

Country Context Report - Burundi

General Country Information

Africa Education Initiative Program Component(s)

Ambassadors' Girls' Scholarship Program

Primary Language(s)

French: National, Official, Instruction Grades 1-4, Instruction Grades 5-7/8

French and Kirundi are the official languages of the country.

French and Kirundi are also the languages of instruction in primary schools in most parts of the country.

Swahili is also the language of instruction along Lake Tanganyika and in the Bujumbura area.

Sources

CIA World factbook, Burundi: May 2004 - <http://www.odci.gov/cia/publications/factbook/geos/by.html>

Population

| | Total | Male | Female |
|----------|-----------|-----------|-----------|
| Total | 6,231,221 | 3,091,831 | 3,139,390 |
| Under 14 | 2,889,583 | 1,459,251 | 1,430,332 |

The 2004 population estimates take into account the effects of a high mortality rate due to HIV/AIDS. This often results in lower life expectancy, higher infant mortality rates, lower population and growth rates, and changes in the distribution of population by age and sex.

Sources

CIA World factbook, Burundi: May 2004 - <http://www.odci.gov/cia/publications/factbook/geos/by.html>

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Basic Education General Information

Breadth of Basic Education Activities

Length of Primary School Cycle: 6 Years

Sources

Burundi-Education System; Institution Types and Cr - <http://www.unesco.org/iau/cd-data/bi>

Early Childhood Education

Early childhood education is provided.

ECE Enrollment: 4,938

According to 1999 estimates, only 1.5% of children between the ages of 3 and 6 had access to early childhood education and most of them lived in urban areas. From 1997 to 1999, total enrollment increased from 4,480 to 4,938 resulting in an increased rate of 9.2%. Enrollment also increased in public institutions from 2,085 to 2,520 resulting in an increased rate of 17.26%.

Sources

L'evaluation de l'education pour tous a l'an 2000- - <http://www2.unesco.org/wef/countryreports/burundi/>

National Curriculum

A national curriculum exists.

The new curriculum recommended that teaching hours in primary schools be reduced and that the number of subjects taught be increased. Recently, peace and HIV/AIDS teaching were added to the curriculum, while the Ministry of Education (MOE) also plans to include the teaching of English as a foreign language in the curriculum of the final two years of primary school. The pre-1982 core curriculum has not been reduced despite a reduction in teaching hours: Pupils have to learn as much as before in order to pass exams despite having less teaching time. Furthermore, the curriculum was originally designed to be taught in a six-day week, but a five-day week was introduced in 1993.

Sources

Equal Access to Education; a peace imperative for - <http://www.international-alert.org/pdf/>

National exams - At what level are national exams written?

Primary education lasts for six years leading to the "Certificat d'Etudes du Primaires Cycle" (CEPE)(Primary School Leaving Certificate).

Sources

Burundi-Education System; Institution Types and Cr - <http://www.unesco.org/iau/cd-data/bi>

What are the key basic education challenges?

- The protracted civil war that has ravaged Burundi for the past seven years has virtually paralyzed an education system that was already failing before the conflict began.
- The quantity and quality of teachers have suffered drastically as a result of the war.
- The war has killed and displaced thousands of parents and pupils.
- There is a dire need for resources as well as buildings, equipment and books.
- There is the need for a clearer definition of the aims and priorities for education.
- Equal access to education for all ethnic groups from all provinces is another challenge. Some tribes and provinces are more privileged than others. Access to education remains unequal for Hutu, Tutsi and Twa.
- The socio-political crisis which has affected Burundi since 1993 has created the phenomenon of ethnic Balkanisation. Pupils go to school only where they feel secure.
- There is the lack of access to schools, unequal geographical spread of services, language issues

and lack of financing.

Sources

Equal Access to Education; a peace imperative for - <http://www.international-alert.org/pdf/>

Is primary education 'free' (legally)?

In principle, primary education is free but in practice parents contribute to the day-to-day running of schools, especially in ensuring security, constructing and rehabilitating classrooms and purchasing school furniture.

Sources

Association for the Development of Education in Af - http://www.adeanet.org/programs/biennial99/en_synt

What are the barriers to student access and participation in basic education?

- There is a significant learning problem for children in the last two years of primary school due to the change-over (from Kurundi to French) in the language of teaching.
- Major policy changes in the education system have not yet been effectively evaluated.
- MOE efforts continue to concentrate on quantity (number of classrooms built, etc.) rather than on the quality of teaching.
- There is severe lack of trained teachers, and teachers feel unsupported and demoralized.
- There is severe shortage of text books and teaching materials, especially in community schools.
- The limited resources and inadequate facilities for technical education and training are depriving the country and economy of much-needed skills.
- There is a marked imbalance in the geographical distribution of schools throughout the country: About one-third of the population enjoys two-thirds of educational services.
- There have been regional and ethnic distortions in access to different education facilities. For example, the Twa (Pygmy) minority remains marginalized and without access to education.

