 24, averages 5.5 children and 16% of them tend to use modern contraceptive methods.¹²⁰ It is also noteworthy that generally in Burundi, a young girl who becomes pregnant in secondary school is not allowed to complete her education. No figures were available on the number of such cases.

IV. DONORS

A more complete list of donor activity is provided in Annex 7. Here the discussion will be limited to the major donors and their activities as they relate to the topic at hand.

A. FRENCH COOPERATION (FAC and CCCE)

The assistance provided by the Caisse Centrale de Coopération Economique (CCCE) amounted to 55.5 million French Francs in 1991. It was concentrated mostly in the following areas: agro-industrial sector, rural development, infrastructural development, water and electricity, communications and development of the private sector. Other French government assistance amounted to slightly less than 70 million French francs and consisted of direct technical assistance (ATD) by 48 teachers and 41 technical specialists; 74 scholarships; direct subsidies to several university academic programs, secondary school programs (technical and general education), and sports programs, local tv stations and cultural activities; technical assistance for the airport. FAC (Fond d'Aide et Coopération) projects concentrated on environmental research, rural development in the Mosso region, and genetic improvement for cattle in the Mugamba region, assistance to the Bujumbura Municipal government and various

¹²⁰ Population - Statut de la Femme et Développement au Burundi, J. Marimbu, BIT/FNUAP, 1989, p 3.

other credits for programs such as the COOPEC program administered by the Centre International de Crédit Mutuel (CICM).

The French are beginning to show some increased interest in the private sector. So far they have financed training programs for local businessmen and recently signed a 550,000 French franc grant agreement with the Chamber of Commerce to implement this training. There was also an additional grant of 100,000 Ff with the Franco-Burundian Chamber of Commerce to improve its outreach programs. In April 1992, a delegation of French businessmen is expected to help develop partnerships with local businesses in the industrial sector.

It is important to note that the COOPEC project is considered one of the more successful credit programs in the country at this time. The project, based in Gitega, is very successful in 60 of the country's communes; each COOPEC is locally managed; 50% of the loans are for housing, with a 90% reimbursement rates; 30% of the loans are utilized for agricultural inputs and 3-4% for artisanal activity; these percentages are low, due to the lack of collateral by these types of applicants. Collateral is a problem for women due to their legal inability to inherit land. All COOPEC agents/administrators and members receive intensive training from the project.

B. BELGIAN COOPERATION

The Belgian assistance to Burundi is very extensive in all levels of the education sector. However, direct assistance to the development of the private sector is still in the study phase at this time. The Belgians are considering the development of an in-service training program for micro-entrepreneurs which would concentrate on management and marketing. At this time, they do not appear to be interested in any direct intervention in employment promotion.

During the preparation of this study, the Belgian Government was reviewing its assistance to the technical and vocational education sector, which has centered mainly on the Ecole Technique Secondaire de Kamenge. They have been particularly concerned with the Ecole Technique de Kamenge and reinforced the A2 and A3 levels with 10 Belgian teachers, extensive equipment and supplies. In addition, a large number of teachers have been trained in Belgium to replace the Belgians on the staff of the school. They are now reassessing this assistance with a view to modernizing the curriculum, providing in-service training for the existing staff, and gradually withdrawing their assistance from the school.

The problems encountered have been the following: most of the Burundian teachers trained in Belgium to replace the Belgian teachers at the school are now working elsewhere, for better salaries; the school's student body has grown well beyond the maximum limit of the school's physical plant and equipment, thereby straining the facility beyond reasonable limits and resulting in seriously lowered quality of teaching. The equipment has not been well maintained and has suffered due to use by a much larger number of students than originally intended or designed for and now needs replacing. In addition, the GRB is requesting Belgian assistance to build 2 additional schools similar to Kamenge school in the interior. At

this time the Belgians are not willing to participate in further construction of such schools. The Belgians are seriously questioning the increase in technical secondary school graduates when there does not appear to be adequate employment opportunities for them.

C. EC

The European Community will soon be undertaking 3 private sector-related studies in Burundi. The first will be a general one to ascertain the assistance needed in the sector; the second one will concentrate on micro-enterprises and the third will ascertain potential markets inside and outside of Burundi for locally produced items.

The EC has started an artisanal support project in the Mugamba region, intended to create employment and develop non-agricultural sources of revenue in the target region. The emphasis of the pilot phase is to improve the technical skills of 200 artisans. It will also integrate other existing components such as an agreement with the COOPEC project for credit. It will also include training in marketing and sales. Another component will provide advanced training for exceptional candidates to become master craftsmen to continue the training activities of the sector. This five-year project will also pay close attention to female artisans and their needs. The pilot phase ends in July 1992 and an evaluation will determine the parameters of the extension to the next phase.

D. WORLD BANK

In addition to its macro-economic activities which have a direct and indirect impact on the private sector, the Bank's main intervention in the development of the private sector is limited to the APEX project which is intended to help identify, support and finance medium-sized enterprises in Burundi. The results have been mixed so far and are under review. The project will soon undergo re-design and modifications.

The Bank is also finalizing the design of the Burundi Social Action Project (Dimension Sociale du Développement) (Project Twitezimbere in the local language, meaning auto-promotion). It has the following main components: 1) income-generating activities for school leavers and women; 2) grass-roots social action activities (literacy, family planning, nutrition); 3) grass-roots social infrastructure development (construction of schools, health centers etc.); 4) economic infrastructure development (secondary roads, markets etc.); 5) reinforcement of data and statistical gathering structures.

In education the World Bank has the Education Sector Development Project which is designed to a) implement phased sectoral adjustment measures to contain education costs; b) strengthen the planning, budgeting and cost-control capacity of the Ministry of Education; c) improve the quality and efficiency of education at the primary and general secondary levels through the training of supervisors, upgrading of teacher skills, preparation of new programs for secondary education, and provision of textbooks and teacher guides; and d) improve access to education for rural children, by providing additional student places in rural primary and

secondary institutions.

E. UNDP

The UNDP is in process of formulating a private sector support program in addition to its micro-enterprise support project in the Daruzi and Muyinga regions.

F. GERMAN COOPERATION

German assistance consists of the following: 1) artisanal training in Kayanza; 2) in Gitega, they finance and provide technical assistance to a woman's self-help project where the women obtain materials in groups, operate grinding mills, obtain family counseling, home economics types of training and overall income generating activities; 3) REGIDESO Project which provides training for technicians at the Centre de Formation de CEPGL in the energy and water sectors. They have been working in this sector for about 12 years and are about to withdraw and join forces with a German private sector entity to handle all water treatment and distribution network assistance.

The assistance also includes an extensive technical and vocational training component which provides the following:

- 1) at 2 regional garages they train the GRB's mechanics. Over the life of the project over 800 mechanics have been trained, but most of their diplomas were not recognized locally and they could only find jobs lower than their new qualifications warranted. Most of them left the government to go into the private sector;
- 2) specialized courses in other countries to which they send Burundians and
- 3) outside experts to teach specialized short seminars in Burundi.

The technical specialists in the project found that large numbers of the trainees did not go back to GRB service upon completion of their training. They also complained of a lack of follow-up on the returnees and a lack of structures to help share the new technology once the trainee returned.

At this time there appears to be very little interest from the German assistance program in any training program or other support for the private sector.

The Germans are also participating in the development of the new investment code.

V. CONCLUSIONS AND RECOMMENDATIONS

A. THE CURRENT SITUATION

Burundi is undergoing tremendous changes on several fronts simultaneously. Among these reforms, the success of its economic liberalization and expansion efforts will be primary in guaranteeing the accomplishment of its other goals and in fueling their sustainability in the social and political arenas.

These economic accomplishments must be attained in light of the following realities: a) the country faces a fall in the price of its main export, coffee; b) it is landlocked; c) its agricultural sector faces severe population pressures with limited opportunities to expand its cultivable land; d) the weak domestic consumer purchasing power; and e) its modern industrial sector is small and much of it is still in the hands of parastatals. It often uses inappropriate technologies (overcapacity and/or outdated), with very high repair and maintenance costs and currently provides less than six percent of the country's employment.

This situation must also be studied while keeping in mind the country's comparative advantages: a) it possesses an agricultural situation (micro-climate, rainfall, adequate land in some regions) that lends itself to more intensive farming and crop diversification for agro-industrial processing; b) with meticulous strategic planning and marketing, there is a potential for increased export within the sub-region, possibly to South Africa and even to other continents; c) it offers competitive labor costs for manufacturing and assembly-type industries; d) in some parts of the country, significant portions of the rural population is already turning to non-farming activities to earn income and is showing an unmet demand for additional sources of employment; e) there is a general acceptance of the economic liberalization and democratization reforms already underway; and f) there is some evidence of mineral deposits (nickel) which may bring some additional employment in the future in the interior of the country.

It is imperative that Burundi's economic success be defined in modest terms in order to remain realistic. The World Bank's macroeconomic projections for the 1990's expect that per capita agricultural output will increase by 0.5 percent, while the per capita industrial output increase is anticipated at four percent. For the first half of the 90's, these same projections point to a 20 percent increase in the share of private sector investment.¹²¹ This investment goal by the private sector will require massive efforts by the GRB and will have to involve a significant proportion of foreign private investors.

The economic situation in Burundi is such that no one sector presents itself as possessing the proverbial "magic bullet" that will propel the country's economic growth. However every sector needs some very specific redress to insure its contribution to the improvement of the

¹²¹ Burundi Private Sector Development in the Industrial Sector, June 14, 1991, World Bank, p. i.

overall economic picture and assist in bringing about an increase in employment and productivity rates. This situation calls for the close coordination of a multitude of interventions by interested donors to achieve the desired results.

Key to this effort will be education and training to help bring about increased productivity, flexibility and adaptability of the labor force. This education and training effort will have to match the demands of the labor market, particularly in areas that show a potential for growth, either for self-employment or integration into the modern industrial or service sectors.

B. THE SPECIFIC NEEDS OF BURUNDI'S LABOR MARKET

1. Private Sector

The creation of employment in Burundi in the next five to ten years will be difficult. It will have to rely extensively on increased exports by a private sector operating in an environment free of artificial impediments to enterprise development. It will also require bold and imaginative approaches with some experimentation to find market niches for its products locally, regionally and outside of Africa.

a. Modern Industrial Sector

The modern industrial sector is one area that appears more likely to create some employment in the next 5 to 10 years. However, the bulk of the new employment and income generation in the modern industrial sector will come from agro-industrial processing, especially for export, and the resulting upstream and downstream activity it will generate. If the "right" product mix (items which can be sold competitively in a particular market) can be identified, this sector will rest on the current backbone of the Burundian economy, agriculture and the small farmer. At the same time this type of agro-industrial development can insure the full participation of the small farmer in the benefits of such an approach.

Current cash crops will not be eliminated and, perhaps, some of the efforts to search for new markets for them may bring modest improvements. Some of the additional items that are also likely to help bring about increases in employment are: the production and processing of certain cereal crops, essential oils and medicinal plants, flowers, fruits and vegetable, tobacco, and animal products (meat, skins and dairy products). The production of these items will require selection and identification of the most appropriate products for each micro-climate in the country, diffusion of this information, and provision of the necessary extension and training services to sustain proper production and processing standards.

In addition, where appropriate, technical training will be needed to encourage production in the rural areas; this training could take on greater sophistication where groups of organized farmers or cooperatives could start regional processing plants in the rural areas.

It is certain that any activity involving new crops or more intense farming of existing crops,

will have to be linked to an agro-industrial processing and marketing structure utilizing the product in question, whether it is destined for domestic and/or export markets. All of these structures which already exist on a very small scale, are best left in private hands. In addition to continuing to liberalize the economic and political environment, the GRB will need to facilitate the marketing of exports and acquisition of new markets for the products emerging from this structure.

Also, the issue of credit for entrepreneurs will have to be addressed. Based on the complaints from the limited number of respondents interviewed by the team, there appears to be inadequate access to credit, particularly for operating capital and for investment other than well-collateralized trading activities. However, a review of the existing structures shows the existence of credit sources that are largely under-utilized. A possible conclusion is that some borrowers may have an over-optimistic view of their feasibility studies; it is also possible that the borrowers seem to have a lack of understanding of the requirements of the lenders and, perhaps, the lenders may have little or no incentive to take a risk with the borrowers who present themselves. In addition, there are only limited structures to assist the borrowers in packaging their requests to the lenders.

The modern industrial sector is also seeking to develop its "transformation" and "assembly-type" capacity, patterned after similar successful efforts in free enterprise zones in Mauritius, and some Asian and Caribbean countries. USAID's BEST project is looking into this approach and will report on its feasibility and potential for increasing employment opportunities.

b. The Service Sector

The team was not able to devote much time looking at this sector. However, a brief overview indicates that several private investors have aggressively entered this area and consulting firms have been established to seek funds from donors to establish new projects. Other firms are attempting to address the needs of visiting business persons for temporary and efficient secretarial services, and a few entrepreneurs are beginning to offer training in the use of modern office equipment, especially computers and word processing.

The repair services available to the average consumer tend to be performed by individuals who, for the most part, operate on an informal basis.

Another sub-sector of great potential is tourism. Like many other areas of economic activity in Burundi, the economic potential of tourism is not clear. There is limited evidence of comprehensive planning in this area.

The restaurants, bars/nightclubs appear to have a greater percentage of ownership by private local investors. Their potential for greater impact on employment cannot be predicted at this time by the consultants, since not enough time could be spent studying their activities.

c. The Informal Sector

The informal sector in Burundi is not as vibrant as in other countries in Africa. It does appear to be gaining in importance in both the rural and urban areas, out of necessity, as a source of income, at least on a part-time or seasonal basis. While there seems to be no lack of entrepreneurial spirit, this sector seems to be characterized by inadequate preparation--poor technical training of the entrepreneur, overrating of the market potential and underestimating the operating costs, insufficient tools or equipment, and inability to access existing credit sources, especially for working capital and poor or non-existent management and accounting practices. Also, there is no tradition of informal groupings or cooperatives for taking advantage of any economies of scale or sharing of tools, equipment, or workshop/inventory space.

The subject matter of the technical training would depend on the regions and what market existed for the services or products being considered. But in addition to technical training, there is need for training and support in management and organization.

2. Agricultural Sector

As explained earlier in the section on the modern industrial sector, agriculture in Burundi must increase its linkages to the industrial sector. Through the development of a more viable agro-industrial sector emphasizing export production, the small farmer will be able to increase personal income and contribute to the generation of greater rural employment and income. To accomplish this objective, a series of services and support will be needed in the agricultural sector. To insure the participation of the small farmer in the development of the agricultural and agro-industrial sector, there are certain elements which must be in place. They are of importance, not only to the small farmer, but also to a viable agricultural sector in general. They consist of the following: extension and research services, credit, transportation and secondary access roads, marketing research and distribution networks.

- a) **Extension Services and Agricultural Research.** The small farmer or the entrepreneur interested in venturing into new areas of agricultural or agro-industrial production has few avenues for information, technical assistance and overall support.
- b) **Access to Agricultural Credit.** The type of structure being established by the COOPECS is an important contribution, but there is still a need for credit for the rural entrepreneur, who may not be able to provide land as collateral.
- c) **Transportation and Secondary Access Roads.** The country's network of secondary roads to access the main ones is critically inadequate in many regions. Based on the conversations with several of the farmers and traders in the rural areas this was a common complaint. The result is that the farmer's carrying capacity provides his marketing quantity limitations.

Transportation for exports also needs to be seriously studied. There are still administrative and infrastructural bottlenecks and some deregulation or incentives will have to be implemented to increase airline cargo capacity and help reduce the shipping fees. Plans are also underway to make better use of the railroad in conjunction with the Lake. This last avenue will take more time, but will have a long lasting and far reaching impact in the sub-region.

- d) **Marketing Research and Distribution Network.** The farmer or entrepreneur interested in agricultural or agro-industrial production for export has limited access to information on markets within or outside of the country. It is particularly important to identify a market niche for products that already have large numbers of suppliers.

3. Public Sector

Although the public sector, under structural adjustment, will still be able to employ 1,000 new employees per year, it cannot be considered as an important source of new employment. In addition, the parastatals, which are undergoing reorganization and privatization, are not likely to increase their labor force. Thus, the public sector's role will be more important in removing anti-competitive regulations and practices, in developing a positive economic and legal environment, and in building an infrastructure needed to foster increased productivity and employment.

The public sector faces two types of problems: a) the GRB's own reduction in force, not only on the administrative side, but also among its many parastatal employees. At the time of the departure of the consultants for this study, the parameters of the reduction of the public sector employee rolls was not yet available. The review of the GRB's staffing structure was underway and the resulting plans for restructuring are expected before the end of the year; b) the GRB must also concentrate its efforts on developing an enabling environment which will encourage the development of a more vibrant private sector, willing to invest in activities that will increase employment. Reform of the regulatory structures is one key area to liberalize and simplify the business environment, while eliminating the various administrative disincentives that impede the creation of business ventures in all sectors. The reforms planned or already underway on the tax and investment codes, labor, commercial codes and in the notary system are an important step in the right direction. These laws will have to pay special attention to the needs of small businesses and of the informal sector, if their development is to be encouraged, particularly in the areas of formation and establishment of a business credit, technical and management training, and the search for new markets (domestic or international). The laws can provide incentives for private organizations to enter these areas and provide support to the target groups, with little or no GRB involvement.

C. EDUCATION AND THE NEEDS OF THE LABOR MARKET

1. Primary Education Level

The basic goal of primary education is to prepare students for the secondary level. Unfortunately only about 6% of the students will actually attend secondary school. In 1990 there were 601,599 primary school students enrolled in schools in the country. This figure represents about 80% of the primary school-age children and more than 85% of the ones eligible for the first grade. That year, of 83,264 primary school leavers, only 7,556 students went to secondary level and 74,527 had to find employment (many among them attempted to return to primary school to repeat the sixth year). These large numbers of young people, in their early teens for the most part, were not prepared for work. They were literate and had basic notions of the many subjects taught to them in the 6 years of primary school, but had obtained no skills that would have made them employable or otherwise productive.

Primary education suffers from many problems: 1) the number of schools is insufficient; 2) new construction does not keep up with the growing number of school-age children; 3) in some regions there is an unexplained relatively high dropout rate; in other areas such as Cankuzo, Karuzi, Muyinga and Ngozi there is a much lower enrollment rate; 4) there is high repetition which makes it impossible for others to be in school. Between 1984-1990 the number of sixth-year repeaters increased by 200%, while the number of students enrolled in the sixth-year for the same period increased only by 115%; 5) there has been a significant reduction of the number of hours of school attended by each student and of the "ruralization" course work being taught, notably environmental studies and practical work, because of the double shift system; 6) there is lack of adequately trained personnel. The number of unqualified teachers remains high and most school inspectors are responsible for too many widely scattered schools; and 7) the salaries of primary school personnel are low, which discourage trained teachers from taking teaching positions.

