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AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT IDENTIFICATION DOCUMENT FACESHEET (PID)

1. TRANSACTION CODE: A (A = Add, C = Change, D = Delete) — Revision No. ____

DOCUMENT CODE: 1

2. COUNTRY/ENTITY: BURUNDI

3. PROJECT NUMBER: 695-0121

4. BUREAU/OFFICE — A. Symbol: AFR — B. Code: 6

5. PROJECT TITLE (maximum 40 characters): BURUNDI HUMAN RESOURCE DEVELOPMENT

6. ESTIMATED FY OF AUTHORIZATION/OBLIGATION/COMPLETION

A. Initial FY: 87

B. Final FY: 92

C. PACD: 9

7. ESTIMATED COSTS ($000 OR EQUIVALENT, $1 =)

FUNDING SOURCE		LIFE OF PROJECT
A. AID		6,000
B. Other U.S.	1.	
	2.	
C. Host Country		1,500
D. Other Donor(s)		
TOTAL		7,500

8. PROPOSED BUDGET AID FUNDS ($000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE 1. Grant	C. 2. Loan	D. 1ST FY 87 1. Grant	D. 2. Loan	E. LIFE OF PROJECT 1. Grant	E. 2. Loan
(1) ARDN B	100/200			500		2000	
(2) POP/HLTH	400/500			250		2000	
(3) EHR	600/700			250		2000	
(4)							
TOTALS				1,000		6000	

9. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each): 030 | 150 | 230 | 350 | 430 | 560

10. SECONDARY PURPOSE CODE

11. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)

A. Code							
B. Amount							

12. PROJECT PURPOSE (maximum 480 characters)

The project purpose is to assist Burundi in developing technical, administrative and managerial human and institutional resources in critical skill-short areas.

13. RESOURCES REQUIRED FOR PROJECT DEVELOPMENT

Staff:
- Project Design Officer — AID/W
- Educational Planner — Contract
- Educational Economist — AID/W, REDSO/ESA or UNDP
- Agricultural Specialist — OAR/B, REDSO/ESA or UNDP

Funds: EHR

14. ORIGINATING OFFICE CLEARANCE

Signature: George T. Bliss

Title: Office of the AID Representative Burundi

Date Signed: MM DD YY

AMBASSADE DES ETATS UNIS USAID BUJUMBURA

15. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION: MM 06 DD 03 YY 86

16. PROJECT DOCUMENT ACTION TAKEN

S = Suspended; A = Approved; D = Disapproved; CA = Conditionally Approved; DD = Decision Deferred

17. COMMENTS

18. ACTION APPROVED BY — Signature: ____ Title: ____

19. ACTION REFERENCE

20. ACTION DATE: MM DD YY

AID 1330-2 (8-79)

PROJECT IDENTIFICATION DOCUMENT

BURUNDI HUMAN AND INSTITUTIONAL RESOURCES DEVELOPMENT

(625-0121)

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B

ABBREVIATIONS USED IN THIS DOCUMENT

AFGRAD	African Graduate Fellowship Program
AID/W	Agency for International Development, Washington
AMDP	African Manpower Development Project
CDSS	Country Development Strategy Statement
CPF	Centre de Perfectionnement et de Formation en Cours d'Emploi, or National Training Center for Civil Service
EEC	European Economic Community (Funds for Economic Development)
FRG	Federal Republic of Germany
GRB	Government of the Republic of Burundi
ILO	International Labour Organisation
ISA	Institut Superieur d'Agriculture (Agricultural Institute)
ISABU	Institut des Sciences Agronomiques du Burundi (Agricultural Research Institute)
ITAB	Institut Technique Agricole du Burundi (Agricultural Technical Institute)
LDC	Lesser Developed Country
MOPH	Ministry of Public Health
PID	Project Identification Document
PP	Project Paper
OAR/B	Office of the AID Representative/Burundi
REDSO/EA	Regional Economic and Development Services Office/ East Africa
SRD	Societe Regionale de Developpment (Regional Development Corporation)
USIA	United States Information Agency
WHO	World Health Organization
World Bank	International Bank for Reconstruction and Development

I. PROGRAM FACTORS

A. CONFORMITY WITH RECIPIENT COUNTRY STRATEGY/PROGRAMS

Burundi is a small, landlocked, densely populated country in the central highlands of Africa. Bordered by Rwanda to the north, Zaire to the west, and Tanzania to the east and south, Burundi's trade flow is dependent on regional stability and transportation costs for both imports and exports are high.

Burundi's population of 4.7 million is growing at an estimated annual rate of 3.0%. The population density of 437 people per square mile is Africa's second highest. Approximately 74% of the population depend on agriculture for their livelihood, and per capita income was $217 in 1985.

Since Burundi's economy is primarily agricultural, the 1984 drought had a severe impact. Although relatively high world market prices for primary exports (coffee, tea, cotton) helped the economy to expand in 1985, the GDP as measured in 1970 factor prices did not regain its 1983 level. The secondary and tertiary sectors were stagnant in 1984 and 1985.

The government plays a major role in the economy. Government expenditures equalled 20% of GDP in 1984, with policies aimed at preventing economic deterioration. Fiscal austerity has brought Burundi's combined budget deficit down to $25 million in 1985 and 1986. To address the weakness in the economy, GRB is currently negotiating a stabilization and readjustment program with the International Monetary Fund and the World Bank, centering around Burundi accepting fundamental economic reforms which would substantially alter the economy.

Burundi will continue to depend on substantial foreign assistance for the foreseeable future. In 1985, grants and loans to the country approached $185 million and included funds for essential technical assistance, training and services. GRB has increasingly resorted to foreign and domestic capital markets to finance its ambitious development program and outstanding external debt amounted to roughly $420 million at the end of 1985. The debt service ratio exceeded 25%. A significant increase in foreign assistance and in public and public capital flows will be necessary for Burundi to attain a viable balance of payments.

GRB recognizes that manpower and institutional weaknesses are major constraints to development. In 1978, an Interministerial Human Resources Planning Sub-Commission was established. Presided over by the Ministry of Plan and including representatives from the Ministries of National Education, Labor, Civil Service and External Relations, the Sub-Commission's findings established agriculture/rural development, health/population and teacher training as GRB top priorities.

In agriculture, GRB goals include a focus on training, in particular agricultural technicians and extension agents. Rural development is seen as key to increasing food production since 94% of the population is rural. In the field of health, the Sub-Commission stressed the need for doctors, medical technicians and paramedical personnel as well as the construction of hospitals and rural health centers.

Family planning was initially mentioned by the President of Burundi in April 1982 at the Congress of Senior Civil Servants,

when the relationship between food production and population growth was first discussed in recognition that the high population density is a constraint to development. This was followed in July 1983 by a paper entitled "Family Planning and Demographic Control Policy" issued by the Central Committee of the ruling party, UPRONA (National Progressive Party), which underlined the arguments favoring family planning.

Consequently, the focus of the proposed project is indeed in line and congruent with GRB's own development strategies and programs.

B. RELATIONSHIP TO THE CDSS

As laid out in the January 1983 Country Development Strategy Statement, updated for FY 1985, AID's strategy in Burundi centers around food production, fuel and family health. Specific goals include increased food availability to the rural poor of Burundi as well as improvement of both the delivery and effectiveness of health and family planning services to Burundi's rural poor. Priorities include institution building and participant training at the degree and non-degree levels. These policies were reinforced during the discussion of the Burundi program review of November 7, 1985.

The proposed project thus enjoys a complementary relationship to the current CDSS, emphasizing the development of human and institutional resources in critical shortage skill areas such as agriculture, rural development, health/population and management.

II. PROGRAM DESCRIPTION

A. PERCEIVED PROBLEM

At the time of independence in 1962, Burundi's literacy rate was 11%. Fifteen Burundians had completed university studies. Eight of these held theological degrees.

Burundi's progress in human resources development has been impressive. The University of Burundi's enrollment has jumped from 39 students in the 1960/61 academic year to over 2,000 in 1985/86, and the University is graduating over 200 laureates yearly. Literacy has reached 30%, and the 1983-87 Five Year Plan has the stated goal of full primary school enrollment by 1987.

Nonetheless, the limited availability of properly qualified human resources in critical shortage skill areas is still Burundi's major constraint to development. The shortage of managerial and technical skills implies managerial inadequacies at all levels in all sectors of the economy. As noted in the AMDP-II Project Paper (page 7):

> "At present, the GRB's ability to plan and implement projects is limited, particularly in agriculture and rural development, because of the shortage of key personnel. Managerial and technical skills are notably absent and the GRB has had difficulty in providing counterparts for project implementation."

A recent study by the Ministry of National Education in the education sector reveals that Burundi's advanced training needs are in excess of its ability to provide them locally and economically. The study concludes that it is uneconomical to create specialized training units to develop skills that are needed in

limited number and consequently are specialized and advanced training should be done abroad.

During meetings among other donors chaired by the U.N.D.P. Resident Representative to discuss the GRB education sector development program, OAR/B informed the group of this proposed BUHRD project. The other donors (representing France, Germany, EEC, Belgium, IBRD and FRG -- the USSR, Rumania and the Chinese do not choose to participate) requested OAR/B to extend the scope-of-work of this PID to identify global external training needs in agriculture, rural development, health, family planning, human resources development, and the private sector. During the preparation of the background material for the PID, the PID team met extensively with officials of the GRB as well as other donors of aid (see Annex B), in order to identify opportunities for other donor participation in areas in which the U.S. does not have special skills applicable to Burundi's development needs.

The PID/PP design will serve as a working document for the "mini" roundtable on education scheduled for June 1986, to be co-chaired by the Ministry of National Education and the UN Resident Representative at which western donors will be present. The PP will assist other donors in identifying external training needs in which they will participate, and will assure close collaboration among donors in this important project.

Agriculture/Rural Development

Agriculture employs 74% of the population and accounts for 60% of the GNP. Coffee, tea and cotton are the primary export crops.

GRB has implemented an extensive agricultural extension system. In 1979, GRB decentralized the management of agricultural production by creating SRD's (Societes Regionales de Developpement, or Regional Development Corporations). SRD's are responsible for GRB's program of "integrated development," coordinating and managing all agriculture activities including livestock, forestry, rural development, health, family planning, schools, and roads. These SRD's are autonomous and are currently under evaluation by the World Bank, whose funding has been instrumental in their creation.

GRB recognizes the rule of agricultural education and rural development and has established local institutions at the secondary, technical, and university levels. These include the Faculty of Agronomy at the University of Burundi, a technical agricultural institution (ISA), an agricultural research institute (ISABU), and several agricultural vocational secondary schools, described in detail in Annex E. However, these are staffed by an unduly large proportion of expatriates or by inadequately trained Burundians which influences the quality of the programs offered.

This project proposes to intervene in the agricultural/rural development sector by: (1) providing academic training to Burundians, in appropriate fields of agriculture/rural development, who will return to teach, conduct research, or assume higher levels of responsibility within the Ministries of Agriculture and Rural Development; (2) providing short-term in-country training in management/communications, project planning, implementation and evaluation for top managers in the Ministries of Agriculture and Rural Development; (3) providing short-term reconnaissance/study

tours to the United States to key cadres of the Ministries of Agriculture and Rural Development, complimented by short-term management communications and/or project planning, implementation and evaluation courses; and (4) coordinating these activities with the donor community in Burundi to ensure maximal impact and minimal duplication of efforts.

Health

Burundi's population is currently estimated at 4.7 million, 94% of which is rural. 17.29% of the population is under age five, and 50% is under age 15. The yearly population increase is conservatively estimated at 3.0%.

Health services are funded by GRB (67%) or by religious organizations (33%). Health consumed 5-5/5% of the annual budget in 1983 and is budgeted at 6% for 1986.

Burundi is divided into four medical regions. Health services are offered at three levels: hospitals, health centers and dispensaries. Each of the four medical regions has one or more rural hospitals in addition to a regional hospital. The GRB Ministry of Public Health (MOPH) wants one surgeon, one internist, one gynecologist/obstetrician and one pediatrician for each regional hospital.

In addition to the four regional hospitals serving approximately one million inhabitants each, there are currently 36 rural hospitals and 190 health centers/dispensaries. These are staffed by "techniciens medicaux" (medical technicians) and/or "auxiliaires medicaux" (medical auxiliaries) and are required to provide all types of health care, including office visits, normal

deliveries, conditions not requiring surgery and preventive health care services. Hospitals are roughly 20 to 60 kilometers apart, while dispensaries are 15 to 45 kilometers apart. MOPH estimates that only 50% of the entire population lives within five kilometers of a health establishment.

Both the 1978-1982 and the 1983-1987 Five Year Plans placed high priority on the development of the health services delivery system. This was planned by upgrading dispensaries to health centers, constructing new health centers, and improving all rural hospitals. Regional hospitals have been upgraded and services expanded to include laboratories, blood transfusions, opthalmology, ear/nose/throat, and radiology.

GRB's stated objective in the 1983-1987 Five Year Plan is for 35 hospitals and 300 health centers to be fully operational by the Year 2000 as well as for eight health centers to be upgraded. Burundi has made significant progress in the delivery of health care services to the population (in real terms, by the end of 1987, there should be one hospital per 163,308 inhabitants) yet the high population density, rate of increase and generally poor infrastructure at independence have made this an uphill task.

Health education is provided in-country at the University of Burundi (medical doctorates) and in paramedical schools at the secondary level. No other in-country training is available, and Burundians must be sent abroad for any type of specialized medical training, be these for medical technicians (generally undertaken in Europe or third countries in Africa), for general medical doctors

requiring specialization, or for specialized undergraduate degrees such as dentistry, pharmacy or sanitary engineering.

MOPH is currently conducting a survey on the actual number of cadres in-country, their distribution, location, and ratios to the population they serve. This will be followed by a quantified needs assessment which MOPH's planning service estimates should be ready in June 1986. This will include quantified projections through the Year 2000. A second, qualified study of health centers (tasks performed vs. skills required) is envisaged to focus MOPH's training needs and streamline planning endeavors.

The following serious shortcomings in Burundi's health care system have been identified by MOPH's planning service:

- management: MOPH seriously lacks trained planners in all fields of health care, including project planners, implementors and evaluators as well as health-specific managers such as hospital administrators and health education administrators.

- medical doctors: the University of Burundi produces only generalized medical doctorates. The shortage of doctors (means doctors are called upon to perform all categories of medical functions). As of 1985, Burundi has only two gynecologists (both teaching at the University), one pediatrician, and three surgeons. Consequently, the Burundian medical corps is in severe need of all categories of medical specializations, including, but not limited to, infectious diseases, surgery, pediatrics, internal medicine, parasitology, and obstetrics/gynecology.

This project will intervene in the health sector by: (1) providing academic training to Burundians in appropriate fields of

public health/family planning who will return to assume higher levels of responsibility within the Ministry of Public Health or to administer public health programs in MOPH's various institutions; (2) providing short-term in-country training in management/communications, project planning, implementation and evaluation for top managers in the Ministry of Public Health; (3) providing short-term reconnaissance/study tours to the United States to key cadres of the Ministry of Public Health, complimented by short-term management/communications and/or project planning, implementation and evaluation courses; and (4) coordinating these activities with the donor community in Burundi to ensure maximal impact and minimal duplication of efforts.

Management

Burundi benefits from multiple sources of external funding for a variety of projects in all fields (see Annex D for tables on donor assistance in external training). GRB recognizes that the acute shortage of manpower with managerial and communications skills severely hampers GRB's ability to carry out development programs.

In response to this critical need, in November 1979, GRB created the Centre de Perfectionnement et de Formation en Cours d'Emploi (CPF, or National Training Center for Civil Service; see Annex C). Under the auspices of the Ministry of Civil Service, CPF is responsible for: (1) evaluation of mid-career training needs; (2) research and organization of teaching in the fields of administration and management; (3) production and distribution of related documents; (4) research and consultation as regards the organiza-

tion and management of public and parastatal services; (5) training trainers in administration and management; and (6) providing training opportunities to the private sector.

At this time, CPF provides short-term training in Bujumbura at three levels: (1) "stages probatoires" (probationary internships), six-week courses in management and administration for new civil service recruits; (2) "cycles de perfectionnement permanents" (permanent training cycles) or mid-career short-term specialized courses in fields including management, administration, accounting and law, lasting a year, with classes held in the mornings; and (3) "cycles specialises" (specialized courses) offered on demand by a given ministry or government service, usually including a needs assessment and program suggestions, in fields including secretarial, computer or accounting skills for specialized needs.

CPF is also responsible for consulting services to government agencies as well as for research and publications.

CPF is the ideal organ to provide sorely needed in-country short-term management training since it is a government-created, already existing organ. However, CPF is extremely short-staffed, with little documentation facilities and no possibility of outreach in the rural areas.

An integral component of this project is the reinforcement of CPF to assist GRB in providing communications and management training to all its cadres at all levels and at all locations throughout the country. This will include providing training to CPF staff, the possibility of technical assistance to assist in this endeavor, eventual commodities support such as library/docu-

mentation assistance and ultimately, minivans to assist CPF with outreach into Burundi's rural areas, and close coordination with those donors already involved in CPF.

English Language Training

Burundi was a Belgian protectorate until 1962 and French is an official language of Burundi. Burundians undergoing training in anglophone countries must accordingly be given intensive English language training. To lessen the time spent away from home and families, this project envisages assisting the United States Information Agency (USIA) in establishing a full-time intensive English language training center at the American Cultural Center in Bujumbura. USIA will provide the space and facilities while this project will provide one full-time language instructor.

B. PROJECT GOAL AND PURPOSE

The goal of this project is to assist Burundi in developing its human and institutional resources. This goal will take years to accomplish and it is unrealistic to expect that this goal be achieved with one single project, given the vast array of Burundi's needs in all sectors of economic development. However, this project, along with other bilateral and regional activities, will assist Burundi by contributing its human resources.

The purpose of this project is to assist Burundi in developing technical, administrative and managerial capabilities at the senior and the mid levels in critical shortage skill areas such as health, education, agriculture and the private sector.

Technical assistance, training and commodities will be provided to assist GRB in developing the human and institutional

resources required for effective planning, analysis, management and efficient utilization of its own resources.

It is anticipated that by the completion of this project, there will be:

- increased numbers of Burundians with appropriate training employed in high and middle level positions within the government, parastatal and private sectors including university and secondary educational and teacher training institutions, in critical shortage skill areas such as agriculture, rural development, health, family planning, teacher training and management;

- Burundian institutions with enhanced capabilities for providing supplemental ongoing short-term training which will contribute to the nation's efficiency and economic development.

C. EXPECTED ACHIEVEMENTS/ACCOMPLISHMENTS

It is anticipated that the purpose of this project can be achieved as a result of obtaining the following outputs:

(1) Increased numbers of trained Burundians staffing high and middle level positions in government, parastatal and private organizations in the critical shortage skill areas of agriculture, rural development, health, family planning, teacher training and management as previously identified;

(2) Improved quality of administrative, managerial and communications skills of upper and middle level managers in the Burundian civil service, parastatals and private sector;

(3) Improved efficiency in GRB planning, analysis, project implementation and evaluation skills;

(4) Improved quality of teachers at the secondary, technical and university levels in the critical shortage skill areas of agriculture, rural development, and health;

(5) Strengthened capacity of Burundian institutions to carry out ongoing and effective education and training programs in critical shortage skill areas.

It is anticipated that this project will result in:

(1) X number of high and middle level Burundians trained in the United States under long-term academic degree programs in critical shortage skill areas;

(2) X number of high and middle level Burundians trained in third country institutions in specialized short-term courses in critical shortage skill areas;

(3) X number of high and middle level Burundians trained in-country to strengthen their managerial, administrative and communication skills;

(4) X number of high level Burundians having undergone short-term reconnaissance/study tours of the United States to develop their professional network and leadership-building skills, complemented by short-term management/communications courses to enhance their project planning, implementation and evaluation skills;

(5) X number of Burundians having received intensive English language training in-country.

Once these outputs have been quantified at the PP stage, progress in achieving these targets will be evaluated at least once a year with ongoing needs assessments undertaken to ensure that the

project has maximal impact and is efficiently and effectively achieving these stated goals.

D. PROJECT OUTLINE AND HOW IT WILL WORK

The overall purpose of this project is to assist GRB in developing its human and institutional resource base in critical shortage skill areas identified by GRB and corresponding to AID development priorities: agriculture, rural development, health, family planning, training of trainers, and management/communications. The components of this project are training, technical assistance and commodities.

A. Training

This project includes long-term academic training in the United States and third countries, as well as short-term training in the United States, third countries and Burundi in those priority areas as determined by GRB and AID.

1. Long-term academic training in the United States will be primarily at the graduate level in agriculture, rural development, public health and family planning.

(a) Agriculture: emphasis will be on graduate level degree training in appropriate fields of agriculture, with trainees returning to work on agricultural projects, teach, conduct research, or to assume higher positions of responsibility in appropriate ministries.

(b) Rural Development: emphasis will be on graduate degree training in appropriate fields (water engineering, hydrology, rural hydraulics, water economics, soil mechanics, sanitary engineering, renewable energy, civil engineering/dams,

and cooperative management) with trainees returning to projects overseen by the Ministry of Rural Development and Cooperatives, to assume higher levels of responsibility within this Ministry, or to teach at the university level.

(c) Health: emphasis will be on master's degrees in public health with a focus on family planning and maternal/child nutrition, with possible specializations in hospital administrations, health education, epidemiology, or biostatics, with beneficiaries returning to the Ministry of Public Health's rural hospitals or to assume higher levels of responsibility within the Ministry itself.

2. Long-term training in third countries will be tailor-made to specific requests for training in agriculture, rural development, and health.

(a) Agriculture/Rural Development: programs will be arranged upon request in specific fields for Burundians returning to teach, conduct research, or to staff appropriate Ministries (see Annex G for a list of possible third country resources for training in francophone Africa).

(b) Health: programs will be arranged upon request in specific fields for medical doctors or paramedical personnel (see Annex H for possible third country francophone African resources in health).

3. Short-term training in the United States will be for reinforcement of CPF, the Burundian institution created in 1979 to respond to GRB's recognition of the need for in-country mid-career short-term management/administration courses for civil

servants. Such training will include project planning, implementation and evaluation as well as techniques of management communications, with trainees returning to staff CPF and to provide in-country short-term management communications and project planning courses for Burundians.

4. Short-term third country training will be primarily in the fields of agriculture/rural development and health.

(a) Agriculture/Rural Development: tailor-made programs and/or refresher courses will be arranged on demand in subjects not available in-country for the faculty of the University of Burundi's Faculty of Agronomy, agricultural institute (ISA), agricultural research institute (ISABU) and other technical institutes supporting rural development. A list of possible third country francophone African institutions will be found in Annex G.

(b) Health: tailor-made programs and/or refresher courses will be arranged on demand in subjects not available in-country for MOPH's doctors and paramedical personnel. A list of possible third country francophone African institutions will be found in Annex H.

5. Short-term training in Burundi will center on management/administration/communications, with CPF as target institution. Initial emphasis will be on high and middle level cadres in all areas of government. Initial training sessions will be held in Bujumbura, and outreach into Burundi's rural areas and thus to the vast majority of the population is envisaged for the later stages of the project.