Sources

Global March against Child Labour - www.globalmarch.org/cl-around-the-world/barometre-

In what ways is the education system addressing the needs of marginalized groups? Are there special schools?

Special schools exist.

Special schools not only take care of the needs of physically challenged pupils, but they also take care of the needs of "street kids".

These schools include the following:

1. MUTWENZI Institute which provides material and psychological support
2. Centre National de Réinsertion Socio-Professionnelle (C.N.R.S.P.) (National Centre for Socio-professional Rehabilitation) of Jabe and Saint KIZITO offer re-adaptation and socio-professional programs
3. MUTWENZI Institute, BWIZA Center and the MUSHASHA Handicap Center at Gitega
4. Mushasha and Buyenzi Centers for the deaf
5. Gihanga School for the blind.

Sources

L'evaluation de l'education pour tous a l'an 2000- - <http://www2.unesco.org/wef/countryreports/burundi/>

What is the stage of development of the education system?

Although the MOE described the state of education in 1997 as catastrophic, the education system nevertheless registered the following positive trends:

- Enrollment into early childhood education increased from 4,480 in 1997-1998 to 4,983 in 1998-1999.
- Enrollment into primary schools experienced the following increases: 426,535 in 1995-1996; 453,746 in 1996-1997; 554,981 in 1997-1998, and 670,882 in 1998-1999.
- Girls` enrollment into primary schools experienced the following increases: 195,294 in 1995-1996; 207,128 in 1996-1997; 249,057 in 1997-1998, and 296,051 in 1998-1999.
- Pupil-teacher ratio experienced the following trends: 54:1 in 1994-1995; 50:1 in 1995-1996; 42:1 in 1996-1997; 49:1 in 1997-1998, and 61:1 in 1998-1999.

Sources

L`evaluation de l`education pour tous a l`an 2000- - <http://www2.unesco.org/wef/countryreports/burundi/>

Primary School Enrollment by Year and Grade

| Year | Grade | Total | Male | Female | Urban | Rural |
|------|-------|---------|---------|---------|-------|-------|
| 1999 | Total | 670,882 | 374,831 | 296,051 | | |
| 1998 | Total | 554,981 | 305,924 | 249,057 | | |
| 1997 | Total | 453,746 | 246,618 | 207,128 | | |
| 1996 | Total | 529,634 | 294,552 | 235,082 | | |
| 1995 | Total | 426,535 | 231,241 | 195,294 | | |
| 1993 | Total | 649,999 | 357,597 | 292,402 | | |
| 1992 | Total | 626,454 | 344,797 | 281,657 | | |
| 1991 | Total | 628,357 | 341,706 | 286,651 | | |

Sources

L`evaluation de l`education pour tous a l`an 2000- - <http://www2.unesco.org/wef/countryreports/burundi/>

Enrollment Age

| Year | General | Male | Female | Urban | Rural |
|-------|---------|------|--------|-------|-------|
| 0 (1) | 6 | 6 | 6 | 6 | 6 |

(1) - The enrollment age is 6 years irrespective of sex or region.

Sources

Burundi-Education System; Institution Types and Cr - <http://www.unesco.org/iau/cd-data/bi>

Average Grade Repetition

| Year | General | Male | Female | Urban | Rural |
|----------|---------|------|--------|-------|-------|
| 1998 (1) | 28 | 29 | 29 | | |

(1) - With regard to the repetition rate, from year 1 to 4, there is a steady average of 28% who fail their exams and consequently have to repeat the academic year.

For pupils in year 5, this figure shoots up to 37%, while for year 6.44% have to repeat the year.

The increase in repetition rate from year 5 can be attributed to the fact that Kirundi which is used as the language of instruction for the first four years is replaced by French from year 5.

Sources

L`evaluation de l`education pour tous a l`an 2000- - <http://www2.unesco.org/wef/countryreports/burundi/>

Enrollment by School Type

| Year | Type | General | Male | Female | Urban | Rural |
|----------|-------------------|---------|------|--------|-------|-------|
| 1999 (1) | Public/Government | 79 | 87 | 69 | | |
| 1998 | Public/Government | 72 | 83 | 62 | | |
| 1997 | Public/Government | 44 | 49 | 41 | | |

(1) - Certain provinces experienced dramatic increases in school enrollment between 1992/1993 and 1998/1999.