The primary schools or some post-primary training program will have to provide this group of young men and women who do not enter secondary schools with skills which will allow them to be productive. Since more than 90% of them live in rural areas, these skills need to be related to agricultural production or processing of agricultural products, or artisanal and vocational skills which can be utilized in the rural sector. These skills should support some of the growth sectors such as agro-industrial development and various new crops to be produced for the export market. This training should also encourage self-employment and provide basic management tools.

2. Secondary Education Level

At the secondary level the number of graduates is small. In 1989, there were 3,219 students (369 of them with vocational and technical training) who successfully completed the first cycle and 1,753 second cycle graduates (549 of them with technical and vocational training). That same year a total of 7,732 new students enrolled in secondary school, of which 865

were following vocational and technical programs, and 1,016 were repeating their last year of the first or second cycle. There were no reliable figures on the number who found employment upon leaving secondary school, but the indications given by most respondents were that it was miniscule. The following year, the total number of students enrolled in secondary school was 38,864. This figure represents less than 5% of secondary school-age children.

The key problems at the secondary level are the following: a) there are not enough secondary schools; the rapid growth in student enrollment and limited on-campus housing makes it difficult for the existing schools to accommodate their current student body; b) lack of material and human resources, notably laboratories and science professors (many of the math and science students currently at the University and intended by the GRB to work in the secondary schools, choose teaching as a last resort, because of the low salaries and poor working conditions); c) lack of financial resources; d) the technical and vocational training programs suffer from an insufficient number of teachers qualified for such courses; the quality and quantity of their equipment is not keeping abreast of growing student numbers; there is an overall lack of teaching materials, adequate and appropriate books and financial resources; e) there is no structure established to provide linkages to the employment sector.

The secondary schools need to address the employability of its graduates. Two avenues of action are needed: a) the bottleneck from the primary to the secondary levels must be eliminated, and b) vocational, technical and artisanal training must be greatly expanded in the curriculum. The subjects that employers and other knowledgeable informants identify as important are the following: mechanical and electrical equipment repair and maintenance, working with metal, wood and leather, carpentry, pottery, tailoring, plumbing, basket weaving, masonry, sewing, fabrication of tiles and bricks, and various technologies of food and other agricultural production processing (dairy transformation, honey and wax, baking, milling, oils, leather etc.) There is also a need for some rudimentary training in trading, sales, marketing, financial management and bookkeeping.

3. Post-Secondary Education

As indicated from the enrollment figures for each of the two previous education levels, there is a pyramid effect which peaks at the post-secondary level. The result is that in 1990 there were 3,845 students enrolled in post-secondary school. Of that number, 823 were in non-university training programs and institutions.

The number of university graduates in 1990 was 341. There were no reliable statistics on the percentage of that graduating class that had found employment, but the impression given by various university officials is that the majority of the non-science graduates were still unemployed at the time of this study.

Annex 3 shows that in 1990 that there were more lawyers, pharmacists and doctors than either agronomists, math and science teachers or engineers. The tertiary level is the most

expensive component of Burundi's education infrastructure. It accounts for only 0.5% of the students in the country and consumes 21% of the national educational budget. In terms of cost per unit trained, post-secondary education costs 94 times as much as primary education. Burundi is spending large amounts of resources on costly post-secondary technical training, yet the needs of the country for post-secondary level technicians have not been defined operationally by the Ministry of Plan. The most serious problems at this level are financial and infrastructure deficiencies, and the lack of materials and laboratory and shop equipment in many departments.

Traditionally the University's graduates were hired by the public sector. However, with structural adjustment and the privatization of the parastatals, government jobs have become more difficult to obtain. In addition, many of the science department graduates who were destined for teaching in high school have become discouraged by the salary and work conditions and are looking for work elsewhere. Several departments at the University, particular the sciences, agronomy and applied sciences have taken steps to ascertain the needs of potential employers for their graduates, particularly in the private sector. The Applied Sciences Department has completed a survey to ascertain what these employers think of their graduates. These various departments also arrange for internships for their students in government and private sector organizations.

To respond to the immediate needs of the labor market and its potential growth areas, the University needs to give special attention to the following areas in the short-term: a) provide applied research for distribution to farmers and interested entrepreneurs. Research centers such as the National Center for Food Technologies (Centre National de Technologies Alimentaires) could potentially serve this type of function; b) train high school teachers in the sciences, math, trades, vocational and technical education and electrical and mechanical engineering, management and accounting; and c) develop a more sophisticated program in marketing, financial management and industrial production.

D. EQUAL ACCESS TO EDUCATION

1. Regional

There are certain biases in the education system that still need to be addressed. In several areas, accessibility to educational resources is unequal. Rural students tend to receive a poorer education than their urban counterparts because teachers in the interior are often less motivated. Rural students also have weaker skills in the French language than do their urban counterparts. As a result, urban students do better on national exams which are given in French. This gives a biased advantage to urban students hoping to gain access to secondary education.

It is significant to note that the percentage of the Bujumbura (urban) population enrolled in sixth-year primary school is more than six times that of the province with the lowest percentage, Karuzi. Gitega province (urban) shows an advantage of over five times that of

Karuzi. Provinces such as Karuzi, Cankuzo, Muyinga and Ngozi are disadvantaged in terms of accessibility to the nation's formal education system.

Only universal education can address this situation equitably. National efforts to achieve universal primary education have already contributed to improving accessibility for these disadvantaged populations, but much remains to be done.

2. Girls and Women

Girls and young women experience biases against them in the educational system. In 1979, only 12% of Burundi's women were literate, compared to 30% of the men. In 1991 women constituted 45% of the primary school population, but only 38% of the secondary school population--and only 24% of the student population in institutions of higher education. The biases against girls and women are more pernicious and difficult to overcome. They will call for: a) specific actions that will impact on the numbers of girls in various fields of study in which they are currently under-represented (agronomy, sciences, vocational and technical education, management positions in the public and private sectors etc.); b) changes in the attitudes of the population towards women; and c) removal of the various legal impediments to women's participation in certain economic activities.

3. Ethnic

Though no hard data on biases for one ethnic group over another in Burundi's educational system is available, some biases seem to exist. These biases are found in certain areas where one ethnic group predominates, and are expressed in terms of the number of educational institutions, accessibility to these institutions, and discrimination against students of one ethnic group on the part of teachers of another ethnic group. A more uniform universal education policy will assist in this regard but will not eliminate it. This issue is more deeply rooted in societal attitudes and will have to be addressed over a long period of time.

E. POSSIBLE AREAS OF INTERVENTION BY DONORS

The GRB, with the help of its donors, needs to implement reforms and other steps necessary in the education sector to make it more responsive to the realities of the Burundian economy and insure that the young graduates of the system have the skills needed to fill the positions coming available in the next few years. Although there has been a resurgence of private primary and secondary schools in Burundi, particularly in the capital, it is very unlikely that the private sector will be able to carry the entire burden. Private schools and training centers are beginning to respond to the market's call for short-term specialized training, particularly for office workers in computer utilization, management, and a few other fields.

With the hope that the macroeconomic reforms will perform as predicted, there is a crucial need for a coordinated approach to reform the education sector or to respond to the needs of the labor market as it moves towards more of a market economy. This will involve the

following:

- 1. Facilities.** Construction of more schools at the primary and secondary level to achieve truly universal coverage all over the country and upgrading existing facilities;
- 2. Curricula.** Revision of curricula at the primary, secondary and post-secondary levels to integrate skills that will make the graduates employable in the country's economy as it evolves;
- 3. Teacher Training.** Training of new teachers and massive in-service training for existing teachers to bring up their skills level;
- 4. Entrepreneurial Support.** Technical, managerial and financial support services for income and employment generating activities in all sectors of the economy, both urban and rural. This would include specialized units to provide extension support for agricultural producers of newly-introduced export crops.

ANNEX 1. PRIMARY EDUCATION

For the tables in Annex 1, Educational Statistics, Primary - 6th year, for various years, the following definitions are given :

- Enrolled** : Total number of students enrolled in 6th year primary school
- Succeed** : Number of students passing local 6th year primary exams
- Repeaters** : Numbers of students taking the school year over again after having failed previously
- Suc.Nat.Ex** : Number of students passing the national competition exam for entry into secondary school
- % Tot.En.Suc.Nat.Ex** : The percent of the total number of students enrolled in 6th year primary school who passed the national competition exam
- M** : Male students
- F** : Female students

SUMMARY - PRIMARY EDUCATION 1983 - 1984 TO 1991 - 1992

Year	Total Enrollment	Success	Repeaters	Success Nat. EX.	%TOT.EN.SUC. NAT. EX.
1983 - 1984	35,478	22,845	-	-	-
1984 - 1985	38,734	24,749	10,530	-	-
1985 - 1986	42,341	40,961	12,736	5,484	13%
1986 - 1987	45,782	-	14,843	6,232	13.6%
1987 - 1988	65,127	-	20,344	6,892	10.6%
1988 - 1989	73,913	-	34,025	7,177	9.7%
1989 - 1990	83,264	-	31,540	7,556	9.1%
1990 - 1991	637,317*	-	-	-	-
1991 - 1992	98,458	-	-	-	-

* Note that available data for 1990/91 is a global figure for all six years of primary school whereas all other years and for 6th year only. Data for 1990/91 and 1991/92 are projections.

AD

EDUCATIONAL STATISTICS
PRIMARY - 6TH YEAR
1983 - 1984
by Province

	ENROLLED		SUCCEED	
	M	F	M	F
1. BUBANZA				
PRIVATE	-	-	-	-
PUBLIC	715	350	431	193
TOTAL M + F	1,065		624	
2. BUJUMBURA (U)				
PRIVATE	448	309	331	248
PUBLIC	1,778	1,488	1,400	1,111
TOTAL M + F	4,023		3,090	
3. BUJUMBURA (R)				
PRIVATE	-	-	-	-
PUBLIC	1,430	808	841	424
TOTAL M + F	2,238		1,265	
4. BURURI				
PRIVATE	-	-	-	-
PUBLIC	2,675	1,569	1,951	1,158
TOTAL M + F	4,244		3,109	
5. CANKUZO				
PRIVATE	-	-	-	-
PUBLIC	699	507	246	196
TOTAL M + F	1,206		442	

PRIMARY - 6th YEAR
1983 - 1984 (ctd.)

	ENROLLED		SUCCEED	
	M	F	M	F
6. CIBITOKÉ				
PRIVATE	21	12	14	8
PUBLIC	995	444	662	307
TOTAL M + F	1,472		991	
7. GITEGA				
PRIVATE	19	22	14	13
PUBLIC	2,448	1,851	1,390	1,003
TOTAL M + F	4,304		2,420	
8. KARUZI				
PRIVATE	-	-	-	-
PUBLIC	580	405	373	287
TOTAL M + F	985		660	
9. KAYANZA				
PRIVATE	-	-	-	-
PUBLIC	1,487	1,009	960	690
TOTAL M + F	2,496		1,650	
10. KIRUNDO				
PRIVATE	-	-	-	-
PUBLIC	996	597	589	328
TOTAL M + F	1,593		917	
11. MAKAMBA				
PRIVATE	-	-	-	-
PUBLIC	858	409	646	290
TOTAL M + F	1,267		936	

PRIMARY - 6th YEAR
1983 - 1984 (ctd.)

1-5

	ENROLLED		SUCCEED	
	M	F	M	F
12. MURAMVYA				
PRIVATE		-	-	-
PUBLIC	2,740	1,867	1,735	1,146
TOTAL M + F	4,607		2,881	
13. MUYINGA				
PRIVATE	21	8	9	3
PUBLIC	843	544	548	357
TOTAL M + F	1,416		917	
14. NGOZI				
PRIVATE	-	-	-	-
PUBLIC	1,198	854	727	533
TOTAL M + F	2,052		1,260	
15. RUTANA				
PRIVATE	-	-	-	-
PUBLIC	683	284	492	190
TOTAL M + F	967		682	
16. RUYIGI				
PRIVATE	-	-	-	-
PUBLIC	980	527	667	354
TOTAL M + F	1,507		1,021	
GRAND TOTAL	21,614	13,864	14,006	8,839
GRAND TOTAL M + F	35,478		22,845	

EDUCATIONAL STATISTICS
PRIMARY - 6TH YEAR
1984 - 1985
by Province

	ENROLLED		SUCCEED		REPEATERS	
	M	F	M	F	M	F
1. BUBANZA						
PRIVATE	-	-	-	-	-	-
PUBLIC	905	437	587	286	179	124
TOTAL M + F	1,342		873		303	
2. BUJUMBURA (U)						
PRIVATE	523	361	341	257	151	98
PUBLIC	1,874	1,599	1,314	1,173	554	545
TOTAL M + F	4,357		3,085		1,348	
3. BUJUMBURA (R)						
PRIVATE	-	-	-	-	-	-
PUBLIC	1,607	822	938	425	471	266
TOTAL M + F	2,429		1,363		737	
4. BURURI						
PRIVATE	-	-	-	-	-	-
PUBLIC	3,039	1,728	2,052	1,212	696	472
TOTAL M + F	4,767		3,264		1,168	
5. CANKUZO						
PRIVATE	-	-	-	-	-	-
PUBLIC	792	556	364	236	303	204
TOTAL M + F	1,348		600		507	

PRIMARY - 6th YEAR
1984 - 1985 (ctd.)

1-7

	ENROLLED		SUCCEED		REPEATERS	
	M	F	M	F	M	F
6. CIBITOKÉ						
PRIVATE	-	-	-	-	5	3
PUBLIC	1,138	455	881	333	219	118
TOTAL M + F	1,593		1,214		345	
7. GITEGA						
PRIVATE	12	8	27	15	5	10
PUBLIC	3,152	2,313	1,835	1,289	740	601
TOTAL M + F	5,485		3,166		1,356	
8. KARUZI						
PRIVATE	-	-	-	-	-	-
PUBLIC	787	521	475	318	250	188
TOTAL M + F	1,308		793		438	
9. KAYANZA						
PRIVATE	-	-	-	-	-	-
PUBLIC	1,514	1,117	1,036	728	478	409
TOTAL M + F	2,631		1,764		887	
10. KIRUNDO						
PRIVATE	-	-	-	-	-	-
PUBLIC	1,095	675	683	413	308	209
TOTAL M + F	1,770		1,096		517	
11. MAKAMBA						
PRIVATE	-	-	-	-	-	-
PUBLIC	822	392	611	282	158	87
TOTAL M + F	1,214		893		245	

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PRIMARY - 6th YEAR
1984 - 1985 (ctd.)

	ENROLLED		SUCCEED		REPEATERS	
	M	F	M	F	M	F
12. MURAMVYA						
PRIVATE	-	-	-	-	-	-
PUBLIC	2,319	1,498	1,417	948	568	430
TOTAL M + F	3,817		2,365		998	
13. MUYINGA						
PRIVATE	-	-	-	-	-	-
PUBLIC	1,025	553	612	338	175	122
TOTAL M + F	1,578		950		297	
14. NGOZI						
PRIVATE	-	-	-	-	-	-
PUBLIC	1,390	949	797	568	348	293
TOTAL M + F	2,339		1,365		641	
15. RUTANA						
PRIVATE	-	-	-	-	-	-
PUBLIC	870	365	622	269	176	122
TOTAL M + F	1,235		891		298	
16. RUYIGI						
PRIVATE	-	-	-	-	-	-
PUBLIC	1,019	502	711	354	287	153
TOTAL M + F	1,521		1,065		440	
GRAND TOTAL	23,883	14,851	15,303	9,446	6,074	4,456
GRAND TOTAL M + F	38,734		24,749		10,530	

Source : *Statistiques Scolaires 1984-1985*. Bureau de la Planification de l'Education. Ministère de l'Education Nationale.

EDUCATIONAL STATISTICS
PRIMARY - 6th YEAR
1985 - 1986
by Province

	ENROLLED		SUCCEED		REPEATERS		SUC.NAT.EX		%TOT.EN.SUC NAT. EX	
	M	F	M	F	M	F	M	F	M	F
1. BUBANZA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	954	496	928	483	196	147	-	-	-	-
TOTAL M + F	1,450		1,411		343		164		11.3%	
2. BUJUMBURA (U)										
PRIVATE	478	374	436	307	163	143	-	-	-	-
PUBLIC	1,842	1,730	1,790	1,666	639	649	-	-	-	-
TOTAL M + F	4,424		4,199		1,594		1,055		23.8%	
3. BUJUMBURA (R)										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,812	874	1,749	876	570	296				
TOTAL M + F	2,686		2,625		866		231		8%	
4. BURURI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	3,428	2,037	3,343	1,965	819	621				
TOTAL M + F	5,465		5,308		1,440		1,128		20.6%	
5. CANKUZO										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	995	651	945	628	395	272				
TOTAL M + F	1,646		1,573		667		95		5.8%	

PRIMARY - 6th YEAR
1985 - 1986 (ctd.)

	ENROLLED		SUCCEED		REPEATERS		SUC. NAT. EX		% TOT.EN.SUC. NAT.EX.	
	M	F	M	F	M	F	M	F	M	F
6. CIBITOKÉ										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,393	541	1,347	513	294	130				
TOTAL M + F	1,934		1,860		424		107		5.5%	
7. GITEGA										
PRIVATE	-	-	-	-	5	5	-	-	-	-
PUBLIC	3,241	2,511	3,191	2,433	1,000	804				
TOTAL M + F	5,752		5,624		1,804		718		12.5%	
8. KARUZI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	878	562	846	549	342	229				
TOTAL M + F	1,440		1,395		571		153		16.3%	
9. KAYANZA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,769	1,286	1,736	1,256	540	459				
TOTAL M + F	3,055		2,992		999		270		8.8%	
10. KIRUNDO										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,286	737	1,207	687	399	215				
TOTAL M + F	2,023		1,894		614		91		4.5%	

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PRIMARY - 6th YEAR
1985 - 1986 (ctd.)

	ENROLLED		SUCCEED		REPEATERS		SUC. NAT.EX.		%TOT.EN.SUC. NAT.EX.	
	M	F	M	F	M	F	M	F	M	F
11. MAKAMBA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	981	484	938	467	173	103				
TOTAL M + F	1,465		1,405		276		201		13.7%	
12. MURAMVYA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,206	1,614	2,168	1,598	522	410				
TOTAL M + F	3,820		3,766		932		563		14.7%	
13. MUYINGA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,097	639	1,036	621	299	207				
TOTAL M + F	1,736		1,657		506		103		5.9%	
14. NGOZI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,570	1,145	1,518	1,122	470	379				
TOTAL M + F	2,715		2,640		849		209		7.7%	
15. RUTANA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	780	330	731	312	247	129				
TOTAL M + F	1,110		1,043		376		223		20.1%	

16. RUYIGI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,038	582	1,003	566	294	171				
TOTAL M + F	1,620		1,569		465		173		10.7%	
GRAND TOTAL	25,748	16,593	24,912	16,049	7,367	5,369	-	-	-	-
GRAND TOT. M+F	42,341		40,961		12,736		5,484		13% Average	

Source : *Statistiques Scolaires 1985-1986*, Bureau de la Planification de l'Education. Ministère de l'Education Nationale.