6. Short-term reconnaissance visits to the United States will be arranged for high level policy makers from appropriate ministries to strengthen their development management and policy leadership skills. Whenever possible, these short-term study visits will be supplemented by short courses in management/communications or project planning and administration in the United States. Such courses will be in French for those cadres with insufficient fluency in English, using organizations demonstrating lengthy experience in this field (Coverdale, Management Training Development Institute; see Annex I for a sample of such training opportunities).

Selection Criteria. The PP team will review GRB's existing mechanisms and procedures for selecting candidates for long and short-term training, including the methods for advertising training opportunities. Selection criteria for this project will then be jointly designed by appropriate members of the PP team, GRB and OAR/B for inclusion in the PP, with specific guidelines spelled out for the inclusion of women. GRB participation in this portion of the project is further discussed in Section III.D. below.

B. Technical Assistance

To respond to GRB's stated commitment to providing short-term in-country management, administration and communications training to its high and middle level cadres, this project intends to reinforce GRB's local civil service mid-career management training institution, CPF (Centre de Perfectionnement et de Formation en Cours d'Emploi, or National Training Center for Civil Service). This commitment to CPF will include short-term training of CPF

staff to conduct in-country short courses in management communication techniques and in project planning, implementation, and evaluation. In the early stages of this project, technical assistance to CPF will be short-term assignments to provide in-country management training in French, to assist in the design of in-country management training programs in cooperation with current CPF staff, and to replace CPF staff away on short-term assignments.

Technical assistance will also be provided to USIA to assist in establishing a full-time intensive English language training program in Bujumbura. While USIA will provide facilities including office space, language laboratories and support staff, this project will provide a full-time English language training instructor.

C. Commodities

In this project's commitment to reinforcing CPF, commodities will be provided to CPF. In the early stages of the project, commodities assistance will be provided to CPF's library and documentation center. In the later stages of this project, minivans will be provided to assist CPF's outreach into Burundi's rural areas, i.e., to the remaining 94% of the population. The PP will further coordinate with other donors supporting CPF (UNDP, World Bank) to ensure maximal impact of such commodities.

III. FACTORS AFFECTING PROGRAM SELECTION AND FURTHER DEVELOPMENT

A. SOCIAL CONSIDERATIONS

The proposed project is targeted specifically to benefit high and middle level cadres in Burundi's public, parastatal and

private sectors, both current staff as well as new hires, in agriculture/rural development, health/population, teacher training, and management.

Training will be restricted to Burundian nationals with special emphasis on encouraging the participation of Burundian women. Those receiving graduate education under this project must have the equivalent of an undergraduate degree.

Beneficiaries. The proposed project will directly benefit Burundian upper and middle level managers and civil servants, currently employed and new hires as well as recent graduates of the University of Burundi. These cadres will be trained for new positions and to replace expatriates in existing positions.

The rural population of Burundi will benefit from improved extension techniques and from expanded preventive and curative medical outreach into rural areas, resulting in increased agricultural productivity. Improved planning capacities for GRB will indirectly benefit the Burundian population as a whole by putting Burundi's limited resources to maximal use.

Women will benefit both directly and indirectly from this project. Direct female beneficiaries will include those women who receive undergraduate, graduate or short-term training in the U.S., in-country or in third countries. Indirectly, women will benefit from improved agricultural methods and extension techniques and heightened GRB awareness of women's role in Burundi's development, while short-term management, planning and project monitoring courses will contribute to the Burundian woman's participation in all levels of the economy.

The current Five Year Plan (page 60) reiterates GRB's commitment to a women's participation in "the global economic development of the country" and instructs the Ministry of Women's Affairs to "undertake research on women's specific needs in economic development and to find solutions to remedy them" as well as to initiate, manage and supervise projects for women in development. The Five Year Plan specifies that priority should be given to women in agriculture and other fields.

Participation. Every effort will be made to include Burundians and Burundian institutions in all phases of this project. During the PID research phase, Burundian officials in various Ministries were consulted (see Annex B for a list of persons interviewed), each expressing a high degree of commitment to the project's scope and goals. To ensure that GRB's needs and ongoing planning activities are accurately reflected, Burundians will be involved in developing the PP, possibly including key cadres from the Ministries of Agriculture, Rural Development and Public Health as team members.

Burundians will be responsible for nominating eventual candidates for training. It is likely that GRB's existing mechanism will be used, with the Ministry of National Education serving as nominating agency (see Section III.D. below for a discussion of this mechanism).

A Burundian institution, the National Training Center for Civil Service (CPF), has been targeted for technical assistance, commodities and training, as needed, to assist GRB in developing its in-country managerial and planning capabilities.

Burundians are expected to participate in ongoing needs assessments and evaluations throughout this project.

GRB officials contracted during PID research expressed strong interest in further training opportunities in these critical shortage skill areas. GRB historically nominates large numbers of qualified candidates for similar programs (AFGRAD, AMDP) and has attempted to increase the number of women proposed.

A shortage of women candidates for graduate training is common to many LDC's. Few women have the required undergraduate training in priority fields, and many have family responsibilities which preclude prolonged absences. However, it is expected that this project will draw larger numbers of women because of the wide variety of training opportunities offered such as undergraduate, short-term third country and in-country management training.

It is also expected that GRB will continue to nominate women whenever possible and this project will actively encourage GRB's commitment to female participation at all levels of economic activity and development.

B. ECONOMIC CONSIDERATIONS

The proposed project is foremost a training activity, with technical assistance and commodities foreseen to assist GRB in developing its human and institutional resources in areas including agriculture, rural development, health/population and management. As presently envisaged, the project would provide for:

- long-term training (U.S. and third country) so that qualified Burundians can assume positions of increased responsibility and replace expatriates in middle and high level technical,

administrative and managerial positions in government ministries, training institutions, parastatals and the private sector;

- short-term training (U.S. and third country) so that qualified Burundians can effectively assume additional responsibilities in the government, parastatal and private sectors;

- technical assistance (short- or long-term) to assist CPF (GRB's National Training Center for Civil Service) in conducting short-term in-country project planning, implementation and evaluation as well as short-term management/communications seminars for various ministry officials to enhance their planning, analysis budgetary and accounting capacities along with policy leadership skills; technical assistance will also be provided to USIA's full-time in-country intensive English language institute.

- commodities in the form of library/documentation assistance and eventually, minivans to assist CPF and GRB with its desired outreach to the rural areas of Burundi.

These components are recommended for funding, after considering alternative approaches, for the following reasons:

(1) Training.

Long-term training will provide the human resources required in critical shortage skill areas for nationals to replace expensive expatriates. Long-term overseas training is a costly investment in human capital, yet worthwhile in light of the extensive benefits derived. For Burundians returning to replace expatriates, the foreign exchange provided by GRB or other donors to pay and maintain the expatriate might be invested in another development activity. Critical high and middle level positions will be

staffed by qualified, trained Burundians who presumably better understand their organizations' functioning and who can communicate more effectively with their colleagues, resulting in streamlined and efficient utilization of human resources. There is no other reasonable alternative for long-term training.

Short-term in-country and third country training are a cost-effective means of training a higher number of Burundians at a lower cost than the more expensive alternatives of sending such individuals overseas. Third country training causes relatively minor disruption in the trainee's family and professional life. In-country training minimizes absences from jobs and families and substantially greater numbers of Burundians can be reached for the same price. In-country and third country training thus effectively combine cost moderation and extensive outreach.

Short-term study tours to the United States by high level cadres represent important investments in policy makers whose responsibilities do not permit lengthy absences. Such programs are costly yet profoundly impactful, enabling the beneficiary to be exposed to a wide variety of persons and experiences. When complemented by short-term targeted management, communications or project administration courses, these short-term study tours represent cost-effective investments in high level policy makers for which there is no reasonable alternative.

(2) Technical Assistance.

Technical assistance can be provided through several mechanisms, including personal services contracts, university contracts, and through institutional contract arrangements.

Personal services contracts represent a low cost approach to the provision of technical assistance yet place an undue administrative and management burden on OAR/B. University contractual assistance requires that technicians provided under this project serve as advisors rather than as employees of the government, parastatal or private sector institution to which they are assigned. This means a higher cost approach to providing technical assistance and limits the tasks the technician can be assigned and the flexibility desired.

An institutional contract is the recommended vehicle for the technical assistance components of this project because it would be the least costly arrangement with the greatest flexibility. Under such a contractual arrangement, overhead and salaries are generally lower than with university contracts. Lastly, OAR/B would be relieved of the administrative and managerial burden since the contractor would be responsible for these managerial aspects.

In light of the above discussion, the training and technical assistance components of this project are considered the most appropriate for achieving the project purpose. This conclusion will be further verified in the economic analysis section of the PP.

C. RELEVANT EXPERIENCE WITH SIMILAR PROJECTS

OAR/B has not had a human and institutional resource development project of the scope or magnitude proposed here. However, OAR/B has had experience in funding both long-term academic and short-term technical training under projects such as AMDP and AFGRAD, both funded through AFR/RA. Both of these address similar

problems as this PID: critical skill shortages at high and middle levels of government, parastatals and the private sector.

Burundi has not suffered from a shortage of qualified candidates, a problem common to other LDC's. For instance, in the case of AFGRAD, a highly competitive program for graduate training in the United States, GRB routinely nominates twenty highly qualified candidates for a yearly maximum of five training slots. Most of these are men, yet the range of training opportunities this project offers will increase female participation.

Burundian participation in similar programs has been very successful with high completion and repatriation rates (see Annex J for an analysis of Burundi's participation in AFGRAD).

D. BORROWER/GRANTEE OR RECIPIENT COUNTRY AGENCY

The Director of Cabinet of the Ministry of National Education has responsibility for coordinating all education and training opportunities, including communicating offers to concerned Ministries and officially nominated candidates.

In preliminary discussions with the Ministry of National Education, the Director of Cabinet indicated his commitment to this project, his agreement that the proposed project satisfies a real need of GRB's, and that the proposed areas and levels of assistance are in line with GRB priorities.

The PP team will establish procedures for nominating and selecting candidates for training and for periodic progress status reporting between GRB and OAR/B, and for monitoring and evaluating the impact and progress of this project.

E. AID SUPPORT REQUIREMENTS

OAR/B will have ultimate responsibility for monitoring activities carried out under this project but OAR/B staff is small and it is impractical for them to take on the responsibility of day-to-day implementation of this project. A direct hire or contract project manager will be hired for day-to-day operations.

F. ESTIMATED COST AND METHODS OF FUNDING

As currently envisaged, the total AID project costs have been estimated at $60 million. The following budget shows the project components and current cost estimates:

Project Component	Estimated Cost
1. Technical Assistance:	
(a) Long-Term (__py's @ $_____/yr)	$
(b) Short-Term (__pm's @ $_____/yr)	
2. Training:	
(a) Long-Term (__py's @ $_____/yr)	
(b) Short-Term Third Country (__pm's @ $_____/mo)	
(c) Short-Term In-Country (__pm's @ $_____/mo)	
3. Commodities:	
4. Staff: .75 Project Manager @ $_____/yr	
Sub-Total:	
5. Inflation @ ____%	
Total Estimated Budget	

The PP team will conform and quantify GRB's contribution to this project which might include payment of salaries and housing

benefits for trainees, office space for technical assistants to CPF, other benefits for these technical assistants, research assistance and payment of round trip travel for trainees going abroad.

G. DESIGN STRATEGY

OAR/B is consulting with the U.N.D.P. Resident Representative about the possibility of U.N.D.P. providing an educational economist and an agricultural specialist to participation the design team.

The following skills will be required (see Annex K for the terms of reference):

- Project Design Officer	6-7 weeks	AID/W and REDSO/EA
- Educational Planner	5-6 weeks	AID/W or contract
- Education Economist	3-4 weeks	REDSO/EA or UNDP
- Agricultural Specialist	2-3 weeks	OAR/B or UNDP
- Health Specialist	2-3 weeks	OAR/B or GRB

It is estimated that $_____ will be required to hire the necessary outside consultants if direct hire personnel are not available.

Design and Approval Schedules

OAR/B is recommending the following schedule:

Activity	Date
PID Submitted to AID/W	June 1986
PID Approval	August 1986
PP Design Begins	September 1986
PP Submission	October 1986
PP Approval	November 1986

Recommendation for PID Approval

OAR/B recommends approval to proceed with the design of the PP according to the above schedule.

H. RECOMMENDED ENVIRONMENTAL THRESHHOLD DECISION

The proposed activity will assist GRB in developing human and institutional resources in critical shortage skill areas. Under 22 CFR 216.2(c)(2)(i), educational, technical assistance or training programs, except to the extent such programs include activities directly affecting the environment (such as the construction of facilities), are not subject to the provisions of 22 CFR 216.3. Since the activities proposed herein include funding for training and technical assistance, with a small commodities component, OAR/B has determined that the proposed project meets the criteria as specified in 22 CFR 216.2(c)(2)(i) for a categorical exclusion and requests that AID/W concur with this determination.

I. AID POLICY ISSUES

The proposed project is consistent with OAR/B and GRB strategies. It is responsive to AID policies regarding support for

training and institutional development activities in LDC's. OAR/B therefore feels no policy issues need discussion and no decisions are required from AID/W at this stage of the project's development.

OAR/B does not anticipate the need for any waivers under this project.

LIST OF ANNEXES

A. Logical Framework

B. Persons Contacted During PID Research

C. The GRB 1983-1987 Five Year Plan: Selected Excerpts

D. Tables of Burundians in Training Abroad

E. Agricultural Education and Research in Burundi

F. Health Education in Burundi

G. Sample Third Country Institutions in Francophone Africa: Agriculture/Rural Development

H. Sample Third Country Institutions in Francophone Africa: Health/Population

I. Sample of Short-Term Management Training: Management Training Development Institute (MTDI)

J. AFGRAD and Burundi

K. Project Paper Terms of Reference

L. Bibliography

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

LIFE OF PROJECT:
FROM FY 87 to FY __
TOTAL U.S. FUNDING: $_____
DATE PREPARED: 04/01/1986

PROJECT TITLE AND NUMBER: Burundi Human & Institutional Resources Development (625-0121)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Program Goal: To assist Burundi in developing its human and institutional resources.	Measures of Goal Achievement: Effective planning, analysis and management of the Burundian economy, resulting in more efficient utilization of Burundi's resources.	1. GRB Five Year Plans. 2. Budgetary allocations in the various sectors.	Assumptions for Achieving Goal Targets: 1. That GRB's commitment to more efficient and effective utilization of its resources is sustained. 2. Regional political and economic stability is maintain
Project Purpose: To assist Burundi in developing technical, administrative and managerial human and institutional resources in critical shortage skill areas.	End-of-Project Status: 1. Increased numbers of Burundians with appropriate training employed in high and middle level positions of responsibility within the government, parastatals, and the private sector in the critical shortage skill areas identified in the PID/PP. 2. Burundian institutions capable of providing supplemental in-country training which responds to GRB's development priorities.	1. GRB civil service training and employment records. 2. Parastatal training and employment records. 3. Private sector new hires. 4. Training institutes' records.	That GRB policy continues to emphasize human and institutional resource building in critical shortage skill areas.

.../2

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Outputs: 1. Increased numbers of Burundians trained & staffing high and middle level positions in critical shortage skill areas. 2. Improved quality of administrative skills of upper and middle level managers in the civil service, parastatals and private sector. 3. Improved efficiency in GRB planning, analysis, project implementation and evaluation skills. 4. Improved quality of teachers at the secondary, technical and university levels. 5. Strengthened capacity of Burundian institutions to carry out education and training programs in critical shortage skill areas.	Magnitude of Outputs: 1. X number of high and middle level Burundians receiving in-country training to strengthen their administrative and management skills. 2. X number of Burundians receiving US and/or third country long-term academic training in critical shortage skill areas. 3. X number of Burundians receiving US and/or third country short-term training in critical shortage skill areas. 4. X number of Burundians (faculty and staff of local institutions).	1. Project evaluation and training records. 2. GRB Five Year development plans and annual budget submissions. 3. Training institution records.	Assumptions for Achieving Outputs: 1. There are qualified Burundian available for training. 2. Local institutions are receptive to institutional strenghening. 3. GRB commitment to human and institutional resource building is sustained.
Inputs: 1. AID: Technical Assistance: Long-Term Short-Term Training: Long-Term Short-Term Commodities (library/ documentation; minivans) 2. GRB (to be further confirmed at PP stage) Salaries for trainees; housing		1. Country budget submissions. 2. Contractor progress reports. 3. Audit reports. 4. Internal and external evaluations.	1. AID funding will be made available in a timely manner. 2. GRB financial contributions will be made in a timely manner.

ANNEX B

PERSONS CONTACTED DURING PID RESEARCH

GOVERNMENT OF BURUNDI (GRB)

Ministry of External Relations and Cooperation	Amb. Simon Sabimbona	Director-General for Europe, North America and International Organizations
	Mr. Joachim Ntabindi	Assistant Director for Europe and North America
Ministry of Plan	Mr. Gregoire Banyiyezako	Director General of Planning
	Mr. Andre Nikwigize	Director of Planning and Land Management
	Mr. Evariste Ndarusanze	Counsellor
Ministry of Civil Service	Mr. Andre Nyahoza	Director-General
	Mr. Charles Karikurubu	Director, Centre de Perfectionnement et de Formation en Cours d'Emploi (CPF)
Ministry of Labor and Professional Training	Mr. Jean-Pierre Gutknecht	Technical Advisor
	Mr. Etienne Ntitebirageza	Director, Research Division
Ministry of National Education	Mr. Thomas Ndikumana	Director of Cabinet
	Mr. Balthazar Nahimana	Director-General for Higher Education and Scientific Research and President, National Degree Equivalency Commission
	Mr. Salvator Rurihose	Director, Scholarships and Training
	Dr. Barnabe Karorero	Rector, University of Burundi

Ministry of National Education (continued)	Mr. Astere Nzisabira	Vice-Rector, University of Burundi
	Mr. Prime Nyaboya	Dean, Department of Economic and Administrative Sciences
	Mr. Marcellin Dayer	Director, CURDES (University Research Center for Economic and Social Development)
Ministry of Agriculture	Mr. Vital Baranyitondeye	Director-General for Agriculture
	Mr. Salvator Sahinguvu	Director for Agricultural Planning
	Mr. Oscar Ndabikingiye	Director-General, Institut des Sciences Agronomiques du Burundi (ISABU)
	Dr. Geoffrey Nibaruta	Director, Institut Superieur d' Agriculture (ISA)
Ministry of Rural Development and Cooperatives	Mr. Alphonse Bucumi	Director of Cabinet
Ministry of Public Health	Dr. Paul Mpitabakana	Inspector-General for Planning
	Mr. Pamphile Kantabaza	Director, Planning Division
National Nature Conservation Institute	Mr. Audace Kabayanda	Director

DONOR COMMUNITY

United Nations Development Programme (UNDP)	Mr. Henrik Van Der Kloet	Resident Representative
	Dr. Danielle Bazin	Consultant for Women in Development

World Bank	Mr. Bernard Chatelin	Resident Representative
Belgian AID Mission	Mr. Rene Box	Director of Technical Assistance
Chinese AID Mission	Mr. Wu	Director
French AID Mission	Mr. Jean-Jacques Fort	Director
Russian AID Mission	Mr. Evgueni Azarov	Second Secretary, Embassy of the USSR

EMBASSY OF THE UNITED STATES OF AMERICA

Amb. James Bullington	Ambassador
Mr. Dennis Hays	Deputy Chief of Mission
Mr. Robert Jackson	Economic Officer

OFFICE OF THE AID REPRESENTATIVE/BURUNDI (OAR/B)

Mr. George Bliss	AID Representative
Mr. Charles Gordon	Program Officer
Mr. Dennis Baker	Assistant General Development Officer
Ms. Maria Hadjichristofas	Training Officer

UNITED STATES INFORMATION AGENCY (USIA)

Mr. David Lambert	Public Affairs Officer

ANNEX C

THE GRB 1983-1987 FIVE YEAR PLAN

SELECTED EXCERPTS

MINISTRY OF EDUCATION

There are three major objectives in education.

1. Public education for all children beginning in 1987;

2. Develop general technical, and professional secondary education in order to absorb a greater number of students leaving primary schools and to satisfy the needs of the national economy in middle level skills.

3. Increase the capacity of the University of Burundi and complete the faculties and institutes already existing.

Secondary Education

The shortage of qualified technical skills in relation to the needs of the national economy is one of the fundamental reasons for the low level of production. The training of qualified technical and professional personnel at the secondary level will aim at raising these levels.

The Plan, P. 55

C.2

IVth FIVE YEAR, ECONOMIC AND SOCIAL PLAN, 1983-87

RURAL DEVELOPMENT

Rural development should be pursued and intensified to increase food production with a view to maintain and increase self-sufficiency in food. The full implementation of this last objective is seen against Burundi annual demographic increase (2.9%) superior to the annual increase of food production (1.1%).

The increase in food production will be accompanied by a diversification of other food crops to assure food needs are met within the country and by an improvement of the balance and share of the sources of calories. It is a question of trying to maintain the food levels at 2,200 calories by inhabitant by day despite the demographic explosion that is higher than food production.

To attain these objectives agriculture training will be reenforced and decentralized as much as possible. The training formula planned depends notably on the creation and the development of regional societies of development of which the activities are planned to cover the country progressively. These regional societies have for a mission the integration in rural development of actions to improve agro-pastoral production, and the reenforcement of social infrastructure.

Plan, p. 23

C.3

MINISTRY OF CIVIL SERVICE

National Training Center for Civil Service (CPF)

In the aim to improve the training of civil servants, the CPF wants to initiate, progressively, permanent cyclical programs.

The programs include four areas:

1. Administrative training for beginning civil servants.
2. Training every five years for all civil servants.
3. Regular training of all level employees in public enterprises.
4. Annual training courses for senior officials.

The CPF also provides advance training open to the public sector.

The Plan p. 61

C.4

ANNEX

BURUNDI FAMILY PLANNING POLICY

On July 11-12, 1983, the central committee of the UPRONA (National Progressive Party) issued " Family Planning and Demographic Control Policy" paper. Based in large part on the AID-funded RAPID presentation, the policy paper is essentially a description of the problem with detailed justification for its necessity. No ideal family size (2-3 children) was cited.

The arguments favoring family planning are well detailed and include mother and child health, population growth (2.9 percent) is outpacing increases in agriculture production (1 percent), and economic costs of a too rapidly growing population (education, health, urban development) etc.

In the 2 1/2 years since the enunciation of the policy, the GRB is making slow process in implementing it. The three ministries concerned (Health, Interior, Social Affairs) have serious staff and budgetary constraints. Training is needed at all levels including communications (management by objectives/motivation), health educators and supporting skills (particularly materials production and testing), demographers, social assistants, etc.

A particularly strong training and education effort needs to be directed toward the medical community (nurses, para-medicals) and administrators at all levels.

During the PP Design, the design team will make an effort to quantify those needs.

Besoins en personnel enseignant

La formation des personnels enseignants devra répondre aux objectifs retenus à tous les niveaux de l'enseignement.