For example, in Bujumbura enrollment increased from 71% to 105%, in Cibitoke it increased from 19% to 124%, in Karusi it increased from 19% to 66% and Ruyigi, it increased from 35% to 81%. These dramatic increases are attributed to the fact that these provinces played host to thousands of displaced pupils from other provinces as a result of the civil war.

Are there alternatives to traditional schools?

Through life skills programs, the MOE aims at improving the standard of living of individuals and communities and are focused on family life, population, school health, HIV/AIDS and peace. These programs which incorporate Parents' Associations, NGOs, civil society and religious institutions, have trained 2,065 instructors in 97 schools.

Sources

OCHAD-Burundi Situation Report 17-23 May 2004 - <http://www.reliefweb.int/w/rwb.nsf>

How is the country addressing HIV/AIDS issues?

The Government of Burundi (GOB) established an AIDS program (Commission Nationale de Lutte Contre le SIDA/CNLS) that falls under the Office of the President. This is aimed at leading a multi-sectoral effort against HIV/AIDS. GOB has also created a Ministry in charge of HIV/AIDS issues. Before the SIDA/CNLS was formed, the National AIDS Control Program (PNLS) under the Ministry of Health was a technical and policy structure created to respond to the HIV/AIDS challenge in the country.

A UNAIDS Theme Group, is also in the country, and has a technical arm which meets monthly and includes representatives from GOB, multilateral, bilateral organizations and NGOs.

In 1999, a national HIV/AIDS strategic plan for the period 1999-2003 was produced with the input of all stakeholders, including people living with HIV/AIDS (PLWA), religious leaders, civil society organizations, and donors.

As part of the multi-sectoral approach to HIV/AIDS, every Ministry is expected to have as a minimum, a mechanism for HIV/AIDS Information Education and Communication (IEC) for its staff and an HIV/AIDS social support network. In order to prevent a higher rate of infection in rural areas, the 2002-2006 National Action Plan has called for actions targeting vulnerable groups, as well as specific interventions - notably in the Information-Education-Communication campaign carried out through peer educators, the promotion of condom use, counselling of people living with HIV/AIDS, the reduction of the epidemic's socio-economic impact on people through the promotion of revenue-generating activities, and the social integration and education of orphans.

Sources

Science in Africa; Burundi:IRIN interview with HIV - <http://www.sciencein africa.co.za/2002/february/bur>

Are there political conflicts and what is the impact of these conflicts on education?

The civil war that led to major movements of the population from 1993 until the present has had a negative impact on school attendance and on conditions for effective study. From 1994-97, depending on the year, there were between 100,000 and 200,000 fewer children in primary school than in 1993.

The conflict has also had a devastating effect on teachers. Many were killed. One report puts the number at 500 while thousands became refugees. A high proportion of Burundi's trained teachers used to come from neighboring countries, especially the Democratic Republic of Congo and Rwanda. In 1992, 22% of all primary teachers were foreigners. After 1993, large numbers of these teachers returned to their own countries, some due to insecurity, others after the Rwandese Patriotic Front (RPF) victory in Rwanda. The result was a catastrophic loss of trained teachers: By 1997, the number of foreign primary teachers had fallen to just 4%, a loss of 1800 teachers. The MOE was forced to replace them usually with unqualified local teachers.

At least 391 primary schools were destroyed as a result of the conflict: More than 25% of the total number. Other schools were used as temporary shelters for the displaced. Furniture and textbooks were also destroyed. Burning and looting of schools was used as a rebel tactic as late as January 2000.

International donors drastically cut aid to education after the coup of 1996. This is one reason for the chronic lack of textbooks in some schools. The psychological effects of the conflict on children are considerable, with many manifesting clinical symptoms of trauma. In a good number of schools, about 25% of pupils have lost at least one parent. In the country as a whole, the number of single parent families doubled after the crisis.

The socio-economic crisis which has affected Burundi since 1993 has created the phenomenon of ethnic "Balkanisation" whereby pupils tended to go to schools only where they felt secure.

Sources

Equal Access to Education; a peace imperative for - <http://www.international-alert.org/pdf/>

Are there on-going, recently completed projects relating to the following areas?

Teacher Training

In collaboration with United Nations Children's Fund (UNICEF) and the United Nations Educational Scientific and Cultural Organization (UNESCO), the MOE is organizing a 45-day training course for 2,000 unqualified teachers. Teacher training and curriculum workshops will be organized in various sites to ensure that all vulnerable children and youth benefit from good quality teaching and learning. A monitoring mechanism will be put in place to ensure adequate supervision of newly trained teachers. Partners, in particular the MOE, will be supported to ensure a close monitoring of activities and to gather and process school data. The program will train parents and community members in sites for the displaced in five provinces on new approaches to integrated early childhood development with a view to ensuring the survival, growth, social, emotional and cognitive development of 5,000 young children.