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EDUCATIONAL STATISTICS
PRIMARY - 6th YEAR
1986 - 1987
by Province

	ENROLLED		SUCCEED		REPEATERS		SUC.NAT.EX.		TOT.SUC.NAT.EX	
	M	F	M	F	M	F	M	F	M	F
1. BUBANZA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,081	491	-	-	291	163	-	-	-	-
TOTAL M + F	1,572		-		454		268		17%	
2. BUJUMBURA (U)										
PRIVATE	426	319	-	-	148	154	-	-	-	-
PUBLIC	1,924	1,807	-	-	741	742	-	-	-	-
TOTAL M + F	4,476		-		1,785		1,160		25.9%	
3. BUJUMBURA (R)										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,893	914	-	-	574	308	-	-	-	-
TOTAL M + F	2,807		-		882		293		10.4%	
4. BURURI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	3,772	2,192	-	-	1,040	705	-	-	-	-
TOTAL M + F	5,964		-		1,745		1,250		21%	

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PRIMARY - 6th YEAR
1986 - 1987 (ctd.)

	ENROLLED		SUCCEED		REPEATERS		SUC.NAT. EX.		TOT%EN.SUC. NAT.EX	
	M	F	M	F	M	F	M	F	M	F
5. CANKUZO										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	899	585	-	-	404	258	-	-	-	-
TOTAL M + F	1,484		-		662		142		9.5%	
6. CIBITOKI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,440	613	-	-	327	166	-	-	-	-
TOTAL M + F	2,053.00		-		493		121		5.9%	
7. GITEGA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	3,596	2,694	-	-	1,117	939	-	-	-	-
TOTAL M + F	6,290		-		2,056		667		10.6%	
8. KARUZI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,047	609	-	-	400	260	-	-	-	-
TOTAL M + F	1,656		-		660		143		8.6%	

PRIMARY - 6th YEAR
1986 - 1987 (ctd.)

	ENROLLED		SUCCEED		REPEATERS		SUC.NAT.EX.		TOT%EN.SUC. NAT.EX	
		M	F	M	F	F	M	F	M	F
9. KAYANZA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,907	1,336	-	-	609	470	-	-	-	-
TOTAL M + F	3,243		-		1,079		294		9.1%	
10. KIRUNDO										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,547	841	-	-	578	356	-	-	-	-
TOTAL M + F	2,388		-		934		189		7.9%	
11. MAKAMBA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,013	549	-	-	197	136	-	-	-	-
TOTAL M + F	1,562		-		333		227		14.5%	
12. MURAMVYA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,477	1,745	-	-	552	454	-	-	-	-
TOTAL M + F	4,222		-		1,006		721		17.1%	

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PRIMARY - 6th YEAR
1986 - 1987 (ctd.)

	ENROLLED		SUCCEED		REPEATERS		SUC.NAT. EX.		TOT%EN.SUC. NAT.EX.	
	M	F	M	F	M	F	M	F	M	F
13. MUYINGA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,264	735	-	-	443	286	-	-	-	-
TOTAL M + F	1,999		-		729		107		5.4%	
14. NGOZI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,656	1,202	-	-	578	439	-	-	-	-
TOTAL M + F	2,858		-		1,017		253		8.9%	
15. RUTANA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	935	451	-	-	276	148	-	-	-	-
TOTAL M + F	1,386		-		424		208		15%	
16. RUYIGI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,182	640	-	-	378	206	-	-	-	-
TOTAL M + F	1,822		-		584		189		10.4%	
GRAND TOTAL	28,059	17,723	-	-	8,653	6,190	-	-	-	-
GRAND TOT. M+F	45,782		-		14,843		6,232		13.6% Average	

Source : *Statistiques Scolaires 1986-1987*, Bureau de la Planification de l'Education. Ministère de l'Education Nationale.

EDUCATIONAL STATISTICS
PRIMARY - 6TH YEAR
1987 -1988
by Province

	ENROLLED		SUCCEED		REPEATERS		SUC.NAT.EX.		%TOT.EN.SUC. NAT.EX.	
	M	F	M	F	M	F	M	F	M	F
1. BUBANZA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	-	-	-	-	-	-	94	31		
TOTAL M + F	-		-		-		125		-	
2. BUJUMBURA (U)										
PRIVATE	-	-	-	-	-	-	27	20	-	-
PUBLIC	-	-	-	-	-	-	384	260	-	-
TOTAL M + F	-		-		-		691		-	
3. BUJUMBURA (R)										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	-	-	-	-	-	-	329	109	-	-
TOTAL M + F	-		-		-		438		-	
4. BURURI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	-	-	-	-	-	-	1,144	510	-	-
TOTAL M + F	-		-		-		1,654		-	

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PRIMARY - 6TH YEAR
1987 - 1988 (ctd.)

	ENROLLED		SUCCEED		REPEATERS		SUC.NAT. EX.		%TOT EN.SUC.NAT.EX	
	M	F	M	F	M	F	M	F	M	F
5. CANKUZO										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	-	-	-	-	-	-	108	59	-	-
TOTAL M + F	-		-		-		167		-	
6. CIBITOKÉ										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	-	-	-	-	-	-	155	48	-	-
TOTAL M + F	-		-		-		203		-	
7. GITEGA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	-	-	-	-	-	-	527	302	-	-
TOTAL M + F	-		-		-		829		-	
8. KARUZI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	-	-	-	-	-	-	115	36	-	-
TOTAL M + F	-		-		-		151		-	

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PRIMARY - 6TH YEAR
1987 - 1988 (ctd.)

	ENROLLED		SUCCEED		REPEATERS		SUC.NAT.EX.		%TOT.EN.SUC.NAT.EX.	
	M	F	M	F	M	F	M	F	M	F
9. KAYANZA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	-	-	-	-	-	-	255	127	-	-
TOTAL M + F	-		-		-		382		-	
10. KIRUNDO										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	-	-	-	-	-	-	138	64	-	-
TOTAL M + F	-		-		-		202		-	
11. MAKAMBA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	-	-	-	-	-	-	228	90	-	-
TOTAL M + F	-		-		-		318		-	
12. MURAMVYA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	-	-	-	-	-	-	460	251	-	-
TOTAL M + F	-		-		-		711		-	

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PRIMARY - 6TH YEAR
1987 - 1988 (ctd.)

	ENROLLED		SUCCEED		REPEATERS		SUC.NAT.EX.		%TOT.EN.SUC.NAT.EX	
	M	F	M	F	M	F	M	F	M	F
13. MUYINGA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	-	-	-	-	-	-	140	62	-	-
TOTAL M + F	-		-		-		202		-	
14. NGOZI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	-	-	-	-	-	-	205	105	-	-
TOTAL M + F	-		-		-		310		-	
15. RUTANA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	-	-	-	-	-	-	226	89	-	-
TOTAL M + F	-		-		-		315		-	
16. RUYIGI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	-	-	-	-	-	-	156	38	-	-
TOTAL M + F	-		-		-		194		-	
GRAND TOT. PRIV.	404	319	-	-	119	99	27	20	-	-
GRAND TOT. PUB.	39,192	25,212	-	-	11,874	8,252	4,664	2,181	-	-
GRAND TOT. P - P	39,596	25,531	-	-	11,993	8,351	4,691	2,201	-	-
GRAND TOT. M+F	65,127		-		20,344		6,892		10.6% (Average)	

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EDUCATIONAL STATISTICS
PRIMARY - 6TH YEAR
1988 - 1989
by Province

	ENROLLED		REPEATERS		DROPOUTS		SUC.NAT. EX.		%TOT.EN.SUC.NAT.EX.	
	M	F	M	F	M	F	M	F	M	F
1. BUBANZA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,848	1,067	988	561	37	24	169	63		
TOTAL M + F	2,915		1,549		61		232		8%	
2. BUJUMBURA (U)										
PRIVATE	347	275	112	75	24	21	33	16	-	-
PUBLIC	2,994	3,005	1,660	1,690	46	33	413	271	-	-
TOTAL M + F	6,621		3,350		124		733		11.1%	
3. BUJUMBURA (R)										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	3,222	1,835	1,393	791	41	11	275	120	-	-
TOTAL M + F	5,057		2,144		52		395		7.8%	
4. BURURI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	5,229	3,183	2,226	1,448	36	21	1,086	448		
TOTAL M + F	8,412		3,674		57		1,534		18.2%	

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PRIMARY - 6TH YEAR
1988 - 1989 (ctd.)

	ENROLLED		REPEATERS		DROPOUTS		SUC.NAT.EX.		%TOT.EN.SUC.NAT.EX.	
	M	F	M	F	M	F	M	F	M	F
5. CANKUZO										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	620	415	302	212	12	12	66	33	-	-
TOTAL M + F	1,035		514		24		99		9.6%	
6. CIBITOKÉ										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,200	1,092	907	440	144	67	120	46	-	-
TOTAL M + F	3,292		1,347		211		166		5%	
7. GITEGA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	7,016	5,678	3,263	2,559	125	104	820	417	-	-
TOTAL M + F	12,694		5,822		229		1,237		9.7%	
8. KARUZI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	834	527	476	298	21	10	104	41	-	-
TOTAL M + F	1,361		774		31		145		10.7%	

PRIMARY - 6TH YEAR
1988 - 1989 (ctd.)

	ENROLLED		REPEATERS		DROPOUTS		SUC.NAT.EX		%TOT.E.S.N.EX	
	M	F	M	F	M	F	M	F	M	F
9. KAYANZA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,904	2,060	1,155	836	69	70	268	109	-	-
TOTAL M + F	4,964		1,991		139		377		7.6%	
10. KIRUNDO										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,489	1,618	1,106	746	143	73	178	61	-	-
TOTAL M + F	4,107		1,852		216		239		5.8%	
11. MAKAMBA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,642	938	678	398	31	16	231	77	-	-
TOTAL M + F	2,580		1,076		47		308		11.9%	
12. MURAMVYA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	4,266	3,308	1,849	1,591	35	20	443	210	-	-
TOTAL M + F	7,574		3,440		55		653		8.6%	

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PRIMARY - 6TH YEAR
1988 - 1989 (ctd.)

	ENROLLED		REPEATERS		DROPOUTS		SUC.NAT.EX.		%TOT.EN.SUC. NAT.EX.	
	M	F	M	F	M	F	M	F	M	F
13. MUYINGA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,026	1,332	962	594	191	143	186	76	-	-
TOTAL M + F	3,358		1,556		334		262		7.8%	
14. NGOZI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,189	1,722	1,124	888	75	65	221	108	-	-
TOTAL M + F	3,911		2,012		140		329		8.4%	
15. RUTANA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,670	763	742	357	51	13	188	72	-	-
TOTAL M + F	2,433		1,099		64		260		10.7%	
16. RUYIGI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,246	1,353	1,063	575	87	44	166	48	-	-
TOT M + F	3,599		1,638		131		214		8%	
GRAND TOTAL	43,742	30,171	20,006	14,019	1,192	747	4,962	2,215	-	
GRAND TOTAL M + F	73,913		34,025		1,939		7,177		9.7%	

EDUCATIONAL STATISTICS
PRIMARY - 6TH YEAR
1989 - 1990
by Province

	ENROLLED		REPEATERS		DROPOUTS		SUC.NAT.EX		%TOT.EN.SUC NAT.EX.	
	M	F	M	F	M	F	M	F	M	F
1. BUBANZA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,102	1,083	747	422	79	34	231	81	-	-
TOTAL M + F	3,185		1,169		113		312		9.8%	
2. BUJUMBURA (U)										
PRIVATE	498	449	226	219	19	10	-	-	-	-
PUBLIC	3,017	3,003	1,160	1,207	42	32	573	488	-	-
TOTAL M + F	6,967		2,812		103		1,061		15.2%	
3. BUJUMBURA (R)										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	3,534	1,984	1,381	780	52	35	358	115	-	-
TOTAL M + F	5,518		2,161		87		473		8.6%	
4. BURURI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	5,791	3,828	2,108	1,569	66	24	1,027	476	-	-
TOTAL M + F	9,619		3,677		90		1,503		15.6%	
5. CANKUZO										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	742	559	331	234	34	24	56	39	-	-
TOTAL M + F	1,301		565		58		95		7.3%	

PRIMARY - 6TH YEAR
1989 - 1990 (ctd.)

	ENROLLED		REPEATERS		DROPOUTS		SUC.NAT.EX		% TOT.EN.SUC. NAT.EX.	
	M	F	M	F	M	F	M	F	M	F
6. CIBITOKÉ										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,418	1,362	798	448	84	39	137	59	-	-
TOTAL M + F	3,780		1,246		123		196		5.2%	
7. GITEGA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	7,701	6,512	3,217	2,892	309	158	621	326	-	-
TOTAL M + F	14,213		6,109		467		947		6.7%	
8. KARUZI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	857	578	376	263	82	29	72	26	-	-
TOTAL M + F	1,435		639		111		98		6.8%	
9. KAYANZA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,975	2,262	980	793	105	50	289	140	-	-
TOTAL M + F	5,237		1,773		155		429		8.2%	
10. KIRUNDO										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	3,246	2,070	1,320	816	169	112	257	119	-	-
TOTAL M + F	5,316		2,136		281		376		7.1%	

PRIMARY - 6TH YEAR
1989 - 1990 (ctd.)

	ENROLLED		REPEATERS		DROPOUTS		SUC. NAT. EX		% TOT.EN.SUC. NAT.EX.	
	M	F	M	F	M	F	M	F	M	F
11. MAKAMBA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,996	1,141	671	421	24	12	244	97	-	-
TOTAL M + F	3,137		1,092		36		341		10.9%	
12. MURAMVYA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	4,607	3,717	1,396	1,110	69	30	484	279	-	-
TOTAL M + F	8,324		2,506		99		763		9.2%	
13. MUYINGA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,219	1,533	845	519	125	79	120	60	-	-
TOTAL M + F	3,752		1,364		204		180		4.8%	
14. NGOZI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,540	2,055	909	800	149	77	161	105	-	-
TOTAL M + F	4,595		1,709		266		266		5.8%	
15. RUTANA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	1,819	904	687	361	66	22	224	84	-	-
TOTAL M + F	2,723		1,048		88		308		11.3%	

16. RUYIGI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,505	1,657	959	575	151	55	151	57	-	-
TOTAL M + F	4,162		1,534		206		208		5%	
GRAND TOTAL	48,567	34,697	18,111	13,429	1,625	822	5,005	2,551	-	-
GRAND TOTAL M + F	83,264		31,540		2,447		7,556		9.1%	

Source : *Statistiques Scolaires 1989-1990*, Bureau de la Planification, Ministère de l'Education Nationale.

EDUCATIONAL STATISTICS
PRIMARY - 6TH YEAR
1990 - 1991
by Province

	ENROLLED		REPEATERS		DROPOUTS		SUC.NAT.EX		%TOT.EN.SUC.NAT.EX.	
	M	F	M	F	M	F	M	F	M	F
1. BUBANZA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	13,820	9,265	-	-	-	-	-	-	-	-
TOTAL M + F	23,085		-		-		-		-	
2. BUJUMBURA (U)										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	18,730	17,572	-	-	-	-	-	-	-	-
TOTAL M + F	36,302		-		-		-		-	
3. BUJUMBURA (R)										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	24,919	18,316	-	-	-	-	-	-	-	-
TOTAL M + F	43,235		-		-		-		-	
4. BURURI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	39,212	30,177	-	-	-	-	-	-	-	-
TOTAL M + F	69,389		-		-		-		-	

PRIMARY - 6TH YEAR
1990 - 1991 (ctd.)

	ENROLLED		REPEATERS		DROPOUTS		SUC.NAT.EX		%TOT.EN.SUC.NAT.EX	
	M	F	M	F	M	F	M	F	M	F
5. CANKUZO										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	4,803	4,140	-	-	-	-	-	-	-	-
TOTAL M + F	8,943		-		-		-		-	
6. CIBITOKÉ										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	17,618	12,158	-	-	-	-	-	-	-	-
TOTAL M + F	29,776		-		-		-		-	
7. GITEGA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	57,502	53,655	-	-	-	-	-	-	-	-
TOTAL M + F	111,157		-		-		-		-	
8. KARUZI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	5,644	4,599	-	-	-	-	-	-	-	-
TOTAL M + F	10,243		-		-		-		-	

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PRIMARY - 6TH YEAR
1990 - 1991 (ctd.)

	ENROLLED		REPEATERS		DROPOUTS		SUC.NAT.EX		%TOT.EN.SUC.NAT.EX	
	M	F	M	F	M	F	M	F	M	F
9. KAYANZA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	22,554	20,663	-	-	-	-	-	-	-	-
TOTAL M + F	43,217		-		-		-		-	
10. KIRUNDO										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	28,912	20,917	-	-	-	-	-	-	-	-
TOTAL M + F	49,829		-		-		-		-	
11. MAKAMBA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	18,190	12,556	-	-	-	-	-	-	-	-
TOTAL M + F	30,746		-		-		-		-	
12. MURAMVYA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	28,621	25,254	-	-	-	-	-	-	-	-
TOTAL M + F	53,875		-		-		-		-	

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PRIMARY - 6TH YEAR
1990 - 1991 (ctd.)

	ENROLLED		REPEATERS		DROPOUTS		SUC.NAT.EX		%TOT.EN.SUC. NAT.EX	
	M	F	M	F	M	F	M	F	M	F
13. MUYINGA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	20,021	15,666	-	-	-	-	-	-	-	-
TOTAL M + F	35,687		-		-		-		-	
14. NGOZI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	19,011	17,763	-	-	-	-	-	-	-	-
TOTAL M + F	36,774		-		-		-		-	
15. RUTANA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	12,374	7,676	-	-	-	-	-	-	-	-
TOTAL M + F	20,050		-		-		-		-	
16. RUYIGI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	19,279	15,730	-	-	-	-	-	-	-	-
TOTAL M + F	35,009		-		-		-		-	
GRAND TOTAL	351,210	286,107	-	-	-	-	-	-	-	-
GRAND TOTAL M + F	637,317		-		-		-		-	

Source: Bureau de Planification, Ministère de l'Éducation de l'Enseignement Primaire et Secondaire.