Enseignement primaire

Les besoins prévisionnels en maîtres procèdent de l'hypothèse d'évolution des effectifs de l'enseignement primaire aux termes de laquelle l'inscription de tous les enfants en âge scolaire serait obtenue en 1987. Pour ce faire, il s'agirait d'instaurer le mécanisme de la double vacation à partir de 1982/83 et de la promotion collective. Quant au rendement des effectifs, on retiendra un taux moyen de promotion de 90% et un taux de redoublement de 10%.

Enseignement secondaire général, normal et technique

Les besoins en enseignants résultent de la prise en considération des projets suivants :

- construction de 14 cycles d'orientation à double section opérationnels à partir de 1986 - 1987. Ces cycles d'orientation permettront d'expérimenter le régime d'externat en reduisant les coûts et en permettant un meilleur accès à l'enseignement secondaire

- extension aux niveaux A4, A3 et A2 de la capacité d'accueil des écoles techniques notamment dans le cadre du IIe Projet Education (ETS, ESTA, GETO et E.T.M. Bubanza)

- construction de nouvelles écoles, en particulier les Instituts médicaux de Gitega, Bujumbura, Bururi et Ngozi qui entrent dans le cadre des objectifs retenus dans le domaine de la santé.

L'évolution des niveaux de formation au niveau de l'enseignement secondaire, 2e cycle, sera basée d'une part sur le nombre de diplomés du tronc commun en relation avec le rythme moyen de croissance des cycles d'orientation, d'autre part sur les clés de répartition de ces diplômés entre les diverses filières de seconds cycles.

Enseignement supérieur

Les besoins en professeurs se font beaucoup plus sentir dans les domaines techniques que dans les domaines de formation générale. A ce titre, la répartition des lauréats du secondaire sera effectuée en fonction des priorités déjà définies, en particulier en fonction des besoins en cadres des secteurs directement productifs.

Besoins en personnel d'encadrement agricole

Le Plan Quinquennal 1978-1982 s'était fixé des normes dites minimales d'encadrement du monde rural pour donner un tour concret à la pédagogie de modernisation et d'accroissement des rendements.
Il s'agissait à l'horizon 1985, de disposer :

- d'un encadreur pour 250 familles. Ces encadreurs ont pour vocation, après une formation de 3 mois, de suivre des travaux de réalisation

- d'un assistant ou vulgarisateur agricole pour 750 familles. La fonction de ces agents consiste à superviser les activités au niveau communal

- d'un technicien agricole pour 1500 familles pour assumer des tâches de conception et de réalisation

- d'au moins 2 ingénieurs agronomes par arrondissement, en plus de ceux travaillant dans les services gouvernementaux ou les sociétés paraétatiques et d'économie mixte.

Il est évident que ces objectifs constituent aussi un impératif pour le IVe Plan Quinquennal. Pour cela, des programmes d'action sont mis sur pied, d'autres sont en projet pour former le personnel d'encadrement nécessaire pour atteindre les objectifs retenus.

Au niveau des ingénieurs agronomes, les programmes de formation viseront à accroître la capacité d'accueil de la Faculté d'Agronomie de façon à avoir un nombre de diplômés d'environ 25 par an correspondant aux besoins annuels. Concernant les techniciens agricoles, ils seront formés au sein de l'Institut Supérieur d'Agriculture (I.S.A.) et de l'Institut Technique Agricole du Burundi (I.T.A.B.) pour lesquels les moyens de renforcement sont en cours d'élaboration. Enfin, les assistants et les vulgarisateurs agricoles continueront à être formés au sein des établissements déjà en place tout en augmentant la capacité d'accueil de ces derniers et en adaptant la formation aux besoins d'encadrement du secteur rural.

ques de base capables de stimuler le développement

- assurer un meilleur encadrement du monde rural grâce à la disponibilité des techniciens agricoles pour accroître la production

Programme d'action

Promotion de l'emploi

Pour promouvoir l'emploi, surtout en milieu rural, il faudra ouvrir le mp de création d'emplois par l'évaluation des différentes activités produc-s, en particulier les actions à haute intensité de main-d'oeuvre pouvant : étendues à tout le pays. Les méthodes de production utilisées ou à utili-devront tendre vers un plus fort coefficient de main-d'oeuvre, sans pour ant vulnérabiliser l'économie. Par ailleurs, l'accueil de la main-d'oeuvre nigrée sera limité à celle correspondant à la main-d'oeuvre qualifiée ne ivant être satisfaite sur le marché national de l'emploi.

Enfin, il sera opéré une burundisation progressive des emplois, l'échéan-de burundisation devant être compatible avec la période de formation né-saire.

Formation

Les programmes de formation pour le IVe Plan seront essentiellement trés sur:

- la revalorisation de tous les types de formation et l'orientation de cette formation vers les objectifs du pays en donnant une priorité aux types et niveaux de formation permettant de supprimer les faiblesses de la structure socio-professionnelle de la population active.

- la détermination des genres et types de formation susceptibles d'assurer une amélioration quantitative et qualitative de la production du secteur non structuré

5. Adéquation emploi — formation

Les systèmes de formation existants et à venir, devront répondre aux oins de l'économie en fonction, premièrement des priorités retenues par Gouvernement en matière de formation des cadres pour le développement

économique et, deuxièmement des besoins découlant de la croissance de l'économie nationale. A ce titre, trois priorités ont été retenues par les instances nationales. Elles concernent respectivement les domaines de la santé, de l'enseignement et de l'encadrement du monde rural.

Besoin en personnel médical et sanitaire

Depuis quelques années, la majeure préoccupation du Burundi a été de pallier à la faiblesse de l'infrastructure médicale et sanitaire. Les prévisions en matière de besoins en formation du personnel médical et sanitaire au cours des années à venir ont été basées sur un rapport d'un groupe de travail chargé de la programmation sanitaire. Ce plan pour la santé s'organise en deux structures opérationnelles :

- une division du pays en secteurs médicaux, aires géographiques peuplées de 100.000 à 250.000 habitants et qui correspondent le plus souvent au concept administratif d'arrondissement

- une subdivision du secteur médical en unités territoriales de base définies en fonction du double critère de superficie et de densité de la population ; à ce niveau est prévu le centre de santé devant dispenser des soins curatifs et contribuer à l'éducation sanitaire de la population de ce secteur médical.

De ces structures découlent les besoins de formation pour les métiers de la santé qui s'appuient sur la situation suivante :

1. — La situation de référence est constituée par une aire de 5 km de rayon (soit 78,5 km2) peuplée de 10.000 habitants. A cette aire correspond: un centre de santé doté de 4 agents, un technicien médical, un auxiliaire de santé, un technicien sanitaire et un assistant sanitaire.
   - Si l'unité territoriale abrite moins de 7.000 habitants, les personnels du centre de santé seront réduits à un technicien médical et un technicien sanitaire
   - Si l'unité territoriale comporte entre 10.000 et 15.000 habitants, les effectifs sont portés à 6 agents, un technicien médical, deux auxiliaires de santé, un technicien sanitaire et deux assistants sanitaires.

2. —L'hôpital rural est associé à une population moyenne de 100.000 habitants. A cette dimension correspond le détachement de deux médecins, deux gestionnaires, 10 techniciens médicaux, 5 auxiliaires de santé, un technicien sanitaire et un assistant sanitaire.

   - L'évolution des personnels considérés sera correlée au taux prévisionnel des dépenses des administrations.

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polyvalente touchant tous les aspects courants, notamment l'agriculture et l'artisanat. Au niveau du secondaire, la formation technique et professionnelle devra être favorisée et adaptée aux besoins prioritaires de l'emploi. Au niveau supérieur, les études devront directement servir au développement du pays.

9.2. Santé

Compte tenu de la forte densité de la population de certaines régions, la realisation d'une médecine sociale amorcée depuis quelques temps requiert que soit mieux opérée la décentralisation des services, portant sur la multiplication des hôpitaux qui seront dotés de services courants, tels que maternité, chirurgie, pédiatrie, médecine interne et service de radiographie. Elle aura pour fondement l'augmentation du nombre des centres de santé et une meilleure dotation en personnel médical et paramédical grâce au renforcement du système éducatif et à l'utilisation plus rationnelle du personnel en place. Le taux de mortalité causé par les maladies infectieuses et parasitaires telles que rougeole, coqueluche, diphtérie, tétanos et tuberculose sera réduit, grâce à l'assainissement du milieu, à l'éducation sanitaire ainsi qu'à l'immunisation systématique de tous les enfants de 0 à 3 ans par le Programme Elargi de Vaccination (P.E.V.). Ce programme vise, pour les enfants qui naîtront entre 1983 et 1987 à une couverture vaccinale de 70% contre la rougeole et la tuberculose et à une couverture vaccinale de 60 % contre la diphtérie, le tétanos et la coqueluche.

En plus de la lutte contre les maladies transmissibles, le travail de déparasitage à domicile sera entrepris pour lutter contre les différentes épidémies telles le choléra, la dysenterie bacillaire et la fièvre récurrente à tique.

9.3. Jeunesse, Sports et Culture

Pour pouvoir contribuer aux efforts du développement national, la population et spécialement les jeunes doivent être dynamiques, sains de corps et d'esprit grâce à la promotion sportive et culturelle. Pour atteindre cet objectif primordial, il sera mis à la disposition de la population des moyens adéquats (aménagement de terrains, équipement sportif). La diffusion et l'enrichissement du patrimoine culturel seront renforcés grâce aux séances de cinémas, aux conférences, aux bibliothèques, aux expositions artistiques, aux concerts musicaux ainsi qu'aux danses folkloriques. Parallèlement, la sauvegarde et la restauration du patrimoine culturel devront être assurées par un effort de centralisation de toutes les archives du Burundi dans un seul bâtiment conçu à cet effet. La diffusion et l'animation de la culture nationale sera l'une des plus grandes préoccupations du Gouvernement; et c'est par une meilleure collecte, un bon classement et la mise à la disposition du public des objets présentant un intérêt artistique, historique, technique, scientifique et didactique, qu'il aura réussi sa mission. Des centres de formation et de production pour l'encadrement de la jeunesse rurale et urbaine déscolarisée seront en outre créés.

9.4. Le Secrétariat Général du Parti et l'Administration Intérieure

En plus de sa mission classique de maintenir l'ordre et d'assurer la sécurité dans le pays, l'administration intérieure a comme autre tâche principale la réalisation, au cours du IVè Plan Quinquennal, de l'encadrement et de l'animation de la population en général, de la population rurale en particulier, pour soutenir l'une et l'autre dans leur effort de développement et ce en collaboration avec le Secrétariat Général du Parti et ses mouvements intégrés. Pour ce faire, les objectifs suivants ont été retenus :

- réorganiser l'Administration et la doter des moyens humains et matériels capables de lui permettre de jouer son rôle dans le développement.

- renforcer l'esprit d'unité et d'entraide mutuelle,

- encadrer les populations dans la réalisation des projets locaux. A ce titres, les activités du Secrétariat National Permanent du Parti et de ses mouvements intégrés auront comme but ultime l'encadrement des populations rurales afin de satisfaire les besoins essentiels de celles

  éducation et information, renforcement de l'action de la justice et promotion de la culture

- rapprocher l'Administration du peuple et suivre de plus près le développement du pays. Pour parachever ce rapprochement, le Gouvernement vient de multiplier le nombre de provinces qui sont passées de 8 à 15 et le nombre de communes qui sont passées de 79 à 114

- assurer l'ordre et la sécurité dans le pays par la création de brigades de police municipale dans les circonscriptions administratives o le taux de criminalité est le plus élevé.

EDUCATION IN BURUNDI, A HISTORICAL OVERVIEW

The creation of the University of Burundi dates from the 1950's, that is to say, the colonial period.

It was in 1957 that the "Official University of the Belgium-Congo and Rwanda-Urundi" was created at Elizabethville, now known as Lumumbashi. Created - as a public establishment, this new teaching entity was able to group faculties, schools, instituts and interfaculty centers. A very interesting aspect of this new institution was its organization, in the sense that the faculties, schools, institutes and interfaculty centers, all depending on the Rectoral and the Administrative Council of the University of which the seat was at Elizabethville, could be located anywhere in the territory of the Belgium-Congo or Rwanda-Urundi.

Profiting of the possibility to decentralize the University at Elizabethville, the authorities of that time decided to establish at Astrida, the present Butare, a "pre-university". The first faculty to be installed there was agronomy's. In 1960 it became the Institute of Agronomy of Rwanda-Urundi and was transferred to Bujumbura.

It was in 1964 that the three faculties existing in Bujumbura became associated to establish the "Official University of Bujumbura". The government made a gift of land and the university began to construct its first buildings in 1965. The campus consisted of 9 classrooms and dormitories, and a student cafeteria, that could accomodate 219 students.

Rereading the history of the creation of the University of Burundi, note that university level instruction did not begin until the eve of independence, July 4, 1962. This explains

- There was a small number of persons having a university level education at the moment of independence, in fact, there were in Burundi, all in all, 7 university graduates of which 6 obtained their degrees in 1961, and 8 university graduates with theological degrees (priests).

- In the beginning there were only a small number of students at the University.

1960/61	39	students
1961/62	53	"
1962/63	64	"
1969/70	303	"
1980's	2000	"

Presently the total number of students has stabilized at 2100 and the number of graduates per year is slightly higher than 200.

Marcellin C. Dayer, Director
Social and Economic Research Center
University of Burundi
1/22/86

ecosopla:sa

ANNEX D

NUMBERS OF BURUNDIAN STUDENTS ABROAD IN 1985/1986

Country	From Previous Years			New This Year			Total
	Under-Graduate	Graduate	Total	Under-Graduate	Graduate	Total	
Algeria	87	6	93	33	2	35	128
Austria	-	-	-	1	-	1	1
Belgium	120	36	156	12	11	23	179
Bulgaria	5	-	5	2	-	2	7
China	24	-	24	10	-	10	34
Canada	8	8	16	8	7	15	31
Ivory Coast	2	-	2	5	-	5	7
Cameroon	9	1	10	2	1	3	13
Cuba	15	-	15	8	-	8	23
Congo	-	-	-	1	-	1	1
Spain	-	1	1	-	-	-	1
France	34	43	77	4	5	9	86
Greece	3	1	4	-	-	-	4
Ireland	6	-	6	-	-	-	6
Italy	2	-	2	-	-	-	2
Kenya	16	-	16	2	1	3	19
Libya	8	-	8	-	-	-	8
Rumania	45	1	46	-	-	-	46
East Germany	12	4	16	1	-	1	17
West Germany	30	-	30	3	1	4	34
Senegal	7	3	10	1	1	2	12
Sweden	-	1	1	-	-	-	1

Country	From Previous Years			New This Year			Totals
	Under-Graduate	Graduate	Total	Under-Graduate	Graduate	Total	
Switzerland	4	5	9	-	1	1	10
Czeckoslovakia	7	-	7	1	-	1	8
Togo	2	-	2	-	-	-	2
Tunisia	1	-	1	3	-	3	4
U.S.S.R.	167	4	171	49	1	50	221
U.S.A.	3	15	18	-	1	1	19
Yugoslavia	6	-	6	-	-	-	6
Zaire	2	-	2	1	-	1	3
Totals :	625	128	753	147	32	179	932

ANNEX E

AGRICULTURAL EDUCATION AND RESEARCH IN BURUNDI

Agricultural education is provided at the university and secondary school levels, as follows:

-University of Burundi, Faculty of Agronomy: located in Bujumbura and offers a five-year program leading to the degree of "Ingenieur Agronome," or agricultural engineer. The first two year ("candidature") are given as a core within the Faculty of Sciences, and include basic theoretical coursework in chemistry, mathematics, physics, biology, biochemistry, probability, statistics, minerology, geology and physical geography along with basics in philosophy. Students then transfer into the Faculty of Agronomy where no breakdown of specializations is offered, and take courses in entomology, microbiology, biochemistry, genetics, animal and plant physiology, animal science, parasitology, nutrition, agricultural economics, and material resistance.

Coursework throughout this program is highly theoretical and facilities are lacking for appropriate laboratory and practical components. Over 90% of the faculty are expatriates.

-Institut Superieur d'Agriculture (ISA), or Agricultural Institute): located in Gitega, Burundi's second largest city, in the center of the country, ISA offers a four-year degree program which leads to the diploma of "Ingenieur Technicien" (technical engineer), equivalent to an American undergraduate degree. ISA programs are far more applied than the University's. Specializations are currently available in Agriculture, Animal Science and Rural

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Engineering/Water and Forestry, with sections in Food Science and Technology and Agricultural Economics to be added in the near future. The academic curriculum in each specialization is followed by a mandatory three-month field experience. ISA is under the auspices of the Ministry of Agriculture, unlike the University which depends on the Ministry of National Education.

- Institut Technique Agricole du Burundi (ITAB), or Technical Agricultural School of Burundi: since 1985, offers a two-year highly applied program leading to the degrees of "Technicien Agricole" (agricultural technician) or "Technicien des Eaux et Forets" (water and forestry technician). ITAB's program was shortened in 1985 from a four-year to a two-year program by eliminating the core (general) coursework and having students enter their major directly. ITAB recruits students after the equivalent of tenth grade and includes a six-month practical training at the completion of the degree cycle.

-Institut des Sciences Agronomiques du Burundi (ISABU), or Agricultural Research Institute, located in Bujumbura: in collaboration with the University, ISABU conducts research in the fields of industrial crops (coffee, tea, cotton, oil, sugar cane); cereals (rice, wheat, corn, sorghum); legumes (beans, soy, peanuts, peas); root crops (potatoes, cassava, sweet potato); forestry; entomology; plant pathology; soil science, mapping, and fertility; rural engineering; and animal science.

ISABU researchers number 39 Burundians and 35 expatriates. Of the 39 Burundians, only one has a doctorate (from

the USSR); the 38 remaining Burundian researchers have undergraduate degrees only.

ISABU's training needs are accordingly vast as barely 52% of the research staff are nationals, of which 3% have academic research experience.

ANNEX F

HEALTH EDUCATION IN BURUNDI

- University of Burundi, Faculty of Medicine: offers a six year program culminating in a medical doctorate. Admission requires a high school diploma and the curriculum is in general medicine only. The first graduates were produced from this new department in 1982, and the Faculty is currently graduating approximately 20 doctors a year. This falls short of the 32 new doctors required annually by the Year 2000 according to the Five Year Plan and MOPH.

- Burundi has four-year paramedical schools which lead to the degrees of "technicien medical" (medical technician), "technicien d'assainissement" (hygiene technician) or "technicien de laboratoire" (laboratory technician). Medical technicians are essentially nurses, providing all health care at health centers and dispensaries in the absence of doctors. Given the alarming shortage of medical doctors and the fact that most of the few available live in Bujumbura, medical technicians are frequently called upon to provide health services for which they are not trained, including management and obstetrics.

- Burundi has two-year paramedical schools which offer training leading to the degree of "infirmier auxiliaire" (nurses' aide) or "assistant d'assainissement" (hygiene assistant). These are trained to be assistants to medical technicians and are required to provide general health care, deliver babies, and provide preventive medical services.

F.2

No other in-country training is available, and Burundians must be sent abroad for any type of specialized medical training, be it medical technicians requiring specializations (generally undertaken in Europe or third countries in Africa), general medical doctors requiring specialization, or specialized undergraduate degrees such as dentistry, pharmacy or sanitary engineering.

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ANNEX G

AGRICULTURE/RURAL DEVELOPMENT

1. Post-Secondary Institutions:

   - Ecole Nationale d'Economie Appliquee (Senegal)
   - Institut Africain pour le Developpement Economique et Social Centre Africain de Formation (Ivory Coast)
   - Institut PanAfricain pour le Developpement (PAID) (Cameroon)

2. Institutions Offering Undergraduate Programs:

   - Ecole Inter-Etats des Sciences et Medicine Veterinaires de Dakar (Senegal)
   - Ecole Nationale des Cadres Ruraux (Senegal)
   - Ecole Nationale des Eaux et Forets (Gabon)
   - Ecole Nationale Superieure Agronomique (Cameroon)
   - Ecole Nationale Superieure Agronomique (Ivory Coast)
   - Institut Polytechnique Rural de Katibougou (Mali)
   - Institut Superieur Polytechnique (Burkina Faso)
   - Universite de Kinshasa (Zaire)
   - Universite de Lubumbashi (Zaire)

3. Institutions Offering Graduate Programs:

   - Universite de Dakar (Senegal)
   - Universite de Yaounde (Cameroon)
   - Universite Nationale de Cote d'Ivoire (Ivory Coast)

G.2

4. Institutions Offering Short-Term Specialized Training:

- Centre d'Etudes Economiques et Sociales de l'Afrique de l'Ouest (Burkina Faso)

- Institut PanAfricain pour le Developpement (PAID) (Cameroon)

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ANNEX H

SAMPLE THIRD COUNTRY INSTITUTIONS IN FRANCOPHONE AFRICA: HEALTH

1. Post-Secondary Institutions

   - Centre Universitaire de Sante Publique (Rwanda)
   - Centre Universitaire des Sciences de la Sante (Cameroon)

2. Institutions Offering Undergraduate Programs

   - Centre Universitaire de Sante Publique (Rwanda)
   - Centre Universitaire des Sciences de la Sante (Cameroon)
   - Institut Superieur des Techniques Medicales (Zaire)
   - Institut Universitaire de Technologie de la Sante et des Sciences Biologiques (Togo)
   - Universite de Dakar (Senegal)
   - Universite de Kinshasa (Zaire)

3. Institutions Offering Graduate Programs

   - Universite de Dakar (Senegal)

4. Institutions Offering Short-Term Specialized Training

   - Centre de Formation et de Perfectionnement du Personnel des Services de Sante (Togo)

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ANNEX I: SAMPLE OF SHORT-TERM MANAGEMENT TRAINING: MANAGEMENT TRAINING DEVELOPMENT INSTITUTE (MTDI)

MANAGEMENT TRAINING AND DEVELOPMENT INSTITUTE

The Management Training and Development Institute offers short-term seminars providing training in practical management and communication skills. MTDI programs are directed toward international participants and focus on the needs of the developing countries. All of the seminars use applied, workshop-oriented methods to build skills and increase participants' capabilities to make effective contributions to their projects, organizations, businesses, and communities at home. Thousands of participants from more than 100 countries have attended these programs.

MTDI SEMINARS

- Management-Communication for Development (MCD)
- Project Planning, Implementation and Evaluation (PPIE)
- Entrepreneurship Training for Development (ETD)
- Managing Development with Microcomputers (MDM)
- Accessing Technical Information for Development (ATID)

MANAGEMENT-COMMUNICATION FOR DEVELOPMENT (MCD)

The Management-Communication for Development seminar is a practical seminar in management and communication skills central to organizing, leading and motivating others. Particular emphasis is given to the challenge of introducing training and ideas acquired abroad back into one's home communities and organizations.

Duration: 11 days

Target audience: International participants in academic or technical programs. It is suitable for professionals and practioners in all fields wishing to enhance their management and communications skills.