Sources

UNESCO and UNICEF address emergency needs of displaced children (2000-2004) - <http://www.db.idpprojects.org/Sites/idpSurvey.nsf>

Textbooks and Learning Material

According to a report conducted in 36 schools, representative of a cross-section of different types of Burundian primary schools, these schools are facing a colossal deficit in educational resources. However, GOB, non-governmental organizations (NGOs), donors, the communities, and other partners are currently undertaking some projects to remedy the situation with special emphasis on Kirundi, French, arithmetic and social sciences. These projects include:

- Some teachers borrow textbooks from other schools or, more frequently, the exercise books of former pupils in order to prepare their lessons.
- As for teaching aids other than school textbooks, some schools try to share laboratories and material with neighboring schools so that the pupils- at the very least those preparing for national exams- can gain some basic experience.
- Other diplomatic processes are under way with members of the international community and discussions are being held with agencies responsible for development cooperation. These discussions are aimed at determining the priority areas for development and education.
- The World Bank continues to have a focus on teaching materials within the framework of the CURE Education project.
- Additionally, several UN agencies appear willing to intervene in one way or another once security has been restored.
- A fund has been set up through contributions made by parents of secondary schools pupils who pay a supplement of US\$ 1.93 million (2000Fbu) on top of ordinary school fees. The Burundian Ministry of Education (MOE) hopes to use this fund to make progressive improvements in providing teaching materials to schools.

Sources

oanda/conversion rates - <http://www.oanda.com/convert/classic>
Teacher Materials in Burundian Schools; By Eulali - www.International-alert.org

Girls' Education

The MOE works with UNICEF and the Forum for African Women Educationists (FAWE)-Burundi through the African Girls' Education Initiative (AGEI) to support girls' education. This has resulted in several joint activities and advocacy projects including:

- Developing a national policy for girls' education and strengthening educational planning through capacity building of provincial AGEI committees, elaborating AGEI plans of action, reinforcing partnership and data collection and analysis through commissioned studies on the obstacles to girls' education and stereotyping in the learning environment
- Promoting interventions at the provincial, district, community, and school levels in four provinces, in partnership with water and sanitation, HIV/AIDS, and child rights protection programs
- Promoting life skills education for girls, and building teachers' technical skills to cope with stress related to the national political crisis and the HIV/AIDS pandemic, and
- Supporting schools as centers for community service and action, paying special attention to orphaned girls and other children directly affected by the ongoing conflict.

Major achievements include: The completion of the gender review of the education sector in 2002, the distribution of school material to 25,599 school children from 56 AGEI experimental schools, and the reinforcement of the partnership for girls' education between FAWE/Burundi, the media and the administrative authorities at the grass roots level.

Ongoing projects include: Extending girls' education activities to other provinces in emergency situations, namely rural Bujumbura, Cankuzo, Makamba and Ruyigi in accordance with the rights promotion program, commissioning two studies on the phenomenon of girls' pregnancy at schools and time allocation in families and its impact on girls' education.

Sources

Girls' education in Burundi - [www.unicef.org/girlseducation/files/burundi_2003_\(](http://www.unicef.org/girlseducation/files/burundi_2003_()

Mitigating the Impact of HIV/AIDS on Education

The new curriculum has introduced the teaching of peace and HIV/AIDS in schools as a means of checking the spread of the pandemic among youths. The MOE, in collaboration with the Ministry of HIV/AIDS issues, FAWE-Burundi, UNICEF, and other local and international partners is running STOP AIDS CLUBS in schools. The Clubs' aim is to sensitize students on the reality and dangers of HIV/AIDS, its origin, mode of transmission, symptoms and preventive measures. So far, the Clubs are creating HIV/AIDS awareness in Burundi in the following ways;

- Providing information on the status of HIV/AIDS and Sexually Transmitted Infections (STI) in Burundi; how the disease is contracted; risks involved when one contracts the disease; the impact of HIV/AIDS at the individual, family and social levels
- Inviting people with HIV/AIDS who have accepted to go public to come to the Clubs to give testimonies and counsel the youth on the dangers of risky behavior
- Airing films with the message of AIDS to Club members
- Warning Club members of the risks of irresponsible sexual behavior
- Promoting respect for culture and religious value, through riddles, plays, poems, songs, dance and art competitions
- Organizing conferences and workshops and inviting guests to create awareness.

The activities of the STOP AIDS CLUBS are being extended beyond the school to the community and villages so that they can benefit more people.

Sources

HIV/AIDS and Girl's Education; the FAWE Burundi Ex - www.fawe.org/Fawe5thGA2...

Encouraging the Participation of Local Communities in Education

The burden of ensuring basic education is shared between communities, NGOs, and local and the national government.