EDUCATIONAL STATISTICS
PRIMARY - 6TH YEAR
1991 - 1992
by Province

	ENROLLED		REPEATERS		DROPOUTS		SUC.NAT.EX		%TOT.EN.SUC.NAT.EX	
	M	F	M	F	M	F	M	F	M	F
1. BUBANZA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,282	1,329	-	-	-	-	-	-	-	-
TOTAL M + F	3,611		-		-		-		-	
2. BUJUMBURA (U)										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	3,147	3,232	-	-	-	-	-	-	-	-
TOTAL M + F	6,379		-		-		-		-	
3. BUJUMBURA (R)										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	4,425	2,710	-	-	-	-	-	-	-	-
TOTAL M + F	7,135		-		-		-		-	
4. BURURI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	7,281	5,131	-	-	-	-	-	-	-	-
TOTAL M + F	12,412		-		-		-		-	

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PRIMARY - 6TH YEAR
1991 - 1992 (ctd.)

	ENROLLED		REPEATERS		DROPOUTS		SUC.NAT.EX		%TOT.EN.SUC.NAT.EX	
	M	F	M	F	M	F	M	F	M	F
5. CANKUZO										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	735	627	-	-	-	-	-	-	-	-
TOTAL M + F	1,362		-		-		-		-	
6. CIBITOKO										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,737	1,658	-	-	-	-	-	-	-	-
TOTAL M + F	4,395		-		-		-		-	
7. GITEGA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	8,372	7,809	-	-	-	-	-	-	-	-
TOTAL M + F	16,181		-		-		-		-	
8. KARUZI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	810	580	-	-	-	-	-	-	-	-
TOTAL M + F	1,390		-		-		-		-	

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PRIMARY - 6TH YEAR
1991 - 1992 (ctd.)

	ENROLLED		REPEATERS		DROPOU'IS		SUC.NAT.EX		%TOT.EN.SUC.NAT.EX	
	M	F	M	F	M	F	M	F	M	F
9. KAYANZA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	3,509	2,984	-	-	-	-	-	-	-	-
TOTAL M + F	6,493		-		-		-		-	
10. KIRUNDO										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	4,281	2,778	-	-	-	-	-	-	-	-
TOTAL M + F	7,059		-		-		-		-	
11. MAKAMBA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,728	1,786	-	-	-	-	-	-	-	-
TOTAL M + F	4,514		-		-		-		-	
12. MURAMVYA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	5,070	4,706	-	-	-	-	-	-	-	-
TOTAL M + F	9,776		-		-		-		-	

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PRIMARY - 6TH YEAR
1991 - 1992 (ctd.)

	ENROLLED		REPEATERS		DROPOUTS		SUC.NAT.EX		%TOT.EN.SUC. NAT.EX	
	M	F	M	F	M	F	M	F	M	F
13. MUYINGA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,508	1,613	-	-	-	-	-	-	-	-
TOTAL M + F	4,121		-		-		-		-	
14. NGOZI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,889	2,518	-	-	-	-	-	-	-	-
TOTAL M + F	5,407		-		-		-		-	
15. RUTANA										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,113	1,162	-	-	-	-	-	-	-	-
TOTAL M + F	3,275		-		-		-		-	
16. RUYIGI										
PRIVATE	-	-	-	-	-	-	-	-	-	-
PUBLIC	2,860	2,088	-	-	-	-	-	-	-	-
TOTAL M + F	4,948		-		-		-		-	
GRAND TOTAL	55,747	42,711	-	-	-	-	-	-	-	-
GRAND TOTAL M + F	98,458		-		-		-		-	

Source : Bureau de Planification, Ministère de l'Enseignement Primaire et Secondaire.

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ANNEX 2. SECONDARY EDUCATION

2-1

For the tables in Annex 2, Secondary Education, for various years, the following definitions are given :

- Total Enrolled End First C : Number of students enrolled in the final year of the first cycle of secondary school
- End 2nd C : Number of students enrolled in the final year of the second cycle of secondary school
- Repeaters : Number of students repeating the school year after having failed previously
- Dropout rate : Number of students who drop out at school, given in percentage of those enrolled in that year.
- Certificate or Diplomas earned : Number of students who received a certificate at the end of the first cycle or a diploma at the end of the second cycle.
- M : Male students
- F : Female students
- General : General Secondary Education Curriculum
- Normal : The term used in these tables to denote "Ecole Normal", "Lycée Pédagogique", and "Ecole de Formation des Instituteurs" (EFI), all teacher training schools. In given years data may be presented for these schools separately; for other years data is combined for more than one of these schools. Also, names used for these types of schools changes over time.
- E.F.I. : Teacher Training School (Ecole de Formation des Instituteurs)
- E.M.P. : Middle Level Pedagogical Training (Enseignement Moyen Pédagogique)
- Cycle d'O : Entry Level Secondary Studies (Enseignement d'Orientation)
- E.T.P. : Technical and Vocational Training (Enseignement Technique et Professionnel)
- E.T./Minist. : Technical Schools dependent on ministries other than the Ministry of Primary and Secondary Education (Ecoles Techniques dependant d'autres Ministères)

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For the notes for secondary education tables, general for all tables, 1983 - 1990

1. The names used for reporting various levels and types of training change over time in the annual statistics, so names of categories used in tables presented here would not actually remain constant throughout the years of the study for example. "Ecole Normal" later became "lycée pédagogique".
2. Data provided in the Annual Statistics is not given in categories consistent from year to year. For example, early in the period of this study Ecoles de formation des Instituteurs (EFI) are listed separately later some EFI data is combined in tables with general education; or combined with lycée pédagogiques.
3. In certain instances complete sets or parts of sets of data are missing from the Annual statistics. This is due to failure at some schools to report, some data being lost, etc..
4. In some instances certificates or diplomas are reported in the Annual Statistics for schools which were not included in lists of enrolled data. Then the certificates/diplomas reported are too high as compared to enrollment reports.
5. The following table explains categories and levels in Burundi's educational system in use during the years covered in the present study.

I. ENSEIGNEMENT GENERAL SECONDAIRE

- A. Cycle d'orientation - 10th year, end of 1st cycle
- B. College - 10th year end of 1st cycle
- C. Lycée - 1 SCA - scientifique A, 1 SCB - scientifique B
- 1 LM - lettres modernes - end of 2nd. cycle

II. ENSEIGNEMENT TECHNIQUE SECONDAIRE

- A. A4 and A3, 1st cycle
- B. ESTA - Ecole Secondaire des Techniques Administratives, cycle court, cycle long
- C. A2, End Cycle

III. ECOLES DE FORMATION DES INSTITUTEURS - EFI

- A. 10th year, end of 1st cycle
- B. 2nd year EFI, end of 2nd cycle

IV. ECOLE MOYENNE PEDAGOGIQUE

- A. 10th year, end of 1st cycle
- B. 4th year Pédagogique, end of 2nd cycle

V. ECOLE NORMALE

2-3

- A. 10th year, end of 1st cycle
- B. 4th Normale, end of 2nd cycle

Further notes of explanation of data in tables of Annex 2

1983 - 1984

Tables providing data on certificates and diplomas earned include slightly differing lists of schools for the end of the first and second cycles and the two lists differ from the enrollment tables for the year. This is due, likely, the failure of some schools to report.

1987 - 1988

A negative dropout rate in some instances is explained by the fact that some students who fail in public schools enroll in private schools thereby more than making up for the dropouts in those private schools, thus causing a net increase, or a "negative dropout rate". However no explanation was provided by the Ministry for the negative dropout rate in public schools shown here.

1988 - 1989

This dropout rate of 7.6 was given in a table combining both General Educational and Ecoles de Formation des Instituteurs, therefore it is shown here for each of the schools.

A negative dropout rate is explained by the fact that many students who fail in public schools enroll in private schools, there increasing enrollment there enough to more than make up for their dropouts, there by giving a not increase in enrollment for the year, or a "negative" dropout rate.

1989 - 1990

A dropout rate at 7.2 was given in a table combining both general Educational and Ecoles de Formation des Instituteurs, therefore it is shown here for each of the schools.

A negative dropout rate in some instances is explained by the fact that some students who fail in public schools enroll in private schools thereby more than making up for the dropouts in those private schools, thus causing a net increase, or a "negative dropout rate". However no explanation was provided by the Ministry for the negative dropout rate in public schools shown here.

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SUMMARY - SECONDARY EDUCATION 1983 - 1984 TO 1989 - 1990

Year	Total Enrolled		Repeaters		Certificates or Diplomas Earned	
	End 1st cycle	End 2nd cycle	End 1st cycle	End 2nd cycle	End 1st cycle	End 2nd cycle
1983 - 1984	-	-	-	-	2,944	1,446
Total	-		-		4,390	
1984 - 1985	3,139	1,703	343	188	2,286	2,016
Total	4,842		531		4,302	
1985 - 1986	3,506	1,858	531	135	2,497	2,097
Total	5,364		666		4,594	
1986 - 1987	4,258	1,375	651	130	2,696	1,445
Total	5,633		781		4,141	
1987 - 1988	4,992	2,728	653	193	2,867	1,868
Total	7,720		846		4,735	
1988 - 1989	4,686	2,033	885	131	3,219	1,753
Total	6,719		1,016		4,972	
1989 - 1990	5,666	2,056	1,058	181	-	-
Total	7,722		1,239		-	

SECONDARY EDUCATION 1983 - 1984
(All provinces combined)

	TOTAL ENROLLED				REPEATERS				DROPOUT RATE		CERTIFICATE OR DIPLOMAS EARNED			
	END - First C		END- 2nd C		END First C		END - 2nd C		First C	2nd C	First C		2nd C	
	M	F	M	F	M	F	M	F			M	F	M	F
1. GENERAL														
PRIVATE											45	18	48	12
PUBLIC											681	200	442	121
TOTAL M + F											944		623	
2. NORMAL											201	128	195	127
TOTAL M + F											329		322	
3. E.F.I											207	167	34	28
TOTAL M + F											374		62	
4. E.M.P											68	192	161	110
TOTAL M + F											260		271	

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SECONDARY 1983 - 1984 (ctd.)

	TOTAL ENROLLED				REPEATERS				DROPOUT RATE		CERTIFICATE OR DIPLOMAS EARNED			
	END - First C		END- 2nd C		END First C		END - 2nd C		First C	2nd C	First C		2nd C	
	M	F	M	F	M	F	M	F			M	F	M	F
5. Cycle d'O											156	40	-	-
TOTAL M + F											196		-	
6. E.T.P														
A2											243	255	-	-
A3											176	-	-	-
A4											38	8	-	-
TOTAL M + F											720		-	
7. E.T./Minist.											110	11	134	34
TOTAL M + F											121		168	
GRAND TOTAL											1,925	1,019	1,014	432
GRAND TOTAL M + F											2,944		1,446	

Source : *Statistiques Scolaires 1984 -1985*, Bureau de la Planification de l'Education, Ministère de l'Education, Ministère de l'education Nationale, République du Burundi, BUJUMBURA.

Footnotes : Tables providing data on certificates and diplomas earned.

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SECONDARY EDUCATION
1984 - 1985
(All provinces combined)

	TOTAL ENROLLED				REPEATERS				DROPOUT RATE		CERTIFICATE OR DIPLOMAS EARNED			
	END - First C		END- 2nd C		END First C		END - 2nd C		First C	2nd C	First C		2nd C	
	M	F	M	F	M	F	M	F			M	F	M	F
1. GENERAL														
PRIVATE	103	86	25	10	2	6	11	0	N/A	N/A	49	40	50	13
PUBLIC	732	230	585	188	59	47	114	39	N/A	N/A	562	181	441	161
TOTAL M + F	1,151		808		114		164		-		832		665	
2. NORMAL														
2. NORMAL	262	143	164	133	27	17	0	1	N/A	N/A	208	113	163	131
TOTAL M + F	405		297		44		1				321		294	
3. E.F.I														
3. E.F.I	268	306	191	170	22	52	1	1	N/A	N/A	211	235	186	159
TOTAL M + F	574		361		74		2		-		446		345	
4. E.M.P														
4. E.M.P	115	174	106	93	18	20	14	7	N/A	N/A	82	123	103	84
TOTAL M + F	289		199		38		21		-		205		187	

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SECONDARY 1984 - 1985 (ctd.)

	TOTAL ENROLLED				REPEATERS				DROPOUT RATE		CERTIFICATE OR DIPLOMA EARNED			
	END - First C		END- 2nd C		END First C		END - 2nd C		First C	2nd C	First C		2nd C	
	M	F	M	F	M	F	M	F			M	F	M	F
5. Cycle d'O	180	64	-	-	23	11	-	-	N/A	-	111	40	-	-
TOTAL M + F	244		-		34		-		-		151		-	
6. E.T.P														
A2	-	-	0	38	-	-	0	0	-	-	-	-	183	121
A3	169	0	-	-	5	0	-	-	-	-	136	0	37	67
A4	77	0	-	-	19	2	-	-	-	-	64	10	-	-
TOTAL M + F	246		38		26		-		-		210		408	
7. E.T./Minist.														
A4	-	-	-	-	-	-	-	-	-	-	104	8	-	-
A3	187	43	-	-	10	3	-	-	-	-	9	0	47	0
A2	-	-	-	-	-	-	-	-	-	-	-	-	54	16
TOTAL M + F	230		-		13		-		-		121		117	
GRAND TOTAL	2,093	1,046	1,071	632	185	158	140	48	-	-	1536	750	1264	752
GRAND TOTAL M + F	3,139		1,703		343		188		-		2,286		2,016	

Source : *Statistiques Scolaires 1984-1985 and 1985-1986*, Bureau de la Planification de l'Education, Ministère de l'Education Nationale, République du Burundi, Bujumbura.

SECONDARY EDUCATION 1985 - 1986
(All provinces combined)

	TOTAL ENROLLED				REPEATERS				DROPOUT RATE		CERTIFICATE OR DIPLOMAS EARNED			
	END - First C		END - 2nd C		END First C		END - 2nd C		First C	2nd C	First C		2nd C	
	M	F	M	F	M	F	M	F			M	F	M*	F
1. GENERAL														
PRIVATE	125	123	28	11	15	12	6	3	42.1	6.5	43	59	48	15
PUBLIC	850	280	566	164	125	76	75	18	6.5	10.1	785	233	471	139
TOTAL M + F	1,378		769		228		102		-		1,120		673	
2. NORMAL														
2. NORMAL	273	113	184	141	30	25	1	1	-	0,3	227	81	184	139
TOTAL M + F	386		325		55		2		-		308		323	
3. E.F.I														
3. E.F.I	443	479	191	189	51	82	5	9	-	0,5	278	358	188	186
TOTAL M + F	922		380		133		14		-		636		374	
4. E.M.P														
4. E.M.P	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL M + F	-		-		-		-		-		-		-	

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SECONDARY EDUCATION 1985 - 1986 (ctd.)

	TOTAL ENROLLED				REPEATERS				DROPOUT RATE		CERTIFICATE OR DIPLOMAS EARNED			
	END - First C		END- 2nd C		END First C		END - 2nd C		First C	2nd C	First C		2nd C	
	M	F	M	F	M	F	M	F			M	F	M	F
5. Cycle d'O	168	80	-	-	37	22	-	-	N/A	N/A	-	-	-	-
TOTAL M + F	248		-		59		-		-		-		-	
6. E.T.P														
A2	-	-	241	143	-	-	10	7	-	0	-	-	221	123
A3	212	49	-	-	33	5	-	-	4.1	3.3	257	0	13	30
A4	48	13	-	-	1	2	-	-	0.0	-	46	13	-	-
TOTAL M + F	322		384		41		17		-		316		387	
7. E.T./Minist.														
A4	100	20	-	-	7	1	-	-	3.2	-	97	20	-	-
A3	130	0	-	-	7	0	-	-	1.8	-	-	-	143	39
A2	-	-	-	-	-	-	-	-	-	-	-	-	118	40
TOTAL M + F	250		-		15		-		-		121		182	
GRAND TOTAL	2,349	1,157	1,210	648	306	225	97	38	-	-	1,733	764	1,386	711
GRAND TOTAL M + F	3,506		1,858		531		135		-		2,497		2,097	

Source : *Statistiques Scolaires 1985-1986*, Bureau de la Planification de l'Education, Ministère de l'Education Nationale, République de Burundi, Bujumbura.

SECONDARY EDUCATION 1986 - 1987
(All provinces combined)

	TOTAL ENROLLED				REPEATERS				DROPOUT RATE		CERTIFICATE OR DIPLOMAS EARNED			
	END - First C		END - 2nd C		END First C		END - 2nd C		First C	2nd C	First C		2nd C	
	M	F	M	F	M	F	M	F			M	F	M	F
1. GENERAL														
PRIVATE	127	120	49	22	7	11	3	1	26.7	10.7	50	31	39	6
PUBLIC	1,555	810	552	178	235	171	97	21	6.7	0.3	1,021	525	422	158
TOTAL M + F	2,612		801		424		122		-		1,627		625	
2. NORMAL			82	48			0	2	-	0	-	-	76	50
TOTAL M + F	-		130		-		2		-		-		126	
3. E.F.I	473	462	254	190	64	80	3	3	-	0	318	340	269	231
TOTAL M + F	935		444		144		6		-		658		500	
4. E.M.P	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL M + F	-		-		-		-		-		-		-	

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SECONDARY EDUCATION 1986 - 1987 (ctd.)

	TOTAL ENROLLED				REPEATERS				DROPOUT RATE		CERTIFICATE OR DIPLOMAS EARNED			
	END - First C		END- 2nd C		END First C		END - 2nd C		First C	2nd C	First C		2nd C	
	M	F	M	F	M	F	M	F			M	F	M	F
5. Cycle d'O	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL M + F	-	-	-	-	-	-	-	-	-	-	-	-	-	
6. E.T.P														
PRIVATE A3, A4	41	61	-	-	1	1	-	-	0	-	20	27	-	-
PUBLIC A2	-	-	-	-	15	15	-	-	-	0	-	-	-	-
A3	211	43	-	-	22	11	-	-	0	17.8	210	16	8	38
A4	37	16	-	-	1	0	-	-	3.3	-	8	16	-	-
TOTAL M + F	409		384		66		17		-		297		46	
7. E.T./Minist.														
A4	107	15	-	-	3	0	-	-	0	-	102	12	-	-
A3	175	5	-	-	4	0	-	-	0	-	-	-	143	5
A2	-	-	-	-	10	0	-	-	-	0	-	-	-	-
TOTAL M + F	302		-		17		-		-		114		148	
GRAND TOTAL	2,726	1,532	937	438	362	289	103	27	-	-	1,729	967	957	488
GRAND TOTAL M + F	4,258		1,375		651		130		-		2,696		1,445	

Source : *Statistiques Scolaires 1986-1987*, Bureau de la Planification de l'Education, Ministère de l'Education Nationale, République de Burundi, Bujumbura.