Objective: Participants will demonstrate an understanding of, and facility with, practical management and communication concepts and tools to improve their interpersonal and organizational capabilities.

Key topics:

- The manager as communicator: interrelating people, information, projects and organizations.
- Leadership styles, motivation, problem solving, and delegation.
- Time management, and stress and conflict resolution.
- Organizational group dynamics, achieving consensus and group cohesion.
- Organizations as collections of people: formal and informal networks, information flow, cultural influences.
- Change and the manager-communicator as change agent: implications of change, appropriateness of change, human and material resources, resistance to change.

Special Note: In recent years an increasing number of participants have indicated they will have training responsibilities when they return home. Many have been very interested in the adult learning, workshop, team teaching based approaches used. Therefore, optional evening 'training of trainer' sessions are held for those interested at no additional cost.

PROJECT PLANNING, IMPLEMENTATION AND EVALUATION (PPIE)

The Project Planning, Implementation and Evaluation seminar presents a pragmatic and integrated set of management techniques for designing, managing, and evaluating programs and projects. This training is used routinely by the U.S. Agency for International Development, the UNDP, the governments of Germany, Canada, and several developing countries in public and private sector projects. Whenever possible the PPIE program is scheduled to follow the MCD program as participant sponsors often find it beneficial and cost effective to have their participants attend both seminars consecutively.

Duration: 5 days

Target audience: Those responsible for planning, implementing or evaluating programs or projects. Individuals responsible for soliciting or managing proposals for government-financed projects. The program is broadly applicable to many specializations and situations.

Objective: Participants will demonstrate application and an understanding of, important project management skills and tools and produce a useful plan of action for some future project at home.

Key topics:

- Project design: A systems approach to problem solving.
- Establishing measurable targets and indicators.
- Determining and managing the links between projects and their external environments.
- Project management: implementation planning, PERT and Gantt charts, performance networking, scheduling and resource allocation, monitoring and reporting methods.
- Project analysis: Targeting benefits, cost and feasibility analysis.

ENTREPRENEURSHIP TRAINING FOR DEVELOPMENT (ETD)

The Entrepreneurship Training for Development seminar is directed at expanding the participants' potential to successfully initiate and enhance a small business in developing countries. It is designed to help public and private sector professionals to behave in a more entrepreneurial way. Based on research in Latin America, Asia and Africa, this program was created to detect entrepreneurial potential, to permit participants to analyze their own strengths and weaknesses, and to enhance their entrepreneurial capabilities.

Duration: 12 days

Target audience: Potential entrepreneurs, owners of start-up business, and professionals in public or private sector organizations who are expected to act in an entrepreneurial manner.

Objectives: Participants will identify their entrepreneurial potential, build key business skills and learn to create funding opportunities.

Key topics:

- Assessment of entrepreneurial potential.
- Business skills: design of business plans, identification of opportunities, monitoring financial performance.
- Gaining support for entrepreneurial efforts: networking, successful presentations to bankers, investors, and funding agencies.

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ACCESSING TECHNICAL INFORMATION FOR DEVELOPMENT (ATID)

The Accessing Technical Information for Development seminar is directed toward the needs of those who act as information intermediaries in their respective organizations and institutions. The program develops the proactive stance on the part of the information intermediaries as promoters and marketers of technical information. The most specialized of the MTDI courses, this program is based on extensive work in establishing and improving technical information resource centers in developing countries.

Duration: 11 days. Offered in Spanish and English

Target audience: Persons who function as "technical information intermediaries" in their organizations, helping others to identify the major international databases and to access the information they need. These persons may be public sector officials, policy makers and technology brokers as well as librarians, researchers and personnel of documentation and information centers.

Key topics:

- The diffusion and dissemination of scientific and technical information in developing countries.
- Introduction to major databases of technical information, especially those in the United States and how to access them from abroad.
- Disseminating information from databases to those who need it.
- Successful marketing strategies for information centers.

MANAGING DEVELOPMENT WITH MICROCOMPUTERS (MDM)

The Managing Development with Microcomputers seminar is an introduction to the nature, potential and limitations of microcomputers. It grew out of the need expressed by participants to better understand potential uses and misuses of microcomputers in development projects. A hands-on program, it offers a realistic appraisal of hardware and software and their potential as development tools.

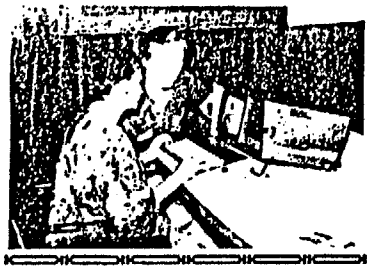
Duration: 5 days

Target audience: Persons interested in the use of the microcomputer as a development tool. The course is applicable for both those with computer experience and those without.

Objectives: Allow the participant to evaluate the potential and limitations of microcomputer technology in respect to his or her organization, program or project. The program provides each participant with a set of criteria by which to determine what hardware and software might be the most appropriate for his or her needs.

Key topics:

- The microcomputer revolution and its implications for development work.
- Introduction to microcomputer hardware and software.
- Potential applications and limitations of the microcomputer, case studies of the use of microcomputers in development.
- Assessment of an organization's computer needs.
- Hands-on use: word processing, data base management, spreadsheets, etc...



TYPICAL PARTICIPANT COMMENT

"The seminar participation and team teaching approach I had never experienced before. I want to use them in my organization's internal training program."
-bank training office, Ethiopia

"The staff were not only well qualified and excellent teachers but they really are interested in our projects and problems and are good friends."
-air traffic controller, Zaire

"It was too short in time considering its importance. The case studies were very good because I learned something new for me that I can apply daily in my field of assignment."
-public administrator, Philippines

TYPICAL SPONSOR COMMENT

"Thank you for providing our students with one of their most memorable training experiences during their two years in the U.S."
-Program Officer, private foundation

"It was a good experience for me to see the kind of work and rapport your people develop with our participants. I now understand why our participants are so enthusiastic about your seminar."
-Chief, International Division, U.S. federal bureau

"We are convinced that the students who have participated in your seminars are better equipped for the remainder of their programs and for their professional tasks in the long run."
-Director, English language program at a major U.S. university

For registration or futher information, contact:

Robert C. Morris, PhD, Executive Director
Management Training and Development Institute
P.O. Box 23975
Washington, D.C. 20026 USA

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MANAGEMENT TRAINING AND DEVELOPMENT INSTITUTE (MTDI)

SKILL-BUILDING SEMINARS FOR INTERNATIONAL PARTICIPANTS

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ANNEX J

AFGRAD AND BURUNDI

THE AFRICAN GRADUATE FELLOWSHIP (AFGRAD) PROGRAM

The AFGRAD Program, administered since 1963 by The African-American Institute, offers graduate Fellowships to highly qualified Africans i priority fields of development. Funding is a partnership agreement, with home governments nominating candidates and supplying roundtrip travel costs, AID providing all Handbook Ten allowances, and the receiving American universities granting waivers of tuition to AFGRAD Fellows. The Program is thus highly competitive; quality candidates are assured and tuition waivers secured through the Council of Graduate Schools in the United States (CGS), whose President chairs the AFGRAD Executive Committee of Graduate Deans which is responsible for final selection of AFGRAD candidates.

AFGRAD AND BURUNDI

Since 1977, twenty AFGRAD Fellowships have been awarded to Burundians in fields including economics, business administration, agricultural economics, plant pathology, plant physiology, public health, computer science, energy resources management, public policy, and education.

To date, all twenty AFGRAD Fellowships have been awarded for master's degrees. 45% of these Fellows are still in the United States under AFGRAD sponsorship. Of the seven Fellows who completedtheir master's degrees, five have returned to Burundi to occupy high level positions, including Director-General of Commerce, Ministry of Commerce and Industry; University Professor; Director of a regional hospital; and Manager of SOGES, a general services corporation. The remaining two Fellows are currently in the United States under AFGRAD J-1 visa sponsorship only, authorized by AID/Washington.

Academic Success Rate. Of the 20 Fellowships awarded since 1977, one Fellow deferred, and nine are still in training at this time. Of the remaining 10 Fellowships, seven (70%) successfully completed their master's degree programs; two Fellows withdrew for personal reasons (20%) and one withdrew for academic reasons (10%).

The following table illustrates the status of the 20 AFGRAD Fellowships awarded to Burundi since 1977:

Awards Granted

	Number	Percent
Successful Completion	7	35%
Withdrew: Personal	2	10%
Withdrew: Academic	1	5
Still in Training	9	45%
Award Deferred	1	5%
Totals:	20	100%

Repatriation Rate. Of the 10 Fellows who have either successfully completed their master's degree programs under AFGRAD or who have withdrawn from the Program for personal or academic reasons, eight have returned to Burundi.

The two remaining Fellows are still in the United States, both with continued AFGRAD J-1 visa sponsorship only as authorized by AID/Washington.

The following table illustrates the repatriation status of the 10 Fellows who have terminated their programs.

	Returned to Burundi		Visa Sponsorship Only	
	Number	Percent		
Successful Completion	5	71%	2	29%
Withdrew (Personal)	2	100%	-	-
Withdrew (Academic)	1	100%	-	
Totals:	8	80%	2	

Participation of Women. Of the 20 Fellowships awarded since 1977, two have been for women (10%), both of these in non-traditional fields (plant pathology and plant physiology). Both successfully completed their master's degree programs. One has returned to Burundi, while the other is still in the United States under visa sponsorship only and is expected to return to Burundi May 1986 to teach at the University.

Length of Programs. An analysis of those Burundians who have successfully completed their master's degree programs under AFGRAD auspices shows that the average duration of English language training was 4.2 months, while the average duration of their academic programs was 21.2 months, totalling an average of 25.4 month for master's degree programs. These figures are below AFGRAD's and AID's standards of 30 month master degree programs (6 months for English language training and 24 months for academic training). The following table illustrates the ranges and averages of these programs

J.3

	Range From	Range To	Average	AFGRAD Standards
English language training	0 -	6 months	4.2 months	6 months
Academic programs (masters degrees)	8 -	30 months	21.2 months	24 months
Total length of programs	13 -	36 months	25.4 months	30 months

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ANNEX K

PROJECT PAPER TERMS OF REFERENCE

The PP team should consist of five specialists, whenever possible, direct hire staff from AID/W, REDSO/EA or OAR/B or GRB: a Project Design Officer/Team Leader; an Educational Planner; an Education Economist; an Agricultural Specialist; and a Health Specialist.

A. Educational Planner - responsible for assessing manpower needs for GRB institutions and parastatals.

> Qualifications: Extensive experience and background in educational administration, preferably in and for francophone Africa: strong analytical skills; excellent verbal skills in French.

B. Education Economist - responsible for examining structure of public and parastatal systems, assessing capability of local institutions including CPF to conduct management training and other short-term in-country training programs.

> Qualifications: Advanced training and experience in development economics in Africa, preferably in francophone Africa; excellent verbal skills in French. Might be provided by UNDP.

C. Agricultural Specialist - responsible for assessing human and institutional resource development needs in agriculture/rural development.

> Qualifications: Advanced training and experience in agriculture, preferably in francophone Africa; excellent verbal skills in French. Might be provided by UNDP.

D. Health Specialist - responsible for assessing human and institutional resource development needs in health/family planning.

> Qualifications: Advanced training and experience in health/family planning, preferably in francophone AFrica; excellent verbal skills in French. Might be provided by GRB.

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DEVELOPMENT OF HUMAN RESOURCES IN BURUNDI

IDENTIFICATION OF TRAINING NEEDS

PROVISIONAL REPORT N° 1

Study financed by U.S.A.I.D.

June 1986

The CURDES team who completed this study was composed as follows :

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– Juvenal MANIRAMBONA	:	– Bachelor of Economics
– Magnus NTAKIRUTIMANA	:	– Bachelor of Education
– Oda SINDAYIHERUKA	:	– Bachelor of Economics.

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LIST OF ABBREVIATIONS

A.C.A.	:	Math Workshop (Atelier de Calcul)
A.E.F.	:	Domestic Economy Workshop (Atelier d'Economie Familiale)
A.E.M.	:	Workshop for Study of Environment (Atelier d'Etude du Milieu)
A.F.C.	:	Workshop for Continuing Training (Atelier de formation Continue)
A.F.I.	:	Workshop for Initial Training (Atelier de formation Initiale)
A.KI	:	Workshop for Kirundi (Atelier de Kirundi)
A.FR	:	Workshop for French (Atelier de Français)
A.T.P.A.	:	Workshop for Practical Agricultural Works (Atelier de Travaux Pratiques Agricoles)
Auxil. Infirm.	:	Nursing aids (Auxiliaires infermières)
B.E.E.T.	:	Office of Studies of Technical Training (Bureau d'Etudes de l'Enseignement Technique)
B.E.P.E.S.	:	Office of Studies of Secondary Education (Bureau d'Etudes de l'Enseignement Secondaire)
B.E.R.	:	Office of Rural Education (Bureau d'Education Rurale)
B.I.T. (I.L.O.)	:	International Labor Organization (Bureau International du Travail)
CA.F.R.A.D.	:	African Center for Administrative Research for Development (Centre Africain de recherche Administrative pour le Développement)
CE.FO.COOP.	:	Center of Cooperative Training (Centre de Formation Coopérative)
C.F.V.A.	:	Center of Training for Agricultural Extension Workers (Centre de Formation des Vulgarisateurs Agricoles)
C.H.U.K.	:	The University-Hospital Center of Kamenge (Centre Hospitalo-Universitaire de Kamenge)
C.P.F.	:	Center for Improvement and In-Service Training (Centre de Perfectionnement et de Formation en Cours d'Emploi)
C.P.L.R.	:	Prince Louis Rwagasore Clinic (Clinique Prince Louis Rwagasore)

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C.S.	:	Health Center (Centre de Santé)
D.H.E.R.	:	Department of Water and Rural Electrification (Département de l'Hydraulique et de l'Electrification Rurales)
D.U.T.	:	University Diploma of technology (Diplôme Universitaire de Technologie)
ECO.SO.	:	Homemaking School (Ecole Sociale)
ECO.JO.	:	Journalism School (Ecole de Journalisme)
E.N.E.FA.	:	Normal School of Familial Economy (Ecole Normale d'Economie Familiale)
E.P.J.	:	Judiciary Police School (Ecole de Police Judiciaire)
E.S.CO.	:	Advanced School of Commerce (Ecole Supérieure de Commerce)
E.S.T.A.	:	Secondary School of Administrative Techniques (Ecole Secondaire des Techniques Administratives)
E.T.A.S.	:	School of Specialized Agricultural Technique (Ecole Technique Agricole Spécialisée)
E.T.G.	:	Technical School of Management (Ecole Technique de Gestion)
E.T.M.	:	Intermediate Technical Schoool (Ecole Technique Moyenne)
E.T.M.M.	:	School for Intermediate Technique of Trades (Ecole Technique Moyenne des Métiers)
E.T.P.	:	Professional Technical School (Ecole Technique Professionnelle)
E.T.P.	:	School of Public Works (Ecole des Travaux Publics)
E.T.S.	:	Secondary Technical School (Ecole Technique Secondaire)
E.T.S.A.	:	Secondary Technical Art School (Ecole Technique Secondaire d'Arts)
FACAGRO	:	Department of Agronomy (Faculté d'Agronomie)
F.P.	:	Civil Service (Fonction Publique)
F.S.	:	Department of Sciences (Faculté des Sciences)
H.P.R.C.	:	Prince Regent Charles Hospital (Hôpital Prince Regent Charles)
I.D.E.	:	Economic Development Institute (Institut de Développement Economique)

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I.E.P.S.	:	Institue of Physical Education and Sport (Institut de l'Education Physique et Sport)
I.I.A.P.	:	International Institute of Public Administration (Institut International d'Administration Publique)
I.I.S.A.	:	International Institute of Administration (Institut International des Sciences Administratives)
I.P.	:	Pedagogical Institute (Institut Pedagogique)
I.P.D.	:	Pan-African Institute for Development (Institut Panafricain pour le Développement)
I.S.A.	:	Advanced Institute of Agriculture (Institut Supérieur d'Agriculture)
I.S.A.BU	:	The Institute of Agronomic Sciences of Burundi (Institut des Sciences Agronomiques du Burundi)
I.T.A.B.	:	Institute of Agricultural Techniques of Burundi (Institut des Techniques Agricoles du Burundi)
I.T.S.	:	Advanced Technical Institute (Institut Technique Supérieur)
LAPHAVET	:	Veterinary Pharmaceutical Laboratory (Laboratoire Pharmaceutique Vétérinaire)
L.S.H.	:	Letters and Humanities (Lettres et Sciences Humaines)
Med. Gener. Nat.	:	National General Practitioners (Medecins Généralistes Nationaux)
M.F.P.	:	Civil Service Mutual Insurance Company (Mutuelle de la Fonction Publique)
Nb, Nbre	:	Number (Nombre)
O.C.I.BU.	:	Office of Burundi Coffee (Office des Cafés du Burundi)
O.M.S. (W.H.O.)	:	World Health Organization (Organisation Mondiale de la Santé)
O.NA.MA.	:	National Office of Agricultural Mechanization (Office National de Mécanisation Agricole)
O.R.L.	:	Otho-Rhino-Laryngology (Otho-Rhino-Laryngologie)
O.T.B.	:	Office of Burundi Tea (Office du Thé du Burundi)
P.M.I./P.F./E.S.	:	Maternal and Infant Protection, Family Planning and Health Education (Protection Maternelle et Infantile, Planification Familiale et Education Sanitaire)
P.N.U.D. (UNDP)	:	United Nations Development Program (Programme des Nations Unies pour le Développement)
P.S.E.	:	Psychology and Education (Psychologie et Sciences de l'Education)

P.T.	:	Full time (Plein temps)
S.A.R.O.	:	Action and Operational Research Sector (Secteur d'Action et de Recherche Opérationnelle)
Sc.	:	Science (Sciences)
S/D	:	Sub-Department
S.E.A.	:	Economics and Administrative Sciences Department (Sciences Economiques et Administratives)
S.P.T./2000	:	Health for all by the year 2000 (Santé pour tous en l'an 2000)
S.R.D.	:	Regional Society for Development (Société Régionale de Développement)
Techn. Med	:	Medical Technicians (Techniciens Médicaux)
T.P.	:	Part time (temps partiel)
T.P.	:	Public Works (Travaux Publics)
U.S.A.I.D.	:	United States Agency for International Development (Agence Américaine pour le Développement International)
V.	:	Visitor.

INTRODUCTION

1. Problem and Methodology

In the last few years a certain number of studies have been completed concerning the development of Human Resources in Burundi.

The State has demonstrated a growing interest in this question through its action in development planning.

This is the reason why a major effort is currently being undertaken by the Ministry of National Education. Sectoral studies are also being undertaken by the Minstries of Planning, Labor and Professional Training, Agriculture and Livestock, Civil Service, etc.

However, certain aid or development finance institutions still find these studies too general to guide their actions. This is the case of U.S.A.I.D. which has financed this research.

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A need has been particularly identified : that of training personnel. It was necessary for someone to take the initiative to follow up research by contacting the administrative services best placed to know their own needs. In effect, both the countries and the international organizations which cooperate with Burundi want to be aware of the training needs for advanced and intermediate personnel in order to participate more effectively in satisfying those needs.

While waiting for the accomplishment of all these initiatives, several aid organizations wanted to have a working document to guide their actions as soon as possible.

This is the goal which the current stdy tries to fulfill.

It seemed wise, however, in this first phase, at least, to limit the range of the survey to several choices. This is the reason that the current study includes only seven ministries. These are :

- The Ministry of National Education, with special attention to the trainers of trainers ;
- The Ministry of Agriculture and Livestock ;
- The Ministry of Rural Development ;
- The Ministry of Civil Service, with particular attention to the possibilities of strengthening the action of the Center for Improvement and In-Service Training (C.P.F.);
- The Ministry of Public Health ;
- The Ministry of Social Affairs;
- The Ministry of the Feminine Condition.

This choice was not preferential. The survey will eventually include all the Services of the State.

This study is consciously operational. It should result in the elaboration of a directly usable document, which can be used to clarify decision-making by those authorities responsible for coordinating aid actions concerning personnel training. This objective turned out to be difficult to attain in a single attempt, at least for certain sectors. We will come back

to this in the general conclusion, but what we can indicate already is that the data gathered have no definitive character. In effect, they are subject to revision by the services which formulated their needs, either because these services are confronted by unforseeable events, or simply because the authorities can be led to readjust their choices in terms of their own hierarchy of priorities.

In terms of the methodology used, it is linked easily through the basic plan adopted for each of the sectors studied.

For each of the sectors, a researcher studied the objectives decided by the highest authorities of the State in each ministry ; from this description, the rate of the personnel coverage in the services was studied and then the objectives that each service decided both in the medium and long term. On this subject, we noted with pleasure that most of the sectors of the Administration are beginning to take the year 2000 as the horizon for their long-terms programs.

As a result of planned actions, each service establishes a projection for their personnel needs to accomplish the determined program. When the figures have been gathered, all that is left to do is to enumerate the personnel already working, and those whose training appears to be assured as a result of the capacity of the existing training institutions in the country or those in the process of being created.

Parallel to the analysis of available documentation in the surveyed ministries, the researchers and their advisors exhanged views with administrators at different levels concerning the policy recommended by the sector involved.

Finally, and at the same time, a member of the team completed an analysis of works already written in the area of Human Resources in Burundi.

2. THE PLANNING OF HUMAN RESOURCES IN BURUNDI

The planning of human resources in Burundi emanates primarily from the Ministries of Labor and Professional Training, National Education, Planning,

and Civil Service. The process of planning is based on data from statistical serveys, the population census and other available information on the subjects of population, employment, and training.

2.1. Objective

The principal concerns are the qualitative and quantitative aspects of human resource planning.

On the quantitative level, human resource planning tries to establish a balance between the size of the active population and the number of employment positions available. It aims at the adjustment of the capacity of the training system to the rhythm of economic and social development. Thus, the balance between the present and future supply and demand for labor constitutes the main concern for the planner of human resources.

On the qualitative level, one aims at the creation of necessary trained personnel for development ; these advanced, intermediate, and technical personnel are classified according to their level of training. The Economic Classification of Burundi (CEB) distinguishes among five categories of training personnel. These are :

1. Advanced trained personnel with general competence : this includes those who have received diplomas from the Departments of :

   Law ;
   Economics (long cycle) ;
   History - Geography ;
   Letters (African, English, and French);
   Psychology.

2. Advanced trained personnel with technical competence : this includes those who have completed the Departments of :

   Agronomy ;
   Polytechnics ;
   Chemistry - Biology ;

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Mathematics - Physics ;
Medecine ;
ISTAU (Advanced Institute of Urban Planning);
ISA (Advanced Institute of Agriculture);
ITS (Institute of Advanced Techniques).

3. Intermediate trained personnel with general competence. They are from the following Schools and Institutes :

Economics Department (short cycle) ;
Advanced School of Commerce ;
Secondary School of Administrative Techniques (long cycle) (following options) ;
Pedagogical Institutes (French - Kirundi);
Technical Scholl of Management at Mutumba;
The Homemaking at Gitega.