The local government contributes 40% of the construction cost, parents and NGOs each contribute 20%, and the remaining 20% come from the central government.

Sources

Association for the Development of Education in Af - http://www.adeanet.org/programs/biennial99/en_synt

Additional Basic Education General Information

Donor Information

United States Agency for International Development - 2000

US\$ 90,000

Basic Education

Norwegian Agency for Development Cooperation (NORA - 1998

US\$ 1,260,000

Re-establishment of Educational Radio

Belgium Government - 0

US\$ 5,348,000

To pay off the backlog in salary-payment and thus improve employment conditions of teachers.

Sources

Globalmarch - Globalmarch - <http://www.globalmarch.org/education-campaign/education.pdf>.

Teacher Materials in Burundian Schools; By Eulali - www.International-alert.org

Teacher Training

Percentage of Primary Teachers Certified to Teach

Certified: 75 %

Sources

L'evaluation de l'education pour tous a l'an 2000- - <http://www2.unesco.org/wef/countryreports/burundi/>

Pupil/Teacher Ratio

| Level | Total | Urban | Rural |
|-------|-------|-------|-------|
| Total | 75:1 | | |

Sources

L'evaluation de l'education pour tous a l'an 2000- - <http://www2.unesco.org/wef/countryreports/burundi/>

What are the barriers to teacher sufficiency?

- Teachers are poorly paid. Their status has fallen sharply over recent years. Many teachers earn less than 20,000 Burundia Francs per month-equivalent to \$US33. Consequently, many teachers are leaving for more lucrative jobs.
- The refusal of the MOE to include teachers' salaries in reforming the profession in 1998 left teachers demotivated.
- The poor quality of teaching caused by the use of non-qualified teachers and the tendency of some teachers to take second jobs in order to make ends meet have not motivated young graduates from teachers' training colleges, some of whom have refused to take up the teaching career on graduation.
- The category of the recruits for the most part does not inspire other youths to join the profession. Describing the training of primary school teachers, it was noted that very often, it is the oldest (i.e. those who have had to repeat for years) and least gifted pupils who are sent to teacher training colleges.
- Teachers work under very difficult conditions. Most of the schools in rural areas do not provide accommodation for teachers. Not only are they weary after travelling long distances, they are frequently soaked during the rainy season and their teaching materials ruined.

Sources

Salaries and Working Conditions for Primary and Secondary School Teachers in Burundi; By Ntakimzi - www.international-alert.org

What is the design of pre-service teacher training programs?

Primary school teachers are trained in "Lycées Pédagogiques" which offer studies divided into two cycles of two years each.

Sources

Burundi-Education System; Institution Types and Cr - <http://www.unesco.org/iau/cd-data/bi>

What is the design of in-service teacher training programs?

In-service training of primary teachers is a regular activity of the Office for Rural Education Bureau de l'Education Rurale, (BER), a curriculum development agency.

Sources

Burundi-Education System; Institution Types and Cr - <http://www.unesco.org/iau/cd-data/bi>

Starting Salary for Teachers

Public Schools: US\$ 16

The monthly starting salary of newly employed primary school teachers varies between 15,000 Burundian Francs (FBu) and 31,000 FBu (approximately US\$ 18 and US\$ 36) depending on their qualifications or level of training.

Sources

Salaries and Working Conditions for Primary and Secondary School Teachers in Burundi; By Ntakimzi - www.international-alert.org

Terms and Working Conditions for Teachers

84% of teachers interviewed stated that their salary between 15,000FBu (Burundian Francs) and 31,000FBu (between US\$ 18 and US\$ 36) did not meet the costs of everyday life. They compare their salary to humanitarian aid- a mere drop in the ocean. According to them, their salary does not cover 1/5 of their basic needs given the prices of basic commodities in general and necessities in particular. Consequently, many of them owe money to a third person or receive advances on their salary (bank overdrafts) before the end of the month. The situation becomes drastic for newly qualified teachers who may wait for a year to be paid for the first time due to the red tape at the MOE and the Ministry of Public Service.

Many of the teachers work far from their homes and are not provided with lodgings in the vicinity of the school. As a consequence, they frequently arrive late to school despite getting up early from bed. They are unable to go home and eat lunch and in the evening, they do not spend enough time preparing lessons or correcting homework because they arrive home late at night. Class enrollment is high. On average, there are 75 pupils in each class and this makes it difficult for a single teacher to manage a class of this size. Teachers find the double shift system very difficult because there is not enough time to supervise the pupils and also because of inconsistency in implementing the double shift system on the part of the school administration.

The problem is acute in rural areas where there is a widespread shortage of teachers.