SECONDARY EDUCATION 1987 - 1988
(All provinces combined)

	TOTAL ENROLLED				REPEATERS				DROPOUT RATE		CERTIFICATE OR DIPLOMAS EARNED			
	END - First C		END - 2nd C		END First C		END - 2nd C		First C	2nd C	First C		2nd C	
	M	F	M	F	M	F	M	F			M	F	M	F
1. GENERAL														
PRIVATE	82	82	44	14	13	13	4	0	51.7	25.4	46	52	49	6
PUBLIC	1,740	964	620	196	230	183	60	14	2.6	10.4	1,191	654	589	244
TOTAL M + F	2,868		874		439		78		-		1,943		888	
2. NORMAL														
PRIVATE	-	-	10	1	-	-	1	0	-	-	-	-	-	-
PUBLIC	-	-	84	54	-	-	1	0	-	-	347	364	233	162
TOTAL M + F	-		149		-		2		-		711		395	
3. E.F.I														
PRIVATE	0	0	10	11	0	0	0	0	-	-	-	-	-	-
PUBLIC	589	629	302	231	58	95	6	3	-	14.6	-	-	-	-
TOTAL M + F	1,218		554		153		9		-		-		-	
4. E.M.P														
TOTAL M + F	-		-		-		-		-		-		-	

SECONDARY EDUCATION 1987 - 1988 (ctd.)

	TOTAL ENROLLED				REPEATERS				DROPOUT RATE		CERTIFICATE OR DIPLOMAS EARNED			
	END - First C		END - 2nd C		END First C		END - 2nd C		First C	2nd C	First C		2nd C	
	M	F	M	F	M	F	M	F			M	F	M	F
5. Cycle d'O	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL M + F	-		-		-		-		-		-		-	
6. E.T.P														
PRIVATE	55	99	-	-	7	3	-	-	-	-	37	89	-	-
PUBLIC A2	-	-	20	46	-	-	0	0	-	-	-	-	144	110
A3	206	0	282	179	21	0	35	18	-	-	78	9	18	40
A4	403	20	-	-	24	0	-	-	-	-	-	-	-	-
TOTAL M + F	783		527		55		53		-		213		312	
7. E.T./Minist.														
A4	109	14	-	-	4	2	-	-	-	-	-	-	-	-
A3	0	0	280	149	0	0	14	23	-	-	-	-	79	22
A2	-	-	118	77	-	-	11	3	-	-	-	-	92	80
TOTAL M + F	123		624		6		51		-		-		273	
GRAND TOTAL	3,184	1,808	1,770	958	357	296	132	61	-	-	1,699	1,168	1,204	664
GRAND TOTAL M + F	4,992		2,728		653		193		-		2,867		1,868	

SECONDARY EDUCATION 1988 - 1989
(All provinces included)

	TOTAL ENROLLED				REPEATERS				DROPOUT RATE		CERTIFICATE OR DIPLOMAS EARNED			
	END - First C		END- 2nd C		END First C		END - 2nd C		First C	2nd C	First C		2nd C	
	M	F	M	F	M	F	M	F			M	F	M	F
1. GENERAL														
PRIVATE	126	137	85	23	36	36	21	7	-9.8	-12.7	97	82	61	15
PUBLIC	2,069	1,055	624	212	340	245	54	17	7.6	5.44	1,408	679	500	171
TOTAL M + F	3,387		944		657		99		-		2,266		747	
2. NORMAL														
PRIVATE	-	-	14	8	-	-	-	-	-	-	-	-	-	-
PUBLIC	495	547	238	270	87	121	-	-	7,6	0,0	288	296	210	247
TOTAL M + F	1,042		530		208		-		-		584		457	
3. E.F.I														
PRIVATE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PUBLIC	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL M + F	-		-		-		-		-		-		-	
4. E.M.P														
TOTAL M + F	-		-		-		-		-		-		-	

SECONDARY EDUCATION 1988 - 1989 (ctd.)

	TOTAL ENROLLED				REPEATERS				DROPOUT RATE		CERTIFICATE OR DIPLOMAS EARNED			
	END - First C		END- 2nd C		END First C		END - 2nd C		First C	2nd C	First C		2nd C	
	M	F	M	F	M	F	M	F			M	F	M	F
5. Cycle d'O	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL M + F	-		-		-		-		-		-		-	
6. E.T.P														
PRIVATE A3, A4	24	30	-	-	4	3	-	-	-	-	41	47	30	15
PUBLIC A2	-	-	29	45	-	-	0	2	-	0,0	-	-	183	110
A3	200	0	53	83	13	0	7	12	1.1	1.3	272	9	35	54
A4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL M + F	254		210		20		21		-		369		427	
7. E.T./Minist.														
A4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
A3	-	-	125	56	-	-	4	2	0.0	-	-	-	101	21
A2	-	-	89	79	-	-	5	0	-	0.0	-	-	-	-
TOTAL M + F	-		349		-		11		-		-		122	
GRAND TOTAL	2,914	1,769	1,257	776	480	405	91	40	-	-	2,106	1,113	1,120	633
GRAND TOTAL M + F	4,683		2,033		885		131		-		3,219		1,753	

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SECONDARY EDUCATION 1989 - 1990
(All provinces combined)

	TOTAL ENROLLED				REPEATERS				DROPOUT RATE		CERTIFICATE OR DIPLOMAS EARNED			
	END - First C		END- 2nd C		END First C		END - 2nd C		First C	2nd C	First C		2nd C	
	M	F	M	F	M	F	M	F			M	F	M	F
1. GENERAL														
PRIVATE	175	198	145	49	51	47	32	6	1,3	-7.6	-	-	-	-
PUBLIC	2,237	1,159	731	260	393	237	63	18	7,2	3.3	-	-	-	-
TOTAL M + F	3,769		1,185		728		119		-		-		-	
2. NORMAL														
PRIVATE	-	-	11	13	-	-	0	0	-	-	-	-	-	-
PUBLIC	730	682	306	324	128	151	5	5	7.2	-	-	-	-	-
TOTAL M + F	1,412		654		279		10		-		-		-	
3.E.F.I														
PRIVATE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PUBLIC	-	-	-	-	-	-	-	-	-	2.2	-	-	-	-
TOTAL M + F	-		-		-		-		-		-		-	
4. E.M.P														
TOTAL M + F	-		-		-		-		-		-		-	

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SECONDARY EDUCATION 1989 - 1990 (ctd.)

	TOTAL ENROLLED				REPEATERS				DROPOUT RATE		CERTIFICATE OR DIPLOMAS EARNED			
	END - First C		END- 2nd C		END First C		END - 2nd C		First C	2nd C	First C		2nd C	
	M	F	M	F	M	F	M	F			M	F	M	F
5. Cycle d'O	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL M + F	-		-		-		-		-		-		-	
6. E.T.P														
PRIVATE A3, A4	22	49	-	-	5	11	-	-	-	-	-	-	-	-
PUBLIC A2	-	-	24	28	4	0	-	-	-	0.0	-	-	-	-
A3	244	0	68	97	21	0	23	29	6.3	0.4	-	-	-	-
A4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL M + F	315		217		41		52		-		-		-	
7. E.T./Minist.														
A4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
A3	103	67	-	-	2	8	-	-	0.0	-	-	-	-	-
A2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL M + F	170		349		10		-		-		-		-	
GRAND TOTAL	3,511	2,155	1,285	771	604	454	123	58	-	-	-	-	-	-
GRAND TOTAL M + F	5,666		2,056		1,058		181		-		-		-	

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ANNEX 3. POST SECONDARY EDUCATION

1. For tables in Annex 3, Post-secondary Education, for various years, the following abbreviations are used :

Acctg.	: Accounting
African Lit.	: African Languages and Literature
Agri-Bio	: Agricultural Biology
Agri-Chem	: Agricultural Chemistry
App. Sci.	: Applied Sciences
Civ. Eng.	: Civil Engineering
Elec-Mec.	: Electro-Mecanic Engineering
Elec.	: Electrical Engineering
Eng-Kdi	: English-Kirundi
English Lit.	: English Language and Literature
ESCO	: Ecole Supérieure de Commerce, see ISCO
F	: Female
French Lit.	: French Language and Literature
Fr-Kdi	: French-Kirundi
Geo-Mines	: Geology and Mines
Hosp. Mgmt.	: Hospital Management
IEPS	: Institute of Physical Education and Sport (Institut d'Education Physique et Sport)
IP	: Institute of Pedagogy (Institut Pédagogique)
ISCO	: Institute of Commerce (Institut Supérieur de Commerce)
ISA	: Institute of Agriculture (Institut Supérieur d'Agriculture)
ISGE	: Institute for Entreprise Management (Institut Supérieur de Gestion des Entreprises)
ISTAU	: Institute for Housing and Urban Development (Institut Supérieur des Techniques de l'Aménagement et de l'Urbanisme)
ITS	: Technical Institute (Institut Technique Supérieur)
M	: Male
Math	: Mathematics
Philos.	: Philosophy
Phys.	: Physics
Polyt.	: Polytechnical Institute (Polytechnique)
P.S.E.	: Educational Psychology and Sciences (Psychologie et Sciences de l'Education)
Secretarial	: Secretarial Studies
S.E.A.	: Economic and Administratives Sciences (Sciences Economiques et Administratives)
Theol.	: Theology

2. Enrollment figures are given for each department as follows :

Enrollment 1st year - total enrollment in the beginning year of that department

Enrollment Final year - total enrollment in the final year of that department, i.e. 2nd year for IP, 3rd year for ITS, 4th year for history, 5th year for applied sciences, 6th year for medicine, and so forth.

3. No data is available for non-university for 1984 - 1985
4. ESCO - Ecole Supérieur du Commerce became ISCO, Institut Supérieur de Commerce in 1989.
5. Data on diplomas earned at the university of Burundi is incomplete for 1989 - 1990, this accounting for the low total which is incorrect.
6. Data for some departments, i.e. I.P, ESCO/ISCO,ITS and Sciences, are presented as totals rather than individually for each course of study in the department, notation showing these groupings is made in the tables, and does not affect grand totals.
7. Data for diplomas earned in non-university institutions was not readily available.

SUMMARY POST-SECONDARY EDUCATION 1984-1985 TO 1989-1990

	UNIVERSITY			NON-UNIVERSITY			TOTAL POST-SECONDARY		
	Enrolled 1st year	Enrolled Final year	Diplomas Earned	Enrolled 1st year	Enrolled Final year	Diploma Earned	Enrolled 1st year	Enrolled Final year	Diplomas* Earned
1984 - 1985							1,110	529	347
1985 - 1986	913 *	434	349	321	181	-	1,234	615	349
1986 - 1987	1,010	395	369	308	214	-	1,318	609	369
1987 - 1988	1,401	413	357	690	202	-	2,091	615	357
1988 - 1989	1,155	404	341	425	174	-	1,580	578	341
1989 - 1990	1,379	571	NA*	125	101	-	1,504	672	N/A*

- * Only university since non-university diplomas earned not available for this study.
- * N/A = Incomplete data

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POST-SECONDARY EDUCATION 1984 - 1985

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	UNIVERSITY - NON UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas	
	M	F	M	F	M	F
DEPARTMENT						
LAW	60	25	41	18		
TOTAL M + F	85		59		36	
S.E.A	62	34	21	11		
TOTAL M + F	96		32		31	
HISTORY			16	2		
TOTAL M + F	49	9	18			
GEOGRAPHY			14	3		
TOTAL M + F			17			
AFRICAN LIT.	23	3	11			
TOTAL M + F	26		11			
ENGLISH LIT.	32	16	20	15		
TOTAL M + F	48		36			
FRENCH LIT.	42	12	27	8		
TOTAL M + F	54		35			
AGRONOMY	46	3	13	1		
TOTAL M + F	49		14		14	
BIOLOGY	9		6	4	SCIENCES TTL	
TOTAL M + F	9		10		21	
CHEMISTRY	8	1				
TOTAL M + F	9					

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DEPARTMENT	UNIVERSITY - NON UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas	
	M	F	M	F	M	F
GEO-MINES	10					
TOTAL M + F	10					
POLYT. A	21	2	19	1		
TOTAL M + F	23		20			
POLYT. B	47	4	28			
TOTAL M + F	51		28			
MATH	-	-	4	-	-	-
TOTAL M + F	-		4		-	
PHYSICS	-	-	7	-	-	-
TOTAL M + F	-		7		-	
APP.SCI/CIV.ENG	-	-	18	-	-	-
TOTAL M + F	-		18		9	
APP.SCI/ELEC-MEC.	-	-	-	-	-	-
TOTAL M + F	10				8	
IP AGRI-BIO	24	8	9	2	-	-
TOTAL M + F	32		11		51	
IP AGRI-CHEM	-	-	-	-	-	-
TOTAL M + F	-		-		-	
IP FR-KDI	22	7	5	1	-	-
TOTAL M + F	29		6		-	

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	UNIVERSITY - NON UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas	
DEPARTMENT	M	F	M	F	M	F
IP ENG-KDI	20	5	7	2	-	-
TOTAL M + F	25		9		-	
IP MATH-PHYS	29	3	11	1	-	-
TOTAL M + F	32		12		-	
P.S.E.	40	15	16	9	-	-
TOTAL M + F	55		25		17	
IEPS	34	1	13	-	-	-
TOTAL M + F	35		13		10	
MEDICINE	63	10	27	4	-	-
TOTAL M + F	73		31		24	
ITS CIV. ENG.	38	-	-	-	-	-
TOTAL M + F	38		-		-	
PHARMACY	15	5	-	-	-	-
TOTAL M + F	20		-		-	
ESCO COMMERCE	8	11	7	13	-	-
TOTAL M + F	19		20		108	
ESCO ACCTG.	10	8	8	12	-	-
TOTAL M + F	18		20		-	

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POST-SECONDARY 1984 - 1985 (ctd.)

	UNIVERSITY - NON UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas	
DEPARTMENT	M	F	M	F	M	F
ESCO COOPERATIVES	11	5	9	3	-	-
TOTAL M + F	18		12		-	
ESCO BUDGETING	10	9	10	3	-	-
TOTAL M + F	19		13		-	
ESCO CUSTOMS	12	10	11	7	-	-
TOTAL M + F	22		18		-	
ESCO STATISTICS	11	6	-	-	-	-
TOTAL M + F	17		-		-	
ESCO HOSP. MGMT	11	9	-	-	-	-
TOTAL M + F	20		-		-	
ESCO SECRETARIAL	-	-	-	-	-	-
TOTAL M + F	-		-		-	
ISTAU	19	4	-	-	-	-
TOTAL M + F	23		-		-	
LIBRARY SCIENCE	-	-	-	-	-	-
TOTAL M + F	-		-		-	

POST-SECONDARY 1984 - 1985 (ctd.)

DEPARTMENT	UNIVERSITY - NON UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas	
	M	F	M	F	M	F
JOURNALISM	10	12	2	8	-	-
TOTAL M + F	22		10		18	
MUNICIPAL SCHOOL	-	-	-	-	-	-
TOTAL M + F	-		-		-	
ISA	35	9	8	-	-	-
TOTAL M + F	44		8		-	
JUDICIARY POLICE	-	-	-	-	-	-
TOTAL M + F	-		-		-	
GD SEM PHILOS.	28	-	-	-	-	-
TOTAL M + F	28		-		-	
GD SEM THEOL.	8	-	3	-	-	-
TOTAL M + F	8		3		-	
GRAND TOTAL	867	246	391	128		
GRAND TOTAL M + F	1,113		519		347	

Source : *Statistiques Scolaires 1984-1985*, Bureau de la Planification de l'Education, Ministère de l'Education Nationale, République du Burundi, Bujumbura and the University of Burundi.

POST-SECONDARY EDUCATION 1985 - 1986

DEPARTMENT	UNIVERSITY						NON-UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
LAW	48	22	28	15								
TOTAL M + F	70		43		43							
S.E.A	68	30	27	10								
TOTAL M + F	96		32		39							
HISTORY	20	12	15	5								
TOTAL M + F	32		20									
GEOGRAPHY	23	13	6	4								
TOTAL M + F	36		10									
AFRICAN LIT.	14	5	10	6								
TOTAL M + F	19		16									
ENGLISH LIT.	33	24	21	17								
TOTAL M + F	57		38									
FRENCH LIT.	31	11	18	4								
TOTAL M + F	42		22									

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POST-SECONDARY EDUCATION 1985 - 1986 (ctd.)

DEPARTMENT	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
AGRONOMY	63	9	18									
TOTAL M + F	72		18		18							
BIOLOGY	7	11	5	3								
TOTAL M + F	18		8		22							
CHEMISTRY	11	2	6									
TOTAL M + F	13		6									
GEO-MINES	6	0										
TOTAL M + F	6											
POLYT-A	8	1	14	1								
TOTAL M + F	9		15									
POLYT-B	41	0	20	1								
TOTAL M + F	41		21									
MATH			7									
TOTAL M + F			7									

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	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
DEPARTMENT												
PHYSICS			4									
TOTAL M + F			4									
S.A.E.												
TOTAL M + F					9							
APP.SCI/CIV.ENG			16									
TOTAL M + F			16		7							
IP AGRI-BIO	21	4	9	3								
TOTAL M + F	25		12		54							
IP AGRI-CHEM	17	2										
TOTAL M + F	19											
IP FR-KDI	19	15	13	3								
TOTAL M + F	34		16									
MATH-PHYSICS	22	2	11	2								
TOTAL M + F	24		13									

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POST-SECONDARY EDUCATION 1985 - 1986 (ctd.)

DEPARTMENT	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
P.S.E	52	11	19	13								
TOTAL M + F	63		32		38							
IEPS	33	3	13									
TOTAL M + F	36		13		6							
MEDICINE	78	18	21	4								
TOTAL M + F	96		25		19							
ITS CIV.ENG/ELEC.	38		22									
TOTAL M + F	38		22		10							
PHARMACY	18	19	3	1								
TOTAL M + F	37		4									
ESCO COMMERCE							17	16	8	14		
TOTAL M + F						64	33	22				
ESCO ACCTG.							13	17	10	8		
TOTAL M + F							30	18				

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POST-SECONDARY EDUCATION 1985 - 1986 (ctd.)

	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
DEPARTMENT	M	F	M	F	M	F	M	F	M	F	M	F
ESCO COOPERATIVES									10	5		
TOTAL M + F									15			
ESCO BUDGETING									6	8		
TOTAL M + F									14			
ESCO CUSTOMS							18	9	9	8		
TOTAL M + F							27		17			
ESCO STATISTICS							15	11	8	4		
TOTAL M + F							26		12			
ESCO HOSP. MGMT.							8	19	10	4		
TOTAL M + F							27		14			
ESCO SECRETARIAL												
TOTAL M + F												
ISTAU							15	6	17	2		
TOTAL M + F							21		19			

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POST-SECONDARY EDUCATION 1985 - 1986 (ctd.)