4. Intermediate trained personnel with technical competence. They are the graduates of the following schools :

ETS at Kamenge (Secondary School Technical);
School of Telecommunication (long cycle);
School of Public Works and Civil Engineering ;
Institute of Specialized Agricultural Technique (ITAS);
Nursing Schools;
School of hygiene technicians;
Pedagogical institutes - Mathematics-Physics;
- Biology-Agriculture;
Secondary School of Administrative Techniques (ESTA following options).

5. Qualified labor which includes those from :

ETS at Kamenge (short cycle) (Secondary Technical School);
Centers of Training for Agricultural Extension Workers;
School for medical auxiliaries (nurses aids);
School for hygiene assistants;
School for Intermediate Technique of Trades;
etc.

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2.2. Results

The planning of Human Resources in Burundi is oriented around three essential points :

- prediction of needs
- prediction of graduates
- the adequacy of employment-training.

2.2.1. The prediction of needs

To predict the needs for labor (skilled and unskilled), the planning of human resources takes account of the following elements :

1. The investment program retained within the framework of development plans : at the end of each cycle of planning (usually after five years), the government adopts a new program including the group of projects which sould be completed during the period indicated. The accomplishment of these projects will lead to growth in national production. One concludes, thus, that the level of employment will grow proportionately with production ; this indicates that the number of employment positions should correlate with the economic growth of the country. The investment plan thus influences the rate of growth. As a result, the investment program provides the basis for planners on which they can decide the dispositions to take concerning personnel training. Currently the IVth Five-Year Plan of Economic and Social Development gives priority to personnel working in the rural world, those working in teaching and in health. The rates of increase in these sectors are respectively 3.8 %, 2.7 % and 2.9 % while the increase for other sectors is at a rate of 1.7 %.

1.1. The immediate needs required to fulfill planned positions in existing services and businesses.

1.2. The needs of replacement or renewal of personnel due to attrition.

1.2.1. The needs coming from the Burundization of trained personnel. One must note that the appearance of Burundization must be compatible with the training period necessary.

2.2.2. The prediction of graduates

The prediction of graduates is in fact the corollary to predictions for qualified personnel in the short, medium, and long term. These allow, in effect, to determine the types of training to privilege as well as the appropriate programs to follow.

The projections of graduates are based on the following data :

- the structure of instruction (all levels);
- the number of participants by type of training;
- the rates of promotion, drop-out, and repeating;
- the options of the government in the training of certain key disciplines.

2.2.3. The adequacy of employment-training

The balance between employment and training is particularly important for the planners of human resources in Burundi. The balance implies, in effect, an adaptation of the training system to the rhythm of the number of graduates. It should be underlined that this desired balance runs into a certain number of constraints which can result in incorrect predictions. In the first place, there is a lack of sufficient basic data. In effect, the absence of an exhaustive inventory of positions makes every effort to estimate the number of participants to train difficult. This difficulty can even lead to erroneous conclusions based on the comparison of the participants to train and the needs of the labor market. This is the reason that the search for concrete indicators and figures on which to base predictions for qualifed personnel in the short, medium and long term remains a major preoccupation of the human resource planner in Burundi. In order to obtain these indications, permanent cooperation is required from all employers of qualified labor.

The second constraint is linked to the difficulty of controlling events that can intervene in the future and modify expected results.

The third constraint, not the least important, is that of relative financial resources. It should be noted that even if the needs are well

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planned, the employement positions to furnish with employeers must not be in excess of the budgetary possibilities of the country.

Thus, to obtain the level of the employment-training balance, predictions are made concerning the needs for qualified personnel and the graduates of the school system. Analyses made of the rates of coverage of needs related to the number of school-leavers indicate that there will be an over-production at the levels of advanced personnel with technical competence, of intermediate personnel with administrative competence, and of skilled labor (for the period from 1981 to 2000).

In conclusion, it should be emphasized that planning of human resources in Burundi is an important element in economic planning in general. In effect, the introduction of the variable of "population" in the overall process of economic and social development is indispensable because the population is an important resource for the country.

The planning has been improved more and more, but one must recognize that there are still some difficulties. The principal lack concerns the reliability of the numerical results which are reached. In this case, it must first be noted that the statistical data which provide the basis for these predictions are, above all, incomplete.

The prediction of needs is a function of agreed annual growth rates, which do not always occur as predicted due to a certain number of unpredictable events.

Finally, the predictions of school-leavers can also be considered doubtful from the quantitative point of view because those numbers are difficult to adjust in the short term according to the variations in the labor market (There is a difficulty to slow down the school system once it is already in process.).

The second lack is that human resource planning in Burundi is particularly concerned with the employment-planning balance (the quantitative aspect) to the detriment of the qualitative aspect concerning the further training of existing personnel. Thus, the programming of retraining in certain key disciplines pertaining to the country's priorities has not yet been accomplished.

MINISTRY OF NATIONAL EDUCATION

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INTRODUCTION

According to the Acts of the First Congress of the UPRONA Party, education constitutes the fundamental element in the building of society.

That is the reason why unifying training and education, linking school and life, and allying teaching and productive work must be the basic principles of an education oriented toward the promotion of society.

Education thus cannot be dissociated from the socio-political and economic life of the country.

As a result, one must assure the continuity of the development process already undertaken by the orientation of youth education.

The project to create a just and prosperous society, as is strongly recommended by the Second Republic, must be the essence of the organization of the educational system.

ORGANIGRAM

MINISTER

MINISTER'S CABINET

UNIVERSITY

FRAMEWORK OF UNIVERSITY OPERATIONS

ESCO

B.P.E.

General Inspection of Education

Planning Office

R.P.P.

Office of Scholarships for Study and Training Programs

SP/C.N.U.

General Direction of Basic Education	General Direction of Secondary and Technical Education	General Direction of Higher Education and Scientific Research
Department of Primary Education	Departement of Secondary Education	
Department of Parascholastic Education	Department of Technical Education	Department of Higher Education
B.E.R.	B.E.P.E.S. B.E.E.T.	Department of Scientific Research.

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1. UNIVERSITY HIGHER EDUCATION

1.1. Mission

The mission of Higher Education (1) is to satisfy the needs of the country in qualified personnel at the advanced level by providing scientific and technical knowledge of the highest level.

It should play an innovating role in the economic and cultural sector and promote scientific, literary, pedagogical, and artistic research.

Higher education should, in addition, promote the professional improvement and the socio-economic development of the country, and take part in the civic training of citizens.

In order to fulfill this mission, the new policy of education has reaffirmed the following objectives :

- to continue the action of completing departments and opening other departments at the University of Burundi;
- to reinforce the training of national professors;
- to operate a selection upon the entry in to higher education and an effective orientation, taking into account the needs of the country and the intellectual capacity of the candidates;
- to reinforce research for better participation in the socio-economic development of the country;
- to create an office in charge of the management and loans of scholarships in order to face the growing demands of the development of higher education; and
- to reinforce university cooperation.

Before treating the training needs within Higher Education, it is useful to make a relative analysis of :

- the teaching staff of the University of Burundi, and
- the students being trained abroad.

1.2. The teaching staff

With the diversification of types of training within the University of Burundi, it is completety normal that there is a growth in the number of professors in the same way that there is an increase in the number of students. An essential point attracts our attention at this point : the problem of the Burundization of positions.

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Table # 1 : Professorial Staff by degree, sex, and department

Degree / Department	Doctorate of State		Doctorate 3rd Cycle		Masters		Engineer		Masters (Maîtrise)		B.A.		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Law			9										15	0
Economics and Administration	4		12	2	3		3			2	11	1	35	3
L.S.H.	11	1	25	3	5	3				2	14	2	57	9
Science	9		34	2		1					8	3	51	6
Agronomic Sc.			14				7		1				21	1
Medicine	37		2				1						41	0
P.S.E.			4							2		4	10	0
Applied Sc.	4		3				13		1				20	1
I.T.S.							11						11	0
I.E.P.S.				1							7		0	8
I.P.			2				2		2	1	16	3	22	4
Total	65	1	105	8	8	4	37	2	8	1	60	16	223	32

(*) A French professor in the SEA Departement is not counted because the degree is not included in the table. The professor has a degree in Urban Planning and Demography.

Source : University of Burundi - Academic Administration, May 1986.

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From this table, one can see that of a total of 315 professors, there are :

- 66 Doctorates of State (Doctorats d'Etats)
- 113 Doctorates of 3rd Cycle (Doctorats de 3e Cycle)
- 12 Masters (master's)
- 39 Engineers (ingéniorats)
- 9 Masters (Maîtrises) and
- 76 Bachelor Degrees.

These data show that the University of Burundi has a rather large number of professors with a doctorate : 179 ou 56.8 % of the teaching staff.

In the second place, the level of Bachelor Degree represents 22.22 % of the teaching staff.

As a result of these considerations, the question arises as to whether or not this division of qualifications is satisfactory. It is thus as a result of the current situation that one can predict a certain number of professors of such and such a qualification to recruit and others to train.

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From this table one can see the following :

- Currently the number of national professors does not reach half the total number at the University of Burundi
- There are 142 (45 %) Barundi out of 315 teachers
- Among them, 55 doctors teach full time and 8 part time. This figure represents 35.16 % of the teaching doctors at the University of Burundi. The same reasoning applied to other levels of degrees leads to the following conclusions :

Total number	Barundi
179 doctorates	63 (35.16 %)
39 engineers	17 (43.58 %)
12 masters (master's)	7 (58.33 %)
9 masters (maîtrises)	2 (22.22 %)
76 bacherlor degrees	53 (75.71 %)

By these figures, one can realise that the level of Bachelor degree includes the largest number of Barundi.

The problem of Burundization of positions can resolve itself by taking into account the students now being trained both here and abroad.

The table which follows, detailed by Annex II, shows the number of students being training abroad in the different disciplines and their probable date of return.

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2. ADVANCED NON UNIVERSITY INSTUTUTES

This section concerns :

- ISTAU : Advanced Institute of Urban Planning
- ISA : Advanced Institute of Agriculture
- EPJ : Judiciary Police School
- ESCO : Advanced School of Commerce
- ECOJO : Journalism School.

The division of teachers by degree, including the variable of nationality, is the following :

- Doctorate : 12 of whom 5 are Barundi
- Engineer : 17 of whom 8 are Barundi
- Masters (Master's) : 4 of whom 2 are Barundi
- Masters (Maîtrise) : 5 of whom 1 is Murundi
- Bachelor : 70 of whom 52 are Barundi.

In all, with the exception of the Journalism School, the number of the teaching staff is 108 of whom 68 are Barundi, or 62.87 %, as one can read in the table on the following page.

In order to accomplish the Burundization of positions within these institutes, it is necessary to recruit 7 doctors, 9 engineers, 6 masters (Maîtres) and 18 bachelors, if the same number of teachers with the same degrees are maintained. But it was not possible to indicate the disciplines of these degrees.

3. SECONDARY EDUCATION

Secondary education includes general secondary education as well as pedagogical, technical and professional secondary education.

The different recommendations which guided the policy adopted by the Central Committee of the Party (2) are grouped around the following objectives :

- the professionalization of secondary education to train intermediate technical personnel;
- the extension of the network of secondary schools for the training of adequate numbers of national personnel;
- growth in the number of places in secondary schools;
- productive work at the school for at least a partial auto-financing of the schools;
- the always increasing improvement in the quality of teaching.

3.1. General Secondary Education

3.1.1. Advanced Personnel

For the year 1986, the total number of secondary teachers is 1,089 of which 719 are qualified [with a Bachelor degree or the first two years of university education (candidacy)].

Out of these, there are 143 professors that have completed candidacy or the Pedagogical Institute (I.P.). Those who have completed 3 years of post-secondary education (Regents or Graduates) are 46 in number.

According to the Direction of Educational Planning, training needs can be expressed as the difference between the total number of teaching staff and the number of qualified personnel ; that is, 1,089-719 = 370.

For the future, Educational Planning advances two hypotheses :

First hypothesis

The training needs for Secondary School professors is dependent upon the increase in the successful candidates for the national competitive examination. If the successful condidates for the national competitive examination increase by 200, the possibility of assigning professors remains unchanged in relation to the preceding years.

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- Blacksmith and soldering : 3

  - 3 technical graduates

- Plumbing and pipes : 6

  - 6 technical graduates or B.T.S.
  - Sheet-iron WorkBody Work : 6
  - 6 graduates or technicians with associate degrees

- Anto-Mechanics : 6

  - 2 graduates in heavy machinery mechanics.
  - 2 graduates in injection specialty.

- Tool Mechanics : 3

  - 3 Associate degrees in mechanical manufacturing

- Industrial Electronics : 2

  - 2 technicians with associate degrees

3.2.2. Annual Training Proposal : 26

Table # 5 : Annual training proposal, level A2 (from 1987 to 1992)

A2 : Intermediate technician, 7 to 8 years of post-primary education.

Types of Training	Civil Engineer State	Industrial Engineer	Bachelors	Associate Degree graduate	Total	Training Proposal
Mechanical Manufacturing	2			4	6	2
Mechanical Construction	2				2	2
Industrial Electronics		3			3	2
Electrical Mechanics		3			3	2
Electronics	3				3	2
Architecture	3				3	2
Civil Engineering	3	7			10	4
Topography	4				4	4
Rural Engineering	3				3	2
Arts			6		6	2
Social Assistance			5		5	2
Food Nutrition			2		2	2
Homemaking Secondary Teacher				2	2	2
Food Preparation				2	2	2
Cooking						
Clothing				4	4	2
Executive Secretary				4	4	2
Total	20	13	13	20	66	34

N.B. : This does not include needs for Administration and Management options. The personnel is qualified even if it is foreign, and the University of Burundi trains them.

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Table # 6 : Annual Training Proposal, level A3 (from 1987 to 1992)

A3 : Specialized qualified laborers, 5 years of post-primary education.

Types of Training	Associate Degree	Graduate or Brevet of Advanced Technician (B.T.S.)	Total	Annual Training Proposal
Bulding Construction	15		15	4
Carpentry - Cabinetry	15		15	4
Building Electricity	5		5	2
Plumbing		6	6	2
Blacksmith and Soldering		3	3	1
Sheet-Iron Work-Body Work		6	6	2
Auto Mechanic		5	5	2
Automobile Electronics		1	1	1
Heavy Machenery Mechanics		-	-	-
Diesel Motor Injection Specialization		4	4	2
Mechanical Manufacturing	3	-	3	2
Mechanical Maintenance	8	-	2	1
Industrial Electronics	2	-	2	1
Total	48	25	73	25

Source : Document n° 615/347/610 of 26 March 1986 (Direction of Technical and Professional Education).

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In terms of the National Training Institutions for Technical and Professional Education, they are 13 in number.

They include :

1.	E.T.S.A.	:	Secondary Technical Art School (Gitega)
2.	ECOSO	:	Homemaking School (Gitega)
3.	ENEFa	:	Normal School of Familial Economy (Kibumbu)
4.	ESTA	:	Secondary School of Administrative Techniques (Kamenge)
5.	ETS	:	Secondary Technical School (Kamenge)
6.	ETG	:	Technical School of Management (Mutumba)
7.	ETP	:	School of Public Works (Gitega) ex- GETO
8.	ETMM	:	School for Intermediate Technique of Trades (Bubanza)
9.	ETP Giheta	:	Professional Technical School (Giheta)
10.	ETM Gihanga	:	Intermediate Technical School (Gihanga)
11.	ETP Nyabigina	:	Professional Technical School (Giheta)
12.	ETP Buhiga	:	Professional Technical School (Buhiga)
13.	ETP Kiganda	:	Professional Technical School (Kiganda)

There are no predictions concerning planned expansion of these National Training Institutions because there are not sufficiently detailed studies on this subject according to the Direction of Technical and Professional Education.

3.2.3. Foreign aid

a) Belgium Technical Aid

£ Speciality	£	Unit	£
£ Industrial Electronic Engineer	£	1	£
£ Polyvalent Technical Engineer	£	1	£
£ Mechanical Technician	£	1	£
£ Diesel Technician	£	1	£
£ Electrical Technique Secondary Teacher	£	1	£
£ Sheet-iron and Body Work Technician	£	1	£
£ Industrial Electromechanical Engineer	£	1	£
£ Mechanical Industrial Engineer	£	1	£
£ Electrical Technician	£	1	£
£ Industrial Public Works Engineer	£	1	£
£ Automobile Technician	£	1	£
£ Mechanical A2 Technician	£	1	£
£ Total	£	14	£

N.B. : There are two departures that have been announced for the academic year 1986-87 : - 1 Industrial Electromechanical Engineer
- 1 Mechanical Industrial Engineer.

a.1.2. E.T.P. of Gitega

E.T.P. = School of Public Works.

£ Speciality	£	Unit	£
£ Civil Engineer	£	1	£
£ Building Engineer	£	4	£
£ Architect	£	1	£
£ Topographer	£	1	£
£ Certificate E.S.S. and T.P.	£	1	£
£ A.2	£	1	£
£ A.2. T.P.	£	1	£
£ Total	£	10	£

a.1.3. E.T.M.M. of Bubanza

E.T.M.M. = School for Intermediate Technique of Trades

£ Speciality	£	Unit	£
£ Technician in Sanitary Equipment	£	1	£
£ A.2 Electromechanical Technician	£	1	£
£ Electrical Technician	£	1	£
£ Advanced T.P. Technician	£	1	£
£ Total	£	4	£

b) French Technical Aid

£ Speciality	£	Unit	£
£ Industrial Engineer in Mechanics	£	3	£
£ Bachelor in electronics	£	2	£
£ A2 Technical Degree in Mechanics	£	1	£
£ Civil Engineer	£	1	£
£ Total	£	7	£

c) American Technical Aid

£ Speciality	£	Unit	£
£ Heavy Machinery Automobile Mechanic	£	1	£
£ Blacksmith and Soldering	£	1	£
£ Maintenance Mechanic (departure June 1986)	£	1	£
£ Construction Specialist	£	1	£
£ Total	£	4	£

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d) Canadian Technical Aid

£ Speciality	£	Unit	£
£ Civil Engineer in Construction	£	2	£
£ Total	£	2	£

Source : Direction of Technical and Professional Education.

4. PEDAGOGICAL OFFICES

Two pedagogical offices (B.E.P.E.S. and B.E.E.T.) (4) have been developed in order to conceive and elaborate the secondary and technical educational programs and to diffuse teaching materials and other indispensable pedagogical materials for the success of these programs (teacher's books, student's books, listening materials for language teaching, modern printing materials, etc.).

The different pedagogical offices consult regularly in order to have unity in the subject matter in their programs.

The Government will encourage greater coordination in the work of these offices in order to avoid a dispersion of material, financial and human means and a distortion of the indispensable unity of subject matter both at the different levels of education and among the different subjects in the training program.

4.1. Office of Studies of Secondary Education (B.E.P.E.S.)

4.1.1. Objectives

According to the terms of Decree # 100/195 of 9 September 1983, concerning the reorganization of the Ministry of National Education, the B.E.P.E.S. is charged with the tasks :

a1

- to animate, coordinate and control activities related to the reform of secondary education, and the improvement of its quality;

- to conceive and elaborate the teaching materials necessary for the success of the reform of secondary education;

- to organize the continuing training and improvement of secondary teachers;

- to supervise the different workshops or sections charged with the conception, the experimentation, the diffusion, and the evaluation of teaching materials.

4.1.2. Training needs at B.E.P.E.S.

Speciality	Unit	Length of training (in months)
Teaching specialization (language teaching)	3	9 to 18
Teaching specialization (science teaching)	2	9 to 18
Continuing training of teachers	2	9 - 18
Specialization in the teaching of humanities	2	9 - 18
Program evaluation and teaching materials	3	9 - 18
Teaching native languages	1	9 - 18
Teaching mathematics	1	9 - 18
Teaching science	2	9 - 18
Teaching agro-pastoral techniques	3	9 - 18
Maintenance of electronic equipement	2	9 - 18
Specialization for printing technicians	2	9 - 18
Computer training	2	9 - 18
Library studies	1	9 - 18
Media Use	2	9 - 18
Training techniques	2	9 - 18
Total	30	

Source : B.E.P.E.S., April 1986.

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4.1.3. Aid Personnel et B.E.P.E.S.

a) Belgian Technical Aid

Discipline	Specialty	Unit
Agriculture	Technical agronomic engineers	2
English	Bachelor in Germanic language	3
Mathematics	Mathematician	3
Pedagogical Media	Romance Languages	2
	Electronics Specialists	2
Physics	Physicist	1
Technology	Physicist	1
	Chemist	1
Production	Graphic Arts	2
Technology	Romance Languages	1
Total		18

b) French Technical Aid

Discipline	Specialty	Unit
Biology	Biologist	1
Chemistry	Chemist	1
Mathematics	Mathematician	1
French	Romance Languages	4
Physics	Physicist	1
Total		8

c) Canadian Technical Aid

Discipline	Specialty	Unit
Agronomy	Agronomic Nutritionist Engineer	2
Pedagogical Media	Sociologist	2
Total		4

4.2. The Office of Studies of Technical Training (B.E.E.T.)

4.2.1. Objectives

According to Degree # 100/195 of 9 September 1983, the B.E.E.T. is charged with the tasks to :

- elaborate the programs and various studies of interest to technical and professional education,
- assure the continuing training of professors and their in-service training, and
- conceive and elaborate the necessary teaching materials for the improvement of technical and professional training.

4.2.2. Personnel to recruit

a) Industrial Sector

Speciality	Unit
Electromechanical Engineer	1
Engineer in Mechanics of Manufacturing	1
Electrotechnical Engineer	1
Engineer in Building Mechanics	1
Engineer in Carpentry - Cabinetry	1
Total	5

b) Civil Engineering Sector

£ Speciality	£	Unit	£
£ Civil Engineer of Buildings	£	1	£
£ Civil Engineer of Public works	£	1	£
£ Rural Engineer	£	1	£
£ Architect	£	1	£
£ Total	£	4	£

c) Art Option

1 graduate in Graphic Arts

d) General Teaching Option

£ Speciality	£	Unit	£
£ Bachelor in Educational Psychology	£	1	£
£ Bachelor in Mathematics	£	1	£
£ Bachelor in Physics	£	1	£
£ Bachelor in French	£	1	£
£ Total	£	4	£

e) Homemaking and Familial Economy Option

Speciality	Unit
Homemaking Associate Degree	1
Housekeeping Associate Degree	1
Total	2

4.2.3. Personnal for Additional Training

Discipline	Unit	Length of training (in months)
Applied Teacher Training	4	6 to 9
Education Administration and Management	2	6 to 9
Pedagogy and Methodology of Technical Education	3	6 to 9
TOTAL	9	

4.2.4. Aid Personnel at B.E.E.T.

Speciality	Unit
Civil Engineer (Technical Professor)	1
Engineer in Automobile Mechanics	1
Certified in Mechanical Engineering	1
Civil Engineer in electromechanics (Specialty : Energy)	1
Bachelor in Business Law (University Diploma in the techniques of commercialization)	1
Diploma of University Studies of Technology (Mechanical Engineering) Specialty : Manual labor, Manual and Technical Education	1
Engineer in General Mechanics	1
Civil Engineer (Specialty : Electronics)	1
Engineer in Electrical Techniques (Professor)	1
Bachelor in Commercial Science (Specialty : Secretary)	1
Total	10

There are no predictions in terms of their replacement. B.E.E.T. has a structure which is not yet filled out. It is necessary to have competent national personnel to work with these aid personnel. In order to envisage replacement, first it is necessary to cover all the structures, which will not be accomplished immediately.