Most of the primary school teachers no longer have any in-service training or career orientation. In fact, more than half of the teachers have never received any such training or development. Thus, their knowledge of constantly evolving disciplines like science and technology is deficient.

More than half of the teachers (57%) complain about the lack of finances to buy books and as a result, their teaching suffers. 43% of teachers also complain of poor construction of classrooms, lack of light, dampness, cramped conditions, absence of doors and windows and old and dilapidated buildings. A teacher at an urban primary school in Musaga in Bujumbura city noted that "the classroom has a low ceiling; there is no ventilation, no electricity. The roof is worn out and when it starts raining, we have to stop teaching." 80% of teachers stated that the blackboards in their classrooms were in a good state, 56% of teachers have a chair, only 49% have a desk, and 66% have a cupboard where they can keep books and other teaching materials.

For the majority of teachers (58%) there is no pedagogical support from those who design the

curriculum; 20% say they receive support rarely and 19% say they receive it at times. Additionally, the teaching methodology for some subjects is also inappropriate. These subjects include environmental studies, Kirundi, French, and arts and music.

There is no trade union in schools. This means that the teachers have no forum in which to raise their concerns.

Sources

Salaries and Working Conditions for Primary and Secondary School Teachers in Burundi; By Ntakimzi - www.international-alert.org

Are there programs for the professional development and support of head teachers and school administrators?

Programs for the professional development of teachers exist.

The Office for Rural Education organizes monthly and quarterly visits to primary schools to hold pedagogical workshops as well as organizing training and development programs for teachers.

Other professional programs consist of courses offered by the "Institut Supérieur de Gestion d'Entreprise" for management professionals. There are two levels of training: short cycle training for holders of the "Diplôme d'Etat" and a long cycle training for holders of degrees in economics or their equivalent. Evening courses are also offered in computer sciences.

Sources

Salaries and Working Conditions for Primary and Secondary School Teachers in Burundi; By Ntakimzi - www.international-alert.org

Are working conditions sufficiently competitive to attract and retain quality teachers?

Working conditions are not sufficiently competitive to attract and retain quality teachers.

In terms of salary, teachers are poorly paid as compared to other professionals. Consequently, most of them are forced to work a second job in order to make ends meet while others are simply abandoning teaching for more lucrative professions.

Sources

Salaries and Working Conditions for Primary and Secondary School Teachers in Burundi; By Ntakimzi - www.international-alert.org

Girls' Education

What are the primary reasons for girls' low enrollment and completion rates?

- Cultural factors: Traditional values place higher priority on sending boys to schools and on early marriage of girls, especially in rural areas.
- Socio-economic factors: The majority of Burundian households are poor and poverty has increased since the 1993 crisis. School fees are on the increase and families cannot afford the direct and indirect costs of education.
- Lack of infrastructure: Low capital investment in salaries, maintenance, and supplies have resulted in dilapidated school infrastructure and lack of adequate teaching materials. The shortage of classrooms means that many children who wish to enroll cannot do so.
- Safety and security issues: Girls often have to travel long distances which is untenable because of the precarious security situation.
- Early pregnancy: Early pregnancy is a widespread phenomenon in primary and secondary schools and teachers and school officials are often implicated.
- Gender stereotyping: Girls lack positive role models in education and gender stereotyping is

prevalent in household dynamics, community structures, within the classroom, and in school books and materials.

- Impact of HIV/AIDS epidemic: Many adolescent girls have been forced to become heads of households as a result of the loss of parents and close relatives to HIV/AIDS.

Sources

Girls' education in Burundi - www.unicef.org/girlseducation/files/burundi_2003_

Is there evidence of curriculum revision?

General

The new curriculum recommended that teaching hours in primary schools be reduced while increasing the number of subjects taught. More recently, peace and HIV/AIDS teaching were added to the curriculum, while the Ministry also plans to have English as a foreign language taught in the final two years of primary school. The pre-1982 core curriculum has not been reduced despite the reduction in teaching hours: Pupils have to learn as much as before in order to pass exams despite having less teaching time. Furthermore, the curriculum was originally designed to be taught in a six-day week, but a five-day week was introduced in 1993.

Sources

Equal Access to Education; a peace imperative for - <http://www.international-alert.org/pdf/>

Remove gender bias from textbooks

Under the AGEI which is a component of the new curriculum, a gender review of the education sector was completed in 2002. It is aimed at developing capacity building among AGEI partners in pilot schools regarding gender issues, including design of booklets for gender sensitivity in the classroom for primary school teachers. UNICEF is working with the MOE and other partners to create a safe and friendly environment in schools once children do enroll. Additionally, national standards to promote child-friendly and gender-sensitive schools are being developed. Teachers are also being trained in creating child-friendly and gender-sensitive environments in schools.