DEPARTMENT	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
LIBRARY SCIENCE												
TOTAL M + F												
JOURNALISM							8	9	4	7		
TOTAL M + F						9	17	11				
MUNICIPAL SCHOOL							15	0	15	0		
TOTAL M + F							15	15				
ISA							33	9	18	2		
TOTAL M + F							42	20				
JUDICIARY POLICE							31	1				
TOTAL M + F							32					
GD SEM PHILOS.							32	0				
TOTAL M + F							32					
GD SEM THEOL.							19	0	4			
TOTAL M + F							19	4				

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POST-SECONDARY EDUCATION 1985 - 1986 (ctd.)

	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
DEPARTMENT	M	F	M	F	M	F	M	F	M	F	M	F
ISGE												
TOTAL M + F												
GRAND TOTAL	688	225	339	95			224	97	119	62		
GRAND TOTAL M + F	913		434		349		321		181			

Source : *Statistiques Scolaires 1985-1986*, Bureau de Planification de l'Education, Ministère de l'Education Nationale, République du Burundi, Bujumbura and the University of Burundi

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POST-SECONDARY EDUCATION 1986 - 1987

DEPARTMENT	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
LAW	67	17	30	10								
TOTAL M + F	84		40		46							
S.E.A	86	43	30	12								
TOTAL M + F	129		42		38							
HISTORY	53	19	8	5								
TOTAL M + F	72		13									
GEOGRAPHY	-	-	7	5								
TOTAL M + F			12									
AFRICAN LIT.	15	5	11	6								
TOTAL M + F	20		17									
ENGLISH LIT.	17	19	14	16								
TOTAL M + F	36		30									
FRENCH LIT.	27	12	11	4								
TOTAL M + F	39		15									

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POST-SECONDARY EDUCATION 1986 - 1987 (ctd.)

	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
DEPARTMENT												
AGRONOMY			8	1								
TOTAL M + F			9		9							
PHARMACY	107	48	4	5								
TOTAL M + F	155		9									
BIOLOGY			3	1								
TOTAL M + F	155		4		27							
CHEMISTRY			6									
TOTAL M + F			6									
GEO-MINES	46	2										
TOTAL M + F	48											
POLYT. A	10		6	1								
TOTAL M + F	10		7									
POLYT. B	66	5	24									
TOTAL M + F	71		24									

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POST-SECONDARY EDUCATION 1986 - 1987 (ctd.)

DEPARTMENT	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
MATH			10									
TOTAL M + F			10									
PHYSICS			6									
TOTAL M + F			6									
APP.SCI./ELEC.			16	1								
TOTAL M + F			17		8							
APP.SCI/CIV.ENG												
TOTAL M + F					7							
IP AGRI-BIO	8	6	8	5								
TOTAL M + F	14		13									
IP AGRI-CHEM	17	10	7	1								
TOTAL M + F	27		8									
IP FR-KDI	20	21	9	10								
TOTAL M + F	41		19									
IP ENG-KDI	12	14	6	5								
TOTAL M + F	26		11									

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POST-SECONDARY EDUCATION 1986 - 1987 (ctd.)

	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
DEPARTMENT	M	F	M	F	M	F	M	F	M	F	M	F
MATH-PHYSICS	29	3	9	4								
TOTAL M + F	32		13									
P.S.E	45	19	19	12								
TOTAL M + F	64		31		29							
IEPS	28	2	12	1								
TOTAL M + F	30		11		18							
MEDICINE	55	22	9	2								
TOTAL M + F	77		11		10							
ITS	37	1	15									
TOTAL M + F	38		15		16							
ESCO COMMERCE							21	10	11	15		
TOTAL M + F							31		26			
ESCO ACCTG.							16	17	7	17		
TOTAL M + F					104		33		24			

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POST-SECONDARY EDUCATION 1986 - 1987 (ctd.)

	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
DEPARTMENT	M	F	M	F	M	F	M	F	M	F	M	F
ESCO COOPERATIVES												
TOTAL M + F												
ESCO BUDGETING												
TOTAL M + F												
ESCO CUSTOMS							15	15	12	6		
TOTAL M + F							30		18			
ESCO STATISTICS							25	7	11	8		
TOTAL M + F							32		19			
ESCO HOSP. MGMT.							9	19	8	16		
TOTAL M + F							28		24			
ESCO SECRETARIAL							1	1				
TOTAL M + F							2					
ISTAU							17	4	17	2		
TOTAL M + F							21		19			

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POST-SECONDARY EDUCATION 1986 - 1987 (ctd.)

DEPARTMENT	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
LIBRARY SCIENCE												
TOTAL M + F												
JOURNALISM							15	13	3	5		
TOTAL M + F						10	28	8				
MUNICIPAL SCHOOL									15			
TOTAL M + F								15				
ISA							26	5	14	2		
TOTAL M + F							31	16				
JUDICIARY POLICE									30	1		
TOTAL M + F								31				
GD SEM PHILOS.							30					
TOTAL M + F							30					
GD SEM THEOL.							29		14			
TOTAL M + F							29	14				

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POST-SECONDARY EDUCATION 1986 - 1987 (ctd.)

	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
DEPARTMENT	M	F	M	F	M	F	M	F	M	F	M	F
ISGE												
TOTAL M + F												
GRAND TOTAL	745	268	288	107			204	91	142	72		
GRAND TOTAL M + F	1013		395		322		295		214			

Source : *Statistiques Scolaires 1986 - 1987*, Bureau de Planification de l'Education, Ministère de l'Education Nationale, République du Burundi, Bujumbura and the University of Burundi

1990

POST-SECONDARY EDUCATION 1987 - 1988

DEPARTMENT	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
LAW	96	29	25	14								
TOTAL M + F	125		39		30							
S.E.A	129	50	24	10								
TOTAL M + F	179		34		29							
HISTORY			17	2								
TOTAL M + F			19									
GEOGRAPHY	76	12	7	3								
TOTAL M + F	88		10									
AFRICAN LIT.	25	3	13	2								
TOTAL M + F	28		15									
ENGLISH LIT.	42	18	13	16								
TOTAL M + F	60		29									
FRENCH LIT.	39	17	16	9								
TOTAL M + F	56		25									

POST-SECONDARY EDUCATION 1987 - 1988 (ctd.)

	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
DEPARTMENT	M	F	M	F	M	F	M	F	M	F	M	F
AGRONOMY			17	1								
TOTAL M + F			18		18							
PHARMACY			8	8								
TOTAL M + F			16									
BIOLOGY	155	38	2									
TOTAL M + F	193		2		19							
CHEMISTRY			2	2								
TOTAL M + F			4									
GEOLOGY	53	9	3									
TOTAL M + F	62		3									
POLYT. A	4	3	11	1								
TOTAL M + F	7		12									
POLYT. B	87	15	23									
TOTAL M + F	102		23									

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DEPARTMENT	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
MATH			7									
TOTAL M + F			7									
PHYSICS			5									
TOTAL M + F			5									
APP.SCI./ELEC.			8	1								
TOTAL M + F			9		3							
APP.SCI/CIV.ENG												
TOTAL M + F					6							
IP AGRI-BIO	33	8	4	4								
TOTAL M + F	41		8		44							
IP AGRI-CHEM	38	7	6	3								
TOTAL M + F	45		9									
IP FR-KDI	47	11	6	9								
TOTAL M + F	58		15									
IP ENG-KDI	42	8	7	4								
TOTAL M + F	50		11									

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POST-SECONDARY EDUCATION 1987 - 1988 (ctd.)

	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
DEPARTMENT	M	F	M	F	M	F	M	F	M	F	M	F
MATH-PHYSICS	32	7	7	5								
TOTAL M + F	39		12									
P.S.E	80	31	25	5								
TOTAL M + F	111		30		30							
IEPS	19	3	17	1								
TOTAL M + F	22		18		15							
MEDICINE	84	23	12	7								
TOTAL M + F	107		19		16							
ITS	26	2	21									
TOTAL M + F	28		21		24							
ESCO COMMERCE							15	13	9	15		
TOTAL M + F					98		28		24			
ESCO ACCTG.							15	23	11	12		
TOTAL M + F							38		23			

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POST-SECONDARY EDUCATION 1987 - 1988 (ctd.)

	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
DEPARTMENT	M	F	M	F	M	F	M	F	M	F	M	F
ESCO COOPERATIVES												
TOTAL M + F												
ESCO BUDGETING												
TOTAL M + F												
ESCO CUSTOMS							15	13	10	11		
TOTAL M + F							28		21			
ESCO STATISTICS							17	7	14	4		
TOTAL M + F							24		18			
ESCO HOSP. MGMT.							8	21	7	11		
TOTAL M + F							29		18			
ESCO SECRETARIAL							1	14		10		
TOTAL M + F							15		10			
ISTAU							16	6	20	4		
TOTAL M + F						19	22		24			

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POST-SECONDARY EDUCATION 1987 - 1988 (ctd.)

DEPARTMENT	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
LIBRARY SCIENCE							13	15				
TOTAL M + F							28					
JOURNALISM							17	1	19	2		
TOTAL M + F					6		18		21			
MUNICIPAL SCHOOL									15			
TOTAL M + F									15			
ISA							18	3	15	5		
TOTAL M + F							21		20			
JUDICIARY POLICE							1					
TOTAL M + F							1					
GD SEM PHILOS.							20					
TOTAL M + F							20					
GD SEM THEOL.							9		8			
TOTAL M + F							9		8			

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POST-SECONDARY EDUCATION 1987 - 1988 (ctd.)

	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
DEPARTMENT												
ISGE							334	76				
TOTAL M + F							410					
GRAND TOTAL	1,107	294	306	107			499	192	128	74		
GRAND TOTAL M + F	1,401		413		357		691		202			

Source : *Statistiques Scolaires 1987-1988*, Bureau de Planification de l'Education, Ministère de l'Education Nationale, République du Burundi, Juillet 1991, Bujumbura and the University of Burundi

1. Data not available

POST-SECONDARY EDUCATION 1988 - 1989

DEPARTMENT	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
LAW												
TOTAL M + F	126		31		56							
S.E.A												
TOTAL M + F	167		33									
HISTORY												
TOTAL M + F	75		14									
GEOGRAPHY												
TOTAL M + F			9									
AFRICAN LIT.												
TOTAL M + F	21		14									
ENGLISH LIT.												
TOTAL M + F	47		20									
FRENCH LIT.												
TOTAL M + F	48		21									

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POST-SECONDARY EDUCATION 1988 - 1989 (ctd.)

	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
DEPARTMENT	M	F	M	F	M	F	M	F	M	F	M	F
AGRONOMY												
TOTAL M + F					15							
PHARMACY												
TOTAL M + F	176		23									
BIOLOGY												
TOTAL M + F			3		19							
CHEMISTRY												
TOTAL M + F	39		8									
GEOLOGY												
TOTAL M + F			2									
POLYT. A												
TOTAL M + F	14		5									
POLYT. B												
TOTAL M + F	75		40									

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POST-SECONDARY EDUCATION 1988 - 1989 (ctd.)

	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
DEPARTMENT	M	F	M	F	M	F	M	F	M	F	M	F
MATH												
TOTAL M + F			4									
PHYSICS												
TOTAL M + F			3									
APP.SCI./ELEC.												
TOTAL M + F			20		7							
APP.SCI/CIV.ENG												
TOTAL M + F					13							
IP AGRI-BIO												
TOTAL M + F	29		7		49							
IP AGRI-CHEM												
TOTAL M + F	25		8									
IP FR-KDI												
TOTAL M + F	60		15									
IP ENG-KDI												
TOTAL M + F	29		13									

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POST-SECONDARY EDUCATION 1988 - 1989 (ctd.)

	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
DEPARTMENT												
MATH-PHYSICS												
TOTAL M + F	24		5									
P.S.E												
TOTAL M + F	74		45		22							
IEPS												
TOTAL M + F	14		13		7							
MEDICINE												
TOTAL M + F	79		26		15							
ITS												
TOTAL M + F	33		22		10							
ESCO COMMERCE							10	18	6	9		
TOTAL M + F							28		15			
ESCO ACCTG.							7	26	9	19		
TOTAL M + F					105		33		28			

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POST-SECONDARY EDUCATION 1988 - 1989 (ctd.)

	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
DEPARTMENT												
ESCO COOPERATIVES												
TOTAL M + F												
ESCO BUDGETING							21	11				
TOTAL M + F							33					
ESCO CUSTOMS									6	7		
TOTAL M + F									13			
ESCO STATISTICS							7	9	12	5		
TOTAL M + F							16		17			
ESCO HOSP. MGMT.							6	21	8	12		
TOTAL M + F							27		20			
ESCO SECRETARIAL							1	14		9		
TOTAL M + F							15		9			
ISTAU												
TOTAL M + F						22						

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POST-SECONDARY EDUCATION 1988 - 1989 (ctd.)

	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
DEPARTMENT												
LIBRARY SCIENCE							10	12	9	11		
TOTAL M + F							22		20			
JOURNALISM							12	9	8	3		
TOTAL M + F					20		21		11			
MUNICIPAL SCHOOL												
TOTAL M + F												
ISA							36	7	10	4		
TOTAL M + F							43		14			
JUDICIARY POLICE												
TOTAL M + F												
GD SEM PHILOS.							16		9			
TOTAL M + F							16		9			
GD SEM THEOL.												
TOTAL M + F												

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POST-SECONDARY EDUCATION 1988 - 1989 (ctd.)

DEPARTMENT	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
ISGE							139	33	4	14		
TOTAL M + F							172		18			
GRAND TOTAL							265	112	81	93		
GRAND TOTAL M + F	1,155		404		360		377		174			

Source : *Statistiques Scolaires 1988-1989*, Bureau de Planification de l'Education, Ministère de l'Education Nationale, République du Burundi, Juillet 1991, Bujumbura and the University of Burundi.

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POST-SECONDARY EDUCATION 1989 - 1990

	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
DEPARTMENT												
LAW	78	21	24	7								
TOTAL M + F	99		31									
S.E.A	126	33	28	13								
TOTAL M + F	159		41									
HISTORY			22	7								
TOTAL M + F			29									
GEOGRAPHY	11	77	9	4								
TOTAL M + F	88		13									
AFRICAN LIT.	8	12	14	3								
TOTAL M + F	20		17									
ENGLISH LIT.	31	23	9	13								
TOTAL M + F	54		22									
FRENCH LIT.	40	6	14	5								
TOTAL M + F	46		19									

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POST-SECONDARY EDUCATION 1989 - 1990 (ctd.)

DEPARTMENT	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
AGRONOMY			23	2								
TOTAL M + F			25		25							
PHARMACY			111	27								
TOTAL M + F			138									
BIOLOGY	97	33	3	3								
TOTAL M + F	130		6									
CHEMISTRY			7									
TOTAL M + F			7									
GEO-MINES	33	12	3									
TOTAL M + F	45		3									
POLYT. A	64	14	17	1								
TOTAL M + F	78		18									

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	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
DEPARTMENT	M	F	M	F	M	F	M	F	M	F	M	F
MATH			9									
TOTAL M + F			9									
PHYSICS			7									
TOTAL M + F			7									
APP.SCI/ELEC.			10									
TOTAL M + F			10									
APP.SCI/CIV.ENG												
TOTAL M + F					2							
IP AGRI-BIO	15	4	7	2								
TOTAL M + F	19		9									
IP AGRI-CHEM	13	2	5									
TOTAL M + F	15		5									
IP FR-KDI	28	8	12	9								
TOTAL M + F	36		21									
IP ENG-KDI	25	7	8	3								
TOTAL M + F	32		11									

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POST-SECONDARY EDUCATION 1989 - 1990 (ctd.)

	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
DEPARTMENT	M	F	M	F	M	F	M	F	M	F	M	F
MATH-PHYSICS	22	7	7	2								
TOTAL M + F	29		9									
P.S.E	53	21	29	10								
TOTAL M + F	74		39									
IEPS	18	2	12									
TOTAL M + F	20		12									
MEDICINE	60	16	15	3								
TOTAL M + F	76		18									
ITS	45	0	21									
TOTAL M + F	45		21		10							
ESCO COMMERCE	18	14	5	11								
TOTAL M + F	32		16									
ESCO ACCTG.	14	24	7	23								
TOTAL M + F	38		30									

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POST-SECONDARY EDUCATION 1989 - 1990 (ctd.)

DEPARTMENT	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
ESCO COOPERATIVES	11	19										
TOTAL M + F	30											
ESCO BUDGETING	20	19	14	6								
TOTAL M + F	39		20									
ESCO CUSTOMS												
TOTAL M + F												
ESCO STATISTICS	16	10	5	7								
TOTAL M + F	26		12									
ESCO HOSP. MGMT.	6	22	2	15								
TOTAL M + F	28		17									
ESCO SECRETARIAL	6	31	1	9								
TOTAL M + F	37		10									
ISTAU			15	1								
TOTAL M + F			16									

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POST-SECONDARY EDUCATION 1989 - 1990 (ctd.)

DEPARTMENT	UNIVERSITY						NON - UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
	M	F	M	F	M	F	M	F	M	F	M	F
LIBRARY SCIENCE	15	13	6	7								
TOTAL M + F	28		13									
JOURNALISM							12	9	8	3		
TOTAL M + F							21		11			
MUNICIPAL SCHOOL												
TOTAL M + F												
ISA	50	6	12	3								
TOTAL M + F	56		15									
JUDICIARY POLICE												
TOTAL M + F												
GD SEM PHILOS.							35		9			
TOTAL M + F							35		9			
GD SEM THEOL.												
TOTAL M + F												

POST-SECONDARY EDUCATION 1989 - 1990 (ctd.)

	UNIVERSITY						NON-UNIVERSITY					
	Enrolled 1st year		Enrolled Final year		Diplomas		Enrolled 1st year		Enrolled F. year		Diplomas	
DEPARTMENT	M	F	M	F	M	F	M	F	M	F	M	F
ISGE							59	10	61	20		
TOTAL M + F							69		81			
GRAND TOTAL	923	456	493	196			106	19	78	23		
GRAND TOTAL M + F	1,379		689		37*		125		101			

Source : *Statistiques Scolaires 1989-1990*, Bureau de Planification de l'Education, Ministère de l'Education Nationale, République du Burundi, Juillet 1991, Bujumbura and the University of Burundi

* Incomplete Data.