Source : Direction of the Office of Studies of Technical Training (B.E.E.T.)

4.3. The Office of Rural Education (B.E.R.)

4.3.1. Objectives

According to the terms of Decree # 100/195 of 9 September 1983, the objective of the B.E.E. is to :

- conceive all the necessary teaching materials for the reform and the adaptation of primary education to Burundi;
- undertake all research and initiatives liable to constantly improve the level of primary education and the qualification of teachers;
- conceive and apply appropriate strategies in order to build a community school supported by enlarged school cooperatives of parents and teachers as well as civic, public, and private organizations;
- work in close collaboration with the other pedagogical offices;
- animate, coordinate and spervise different workshops or sections in the area of the conception, experimentation, diffusion and evaluation of teaching materials; and
- assure the initial and continuing training of teachers in close collaboration with the Department that has Normal Schools in its framework.

Before turning to the training needs felt by the B.E.R., it is reasonable to first look at its personnel and its organization.

The national personnel of the B.E.R. includes 69 units as follows :

- 39 scientistis of which 31 have Bachelor degrees in humanities and 7 with Bachelor degrees in exact and natural sciences,
- 26 technicans who are collaborating personnel with the level (D7, D6 and D4), and
- 5 auxiliary workers for Secretariat work.

- The B.E.R. includes :

. Elaboration workshops for Programs and Teaching Methods for General Disciplines.

These workshops are five in number :

1. Workshop for Study of Environment (A.E.M.)
2. Workshop for Kirundi (A.Ki)
3. Math Workshop (A.Ca)
4. Workshop for French (A.Fr)
5. Workshop for Physical Education (A.E.P.)

- Workshops with characteristics of Rural Development :

1. Workshop for Practical Agricultural Works (A.T.P.A.)
2. Domestic Economy Workshop (A.E.F.)

- Workshops for Teaching Support :

1. Workshop for Initial Training (A.F.I.)
2. Workshop for Continuing Training (A.F.C.)
3. School Radio
4. Documentation Workshop (School libraries : 141)
5. Evaluation Workshop (which comes to aid all the other workshops)
6. Workshop for Fundamental Research.

After reviewing the 12 workshops of the B.E.R., one must see which ones should receive priority for training according to the direction of the Office.

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Options of Administration and Management (E.S.T.A., E.T.G.) : 28

- 8 executive secretaries
- Replacements posts :
  - 6 Bachelors in law
  - 5 Bachelors in Economics
  - 5 Bachelors in Business Management
  - 2 Bachelors in Commercial Science
  - 1 Bachelors in Political and Social Science.

N.B. : These posts are help by qualified professors, but they are foreigners.

b) Level A3 : 73

Construction Options (buildings) : 30

- 15 technicians with associate degrees in construction.

  Training possibilities :
  - France : B.T.S. + E.N.N.A.
  - Belgium: Technical Secondary Training.

- 15 technicians with associate degrees in carpentry.

Indistrial options : 43

- Mechanical maintenance (E.T.M.M. BUBANZA) : 8
  - 8 Associate degrees in mechanics and techniques
- Building electricity : 5
  - 5 technicians with associate degrees

- Electronics (E.T.S.) : 4

  - 3 civil engineers
  - 1 graduate for the maintenance of materials.

- Construction options : 20

  - 3 architects
  - 10 industrial or civil engineers in building construction and public works (B.T.P.)
  - 4 geometric engineers
  - 3 engineers in rural engineering.

Possibilities for training :
France : B.T.S. or D.U.T. plus three years in a training center for Technical Professors (C.F.P.T.)
Belgium : Industrial engineering.

N.B.B.T.S. : Brevet of Advanced Technician
D.U.T. : University Diploma of Technology
A2 : Intermediate technician, 7 to 8 years of post-primary education.

Art Section (E.T.S.A.) : 6

- 2 Bachelors in Art (painting, engraving)
- 2 Bachelors in Art (sculpture)
- 2 Bachelors in Art (ceramics).

Homemaking options (E.N.E.Fa, ECOPO) : 13

- 5 social assistants with Bachelor degree
- 2 specialists in food and nutrition
- 4 specialists in clothing
- 2 regents with homemaking associate degrees
- 2 specialists in food preparation and cooking.

1989-1990	:	531 prize winners
1990-1991	:	531 prize winners
1991-1992	:	531 prize winners
1992-1993	:	531 prize winners.

Looking at these figures, one can expect a slowing in the admissions to the first year of higher education unless exceptions are made and some finalists of the second cycle of technical education are admitted into certain types of this level of education.

3.2. Professional Technical Education

The training needs for trainers within the framework of Technical and Professional Education takes into account both present personnel and those in training.

3.2.1. Needs of Schools

a) Level A2 : 66 + 22 replacements E.S.T.A.

- Industrial options : 18 Mechanical Construction (E.T.S.) : 8

  - 4 industrial engineers of mechanics
    Possibilities for training : France B.T.S. or D.U.T. plus three years in a training center for technical professors;
    Belgium : industrial engineering.

- Industrial Electronics (E.T.S.) : 3

  - 3 industrial engineers
    same possibilities for training (France and Belgium)

- Electrical Mechanics (E.T.S.) : 3

  - 3 industrial engineers
    same possibilities of training

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Second hypothesis :

If one counts 20 students per professor, the needs are estimated as follows :

1987-1988	:	68 professors
1988-1989	:	113 professors
1989-1990	:	90 professors
1990-1991	:	78 professors
1991-1992	:	64 professors
1992-1993	:	60 professors
1993-1994	:	57 professors
1994-1995	:	55 professors.

Training will be accomplished here at the University of Burundi.

3.1.2. Intermediate personnel

Concerning those with Secondary Education diplomas that are potential candidates for higher education, their number will decrease following the year 1987-1988.

In effect, with the transformation of Normal Schools into Training Schools for Elementary Teachers (EFI), the number of candidates for the national test will decrease by about 320 candidates or a decrease of about 30 %.

The number of authorized certificates of the completion of humanities will decrease by 28 %. The average number of authorized diplomas will hardly be more than 530, instead of 650.

Until 1992, the probable evolution of diplomas for the second cycle of secondary education will be the following (3).

1986-1987	:	620 prize winners
1987-1988	:	500 prize winners
1988-1989	:	525 prize winners

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4.3.2. Needs for training

a) Personnel to recruit

Discipline (or Workshop)	Unit	Level of training
In Kirundi	1	Bachelor in African Literature
In Fundamental Research	1	Bachelor in African Literature
In Evaluation	3	Bachelor in Education
In Mathematics	2	Bachelor in Mathematics
In French	3	Bachelor in French-Kirundi
In Continuing Education	2	Bachelor in Education
In Agricultural Public Works	2	1 Agronomic Engineer
		1 Agricultural Technician
Total	14	

b) Personnel to train

Discipline	Unit	Length of training	Country of training
Program Evaluation			
and Teaching Me-	7	9 months	Canada
thods			Belgium (Liege)
Management and	7	9 months	Canada
Administration of			Belgium
Education			
Total	14		

The B.E.R. also wants to organize local seminars during summer vacations in the form of introductory training in the evaluation of Education Programs. These training programs, one month in length, will take place every two years and would benefit from the support of foreign specialists invited by the B.E.R.

The Office thus needs financing for the purchase of materiel and for the costs of the trainers and the participant teachers.

4.3.3. Aid Personnel

The number of aid personnel working for the B.E.R. is four, all French and working in two workshops.

1. Workshop for French (A.FR)

   - 2 agrégés in French (they have passed the agrégation, a competitive state examination)

   - 1 primary teacher.

2. School Radio

   - 2 specialists in audio visual and televion.

MINISTRY OF AGRICULTURE AND LIVESTOCK

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1. OBJECTIVES

The Ministry of Agriculture and Livestock has the mission to organize agriculture and livestock in order to accomplish self-sufficiency in food production and the production of a commercial surplus. This is the reason that the First National Congress of the UPRONA Party recommended (5) :

- the identification of crops and animals adapted to each region;
- the mobilization of the population for the protection of the soil through anti-erosion measures, reforestation, fertilizers, and the forbidding of brush fires;
- cultivation of valley marshes;
- the forbidding of transhumance and the teaching of modern methods of livestock raising;
- the training of specialists in soil science, meteorology, flora and fauna
- the use of selected seeds;
- the training of specialists in agriculture and livestock.

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2. ORGANIGRAM

GENERAL DIRECTION OF AGRICULTURE	GENERAL DIRECTION OF LIVESTOCK	GENERAL DIRECTION OF AGRICULTURAL AND LIVESTOCK PLANNING	S.R.D. IMBO S.R.D. BUYENZI
DEPARTMENTS	DEPARTMENTS	SERVICES	S.R.D. KIRIMIRO
AGRONOMY	ANIMAL PRODUCTION	STUDIES AND PROGRAMMING	
RURAL ENGI-NEERING	ANIMAL HEALTH	FOLLOW-UP AND EVALUATION	S.R.D. RUMONGE
AGRICULTURAL DEVELOPMENT OF TERRITORY		AGRICULTURAL EDUCATION	S.R.D. MOSSO
		MANAGEMENT ASSISTANCE	
		AGRO-PASTORALE INFORMATION	

ISABU OCIBU OTB COGERCO SLAUGHTERHOUSE ONAMA GENERAL DAIRY LAPHAVET

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Nonetheless, the organigram above, even though it appears to be complex, remains incomplete because :

- Certain establishments coming from the Ministry and organized by decrees are not found in this organigram. This is the case of the Institute of Agricultural Techniques of Burundi, the Advanced Agricultural Institute, the Regional Development Society of BWERU, the Regional Development Society of BURAGANE and the Regional Development Society of KIRUNDO. The High Altitude Village Crops Project, the South Bututsi Project, the North Mugamba Project, and the North Imbo Project are also not included.

- This is also the case with the Goat Project of NGOZI, the Artificial Insemination Project, the KARUZI Farm, the Pasture Center of GAKUNGWE, the Pasture Center of GATUMBA, the RANDA Farm, the KINYINYA Project, the BUTAGANZWA Project, the ISALE-MUBIMBI Project, and the NYANZA-LAC Project.

- Finally, the Market Garden Project, the Project of Selected Seeds, the Fertilizer Program and certain forest projects are not included.

3. CURRENT COVERAGE OF PERSONNEL NEEDS

Table # 1 : Personnel of the Ministry of Agriculture and Livestock, first trimester 1986, several indications

Services	Degrees or level	
1) Cabinet	University level	: 3
	Intermediate level	: 2 (level A2)
	Subaltern personnel	: 4
2) General Direction of Agricultural and Livestock Planning (all services mixed)	University	: 20
	Intermediate level	: 2 (A2 and A1)
	Personnel for execution	: 5
3) General Direction of Agriculture	University	: 1
	Personnel for execution	: 3

4) Department of Agronomy	Direction personnel	Agronomists and Extension Technicians	Assistants and Extension Workers	Agricultural Monitors
1. Bujumbura	14	4	24	94
2. Bubanza	1	6	13	64
3. Bururi	1	8	24	122
4. Cibitoke	1	2	14	75
5. Makamba	1	5	19	73
6. Muramvya	2	3	36	108
7. Gitega	2	2	11	69
8. Karuzi	1	1	17	79
9. Muyinga	1	13	26	94
10. Kirundo	1	7	22	58
11. Ruyigi	1	5	14	75
12. Rutana	1	5	16	74
13. Cankuzo	1	7	12	55

5) Department of Water and Forests		
	Universitity level	: 13
	Candidacy	: 3
	Level A2 (ITAB)	: 56
	Level A9 4	: 13
	Auxiliary personnel under contract	: 38

Source : Ministry of Agriculture and Livestock, Annual Report 1985.

Table # 2 : Aid personnel working at the Ministry of Agriculture and Livestock, in 1986, several indications.

SERVICE	NUMBER	SPECIALTY OR FUNCTION
1. General Direction of Agriculture and Livestock Planning	5	Counsellors
2. Department of Agronomy		
- Market Garden Project	2	Agronomic Engineers
- Selectecd Seeds Project	4	Agronomic Engineers
3. Department of Water and Forests		
- Direction of Projects	3	Forestry Engineers project heads
- Work in the field	7	Volunteer forestry technicians
4. Department of Rural Engineering	5	Counsellors for hydro agricultural projects and rural construction
5. Agronomy Department	1	Veterinarian
6. Bututsi-Sud Project	4	Agronomic Engineers
7. Ngozi Goat Project	3	Zootechnicians
8. Struggle Against Ticks Project	1	Biologist
9. Artificial Insemination Project	2	Technicians
10.S.A.B. Project	1	Veterinarian
11.Mugamba-Nord Project	2	Veterinarians
12.LAPHAVET	6	Veterinarians and Progress volunteers

Source : Table developed by our efforts from the reports of the first trimester 1986 of these services.

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It is equally instructive to note the training of the personnel in certain decentralized administrations by noting them as well the number of aid personnel.

Table # 3 : National personnel in certain establishments coming from the Ministry of Agriculture and Livestock, end of 1985

Level and Nbre of personnel	University	Intermediate and Technical Level	Personnel for execution
Offices ISABU	40	40 : level A1 and A2 89 : level A4 and A3 (of which 6 foreign Africans in each group)	178
OCIBU	12 : completed 30 : candidacy	31 : level A2	112 : grade A 107 : grade B 24 : grade C
O.T.B.	10	32	151 subalterns 73 no training 4530 daily workers
COGERGO	3 : completed 3 : candidacy	10 level A2	41: grade A 68: grade B 548: laborers
ONAMA	7	10 : level A2	46
CENTRAL DAIRY	5	6 : level A2	42
SRD BUYENZI	12	37 : level A2	260

Source : Ministry of Agriculture and Livestock, Annual report 1985 completed by information gathered in the services concerned.

Note :
1) Personnel of the category of execution have generally completed studies between the 8th and 9th year.
2) For LAPHAVET and the Slaughterhouse, the executive personnel are mentionned under the rubric of livestock personnel.

Table # 4 : Aid personnel working in certain establishments from the Ministry of Agriculture and Livestock in 1986

OFFICES	NUMBER	FONCTION OR SPECIALTY
ISABU	34	Researchers
	1	Accountant
OCIBU	3	Agronomic Engineers
	2	Electricians
	1	Counsellor
O.T.B.	5	Counsellors
COGERCO	1	Counsellor
	1	Accountant
	1	Technician
ONAMA	0	
CENTRAL DAIRY	0	
S.R.D. BUYENZI	1	Agronomic Engineer
	1	Trainer
	1	Administrative and
		financial counsellor
	1	Rural Engineer
	1	Technologist
	1	Construction Supervi-
		ror

Source : Ministry of Agriculture and Livestock, Annual Report 1985.

The livestock services have in particular predicted their personnel needs in technical assistance as follows :

Table # 5 : Personnel Needs in technical assistance for Livestock, 1986-1990

	Number of personnel				
	1986	1987	1988	1989	1990
1. Projects to continue					
South Bututsi Project	4	5	5	5	5
French, North Mubamba-Project	5	5	5	5	5
Ngozi Goat Projet	3	4	4	4	4
UNDP-FAO Project against Ticks	2	2	2	3	3
Veterinary Lab Projet	4	4	2	2	2
2. Projects to Initiate					
Artificial Insemination Administration	2	4	4	4	4
Milk Project KARUZI	1	2	2	2	1
Support for central Administration	0	2	3	3	3
Support for industrial milk program	0	1	2	2	2
Support for industrial meat program	0	0	2	2	2
Project for the structure of basic health	0	0	2	2	3
Total	21	29	33	34	34

Source : General Direction of Livestock

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In the future, with reference to the predictions of the IVth Five-Year Plan, only the number of subaltern personnel with continue to increase in 1987, as can be seen from the following tables elaborated at the end of 1982, that is during the writing of the IVth Five-Year-Plan.

Table # 6 : Needs for the organization of the agricultural sector in 1987

Branches of use	Advanced personnel	Intermediate personnel	Subaltern personnel	Total
Central Administration	20	-	-	20
Agricultural Planning	10	5	-	15
Agricultural Education	25	10	-	35
Agronomic Research	20	20	60	100
Integrated Rural Development	50	100	1560	1710
Project				
Agronomy	7	33	1000	1040
Rural Engineering and Mechani-	5	15	40	60
zation				
Forestry and Soil Conservation	10	30	250	290
Coffee, Tea, Quinine	15	45	100	160
Cotton	3	12	70	85
Sugar Cane	5	15	20	40
Animal Production and Fish	35	60	700	795
Total	205	345	3800	4350

Source : Ministry of Planning, IVth Five-Year Plan for the Economic and Social Development of Burundi, Annex 1, Volume 1, p. 150.

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Table # 7 : Coverage of needs of agricultural organization in 1987

Level and Completion	Situation in 1982	Supplementary personnel completing training 1983-7	Personnel in 1987
Advanced			
In place	117		
New diplomas		135	
Available			252
Needs			205
Result			+ 47
Intermediate			
In place	235		
New diplomas		340	
Available			575
Needs			345
Result			+ 230
Subaltern			
In place	2595		
New diplomas		450	
Available			3045
Needs			3800
Result			- 750
Total in place	2947		
" New diplomas		925	
" Available			3872
" Needs			4350
" Result			- 478

Source : Idem. p. 151

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The analysis of the preceding table shows :

- that the needs for advanced and intermediate personnel will be covered in 1987.
- that there will be a deficit of subaltern personnel. Nonetheless, these affirmations should be revised because :

  - the advanced personnel, in place in 1982, included a high proportion of technical assistants, who should eventually be replaced by agronomic engineers;
  - the number of personnel to be trained between 1983 and 1987 was calculated in terms of the projected capacities of the schools and a certain faillure rate ; but these two indicators, are, one well knows, quite changeable;
  - the current level of agricultural organization is far from having attained the estimated level (estimation made by the heads of SRD projects).

Table # 8 : Desired level for agricultural organization

Administration	1 Agronomist (A2 level) per commune
	1 Assistant (EPA level Karuzi, or currently level ETAS) per zone
	1 Monitor (trained on site) for 2 or 3 hills
SRD Projects	1 Agronomist (A2 level) per 5000 to 10000 households
	1 Assistant for 3000 to 3500 households
	1 Monitor for 500 to 2500 households

Source : Agricultural and Livestock Planning, Agricultural Education Service, Oral communication.

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4. NATIONAL TRAINING INSTITUTIONS

4.1. Presentation

The national training institutions originating from the Ministry of Agriculture and Livestock are :

- The Advanced Institute of Agriculture of GITEGA "I.S.A."
- Institute of Agricultural Techniques of Burundi "I.T.A.B"
- The Schools of Specialized Agricultural Techniques at KIGAMBA, GISOZI, RUVYIRONZA AND KARUZI.
- The training Center for Agricultural Extension Workers at GIHANGA.

Even though originating from the Ministry of National Education, one could add to this list the Department of Agronomy of the University of Burundi, whose prize-winners are usually employed in the services of the Ministry of Agruculture and Livestock.

4.1.1. Advanced Institute of Agriculture, I.S.A.

The I.S.A. created by the decree # 100/59 of 6 May 1983 and modified by decree # 100/21 of 22 November 1983, has the mission to train industrial engineers at the Bachelor's level, specialized from four basic types :

- Agriculture
- Zootechny
- Rural engineering, water and forests
- Technology of industrial agriculture and food technology.

4.1.2. Institute of Agricultural Techniques of Burundi (I.T.A.B.)

ITAB was created by decree # 1/200 of 10 October 1968 with the objective to train technicians in the areas of agriculture, forestry, and veterinary.

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4.1.3. The E.T.A.S.

The Schools of Specialized Agricultural Technique (E.T.A.S.) are currently in the process of being developed, even though the text creating them is still being elaborated. Their goal is to train Extension Technicians.

4.1.4. The Center of Training for Agricultural Extension Workers of GIHANGA (CFVA)

Created in 1977, the CFVA trains agricultural extension workers.

4.2. Some figures

Table # 9 : National training institutions of interest to the Minister of Agriculture and Livestock

Special information Institutions	Year of creation	# of students recruited per year	entry level	length of study (years)	Level of training
Agronomy Department	-	+- or -25(3)	Completed humanities	5	Engineer conceptio
I.S.A	1981	+- or -30	Completed humanities	3	Technical engineer
I.T.A.B.	1986	+- or -80	Common trunk	4	Technicia
E.T.A.S. Gisozi	1984	+- or -50	Common trunk	2	Technicia
I.T.A.B.	1986	+- or -80	Common trunk	4	Technicia
E.T.A.S. Gisozi	1984	+- or -50	Common trunk	2	Technicia

From the preceding table, it can be seen that the government intends to train extension technicians in the E.T.A.S. at Kigamba, Gisozi, Ruvyironza,

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Karuzi and Gihanga. Thus, ITAB of four years will disappear in 1988, as the C.F.V.A. Gihanga will also disappear.

4.3. Intentions and Predictions

The first intention of the public authorities is to train extension trechnicians and no longer technicians and extension workers. This training will be maintained until it satisfies the need for organization of agriculture.

The Department of Agronomy should produce about 25 engineers each year. According to the projections developed by the Ministry at the Presidential Office Responsible for Planning, Burundi should have, at the rate of 24 graduates a year since 1985-86 from the Department of Agronomy :

- 119 agronomic engineers in 1990
- 1,400 agronomic engineers in 2035.

This personnel will be divided according to the following divisions :

- 140 : basic organization
- 340 : regional projects
- 250 : export crops
- 200 : food crops
- 160 : livestock and fish
- 130 : agricultural education.

The norm of reference is that an agronomic engineer is responsible for organizing 1,000 farmers.

The Ministry of National Education has also made its projections concerning the Department of Agronomy, ITAB and ETAS at Kigamba.

Table # 10 : Number of promotions and graduates at the FACAGRO, ITAB and ETAS Kigamba, estimates to the year 2000.

Institutes / Years	FACAGRO		ETAS KIGAMBA		ITAB	
	Number of promotions	Number of graduates	Number of promotions	Number of graduates	Number of promotions	Number of graduates
1984-85	14	13	n.r.	n.r.	n.r.	n.r.
1985-86	18	17	n.r.	38	63	63
1986-87	18	17	42	36	63	63
1987-88	18	17	40	34	63	63
1988-89	18	17	38	32		
1989-90	18	17	36	31		
1990-91	18	17	34	29		
1991-92	18	17	32	27		
1992-93	18	17	30	26		
1993-94	18	17	28	24		
1994-95	18	17	27	23		
1995-96	18	17	26	22		
1996-97	18	17	25	21		
1997-98	18	17	24	21		
1998-99	18	17	23	20		
1999-2000	18	17	22	19		

Note : n.r. : data not gathered
: basis of estimate

FACAGRO : rate of promotion 100 %
rate of graduates 92.9 %

ITAB : rate of promotion 100 %
rate of graduates 100 %

ETAS KIGAMBA : rate of promotion 94.9 %
rate of graduates 85.5 %

Source : Ministry of National Education, Office of Educational Planning.