Sources

Teacher Materials in Burundian Schools; By Eulali - www.International-alert.org

Life Skills

One of the main objectives of AGEI is to promote life skills education for girls, and build teachers' technical skills to cope with stress related to the national political crisis and the HIV/AIDS pandemic.

Sources

OCHAD-Burundi Situation Report 17-23 May 2004 - <http://www.reliefweb.int/w/rwb.nsf>

What are the reforms most likely to stimulate the enrollment and persistence of girls in school?

The MOE, in partnership with UNICEF, FAWE-Burundi and other local and international partners has adopted the AGEI and is embarking on the following reforms:

- Developing a national policy for girls' education and strengthening educational planning through capacity building of provincial AGEI committees, elaborating AGEI plans of action, reinforcing partnerships and data collection and analysis through commissioned studies on the obstacles to girls' education and stereotyping in the learning environment
- Promoting interventions at the provincial, district, community, and school levels in four provinces, in partnership with water and sanitation, HIV/AIDS, and child rights protection programs
- Promoting life skills education for girls, and building teachers' technical skills to cope with stress related to the national political crisis and HIV/AIDS pandemic
- Supporting schools as centers for community service and action, paying special attention to orphaned girls and other children directly affected by the ongoing conflict.

Sources

Girls' education in Burundi - www.unicef.org/girlseducation/files/burundi_2003_

Are schools safe for girls? What is the most common threat to the safety of schoolgirls?

Schools are not safe for girls. In most cases, girls often have to travel long distances which is untenable because of the precarious security situation. Early pregnancy is a widespread phenomenon in primary and secondary schools and teachers and school officials are often implicated.

Sources

Girls' education in Burundi - www.unicef.org/girlseducation/files/burundi_2003_

Textbooks and Other Learning Materials

Textbook/Pupil Ratio

| Total | Urban | Rural | Grade 1-4 | Grade 5-7/8 |
|-------|-------|-------|-----------|-------------|
| 4.00 | | | | |

On average, the pupil text book ratio is 4:1. A Kirundi text book is shared by 3 or 4 pupils and a French text book by 3 to 5 pupils.

Sources

Teacher Materials in Burundian Schools; By Eulali - www.International-alert.org

Are teaching guides and other resources available?

Teaching guides are available.

Although they are grossly inadequate, teaching guides are being developed and put at the disposal of teachers due to a partnership between the MOE, USAID, and UNESCO.

Sources

Teacher Materials in Burundian Schools; By Eulali - www.International-alert.org

Are learning/teaching materials available in all regional languages?

Learning/teaching materials are available in regional languages.

Most of the textbooks are available in both Kirundi and French.

Sources

Teacher Materials in Burundian Schools; By Eulali - www.International-alert.org

What are the mechanisms for development/distribution of teaching and learning material?

Development

The development of textbooks is done by the government publishing companies namely the Régie des Productions Pédagogiques (RPP) at the primary level and the Bureau d'Etudes et des Programmes de l'Enseignement Secondaire (BEPES) at the secondary level.

Distribution

RPP and BEPES are in charge of distributing textbooks. However, in collaboration with UNICEF, UNESCO, the MOE and the United Office for the Coordination of Humanitarian Affairs (OCHA), local communities are also participating in the distribution of learning materials (including uniforms) to community schools and to orphans and homeless children.

Sources

OCHAD-Burundi Situation Report 17-23 May 2004 - <http://www.reliefweb.int/w/rwb.nsf>

Perception of Adequacy of Learning Resources

Textbooks are grossly inadequate. The gravity of the problem varies from one subject to another. The minimum needs for each subject depends on both the subject taught and the year group. It should be noted that what the government terms minimum needs for each subject frequently reflects the double-shift system, where two pupils share the same book, with the first pupils attending classes in the morning and the second in the afternoon. Such is the case for Kirundi and arithmetic where 4,134 and 4,410 books respectively are needed for a total of 8,047 pupils. Arithmetic and social studies are clearly the worst affected subjects with a shortfall in textbooks of 85% and 100% respectively.

Sources

Teacher Materials in Burundian Schools; By Eulali - www.International-alert.org

To what extent is information communication technology available/used in basic education?

ICT Available

As of 2001, Burundi had 22,100 main telephone lines, 52,000 mobile telephone users, 4 FM radio stations, 1 shortwave station, 1 television broadcast station, 3 Internet hosts and 8,400 Internet users.

Sources

CIA World factbook, Burundi: May 2004 - <http://www.odci.gov/cia/publications/factbook/geos/by.html>

Description of Transportation Systems and Projected Improvements

According to 2003 estimates, Burundi has a total of 14,480 kilometers of highways, with 1,028 kilometers paved and 13,452 kilometers unpaved, one waterway: Lake Tangayika, one seaport: Bujumbura; 8 airports; 1 with paved runways of 3,047 meters and 7 with unpaved runways of between 914 and 1,523 meters.