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ANNEX 4. TEACHING AND ADMINISTRATIVE STAFF

TEACHING AND ADMINISTRATIVE STAFF - SUMMARY 1984 - 1990

YEAR	PRIMARY			SECONDARY			POST-SECONDARY			GRAND TOTAL
	Public	Private	Total	Public	Private	Total	University	Non-University	Total	
1983 - 1984			6,164							
1984 - 1985	6,550	164	6,714	2,176	142	2,318*			447	9,479
1985 - 1986	7,186	163	7,349	2,374	163	2,537*	315	152	467	10,353
1986 - 1987	7,616	139	7,755	2,206	238	2,444*	327	182	509	10,708
1987 - 1988	8,125	165	8,290	2,328	143	2,471*	330	195	525	11,286
1988 - 1989	8,553	167	8,720	2,472	242	2,714*	365	88	453	11,887
1989 - 1990	9,268	186	9,454	2,676	354	3,030*	516		516	13,000

Sources : *Statistiques Scolaires 1984-1985, 1985-1986, 1986-1987, 1987-1988, 1988-1989, 1989-1990, Planning de l'Education, République du Burundi, Ministère de l'Enseignement Primaire et Secondaire, et l'Enseignement Supérieur au Burundi, Données Statistiques, for 1986, 1987, 1988, 1989 at 1990, Ministère de l'Enseignement Supérieur et de la Recherche Scientifique, République du Burundi.*

**TEACHING AND ADMINISTRATIVE STAFF
EDUCATION 1984 - 1985**

Primary schools	Male		Female		Total M + F		
Public	3,536		3,014		6,550		
Private	108		56		164		
Total Public + Private	6,714						
PUBLIC	Teaching			Administration			Teaching + Adm
	M	F	TOT	M	F	TOT	TOTAL M + F
Secondary							
General	359	117	476	115	87	202	678
Normal	119	38	157	40	35	75	232
F Instituteurs	156	62	218	43	59	102	320
Cycle d'O	60	30	90	15	33	48	138
E.M.P.	83	36	119	27	16	43	162
Tech. A2	117	29	146				
A3	140	11	151	69	47	116	441
Professional A4	24	4	28				
E.T./Minist.	113	6	119	42	23	65	184
CFA	17	1	18	2	1	3	21
Total Public							2,176
Private Schools	100	4	104	15	5	20	142
ET com Kamenge	13	5	18				
Total Public + Private							2,318
Post - Secondary							
Male	421						
Female	26						
Total							447
Grand Total							9,479

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**TEACHING AND ADMINISTRATIVE STAFF
EDUCATION 1985 - 1986**

Primary schools		Male	Female	Total M + F			
Public		3,899	3,287	7,186			
Private		93	70	163			
Total Public + Private		7,349					
PUBLIC	Teaching			Administration			Teaching + Adm
	M	F	TOT	M	F	TOT	TOTAL M + F
Secondary							
General	386	126	512	112	94	206	718
Normal	120	34	154	35	39	74	228
F Instituteurs	240	104	344	51	91	142	486
Cycle d'O	107	50	157	35	27	62	219
Tech. A2	153	41	194	34	32	66	260
A3	151	9	160	30	3	33	193
A4	16	3	19	8	2	10	29
E.T./Minist. A4	17	1	18	2	1	3	21
A3	65	2	67	35	8	43	110
A2	87	5	92	16	2	18	110
Total Public							2,374
Private							
General	111	5	116	21	6	27	143
Tech.	14	2	16	3	1	4	20
Total Private							163
Total Public + Private	2,537						
Post - Secondary							
University	289	26					315
Non-university	146	6					152
Total							467
Grand Total							10,353

**TEACHING AND ADMINISTRATIVE STAFF
EDUCATION 1986 - 1987**

Primary Schools, Burundian + Foreign	Male		Female		Total M + F		
Public	4,050		3,566		7,616		
Private	83		56		139		
Total Public + Private	7,755						
PUBLIC	Teaching			Administration			Teaching + Adm
	M	F	TOT	M	F	TOT	TOTAL M + F
Secondary							
Colleges	119	61	180	50	38	88	268
Lycées	408	129	537	126	121	247	784
F Instituteurs	210	76	286	76	80	156	442
Professional A4	8	1	9	5	1	6	15
Professional A4	17	1	18	2	1	3	21
Tech. A3	155	15	170	33	3	36	206
E.T./Minist. A2	121	12	133	14	11	25	158
Tech A2	144	27	171	38	32	70	241
E.T./Minist. A3	38	5	43	21	7	28	71
A2	87	5	92	16	2	18	100
Total Public							2,306
Private							
General	129	11	140	31	37	38	178
Tech. A3	27	7	34	6	4	10	44
Professional A4	8	6	14	2	0	2	16
Total Private							238
Total Public + Private	2,444						
Post - Secondary							
University	297	30					327
Non-university	176	6					182
Total							509
Grand Total							10,708

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**TEACHING AND ADMINISTRATIVE STAFF
EDUCATION 1987 - 1988**

Primary Schools Burundian + Foreign	Male		Female		Total M + F		
Public	4,321		3,804		8,125		
Private	89		76		165		
Total Public + Private	8,290						
PUBLIC	Teaching			Administration			Teaching + Adm
	M	F	TOT	M	F	TOT	TOTAL M + F
Secondary							
Colleges	153	62	215	65	45	110	325
Lycées	432	134	566	120	121	241	807
F Instituteurs	254	96	350	90	106	196	546
Professional A4	7	0	7	5	0	5	12
A3	153	15	168	18	2	20	188
A2	122	20	142	35	37	72	214
E.T./Minist. A4	15	2	17	2	1	3	20
A3	42	5	47	25	9	34	81
A2	91	16	107	19	9	28	135
Total Public							2,328
Private							
General	63	11	74	20	9	29	103
Tech.	24	4	28	10	2	12	40
Total Private							143
Total Public + Private	2,471						
Post - Secondary							
University	-	-					330
Non-university	183	12					195
Total							527
Grand Total							11,286

**TEACHING AND ADMINISTRATIVE STAFF
EDUCATION 1988 - 1989**

Primary Schools Burundian + Foreign	Male		Female		Total M + F		
Public	4,704		3,849		8,553		
Private	90		77		167		
Total Public + Private	8,720						
PUBLIC	Teaching			Administration			Teaching + Adm
	M	F	TOT	M	F	TOT	TOTAL M + F
Secondary							
Colleges	166	89	255	85	56	141	396
Lycées	512	150	662	163	132	295	957
F Instituteurs	273	75	348	104	896	193	541
Tech.	294	38	332	71	32	103	435
E.T./Minist.	85	5	90	31	22	53	143
Total Public							2,472
Private							
General	135	15	150	32	9	41	191
Tech.	23	8	31	15	5	20	51
Total Private							242
Total Public + Private	2,714						
Post - Secondary							
University	-	-					365
Non-university	-						88
Total							453
Grand Total							11,887

**TEACHING AND ADMINISTRATIVE STAFF
EDUCATION 1989 - 1990**

Primary Schools Burundian + Foreign	Male		Female		Total M + F		
Public	5,314		4,134		9,268		
Private	110		76		186		
Total Public + Private	9,454						
PUBLIC	Teaching			Administration			Teaching + Adm
	M	F	TOT	M	F	TOT	TOTAL M + F
Secondary							
Colleges	191	78	269	69	57	126	395
Lycées	612	170	782	160	172	332	1,114
F Instituteurs	335	101	436	87	87	174	610
Techn. MEPS	311	46	357	83	44	127	484
E.T./Minist.	32	7	39	24	10	34	73
Total Public							2,676
Private							
General	182	24	206	37	19	56	262
Tech.	49	15	64	20	8	28	92
Total Private							354
Total Public + Private	3,030						
Post - Secondary							
University	-	-					516
Non-university	-						-
Total							516
Grand Total							13,000

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ANNEX 5. PUBLIC SECTOR EMPLOYEES

PUBLIC SECTOR EMPLOYEES 1987

TYPE OF EMPLOYEE	NUMBER		SALARY
	M	F	
UPPER MANAGEMENT (completed University level) ¹²²	1,817	268	
MID LEVEL MANAGEMENT (completed Secondary level) ¹²³	3,934	2,534	
OTHER ¹²⁴	2,914	2,938	
ADDITIONAL EMPLOYEES ¹²⁵		2,891	
TOTAL	17,396		4,858,278,141

¹²² The employees at this level have earned at least a University level degree. In the grading system of the Government, they classified between C6-CP4.

¹²³ The employees working at this level have met the minimum requirement of a secondary level degree; many have exceeded the requirement but do not have a University degree. In the Government's grading system they are classified as A6-AP4.

¹²⁴ The employees at this level have less than a secondary level education. In the grading structure of the Government, they have between an E6 and EP5.

¹²⁵ Underqualified foreigners and nationals recruited because of inability to find qualified Burundians.

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PUBLIC SECTOR EMPLOYEES 1988

TYPE OF EMPLOYEE	NUMBER		SALARY
	M	F	
UPPER MANAGEMENT (completed University level) ¹²⁶	2,132	312	
MID LEVEL MANAGEMENT (completed Secondary level) ¹²⁷	4,604	2,785	
OTHER ¹²⁸	3,353	3,809	
ADDITIONAL EMPLOYEES ¹²⁹		3,157	
TOTAL	20,152		6,029,080,000

¹²⁶ The employees at this level have earned at least a University level degree. In the grading system of the Government, they classified between C6-CP4.

¹²⁷ The employees working at this level have met the minimum requirement of a secondary level degree; many have exceeded the requirement but do not have a University degree. In the Government's grading system they are classified as A6-AP4.

¹²⁸ The employees at this level have less than a secondary level education. In the grading structure of the Government, they have between an E6 and EP5.

¹²⁹ Underqualified foreigners and nationals recruited because of inability to find qualified Burundians.

PUBLIC SECTOR EMPLOYEES 1989

TYPE OF EMPLOYEE	NUMBER		SALARY
	M	F	
UPPER MANAGEMENT (completed University level) ¹³⁰	2,269	326	
MID LEVEL MANAGEMENT (completed Secondary level) ¹³¹	5,528	2,833	
OTHER ¹³²	3,418	2,990	
ADDITIONAL EMPLOYEES ¹³³		3,029	
TOTAL	20,393		6,616,966,072

¹³⁰ The employees at this level have earned at least a University level degree. In the grading system of the Government, they are classified between C6-CP4.

¹³¹ The employees working at this level have met the minimum requirement of a secondary level degree; many have exceeded the requirement but do not have a University degree. In the Government's grading system they are classified as A6-AP4.

¹³² The employees at this level have less than a secondary level education. In the grading structure of the Government, they have between an E6 and EP5.

¹³³ Underqualified foreigners and nationals recruited because of the inability to find qualified Burundians.

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PUBLIC SECTOR EMPLOYEES 1990¹³⁴

TYPE OF EMPLOYEE	NUMBER	SALARY
UPPER MANAGEMENT (completed University level) ¹³⁵	143	
MID LEVEL MANAGEMENT (completed Secondary level) ¹³⁶	1,325	
OTHER ¹³⁷	940	
TOTAL	2,408	

¹³⁴ The only information available for this year is the total number of new employees in each of the different categories.

¹³⁵ The employees at this level have earned at least a University level degree. In the grading system of the Government, they classified between C6-CP4.

¹³⁶ The employees working at this level have met the minimum requirement of a secondary level degree; many have exceeded the requirement but do not have a University degree. In the Government's grading system they are classified as A6-AP4.

¹³⁷ The employees at this level have less than a secondary level education. In the grading structure of the Government, they have between an E6 and EP5.

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PUBLIC SECTOR EMPLOYEES 1991¹³⁸

TYPE OF EMPLOYEE	NUMBER	SALARY
UPPER MANAGEMENT (completed University level) ¹³⁹	157	
MID LEVEL MANAGEMENT (completed Secondary level) ¹⁴⁰	1,025	
OTHER¹⁴¹	540	
TOTAL	1,722	

¹³⁸ The only information available for this year is the total number of new employees in each of the different categories.

¹³⁹ The employees at this level have earned at least a University level degree. In the grading system of the Government, they classified between C6-CP4.

¹⁴⁰ The employees working at this level have met the minimum requirement of a secondary level degree; many have exceeded the requirement but do not have a University degree. In the Government's grading system they are classified as A6-AP4.

¹⁴¹ The employees at this level have less than a secondary level education. In the grading structure of the Government, they have between an E6 and EP5.

ANNEX 6. PARASTATALS**PUBLIC ENTERPRISES****A. EPIC TYPE (26)**

1. AIR BURUNDI
2. BTC
3. CADEBU
4. COGERCO
5. COTEBU
6. CPI
7. C.D.L. KIRYAMA
8. ECODI
9. ECOSAT
10. FERME DE KARUZI
11. FPHU
12. INABU
13. OCIBU
14. OMC
15. ONAMA
16. ONAPHA
17. ONATEL
18. ONATOUR
19. OPHAVET
20. OTB
21. OTRABU
22. OTRACO
23. REGIDESO
24. SETEMU
25. SOFIDHAR
26. FOSIP

B. EPA TYPE (13)

27. BRB
28. CFPP
29. CNI
30. CPF
31. IGEBU
32. INECN
33. INSS
34. ISABU
35. LONA
36. MFP

37. ONT
38. RTNB
39. UNIVERSITE DU BURUNDI

C. SDP TYPE (8)

40. ACC
41. BCC
42. CAMOFI
43. FNG
44. HALB
45. SIP
46. SOSUMO
47. FDC

D. REGIONAL DEVELOPMENT ORGANIZATIONS (SRD TYPE) (12)

48. LCD
49. PROJET BUTUTSI
50. PROJET CANKUZO
51. PROJET CVHA
52. PROJET RUTANA
53. SRD BURAGANE
54. SRD BUYENZI
55. SRD BWERU
56. SRD IMBO
57. SRD KIRIMIRO
58. SRD KIRUNDO
59. SRD RUMONGE

E. PRIVATE/PUBLIC CORPORATIONS (SEM TYPE) (29)

60. ALCOVIT
61. AMSAR
62. APEE
63. ARAB BURUNDI BANK
64. ARNOLAC
65. BANCOBU
66. BCB
67. BNDE
68. BRAGITA
69. BRARUDI
70. BUMINCO
71. EPB
72. FADI

73. HOTEL CLUB DES VACANCES
74. HOTEL NOVOTEL
75. HOTEL SOURCE DU NIL
76. HPB
77. MERIDIEN BURUNDI BANK
78. SAB
79. SBF
80. SER
81. SICOPP
82. SIRUCO
83. SOBUGEA
84. SOCABU
85. SOKINABU
86. UCAR
87. UPC
88. VERRUNDI

F. STATE ENTERPRISES LIQUIDATED IN THE LAST 5 YEARS (13)

1. AGRIBA
2. ENACCI
3. EPIMABU
4. ONC
5. ONL
6. SOMEBU
7. SUPOBU
8. SAB
9. MINNOTERIE DE MURANVYA
10. OTRABU
11. ACC
12. FERME DE GUIFURGWE
13. FOND DE L'HABITAT RURAL

G. PRIVATIZED STATE ENTITIES (3)

1. LAITERIE CENTRALE DE BUJUMBURA
2. ARNOLAC (Gov. still in process of selling its shares)
3. CENTRE DE PROMOTION INDUSTRIEL (process about to start)

H. STATE ENTITIES TO BE PRIVATIZED

1. COTEBU (Gov. plans to sell its shares progressively)
2. ENTREPRISE DE COMMERCE ET DE PRODUCTION
3. CENTRE NATIONAL INFORMATIQUE
4. CLUB DU LAC (gov. looking for buyer, if none found it will be liquidated)

I. STATE ENTITIES WHICH HAVE UNDERGONE MAJOR RESTRUCTURING

1. REGIDESO (loss of over 400 jobs)
2. SOSUMO (no loss of jobs)
3. ONATEL (reorganization has not yet started; some loss of jobs expected)

ANNEX 7-A DONOR SUPPORT IN 1990
(in millions of FBu)

Donor	Total	Technical Assistance	Scholarships	Emergency Assistance	Capital Grants	Other
Action Aid	165.9	75.0	0.0	0.0	74.7	16.2
AFVP	128.3	62.8	0.0	0.0	65.5	0.0
University Prof.	55.7	55.7	0.0	0.0	0.0	0.0
Belgium	5,088.0	1,942.9	125.5	0.0	761.0	2,258.6
University Scholarships	34.3	34.3	0.0	0.0	0.0	0.0
CARITAS	119.6	0.0	0.0	0.0	83.3	36.3
CECI	55.8	55.8	0.0	0.0	0.0	0.0
US Cultural Center	65.0	41.1	23.9	0.0	0.0	0.0
China	20.1	0.0	9.5	0.0	6.6	4.0
CNEB	10.7	0.0	1.3	0.0	9.5	0.0
Peace Corps	127.0	127.0	0.0	0.0	0.0	0.0
CRS	69.8	4.4	28.9	0.0	21.8	14.7
Egypt	116.9	116.9	0.0	0.0	0.0	0.0
FAO	264.4	122.7	28.5	1.5	85.7	26.0
FED	5,858.9	816.9	0.2	20.1	3,912.1	1,105.7
FENU	113.0	0.0	0.0	0.0	113.0	0.0
FNUAP	308.2	52.9	41.6	0.0	213.7	0.0
FOCSIV	1,078.0	428.1	0.0	0.0	649.9	0.0
Canadian Funds	53.0	2.2	0.0	0.0	44.9	6.0
FRANCE	1,624.6	1,392.8	132.9	0.0	98.9	0.0
HCR	177.4	175.4	0.1	1.8	0.1	0.0
Japan	952.0	0.0	0.0	0.0	0.0	952.0
Ligue lecture biblique	18.0	0.0	0.0	0.0	5.4	12.7
OMS	154.0	34.7	23.1	0.0	62.3	34.0

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PAM	284.1	0.0	0.0	0.0	0.0	284.1
UNDP	1,977.4	958.6	219.9	0.0	582.9	216.0
PSTP	95.5	83.9	0.0	0.0	11.0	0.6
RFA	5,304.2	1,183.6	492.3	15.9	2,696.3	916.2
SOS-Kinderdorf	78.1	0.0	0.0	0.0	43.6	34.5
Switzerland	292.0	117.5	4.1	0.0	123.3	47.1
UNICEF	341.6	36.0	27.8	0.0	277.8	0.0
USSR	518.1	261.2	256.9	0.0	0.0	0.0
USA	45.6	0.0	30.0	0.0	15.6	0.0
USAID	3,330.2	747.2	169.1	0.0	139.1	2,274.7
Luxembourg	102.6	102.6	0.0	0.0	0.0	0.0
GRAND TOTAL	29,023.8	9,031.9	1,615.6	39.3	10,097.7	8,239.4

Source: *Economie Burundaise 1990*, Premier Ministère et Ministère du Plan, République du Burundi, Bujumbura, Dec. 1991, p. 40.