4.4. Training of trainers

According to the General Direction of Agricultural and Livestock Planning, the trainers at ISA are doctors, engineers and bachelors, but also one of the graduates of the Institute has been retained as a teacher.

There are also current negotiations between the Ministry of Agriculture and Livestock and FAO for the latter to increase its finance for :

- training scholarships for both long-term and short-term study,
- scholarships for training programs abroad, and
- training programs in Burundi.

These scholarships will be destined for trainers or future trainers at ISA, ITAB or the ETAS.

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Table # 11 : Needs for in-service training and retooling in Planning agricultural and rural projects in Burundi.

£	£ Current £ 1983-84	£ Additional for £ 1986-88
£ Central Level	£	£
£ Ministry of Agriculture	£	£
£ Agricultural Planning	£	£
£	£	£
£ Services	£	£
£ - Studies and Programming	£ 4	£ 2
£ - Follow-up and Evaluation	£ 2	£ 1
£ - Aid for projects	£ 3	£ 1
£	£	£
£ Ministry of Rural Development	£ -	£ 2
£ Ministry of Planning, Rural Division	£ -	£ 2
£ Last replacement of expatriates	£ -	£ 5
£ Field Level	£	£
£ Integrated rural development projects	£ -	£ 5
£ Totals	£ 9	£ 18

Source : FAO, Division of policy analysis, Service of training and studies of development policies, Evaluation of training needs for planning and analysis of agricultural and rural projects in Africa South of the Sahara, Rome, FAO, 1984, p. 56.

5. NEEDS FOR TRAINING ABROAD

These needs are understood, but the planning for them has not yet been done. To give an idea of these needs, take the example of the area studied by the FAO. Even though the FAO study does not suggest that the training take place abroad, there is no doubt that in terms of the infrastructure currently available in our country, training for the planning of agricultural and rural projects should take place abroad.

MINISTRY OF RURAL DEVELOPMENT

1. OBJECTIVES

Created by the decree # 100/139 of 25 October 1979, the Ministry of Rural Development has the goal to encourage the regrouping of the population in villages and to organize cooperatives in rural areas. These actions are accompanied by measures meant to improve the well-being of the rural pupulation :

- Water supply in rural areas
- Rural electrification
- Improvement in the quality of housing
- Better arrangement of the housing environment
- Support for production and commercial cooperatives.

2. ORGANIZATION AND FUNCTIONING

The Minister of Rural Development is based on the decree # 100/116 of 28 December 1984 dealing with the reorganization of the Ministry. It includes a General Direction and four Departments, but also the Fund for Rural Housing whose Director depends directly upon the Minister's Cabinet, such that the following organigram results :

ORGANIGRAM OF THE MINISTRY OF RURAL DEVELOPMENT

Minister's Cabinet — Cabinet's Secretary

Office of Studies and Statistics — GENERAL DIRECTION — Secretariat

Direction of Fund for Rural Housing — Cooperatives Department — Dep. of Rural Housing and Appropriate Technology — Deartment of Water and Rural Electrification

Office of Production and Equipment

Sub-Directions Training and Judicial Affairs — Studies and Control — Rural Housing — Appropriate Technology

Technique — Administration and Finance — Management of Rural Infrastructure

SERVICES

Cooperative Education and Training — Cooperative Agreements and Disputes — Studies of Cooperative Projects — Studies and Rural Animation — Promotion of Rural Housing

Studies and Planning — Extension — Planning — Water — Electrification — Finance

Personnel — Water — Electrification — Public Sanitation and Road System — Administration and Finance

OFFICES

Survey — Topography — Water and Geology — Laboratory Analysis

Supply Technique

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3. Rates of Coverage in the Ministry

Table # 1 : Personnel of the Ministry of Rural Development at the end of 1985

Services	Advanced personnel (1)	Intermediate personnel (2)	Technical personnel (3)	Total
1. Cabinet	3	1	3	7
2. General Direction	5	0	2	7
3. Department of Rural Housing and Appropriete Technology	5	1	3	9
4. Department of Cooperatives (Central Administration)	29	0	8	37
5. Provincial Offices of Cooperatives	27	0	41	10
6. Department of Water and Rural Electrification	10	0	0	10
Total	79	2	57	138

Note (1) With a diploma from higher education
(2) General humanities
(3) Technical humanities or two years of specialized training after the common trunk.

Source : Table developed by our efforts from information furnished by the Direction of Personnel Management Service on the framework of the Ministry of Rural Development for 1985.

The preceding table shows the range of needs in personnel for the Ministry of Rural Development. In effect, in terms of its assigned objectives, this ministry is currently obliged to use either aid personnel or personnel trained on-the-job, or those with insufficient training. This is particularly true for technical work linked to rural housing, water and rural electrification.

The Department of Rural Housing and Appropriate Technology currently have neither engineers in rural engineering nor Barundi specialists in the organization of territory or in rural urbanization.

The Department of Water and Rural Electrification only includes among its specialized personnel one technical engineer, an advanced technician in operational hydrology, two hydro-geological engineers and four engineers in hydraulic construction.

The Department of Cooperatives is better supplied with personnel, as a result of the graduates from the Center of Cooperative Training (CEFOCOOP) and the Advanced School of Commerce (ESCO).

Table #: 2 : Total of graduates from CEFOCOOP up to 1985

School	Total number of graduates
CEFOCOOP long cycle	36
CEFOCOOP short cycle	61
ESCO	16
TOTAL	113

Nonetheless, this number remains largely insufficient, especially if one knows that the process of villagization will lead to the development of a cooperative per village.

These problems can be better understood by taking into account the personnel needs expressed in the IVth Five-Year Plan.

Table # 3 : Department of Rural Housing : Personnel necessary for the IVth Plan

Years / Categories	1983	1984	1985	1986	1987	Total (1)
Engineer of Rural Engineering	1	2	2	2	2	2
Specialist in Territorial organization	1	1	1	1	1	1
Specialist in Rural Urbanization	1	1	1	1	1	1
Construction Site	10	13	15	18	20	20
Foremen						
Topographer	2	3	3	4	4	4

Source : Ministry of Planning, IVth Five-Year Plan of Economic and Social Development of Burundi 1983-1987, Annex I, Volume 2, p. 20.

Table # 5 : Water and Rural Electrification Department : Personnel necessary for the IVth Plan

Rural Water

Qualifications	Number
Sanitary Engineers	1
Hydraulic Engineers	3
Hydro-geological Engineers	2
Hydrologists	1
Civil Engineers for Construction	3
Electromechanic Engineers	1
Geometric-Topographic Engineers	1
Lawyer	1
Economist	1
Hydraulic Technicians	2
Sanitation Technicians	10
Hydro-geological Technicians	20
Geometric-Topographic Technicians	5
Technicians of Public Works	8
Chemists	1
Solderers and Mechanics	10

Source : Ministry at the Presidential Office Responsible for Planning, IVth Five-Year Plan of Economic and Social Development of Burundi.

Table # 6 : Department of Water and Rural Electrification : Personnel needs necessary for the IVth Plan

Rural Electrification

Personnel	Available	Needs	To Recruit
Advanced Personnel			
Electromechanical Engineer	2	3	1
Civil Engineers in Construction	0	1	1
Intermediate personnel			
Civil Electrical Engineer	2	3	1
Personnel for execution			
Electricians	1	15	14
Topographer	0	5	5
Mechanics	0	7	7

Source : Same source as table # 3, p. 47

In confronting the current situation and that desired by the IVth Plan, one can note that the needs for qualified personnel remain, and this is better unerstood if one has an idea of the aid personnel at the Ministry.

Table # 7 : Aid personnel working at the Ministry of Rural Development in 1986

Fonction	Diploma
Head of (D.H.E.R.) Project	Electro-mechanical Engineer
Assistant to Head of D.H.E.R. Projet	Hydraulic Engineer
Head of Kayanza-Ngozi Water Supply Project	Hydraulic Engineer
Counsellor to the Department of Water and Rural Electrification	Electrical Engineer
Coordination of Rural Water Supply Project	Hydraulic Engineer
Administrator of Water and Sanitation Project/D.H.E.R.	Hydraulic Engineer
Head of Rural Housing Project	Not indicated
Principal Technical Counsellor for Project PNUD/BIT/BDI/78-001 Development of Cooperative Movement	Agricultural economist, Sociologist and degree in Accounting
Charged with Support of Central Accounting and Management of Project PNUD/BIT/BDI/78-001	Agronomic Engineer
4 United Nations Volunteers	Not indicated
1 Associate expert	Not indicated

Source : Table developed by our efforts from information furnished by :

- the Secretary of the Department of Rural Housing and Appropriate Technology.
- The Secretary of the Department of Water and Rural Electrification.
- The Head of Projet PNUD/BIT/BDI/78-001 Development of Cooperative Movement.

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4. NATIONAL TRAINING INSTITUTIONS

4.1. Existing Institutions

In terms of needs concerning rural housing, only the technical personnel are trained in Burundi at the School of Public Works of Gitega. Within the existing framework of rural development objectives, the capacity of the sections which train foremen and topographers should be increased because according to the estimates of the IVth Plan, they need at least one foremen for 100 houses and one topographer for 500 houses.

This is the same case for Rural Electrification for which the technical and advanced personnel are furnished by the Secondary Technical School at Kamenge and the Advanced Technical Institute.

For cooperatives, the current problem is at the level of technicians for cooperatives as well as personnel for cooperatives. In effect, the IVth Plan foresaw that the technicians for cooperatives should be furnished by the Advanced School of Commerce, whose "Cooperatives" section took over the training activities of the long cycle of the former Center for Cooperative Training, "CEFOCOOP", which resulted from the PNUD/BIT/BDI/78-001 Project for the Development of the Cooperative Movement, signed in 1978 between the Government of Burundi on the one hand and PNUD and BIT on the other hand.

Since the academic year 1985-1986, there is no longer a "Cooperatives" section at the Advanced School of Commerce, as requested by the Ministry of Rural Development, not because the number of technicians for cooperatives trained was sufficient for needs, but because the services which should employ the finalists of that section do not for the time being have adequate infrastructural means. In terms of these needs, according to the IVth Plan, in addition to the technicians which should be employed by the central and provincial services, there must be at least one technician per commune.

In terms of Cooperative personnel, their training should be dispensed by CEFOCOOP II, but that school has not yet started.

4.2. An Institution to Create : Center of Cooperative Training : CEFOCOOP II

The CEFOCOOP Project has, at its creation, a triple goal :

- The training of "Cooperative Agents" who were called, at the end of one year, to assure general assistance to cooperatives on site (the short cycle of CEFOCOOP, or the training which continued one year after the Common Trunk)

- The training of "Cooperative Technicians" who were called, at the end of two years, to assure on site and at the national level specialized assistance to cooperatives (long cycle of CEFOCOOP which continued training for two years after the end of Humanities).

- The dispensing for all appropriate means of training programs and recycling through short programs, to the benefit of directors, personnel, employees and members of Cooperatives.

Nonetheless, due to a lack of material belonging to CEFOCOOP, the third objective was never undertaken within the framework of this institution, and CEFOCOOP II, which will have its headquarters in Gitega, will take charge of this point.

CEFOCOOP II plans to integrate itself into the framework of the Project of National Federation of Cooperatives. This Federation should include the following "technical" development instruments (6) :

- The Center for Cooperative Training providing for :

  * the permanent organization of training programs destined for elected directors (members of managment councils and oversight committees) and for the personnel and cooperative employees (managers, personnel and basic animators);

  * the functioning of a production and diffusion unit of pedagogical aids useful for the education and training of all the public involved (directors, personnel, and basic animators and cooperative members);

* The Central Purchasing Office, allowing for the improvment of supply for cooperative stores, by the rationalization of purchases, appropriate transport and storage, as well as the direct access to the import of certain products; and

* The Office of Commercialization, providing for the improvment of campaigns for organization of groups and commercial cooperatives, by aid for transport and market research, as well as by the regulation of storage conditions and flow of products.

In particular, the CEFOCOOP II has the mission of education and training for cooperatives.

a) Cooperative Education has the essential object of inculcating within cooperative members the principles the operating the cooperatives and the application of their modalities, as well as the rights and obligations of members, in order to obtain from the members a conscientious and active participation in the file of their cooperative.

The programs for cooperative education must be conceived by cooperative specialists who are at the same time specialists in adult education.

The structure of cooperative education will by of a pyramidal type (7) :

- at the summit, the Center, responsible for pedagogy, of the production of all education aids, and the training of trainers;
- a first level, the regional trainers, attached to Regional Unions, charged with the application of training needs, as well as the follow-up and recycling of directors and basic educators;
- a second level, of elected directors, charged with the carrying out and evaluation of educational programs for cooperative members; and
- at the base, the cooperative members-basic educators, taking the responsibility, at the level of hills, for the animation and education of cooperative members.

b) The cooperative training includes all the necessary functional training for the organization, for the management and the control of cooperatives, as well as the effective execution of their specific activities.

Cooperative training at CEFOCOOP II will aim at the following groups :

- elected directors of cooperatives : including members of the management councils and oversight committees, composed of democratically-elected cooperative members with unpaid functions, and for which they must receive specialized training and benefit from indispensable follow-up and retooling;
- the regional trainers, responsible at the level of regional cooperative structures, the promotion of adapted educational programs for the specific cooperative situations, and for which the programs must be prepared;
- the basic educators, chosen from among the cooperative members, by the cooperative members and responsible for the education of the adherents to the cooperatives (The educators must receive and adequate training as well as follow-up and retooling sessions.); and
- cooperative employeers, those with salaries exercising various jobs such as manager-accountants, sellers, stockpersons, weighers; they require basic training and in the case of manager-accountants, this training should be continued with regular in-service training.

<u>The methods</u> call for the following techniques (8) :

- visual and audio-visual education
- role-playing
- discussions and methods for meetings, in small groups
- analyses and examples based on real cases
- workshops

Employees of cooperative organizations will be trained by :

- use of normalized accountant documents
- the completing of monthly accountant reports
- the completing of all periodic inventories
- the organization of cooperative activities
- the organization of internal controls

In terms more especially of the education of cooperative members, it is foreseen that a Production Workshop of Pedagogical Material will include :

- a printing workshop
- a photo laboratory
- a silk-screening workshop
- an audio-visual laboratory
- additional services of : drawing rooms, stockrooms for supplies and productions, library, and media library.

In terms of the predictions for personnel and cooperative members to educate and train, we would hope to have up-to-date data in terms of the current number of cooperatives (200 in 1985), but we will only provide here the data that was established at the moment when the project study was completed (as of 1982). They give, nonetheless, approximative numbers to educate and to train following the evolution of the cooperative movement. Here is the planning for training for the first three consecutive years if the project has started at the beginning of 1983 (note here that the project has not yet started).

Table # 8 : First year : base of 150 existing cooperatives (end of 1982)

Targeted Group	Number of persons to train per cooperative	Total to train	Number of sessions per year	Maximum # of participants per session	Number of groups per year	Number of weeks of training per year
Management Councils	3	450	1	50	9	9
Oversight Committees	2	300	1	50	6	6
Employees	1	150	2	30	5	10
Total		900 persons				25 weeks

Source : PNUD/BIT-BDI-78/6-001 Project, op. cit., Annexes.

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Table # 9 : Second year : 150 + 25 newly created : basic of estimate = 175

Targeted Group	Number of persons to train per cooperative	Total to train	Number of sessions per year	Maximum # of participants per session	Number of groups per year	Number of weeks of training per year
Management Councils	3	525	1	50	11	11
Oversight Committees	2	350	1	50	7	6
Employees	1	175	2	30	6	12
Total		1050 persons				30 weeks

Source : PNUD/BIT-BDI-78/6-001 Project, op. cit., Annexes.

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Table # 10 : Third year : 175 cooperatives + 25 newly created : basic of estimate : 200

Targeted Group	Number of persons to train per cooperative	Total to train persons	Number of sessions per year	Maximum # of participants per session	Number of groups per year	Number of weeks of training per year
Management Councils	3	600	1	50	12	12
Oversight Committees	2	400	1	50	8	8
Employees	1	200	2	30	7	14
Total		1200 persons				34 weeks

Source : PNUD/BIT-BDI-78/6-001 Project, op. cit., Annexes.

5. TRAINING NEEDS ABROAD

As one notes, the area of rural development suffers in cruel fashion from a lack of qualified personnel and, even where they exist, the needs to satisfy are still very high. We should have liked thus to obtain data on the needs for training abroad : but in their absence, we will indicate the desires as given by the responsible personnel from the Ministry.

In terms of the objectives of the Ministry of Rural Development, all the advanced, intermediate, and technical personnel should benefit from scholarships for training programs abroad, in order take account of the developments in other countries.

In addition, it is important to train, by scholarships for studies, nationals in the following suject areas :

- construction,
- rural urbanization,
- organization of territory,
- hydraulics,
- hydro-geology, and
- hydrology.

This training must be at the same time at the advanced and technical levels. This training should be accomplished abroad - as a result notably of the insufficient training infrastructure in these areas in Burundi - one must equally note that the preference would be toward countries presenting natural characteristics similar to Burundi, or where many objectives in rural development have been achieved, for example in certain African countries such as Mali, Burkina-Faso and Cameroon.

MINISTRY OF CIVIL SERVICE

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1. OBJECTIVES

According to Decree # 100/28 of 17 February 1981, the Ministry of Civil Service seeks to obtain the following objectives :

- To elaborate the governmental policy in the area of administration and the management of civil servants and contracted agents of the civil administration of the State and to oversee the application of this policy.

- To direct, to coordinate, and to control the management of civil personnel of the State.

- To assure professional promotion, the improvement and in-service training of public and para-public sector agents.

- To coordinate in close collaboration with the General Inspection of the State, work aiming at the improvement of the structures and procedures of the administration and public services in order to oversee the rational utilization of agents of the State.

- To plan the development of members of the Civil Service in harmony with the development of the structure of services and the financial policy of the State.

2. ORGANIZATION AND FUNCTIONING

As one can see from the organigram on the following page the Ministry of Civil Service includes the services of the central administration composed of the Cabinet of the Ministry of the General Direction of Civil Service.

The following public establishments are under the direction of the Ministry of Civil Service :

- Center for Improvement and In-Service Training (C.P.F.)
- Civil Service Mutual Insurance Company (M.F.P.)

3. TRAINING NEEDS

One of the priority tasks of the Ministry is to assure the improvement and in-service training of agents in the public and para-public sectors. They accomplish this mission through the activities of the C.P.F.

MINISTRY OF CIVIL SERVICE

Technical Counsellors

Cabinet Secretariat

Center for Improvement and in-Service Training

General Direction of Civil Service

Mutual Insurance Company

Secretariat Chamber of Appeal

Administrative Secretariat

Bureau of Study and Statistics

Service of Internal Management

Department of Administration Management

Secretariat and Typing Pool

Sub/Direction Recruitment, Exams and Training

Sub/Direction Teachers

Sub/Direction Non-Teachers

Sub/Direction Personnel under contract

Sub/Direction or Archives and Records

Office of Payments

Claims Service

Secretariat

Sub/Direction Teachers

Sub/Direction Non-Teachers

Sub/Direction Under contract

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The Center for Improvement and In-Service Training (C.P.F.)

The C.P.F. was created by the public authorities on 8 November 1979 in order to assist the Government to better accomplish its program of socio-economic development, notably by an efficient organization and managment of administration and economic institutions.

The C.P.F. provides its actions for agents already working for the Public Administration and in the para-public sector.

1. Mission of C.P.F.

The C.P.F. fulfills the followings missions :

- Evaluation of needs for improvment and in-service training.
- Research and organization of teaching in the areas of administration and management.
- Production and diffusion of documents in these areas.
- Studies and Councils on the organization and management of public and para-public services.
- training of trainers in administration and management.

2. Forms of Activity

The C.P.F. accomplishes its missions by teaching, studies and councils, and actions of cooperation and exchange supported by publications.

2.1. Teaching

As part of the teaching activity of the C.P.F., there are training and improvement actions, both of which include general cycles in administration and management and specialized cycles.

2.1.1. Training actions

The training actions include general cycles in public administration and in managment. They are named "Stages Probatoires", probational Training Programs.

These are destined for civil servants not yet formally employed ("entitled"), as both the advanced category and the intermediate category with different profiles of basic training. The length of training is three weeks (60 hours).

The specialized training programs are organizaed for public agents who occupy posts for which they do not have the required diplomas or agents called upon to work in a new service.

2.1.2. Actions for Improvement

There are cycles of continuing improvement in administration and management which all civil servants, in theory, should attend once every five years.

They have the goal to up-date the knowledge acquired during the Probational Training Programs. The length of training is three weeks (60 hours).

Besides these cycles, the C.P.F. also organizes specialized improvment actions for public agents in order to deepen an aspect of administration or management.

These cycles are, in general, of long duraction, and some can be as long as six months.

The following table shows the action of C.P.F. in this area :

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Table # 1 : Total of Certificates Granted

Year	Number of Certificates granted	Area
1979	-	-
1980	-	-
1981	61	General accounting
		English
		Executive secretariat trainig
1982	30	English
		General accounting
		Executive secretariat trainig
1983	75	Executive secretariat training
		Analytical accounting
		General accounting
		English
1984	58	Budget and cost analys and
		decision-making
		Public Management
		English
		General accounting
1985	56	Executive secretariat training
		Management of Import Supply
		Documentation
		English
Total	280	

Source : - Program and Calendar of Activities of C.P.F. 1986
- Program and Scientific Activities of C.P.F. 1985.

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Finally some seances of self-improvement are organized on site for the personnel of the C.P.F.

2.2. Actions of Cooperation and Exchange

The C.P.F. organize meetings in the form of colloquiums and round tables having objectives of cooperation, consciousness-raising, and exchange of points of view on problems concerning administrative activities. Their goal is to propose reform measures of public services.

2.3. Studies and Council Activities

Some services, through the authorities on whom they depend, seek the competence of the C.P.F. for the study and development or restructuting of the organization of their functioning or of their managment in order to increase their efficiency.

2.4. Publications and Production of Pedagogical Materials

In addition to a specialized trimestrial review on management of administration and training, the C.P.F. publishes documents for most of the seminars and other meetings which it organizes.

3. Means of the C.P.F.

The C.P.F. is assisted in the accomplishment of its mission by a PNUD project both at the level of personnel and material means.

The scientific personnel includes the members of the direction and of the project including 23 persons of whom :

- 14 advanced personnel.
- 10 intermediate personnel.

3 of the advanced personnel are expatriates.

1 advanced personnel and 1 intermediate personnel are continuing their training abroad.

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The finacial means of the C.P.F. are constituted by annual support from the ordinary budget of the State and is largely completed by the support of the Project, notably in the purchase of books for the library, the purchase and maintenance of audio-visual material and computers.