Sources

CIA World factbook, Burundi: May 2004 - <http://www.odci.gov/cia/publications/factbook/geos/by.html>

Community Participation in Basic Education

In what ways is the community involved in basic education?

Preparation of food

Local communities collaborate with UNICEF, UNESCO, Catholic Relief Services (CRS), OCHA and other local NGOs in the preparation of food in refugee camps for displaced learners, orphans and other vulnerable children.

General

Community involvement ranges from paying children's school fees to participating in rehabilitating schools and classrooms, ensuring security at schools and distributing teaching and learning materials to community schools and to orphans and homeless learners.

Serving in committees for school development, Parent Teacher Association (PTA)

Through the Parents' Teacher Associations(PTA), parents participate in various committees for schools' developmental projects such as finance, management, building, curriculum, health and security committees.

Paying fees

Parents pay fees for their children.

Sources

OCHAD-Burundi Situation Report 17-23 May 2004 - <http://www.reliefweb.int/w/rwb.nsf>

Association for the Development of Education in Af - http://www.adeanet.org/programs/biennial99/en_synt

What is the level of community participation vs. government share of social and financial responsibility for basic education?

The burden of ensuring basic education is shared between communities, NGOs, and local and national governments. The local government contributes 40% of the construction cost, parents and NGOs each contribute 20%, and the remaining 20% comes from the central government.

Are NGOs and civil society involved in education? What role do they play? Who are they?

NGOs and civil society are involved in education.

The following NGOs are involved in education in Burundi: UNICEF, Catholic Relief Services (CRS), Forum for African Women Educationalists (FAWE), World Vision, World Food Program (WFP), the United Nations High Commission for Refugees (UNHCR), CARE International, the United Nations Office Office for the Coordination of Humanitarian Affairs (OCHA). UNICEF, in collaboration with several NGOs, started the rehabilitation of 46 classrooms in Rugiyi province, 24 classrooms in Rutana province and 24 classrooms in Karuzi province. The same project was later on launched in six other provinces as part of a major "back to school campaign" targeting 550,000 children, plus the integration into the national education system of 120,000 returnee children who are currently being educated in refugee camps in Tanzania.

As of May 2004, UNHCR facilitated the return of 40,788 returnee school children from Tanzania.

WFP distributed 25.12 metric tons of food aid to 515 returnees on May 19, 2004.

CRS distributed non-food items (NFI) to 188 displaced household in Cankuzo Province. 200 household displaced in Gikungu (Bujumbura town) from Gicaca (Bujumbura rural) also received non-food items.

Supported by UNICEF, World Vision INGO started a demobilization, reintegration and prevention of Recruitment of Child Soldiers (RCS) in Karuzi Province in December 2003. These demobilized and reintegrated children are placed either in schools or permitted to take vocational training supported by the project.

Sources

OCHAD-Burundi Situation Report 17-23 May 2004 - <http://www.reliefweb.int/w/rwb.nsf>

Impact of HIV/AIDS on Basic Education

How is HIV/AIDS affecting the supply and quality of education, the number of teachers dying each year of HIV/AIDS and the educational management's ability to plan long-term?

Educational Management's Ability to Plan Long-Term

HIV/AIDS also affects the educational management's ability to plan long-term by eroding the process and quality of education, decimating the ranks of technical managers, curriculum designers, information specialists and planners. The morale among education professionals is also eroded by the toll of HIV/AIDS.

Sources

Association for the Development of Education in Af - http://www.adeanet.org/programs/biennial99/en_synt

Is there provision for the education of orphans and vulnerable children?

There is provision for the education of orphans and vulnerable children.

At the end of 1999, there were an estimated 24,000 HIV/AIDS orphans in Burundi. The GOB in collaboration with partners like USAID, OXFAM, UNICEF, CARE USA, the World Bank and other local NGOs provides antiretroviral drugs (ARVs) and other basic social needs like food, clothing and accommodation to AIDS orphans at the following orphanages: SOS Orphanage at Gitega, SOS Orphanage at Bujumbura, SOS Orphanage at Muyinga, and the Bujumbura Orphanage. Additionally, GOB has launched the Strengthening Education Programs for Orphans and Vulnerable Children (STEP-OVC). The overall goal of the project is to empower orphans and vulnerable children especially girls affected by HIV/AIDS, to exercise their right to quality basic education.

Sources

CARE: Global Campaign For Education- East/Central - <http://www.careusa.org/campaigns/childrenpoverty/g>