ANNEX 7-B SUMMARY OF BILATERAL ASSISTANCE TO BURUNDI

Fields	Country	Belgium	France	U.S.S.R.	U.S.A.	Canada	Algeria	Germany	Switzerland
Education		+	+	+			+	+	+
Commerce		+		+			+	+	
Agriculture		+	+	-	+	+			+
Energy		+	+	-		+			+
Economy		+	-	-			+		
Food Aid		+	-	-			+		
Politics		-		+	+	+			
Transportation		+	+	+				+	+
Justice		+	+	-				+	+
Communications		-	-	+	+				
Armed Forces		-	-	+	+			+	
Finance		-	-	+	+		+	+	
Contracts		-		+					
Political Party		+	-	-			+		
Health		+	+	-			+		
Information		+	-	-	+	+	+	+	+
Scholarship			+						+
Industry					+	+			
Tourism								+	-
Cooperation							+		+
Professional Training							+		+
Cultural Techniques							+		

LEGEND:
 + Yes
 - No

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Fields	Country	Egypt	Rumania	Italy	Sweden	England	Korea	China	Cuba	Yugoslavia	Japan
Education				+			-	+	+	+	+
Commerce		+	+				-	+	+	+	-
Agriculture		+		+			+	-	+		+
Energy				+			-	+	-		-
Economy		+		+			-	+	-	+	-
Food Aid							-	-	-		+
Politics							+	+	+		+
Transportation							-	+	-		+
Justice							-	-	-		-
Communications							-				+
Armed Forces								+	-		-
Finance				+			-	-	-		-
Contracts								-	-		-
Political Party				-			+	+	+		-
Health			+				-	+	+		+
Information							+	+	-		-
Scholarship							-	+	+		+
Industry		+	+				-		-		-
Tourism		+					-		-		-
Cooperation		+	+				+	+	+	+	+

LEGEND:
+ Yes
- No

Source: Ministry of Foreign Affairs

ANNEX 7-C SUMMARY OF MULTILATERAL ASSISTANCE TO BURUNDI

Fields	Organization	UNESCO	UNDP	World Bank	U.N.	FAO	F.E.D.	UNEP	ABD
Animal Husbandry			+			+			
Construction			+						
Mineral Research			+						
Industrial Development			+						
Education		+	+						
Health			+						
Rural Development			+					+	
Finance				+					+
Agriculture				+		+			
Public Works							+		+
Fishing						+			

Fields	Organization	CNUCED	FNUAP	INADES	USAID	Peace Corp	ONUDI	FIDA	P.A.M.
Women in Development			+					+	
Industrial Development							+		
Food Aid								+	+
Agriculture									
Loans								+	
Commerce		+							
Training					+				
Private Sector					+	+			

LEGEND: + Yes
- No

Source: Ministry of Foreign Affairs

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ANNEX 8. LIST OF PERSONS AND RESOURCES CONSULTED

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Emmy Simmons
REDSO/ESA Economist

Duca Hart
Private Sector Development

Marie Thérèse Ndikumana
Training Assistant, BETNA team

M. Richard Newberg
APED, USAID

BEST/Chemonics project team
M. Maurice Thorn
M. J.R. Estimé (APEE)
Ms. Véronique Praz (CCIB)

M. Tom Whitney
COP/SFSR Univ. of Arkansas

BUHRD project returnees

Ms. Elizabeth Adelski
Consulting Anthropologist

Coffee exporters organized by BEST/CCIB/OCIBU

M. Pierre Kana
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Commission Nationale Du Burundi pour l'UNESCO

M. Ildephonse Bigirindavyi
Préfet des Etudes
Ecole Secondaire de Techniques Administratives

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Ecole Secondaire de Techniques Administratives

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Directeur
Lycée du St. Esprit

Groupe de 6 élèves du Lycée St. Esprit

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Centre de Formation et Perfectionnement Professionnel

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 Directeur Adjoint
 CFPP

M. Garcia
 Conseiller Technique Principal
 CFPP

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 Ministère de l'Intérieur (repatriation of refugees)

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 Directeur Général A I de la Promotion Féminine
 Conseiller de la Promotion Féminine et de la Protection
 Sociale

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Chef de Service de Recruitment

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Ministère du Commerce et de l'Industrie

Banque de la République du Burundi, Service de la Documentation

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Group of students from ISCO

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 Ets. NTI-INTER

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 SIRUCO

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 GEBUCO

Mme. Mûgue Ngaaboyisonga
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 FRUITO

M. Joseph Kigoma (fruit juice)
 FRUITO

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M. Lisère Ndorere
 Small farmer: livestock, dairy, food crops etc.

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Mutoyi Center, Coopérative store, small animal
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Small Business
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Director
Suivi et Evaluation of the Société Régionale de
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Minoterie de Muramvya

M. Emmanuel Njimbere
Chef du Service Maintenance
Minoterie de Muramvya

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Comptable
Huilerie de Palme du Burundi (HPB)

M. Frédéric Disiparo
Chef de Service Production et Maintenance
HPB

Rumonge market, locally processed food products

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M. Ladislav Barutwamayo
Director, Bricks Project
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Mme. Kinigi
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M. Mathias Ntibarikure
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M. Jean-Jacques Job
Agronomist, FAO

Mission Française

Caisse Centrale

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BEPES

Mme. Catherine Cross
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M. Willy Kubn
Economist, Conseiller auprès du Premier Ministre,
Ministère du Plan
Coopération Allemande

ANNEX 9. INTERVIEW GUIDES

9-1

Note: these guides were for the team's use only to assist in the discussions with the various informants.

LABOR UNIONS

Date of Interview

Name of Union

Name, rank/function of interviewee

1. Role of the union?
2. How does the union assist employees in finding employment?
3. Does the union have training programs for workers?
In which areas? Explain in detail
If not, why? Explain
Would you like to offer some training?
4. What is the union's view regarding workers' promotions?
5. In an effort to better respond to your needs, how could one intervene to change/better the education/training system? Your suggestions?
6. Working Conditions
 - a. Distance/length of travel
 - b. Noise/pollution/hazardous conditions
 - c. Fringe Benefits
Assistance - sickness, accidents, etc.
For Employee only
For Family also
 - d. Index between health and productivity of employee
 - e. With regard to the workers' demands, what are the methods of intervention?
7. The principal reason for lay-offs (if lack of training, explain in detail)
8. The principal reason for resignation (if tied to training, explain in detail)
9. Which economic sector is most important to the unions? Explain.
10. Which sectors are most critical (who could benefit from a union organization, but has none at the moment). Explain.

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11. What is your impression of
 - a. Privatization
 - b. Reduction of staff
 - c. Mechanization/Automation

12. Is the Government's employment policy or are labor laws restrictive or are they of any benefit or protection for you? Explain in detail.
 - Does the union have any influence on the development of national politics with regard to employment?
 - The union's relations with other commissions
 - National Council of Labor
 - Recruitment Commission, etc.

EMPLOYEES

9-3

1. Introduction of Employee
 - M....
 - F....
 - Position
 - Training/Qualifications
 - Membership in a professional organization or union.....
 - Date of Interview
2. How did you find your present job?
 - Is it your first job?
 - If not, why did you change jobs?
3. Do you feel qualified to do the work you are doing now?
 - If so, what are the reasons?
 - Training before you started the work
 - Experience before this present job
 - Training done in the course of the job
through educational benefits
paid by the employee
4. Are you satisfied with your promotions?
 - Explain in detail
5. Did your level of training/education help you to find this job?
 - Does this training or another one received while you are working help you to be more efficient?
6. Is there a training you would like to get?
 - Which one?
 - Where could you get it?
7. In order to help you meet your needs, how could we intervene to change/ameliorate the education/training system?
8. Working environment
 - a. Distance/travel
 - b. Noise/pollution/danger in the building
 - c. Employee benefits
 - Insurance, accidents etc.
 - For the employee only
 - For family also

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d. Relation between health and the employee's efficiency

9-4

9. The principal reason for lay-offs (if lack of training, give details)
10. The principal reason for resignation (if lack of training, give details)
11. What led you to this career?
12. Are you interested in starting your own business?
What prevents you from doing so?
13. What do you think of?
 - a. Privatization
 - b. Reduction of staff
 - c. Mechanization and automatization
14. Is the Government's employment policy or are labor laws restrictive or are they of any benefit or protection for you? Explain in detail.

To be used in the following Ministries:

- Ministry of Youth, Artisanal Development and Teaching of Trades
- Ministry of Commerce and Industry
- Ministry of Agriculture and Animal Husbandry
- Ministry of Energy and Mines
- Ministry of Rural Development
- Ministry of Planning
- Ministry of the Environment, Fishing and Fish Farming
- Chamber of Commerce and Industry

1. Documents and data describing the craft and informal sector.
2. Kinds of activities and what income they draw to the country's economy and if they have information on the artisan's income by category/career?
3. How does the Ministry classify the informal and artisanal sector?
4. Is there information on the location (city/rural) of the artisans and other actors in the informal sector.

ARTISANS

9-6

M

F

1. Description of the activity
2. Artisan training
3. Products used and their origin?
4. Equipment and tools used and their origin? Reparation, maintenance, spare parts?
5. Technical Assistance and Support (councils, trianing, technical and financial assistance)
6. Amount and rhythm of production
7. Marketing and Sales
8. Employees?
9. Apprenticeships (received or offered)
10. Obstacles/constraints/problems
11. Hom much of your time does this activity take?
How much does this activity contribute to your revenue?
Where does the rest come from?

EMPLOYERS

9-7

Name of the company

Name and position of the person contacted

Date of the interview

1. Employee category
 - Level and place of training
 - Salary history
 - Desired qualifications
 - Actual and supplementary training

Breakdown of the organization by sex (try to obtain an explanation when the number of females is not very substantial)

- administration
- production
- other

Internal promotions:

- when
- on what basis

Note: Who pays for the supplementary training?

Note: Percentage of literate workers

Percentage of illiterate workers

2. The time it takes for a new employee to become productive
 - Relationship between the level of education/training and productivity. How does the employer perceive this employee/view the level of training/education of this employee?
3. Do you find that the work force is qualified?
 - Is there some training which is necessary for your employees, which does not exist at present?
 - What type and who should develop it?
 - Who will pay?
 - Do you have an apprenticeship or training program? Please explain.
4. To best respond to your needs as an employer, how can one intervene to change/ameliorate the system of education/training? Your suggestions.
5. Work conditions
 - a. distance/travel for the employee
 - b. Noise/pollution/danger in the work place
 - c. Fringe benefits

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6. The principal reason for lay-offs (if lack of training, explain)
7. The principal reason for resignation (if tied to training, explain)
8. **PROFILE OF OWNER**
 - a. relationship with similar companies in Burundi
 - b. relationship with similar companies outside of Burundi
 - c. what brought him/her to the undertaking of his/her trade/opening of the company
 - d. his/her training and experience
9. **CAPITAL/TRAINING**
 - a. Date the company was created
 - b. initial capital
 - c. new investments/evolution of capital (continued capital investment on a yearly basis)
 - d. Revenue
 - e. size of company (use the classification of the Five-year Plan: average, micro, small, etc.)
 - type of company
 - number of shareholders/owners
 - f. place company was established, how was it chosen and why?
10. Since the creation of the company, has the number of employees varied. Give details.
11. Are there some activities you would like to undertake?
Which?
What are the obstacles?
12. **FUTURE PERSPECTIVE**
 - a. expansion
 - b. reduction
 - c. new market
 - d. mecanization and automation, impact on the workers
 - e. implication of future changes on the training needs of personnel
 - If new training is necessary, who will do it?
 - Is the employer ready to do it or to pay for having it done?
 - f. internal market
 - g. external market
 - Strengths/assets
 - Weaknesses
 - Where and how do you place yourself in relation to international entrepreneurs?
 - Advantages of Burundi over the international/regional market

2/6

What about privatization in relation to your company?

9-9

h. use of local products in manufacturing (actual and future) (impact on employment/macro and microeconomic impact)

i. use of imported products in manufacturing (actual and future) (percentage of this product used) (problems-fiscal, logistical, or others?)

13. Are government politics on matters of employment or the work code restrictive? Explain in detail.

STUDENTS

9-10

Name of the institution

Name of interviewee

Date of the interview

1. What are the objectives of your studies at this level (discuss only the level of the institution being visited)

(Primary, Secondary, University, Professional Training, Socio-Educational, Multi Training)
2. Strengths of instruction
3. Weaknesses of instruction
4. Is it your choice to be at the institution where you are? Explain.
5. Does your education/training have an impact on your health, nutrition and use of family planning?
6. Does the program you follow respond to your aspirations?
7. Is there a connection between the instruction/training you receive and the working world?
 - a) if yes, please comment
 - b) if not, what are some of the repercussions?Are you familiar with the needs of your potential employers?
8. What is the role of parents and other partners (can you identify these partners) in your instruction/training?
9. If you could make a change in the school system, what would you propose?
11. What do you intend to do in the event of success?
What do you intend to do in the event of failure?

PEASANT FARMERS

Date of the interview
Name of the interviewee
Place

1. What are your income generating activities?
How much time do they take?
per day
per year
Who helps you in your activities?
2. Are you by yourself or in associations? Explain.
3. How do you distribute your production?
family consumption
sale/commerce
manufacturing
sub-products and their destination
seed stock
4. Are you satisfied with the results of your production? Take into account the following:
soil fertility
cultivated space
inputs
technical assistance
crop diversification
labor
tools
cultural methods
5. Other possible productive activities?
new culture
appropriateness/accessibility of inputs
collection of existing natural growing products
new manufacturing
new sale/commercialization
necessary infrastructure
constraints?
6. Have you received training?
In what field?
Did you benefit from it? How?

7. If you have not received training, would you like to? 9-12
What type and where?
literacy
on-the-job training
formal education
8. Do you have any talents that you could develop?
Which ones?
9. Do you have a need to employ somebody? If yes, to do what?
Under what terms? (temporary contract, daily workers, etc.)
10. Outside of your current income generating activities, do you hope to be employed elsewhere?
If yes, please explain
Abandon the activities described above
Only during certain seasons. Explain.
11. Have you worked elsewhere before? Explain.
12. Do your activities have a future for your descendants? Explain in detail.
13. How do you improve your work methodology or your crops?
Access to modern techniques, ideas for other crops, etc.
14. At the production level, what are the results like today as compared to previous years?
Reasons?

APPRENTICESHIP

9-13

QUESTIONS FOR THE EMPLOYER

1. Number of the Apprentices?
in what field?
2. How long in training?
what are the important stages?
3. Salary?
4. Contribution from the Apprentice (financial or other)
5. How does the number of Apprentices vary?
Do you anticipate an increase in the number?
What happens once the apprenticeship is over?
6. Who takes care of the Apprentice? Who supervises their training, in an organized way?
7. Is the apprenticeship organized or supervised by a government or professional organization?

QUESTIONS FOR THE APPRENTICE

1. Why did you choose this apprenticeship?
Do you have other means of learning?
2. Are you satisfied with your progress?
3. What will happen after the apprenticeship?
4. Salary?
5. How long is the apprenticeship?
Is that enough?

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PROFESSIONAL AND SUPPORT GROUPS FOR WOMEN

9-14

1. Association's role?
What are the accomplishments which you can use to promote yourself?
2. What does the association do to promote employment of women?
3. Your relations with the public sector?
4. The problems/obstacles in your sector
(if from the public: infrastructure, the market, etc.)
How do you face these problems?
5. Do you have training/education activities or programs?

SCHOOLS AND UNIVERSITIES

9-15

Name of the institution
Name/position of the interviewee
Date of the interview

1. What are the specific objectives of the institution?
Primary
Secondary
University
Professional Training
Social Ed. Centers
Multi-Purpose Training Centers
2. Strengths of instruction
3. Weaknesses of instruction
4. Is there a follow-up of the students leaving your institution? (their destiny--do they continue to the following level, do they work, etc.?)
5. Number of employees foreseen in the institution by category (teaching within each level, administrators, etc.), by year, for the next five years.
6. Relationship with other institutions? Explain.
7. Do you have any studies, impressions, ideas or other information on the impact of health, nutrition, and family planning on the student's progress/success rate.
8. The opposite of question #7: studies impressions or ideas showing that the education level has an impact on the student's health, nutrition, and use of family planning.
9. At each level, do you make a connection between education and the working world?
 - a) if yes, how?
 - b) if no, what would be the implications?
10. What role do parents and other partners play (can you identify these partners) at each education level?
11. If you could change something in the school system, what would you propose?
12. Are there some necessary but non-existent programs in your institution which you would like to put in place?
13. Can you organize a meeting with a small group of parents for us?

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PARENTS' GROUPS

9-16

Date of the interview

Identification of the group

Introduction of parents

salary

independent work

farmer

level of education/training

1. What is your objective for sending your child to school?
2. Do you choose your children's education?
 - Different fields (prestige/practical motivation) (letters, vocational education) .
 - (better opportunities of employment?)
 - Preference for public or private institution
 - Influence of the child's sex on the parents' choice
3. As parents and partners of education, are you satisfied with the system/structure?
 - If not, what would you propose as a change to the school system?
 - Open a private school?
4. What if they are a success?
 - What if they are a failure?
5. What is the student's contribution at home?
 - Trained/educated
 - Untrained/uneducated
 - During the school year
 - During vacation
6. What is the parents' financial contribution to their childrens' schooling?
 - tuition
 - uniforms
 - school supplies
 - transportation
7. Parents' annual income or education cost as a percentage of their income.
8. Does the education/training of your children have an impact on their health, nutrition and family planning?

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PUBLIC SECTOR

9-17

1. Data for each level of instruction:

Primary
Secondary
University
Professional Training
Socio-Educational Centers
Multipurpose Training Centers

What is available by province and by sex?

2. What are the government objectives at each level?
3. What is your assessment of the fifth Five-year with regards to instruction?
4. Strengths of instruction
5. Weaknesses of instruction
6. Is there a follow-up on the students leaving the different levels of instruction (their destiny--continuing at the next level, working, etc.)
7. Number of new positions foreseen in education per category (instructors at each level, administrators, etc.), per year, in the next five years; placement/distribution by province.
8. Relationship with the private training/instruction/education centers; are there certain sectors that will be controlled by or left at the hands of the private sector?
 - a) is this encouraged by the government?
 - b) is it done by accident, or due to the lack of resources, or other reasons?
9. Do you have any studies, impressions/ideas or other information on the subject of the impact of health, nutrition, and family planning on the student's progress/success rate?
10. The opposite of question #9: studies/impressions/ideas showing that the level of education has an impact on the student's health, nutrition, and use of family planning.
11. Do you make a connection between education and the working world at each instructional level?
 - a) If yes, how?
 - b) If not, what would be the implications?
12. What is the role of parents and other partners (identify these partners) in education at each level?
13. If you could change the school system, what would you propose?

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ANNEX 10. BIBLIOGRAPHY

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