4. TRAINERS AND NEEDS FOR TRAINING

4.1. Trainers

In the organization of training programs the C.P.F. uses its own personnel. It collaborates with the services which send trainers in order to invite appropriate trainers to provide the type of in-service training desired.

The C.P.F. also calls upon teachers such as professors from the University of Burundi, or civil servants from the public administration as well as several experts from the resident missions of PNUD and the World Bank.

4.2. Training Needs (1987 to 1990)

The C.P.F. foresees for its personnel, training programs abroad from 6 to 18 months in length.

4.2.1. Long Training Programs (18 months)

Disciplines	Units
Computer science (already completed a program of 6 months)	1
Financial management and business management	2
Management of import supplies	1
Rural development (specialty : economist)	1
Management	2
TOTAL	7

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4.2.2. Short Training Programs (6 to 9 months)

Disciplines		Units
Maintenance of Equipment :	- Office and Printing Machines	
	- Maintenance of audio-visual equipment and micro-computers	3
Organization and Methodology		3
TOTAL		6

5. AID PERSONNEL

Aid personnel currently working or expected in the coming months are divided as follows :

Specialty	Units	Source
Computer Science	1	Canadian Center for Studies and International Cooperation (CECI)
Audio-visual	1	CECI
Planning and Management of Rural Developement	1	CECI
Public Administration	1	PNUD
Business Management	1	PNUD
Management	1	PNUD
Documentation	1	PNUD
TOTAL	7	

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6. ORGANIZATIONS WHICH COOPERATE WITH C.P.F.

The C.P.F. cooperates with international organizations in the form of scientific exchanges and participation in colloquiums.

The most important of these organizations is the United Nations Development Program (UNDP/PNUD).

In addition to PNUD others to mention include :

- The World Bank.
- United States Agency for International Development (U.S.A.I.D.)
- The Institute for Economic Development (I.D.E.)
- The Pan-African Institute for Development (I.P.D.), Douala, CAMEROUN.
- The Institute for International Public Administration (I.I.A.P.), Paris, FRANCE.
- The African Center for the Development of Administrative Research (CAFRAD), Tangiers, MOROCCO.
- The International Institute of Administrative Science (I.I.S.A.), Brussels, BELGIUM.

MINISTRY OF PUBLIC HEALTH

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1. OBJECTIVES

1.1. Social and Preventive Medicine

"The Government of the Second Republic has undertaken a new and profound resturcturing of the health policy of the country, based on the principle of social and preventive medicine, aiming at the improvement of the quality of life for all of the population, with the priority accorded to the rural milieu. This policy must benefit from both a integrated and a multi-sectorial approach in order to provide primary health care which will permit a framework of development conforming to social justice" (9).

1.2. Coverage of the population

The health policy of Burundi aims to serve all the population. To accomplish this objective, they are looking to provide services and accessible health care for all.

The priority has been placed on primary health care.

In Burundi, "it is estimated that the fundamental health needs to satisfy are the following :

- sufficient immunology, requiring a close collaboration, or even integration, with the enlarged program of vaccination.
- assistance to mothers during pregnancy to the moment of birth, post-natal and infant care, and family planning.
- the provision of clean water, adequate sanitation for the environment, protection against vectors of illness, and improvement of the environment.
- health and nutritional education.
- current care including diagnosis and early treatment of communicable diseases, emergency care, system of referral for the most serious cases.
- a minimum of statistical data permitting the evaluation of work" (10).

2. ORGANIZATION AND FUNCTIONING

From the health point of view, Burundi is divided into 4 medical regions, that is : the medical region of Bujumbura, that of Gitega, that of Ngozi and that of Bururi.

According to the Decree # 100/001 of 7 January 1985, the Ministry of Public Health includes two General Directions which depend directly upon the Minister's Cabinet, that is : the General Direction of Public Health and that of Health Logistics. The two other services which depend directly of the Minister's Cabinet are :

- The Service of Training and Personnel Management.
- The Office of Inspection and Planning.

The General Direction of Public Health supervises the activities of the Department of Health Care and those of the Department of Hygiene and Prevention.

The General Direction of Health Logistics supervises the activities of the Department of Budget and Supply as well as those of the Department of Management of Health Infrastructure.

ORGANIGRAM

MINISTER'S CABINET

SERVICE OF TRAINING AND PERSONNEL MANAGEMENT

OFFICE OF INSPECTION AND PLANNING

GENERAL DIRECTION OF PUBLIC HEALTH

GENERAL DIRECTION OF HEALTH LOGISTICS

DEPARTMENT OF HEALTH CARE

DEPARTEMENT OF HYGIENE AND PREVENTION

DEPARTMENT OF BUDGET AND SUPPLIES

DEPARTMENT OF MANAGEMENT OF HEALTH INFRA-STRUCTURE

SUB/DEPARTMENT

CARE UNITS AND LABORATORIES

EPIDEMIOLOGY AND HEALTH STA-TISTICS

MATERNAL AND INFANT HEALTH EDUCATION

PUBLIC HYGIENE AND ENVIRON-MENTAL HYGIENE

PURCHASE AND STOCK MANAGEMENT

DISTRIBUTION AND PHARMACIES

BUILDINGS AND EQUIPMENT

TRANSPORTATION

3. HEALTH COVERAGE OF THE POPULATION

3.1. Notion of "Health coverage of the population"

The calculation of the average spread of action (R.M.A.) of each type of health establishment in Burundi is based on the unrealistic hypothesis of equal distribution of health establishments.

In spite of this, the hypothesis corresponds to the most favorable situation that could exist.

$$R.M.A. = S/N.Pi$$

R.M.A.	=	Average spread of action
S.	=	geographical size of the administrative unit considered
N.	=	number of establishments of the type considered
Pi	=	3.14

3.2. Health coverage in Burundi : situation in 1980 (11)

Table # 1

Province	Km^2 size	Hospital	Spread (km)	Dispensary or Health Center	Spread (Km)	Toge-ther	Spread (km)
Ruyigi	5,718	3	24.6	25	8.5	28	8.1
Bururi	4,957	3	22.9	18	9.4	21	8.6
Bubanza	2,712	1	29.4	19	6.9	20	6.6
Muyinga	3,700	1	34.3	18	8.1	19	7.9
Gitega	3,447	4	16.6	22	7.1	28	4.5
Muramvya	1,546	2	15.7	14	5.9	17	5.4
Ngozi	2,707	5	13.1	21	6.4	26	5.8
Bujumbura	1,322	2	14.5	14	5.5	16	5.1
Totat	26,109	21	19.4	152	7.4	172	6.9

On the average, hospitals have a spread of action of 20 kilometers. If one considers the ensemble of health establishments, the spread of action of each establishment if 7 kilometers.

3.3. The normal spread of coverage

"It is generally admitted that a health unit cannot be effectively responsible except for a population within a distance of 5 kilometers. In favorable geographic conditions (a plain), this represents about one hour walking in order to arrive and another hour to return home. However, the geographic situation of our country with its hilly terrain, can considerably modify these data. One could thus say that the 161 peripheral health units, assuming they were uniformly distributed would cover only half the population. Consequently it is necessary to multiply the number of health centers, but without a preliminary study (12), it is impossible to determine where and how to place these new centers." (13).

3.4. Total coverage for health in Burundi : perspectives for the year 2000

In the "Report of the Mixed Commission of the Ministry of Public Health (of Burundi/O.M.S.) concerning Health Planning" (14), a plan was established which included predictions of health units to create from 1983 to 1995 and a plan of annual investments spread through this entire period. (15)

3.4.1. Perspectives of W.H.O. : Health for all by the year 2000 (16)

In order to assure health for all by the year 2000, W.H.O. has elaborated a health development plan which it proposes for certain African countries including Burundi.

Within the general lines of this plan, W.H.O. proposes as objectives to accomplish in the short term, three periods :

- 1987 : Operational supprt activities for primary health care (peripheral level).
- 1988 : Activities of technical support for primary health care (intermediate level).

- 1989 : Activities of strategic support for primary health care (central level).

3.4.2. Total health coverage of the population of Burundi

a. Objectives of the IVth Five-Year Plan : 1983-1987 (17)

The health policy adopted by Burundi is to orient the health services toward a social form of medicine.

Within the framework of the objectives decided by the IVth Five-Year Plan, different actions will concern :

- the decentralization of health services.
- the improvement of existing infrastructure and the implantation of new hospitals and health centers.
- struggle against contagious diseases
- environmental hygiene
- health education
- personnel training.

In the area of implantation of new health units, the IV th Five-Year Plan foresees the construction of 5 new hospitals, one in Bujumbura (the hospital in Kamenge that is already completed), 4 others in the interior of the country : Mutaho (already operating), Makamba, Rutovu and Karuzi ; and 22 health centers.

b. Medical schools in Burundi (18)

The Department of Medicine of the University of Burundi is responsible for training general practitioners.

Four schools will be able to assure the training of medical technicians : the Medical Institute of Gitega, Bururi and Ngozi where medical technicians and nurses' aids will be trained and the Medical Institute of Bujumbura for hygiene technicians and their auxiliaries and hygiene assistants.

3.4.3. Insufficiency of medical personnel and health infrastructure.

Table # 2 : Evolution of the number of doctors (19)

Year	1968	1973	1976	1977	1979	1980	1982	1986	
Numbers	53	51	99	93	103	111	170	238	= 135 nationals and 103 aid personnel and complementary agents

If one considers the ratio : population/doctors, internationally considered as the indicator showing the theoretical number of persons to be treated by one doctor, one notes that it is far from the norm of W.H.O. (1 doctor for 1000 inhabitants).

In 1980, the health sector included 295 advanced personnel and 498 intermediate personnel (20).

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Table # 3 : The distribution of jobs : case of 1980 (21 and 22)

Groups of jobs	Jobs	Number	Total
1. Advanced personnel with administrative and commercial competence	- Executive accounting	8	
	- Executive administrator	16	
	- Executive external management	3	45
	- Miscellaneous	18	
2. Advanced personnel with technical competence	- Doctors and those assimilated	62	
	- Miscellaneous	188	250
3. Intermediate personnel with administrative and commercial competence	- Accountants	6	
	- Administrators	20	
	- Production Managers	9	57
	- External Managers	3	
	- Miscellaneous	19	
4. Intermediate personnel with technical competence	- Medical technicians	421	
	- Veterinary technicians	13	441
	- Miscellaneous	7	
	TOTAL	793	793

Table # 4 : Numbers of Doctors : 01/05/1986

Administrative or professional sectors	Numbers: National doctors	Numbers: Aid personnel doctors and complementary agents	Total
Central Administration	7	0	7
Administration of medical regions	4	0	4
C.P.L.R.	10	6	16
H.P.R.C.	25	26	51
National Service of Epidemiology and P.E.V.	1	0	1
Health Center of Musaga	0	1	1
Leprosorium	0	1	1
Neuro-Psychiatric Center of Kamenge	0	2	2
PMI/PF/E.S. Project	0	1	1
Struggle against Bilharzia	0	1	1
Hygiene Service	1	1	2
Hygiene : Malaria Section	1	0	1
Cibitoke Hospital	1 + 1=2	0	2
Islamic Center	0	3	3
Kibumbu Hospital	3	0	3
Kibumbu Sanatorium	0	2	2
Muramvya Hospital	2	1	3
Rwibaga Hospital	1	1	2
Medical Sector of Bubanza	1	0	1
Gitega Hospital	10	9	19
Medical Institute of Gitega	2	0	2
Rutana Hospital	1	2	3
Ruyigi Hospital	1	1	2
Buhiga Hospital	0	2	2
Mutaho Hospital	1	1	2
Murore Hospital	2	0	2
Bururi Hospital	5	4	9
Matana Hospital	2	0	2
Rumonge Hospital	2	1	3
Rutovu Hospital	2	0	2
Makamba Hospital	2	0	2
Ngozi Hospital	1	9	10
Kirundo Hospital	1	0	1
Muyinga Hospital	1	3	3
Kayanza Hospital	1	1	2
Buye Hospital	1	0	1
Military Hospital	2	0	2
Health Service of the Armed Forces	5	0	5

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Administrative or professional sectors	Numbers: National doctors	Numbers: Aid personnel doctors and complementary agents	Total
Department of Medicine	17	7	24
C.H.U. of Kamenge	9	0	9
Mutual Insurance Company of Civil Service	1	0	1
Agregated doctors			17
Private doctors	4	4	8
TOTAL	135	103	238
Percentage	56.7 %	43.2 %	100

Commentary of this table (23)

1. The Ministry of Public Health employs 56.7 % national doctors against 43.2 % foreign doctors (aid personnel and complementary agents).

2. Private doctors are only 8 in number, or 3.3 %. This indicates that the Government of Burundi does not much favor the opening of hospitals and other private health establishments.

3. Agregated doctors are 17 in number, or 7.1 %.

1.3. Barundi Students Abroad

Table # 3 : Number of Students According to Discipline

Discipline	Probable date of return								Total
	1986	1987	1988	1989	1990	1991	1992	NOT MENTIONNED	
1. Health	15	22	15	21	13	4	–	–	90
2. Industry	28	17	11	12	11	2	–	–	81
3. Construction and Public Works	18	13	13	18	14	1	2	1	80
4. Energy and Mines	32	9	11	5	11	6	2	–	76
5. Agriculture Livestock	13	13	11	16	18	2	2	–	75
6. Letters and Humanities and Social Siences	11	8	22	11	13	1	2	–	70
7. Exact and Natural Sciences	10	7	8	13	9	5	–	–	52
8. Communication	3	4	3	14	9	–	–	–	33
9. Finance and Economics	2	7	9	10	3	–	–	–	31
10. Transport	8	–	8	7	4	2	–	–	29
11. Miscellaneous	2	2	5	2	1	–	–	2	14
Total	142	102	116	129	106	23	8	5	631

Source : Office Scholarships for Study and Training Programs.

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1.4. Needs for training

For the University of Burundi, the table below represents the state of training needs for trainers during the period from 1983 to 1996.

Table # 4 : Needs for training of trainers during the period 1983-1984

	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	TOTAL
Department of F.L.S.H.	2	4	4	6	3	6								26
F.S.E.A.	4	5	5	7	5	5	3	3	2					39
Department of Medicine	2	3	2	2	1									10
Law Department	4	8	6	5	9	6	4	2	2		1			47
Department of Agronomy	3	2	6	8	10	9	7	3	2					50
F.P.S.E.	2	4	5	5	2	1								19
I.E.P.S.		1	3	2										6
I.P.			3	2										5
Department of Applied Sciences		2	2	4	3	2	3	3	1	3	2	2	4	31
I.T.S.	4	5	4	4										17
TOTAL	2	2	2											6
	24	36	42	45	33	29	17	11	7	3	3	2	4	256

Source : - Direction of Educational Planning, Ministry of National Education.
- University of Burundi : Direction of Academic Services.

Table # 2 : Professorial Staff by Degree, Sex, and Nationality, Academic Year 1985-6

Degree	Doctorat of state				Doctorat of 3rd cycle				Engineer				Masters				Masters (maîtrise)				Bachelor				TOTAL		
Nationality	H		F		H		F		H		F		H		F		H		F		H		F				
	PT	TP	V	PT	TP	V	PT	TP	V	PT	TP	V	PT	TP	V	PT	TP	V	PT	TP	V	PT	TP	V	PT	TP	V
Barundi	10	9				42	6		3			13	3		1			5			2			2					37	8		7	1		122	27	
Rwanda						2		1																					3						5		1
Zaïre								3																					1						1		3
Belgian						18	2	14		1			1												3					12		2			35	4	14
French	11	3	11			15	2			1		1							1						2					1					30	7	11
Soviet	12		1																										1					13		1
Swiss		3					1												1							1			1					3	4	
Canadian									1			10		4																				10		5
American	1			1															1															4		
German	2												3			1													1					7		
Other			4																						1									1		4
Africans																																				
Other	4	1											1	1					2										1					8	2	
Total	40	16	16	1		79	10	19	3	2		28	5	4	2			9	1		2			8	1				58	8		9	1	239	44	39

PT : Full time.
TP : Part time.
V : Visitor.

Table # 11 : Units functioning at the end of each year

Successive sectors undertaken	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
S.A.R.O.	1 Hos 3 HC	1 Hos 6 HC	1 Hos 10 HC	1 Hos 14 HC	1 Hos 16 HC	1 Hos 16 HC	1 Hos 16 HC	1 Hos 16 HC	1 Hos 16 HC	1 Hos 16 HC	1 Hos 16 HC	1 Hos 16 HC	1 Hos 16 HC
2 sectors			2 Hos 4 HC	2 Hos 12 HC	2 Hos 20 HC	2 Hos 28 HC	2 Hos 32 HC	2 Hos 32 HC	2 Hos 32 HC	2 Hos 32 HC	2 Hos 32 HC	2 Hos 32 HC	2 Hos 32 HC
2 sectors				2 Hos 4 HC	2 Hos 12 HC	2 Hos 20 HC	2 Hos 28 HC	2 Hos 32 HC	2 Hos 32 HC	2 Hos 32 HC	2 Hos 32 HC	2 Hos 32 HC	2 Hos 32 HC
3 sectors					3 Hos 6 HC	3 Hos 18 HC	3 Hos 30 HC	3 Hos 42 HC	3 Hos 48 HC	3 Hos 48 HC	3 Hos 48 HC	3 Hos 48 HC	3 Hos 48 HC
3 sectors						3 Hos 6 HC	3 Hos 18 HC	3 Hos 30 HC	3 Hos 42 HC	3 Hos 48 HC	3 Hos 48 HC	3 Hos 48 HC	3 Hos 48 HC
3 sectors							3 Hos 6 HC	3 Hos 18 HC	3 Hos 30 HC	3 Hos 42 HC	3 Hos 48 HC	3 Hos 48 HC	3 Hos 48 HC
3 sectors								3 Hos 6 HC	3 Hos 18 HC	3 Hos 30 HC	3 Hos 42 HC	3 Hos 48 HC	3 Hos 48 HC
4 sectors									4 Hos 8 HC	4 Hos 24 HC	4 Hos 40 HC	4 Hos 56 HC	4 Hos 64 HC
Total	1 Hos 3 HC	1 Hos 6 HC	3 Hos 14 HC	5 Hos 30 HC	8 Hos 54 HC	11 Hos 88 HC	14 Hos 130 HC	17 Hos 176 HC	21 Hos 226 HC	21 Hos 272 HC	21 Hos 306 HC	21 Hos 328 HC	21 Hos 336 HC

Source : Document already cited, p. 30.

Table # 10 : Investment during each year

Successive sectors undertaken	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
S.A.R.O.	1 Hos 3 HC	3 HC	4 HC	4 HC	4 HC								
2 sectors		2 PS	2 Hos 4 HC	8 HC	8 HC	8 HC	4 HC						
2 sectors			2 PS	2 Hos 4 HC	8 HC	8 HC	8 HC	4 HC					
3 sectors				3 PS	3 Hos 6 HC	12 HC	12 HC	12 HC	6 HC				
3 sectors					3 PS	3 Hos 6 HC	12 HC	12 HC	12 HC	6 HC			
3 sectors						3 PS	3 Hos 6 HC	12 HC	12 HC	12 HC	6 HC		
3 sectors							3 PS	3 Hos 6 HC	12 HC	12 HC	12 HC	6 HC	
4 sectors								4 PS	4 Hos 8 HC	16 HC	16 HC	16 HC	8 HC
TOTAL/YEAR	1 Hos 3 HC	2 PC 3 HC	2 PC 2 Hos 8 HC	3 PC 2 Hos 16 HC	3 PC 3 Hos 26 HC	3 PC 3 Hos 34 HC	3 PC 3 Hos 42 HC	4 PC 3 Hos 46 HC	4 HOS 50 HC 44 HC	40 HC 40 HC	34 HC	22 HC	8 HC

Source : Primary health care in Burundi. Total Coverage of Population Preplanning. s, l.; February 1982, p. 29.

NOTES

(1) Program-Report of the Central Committee of the UPRONA Party, Bujumbura, 25-28 July 1984.

(2) Program-Report of the Central Committee of UPRONA Party, Bujumbura, 25-28 July 1984.

(3) Days of Reflection on Planning of Human Resources, 27-28 August 1985.

(4) Program-Report of the Central Committee of UPRONA Party, Bujumbura, 25-28 July 1984.

(5) Republic of Burundi, Central Committee of UPRONA Party, Acts of the First National Congress of the UPRONA Party, Bujumbura, November 1980, pp. 243-245.

(6) Project for the creation of a Center of Cooperative Education, PNUD/BIT/BDI/78/001 Project Development of Cooperative Movement, January 1984, p. 8 document available at the Department of Cooperatives of the Ministry of Rural Development.

(7) Op. cit., p. 10.

(8) Op. cit., p. 13.

(9) Primary health care in Burundi. Total coverage of the population. Preplanning, February 1982, 5.1. (Bujumbura), p. 7.

(10) Op. cit., p. 7

(11) NTAHOMVUKIYE Juvenal in Population and Health. Case of Burundi. Training Institute and Demographic Research, June 1985, p. 50.

(12) It was with the goal to plan new implantations of health establishments that a study was completed at the request of the Government of Burundi, that is :

Primary health care in Burundi. Total coverage of the population. Preplanning. S.1., mimeographed, February 1982.

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(13) Primary health care in Burundi. Op. cit., p. 10

(14) and (15) Idem. pp. 16-87

(16) See the W.H.O. document : "To accelerate the development of Health for All/2000 in States of the African Region." 9th regional meeting for the program. Brazzaville 18-22 November 1985, W.H.O., African Regional Office, 1985, pp. 1-2.

(17) Republic of Burundi. IVth Five-Year Plan of Economic and Social Development. 1983-1987, pp. 303-4.

(18) Republic of Burundi, IVth Five-Year Plan, Op. cit., p. 306.

(19) National Service of Studies and Statistics, 1980 and 1983, p. 34 and p. 41. We also referred to data gathered by the Ministry of Public Health, the Direction of Training and Personnel Management 1 May 1986.

(20) Ministry of Planning, of National Education, of Labor and Professional Training : Employment of Training System : Perspectives/ 1981-2000, Volume 2, Bujumbura, October 1983.

(21) and (22) Ministry of Planning, of National Education, of Labor and Professional Training : Labor and Training System : Perspectives 1981-2000, Volume II, Bujumbura, October 1983.

(23) This table was developed by ourselves from a document obtained from the Ministry of Public Health entitled : "List of doctors at 01/05/1986 and their date of entry into service", mimeographed, 18 p.

(24) Republic of Burundi. IVth Five-Year Plan of Economic and Social Development. 1983-1987. s.l., s.d. s.e. p. 83.

(25) "Report of the Mixed Commission Ministry of Health/W.H.O. concerning Health Planning" in : Primary Health Care in Burundi, Total Coverage of the Population. Preplanning, February 1982, p. 17.

(26) Republic of Burundi. IVth Five-Year Plan of Economic and Social Development. 1983-1987, s.d., s.e., pp. 308-309.

(27) D_4 signifies : Diploma of 4 years of post-primary education.

(28) BELLONCLE (G.), FOURNIER (G.). Health and Development in Rural African Environment. Reflections on Nigerian Experience.