

REPUBLIC OF BURUNDI

2015-2018

Global Partnership for Education Replenishment Campaign

Pledge from Burundi

Burundi's commitment to universal primary education

Brussels, June 26th 2014

Defined sector objectives,

Convinced it is on its human capital that our country's ability will depend in order to support its development in all areas and reduce poverty, the Government of Burundi has given priority to the education sector and made it the basis for all development projects.

This commitment has namely translated into important measures such as the abolition of school fees in primary education in 2005, and a sustained budgetary effort in favor of education in relation to other sectors, so as to initiate the various necessary reforms.

In the same perspective, the Government of Burundi has adopted a 2012-2020 Sector Plan for Education and Training Development which constitutes the framework for all actors of education development. It also constitutes an adequate response to identified issues in the education system diagnosis (RESEN 2012). In the coming years, it plans to make substantial gains in primary completion rate and early secondary education access in order that a greater number of students continue their education at least until Grade 9.

These gains will be possible through primary and secondary education reform marked by the fusion of primary and early secondary education in one 9-year block called fundamental education. This will imply the implementation of a variety of measures which will form the core of the SPETD strategic orientations, namely:

- the removal of 10th year (4th year of secondary education). The primary and early secondary education unification process will be accompanied: i) by the removal of 10th year, ii) definition of a new output profile at the end of fundamental education to make it a completion cycle for most children, and; iii) progressive curricula revision;
- the revision of the fundamental Grade 4 teacher profile: these will be recruited in the *Écoles normales*, and their study curricula will be adapted to train bivalent teachers able to ensure teaching in this cycle;
- an important building effort for classrooms in fundamental education; in the next three years, close to 5,000 classrooms are to be built for the first six years of fundamental education and 2,000 schools for fundamental Grade 4 education;
- the adoption of a repetition rate reduction policy to relieve pressure on schools and help school pathways flow. The number of repeating students should drop from 29% in 2013 to 8% in 2020;
- the division of the number of double shift classes by three. Classes with double shifts will decrease from 52% in 2013 to 10% in 2020, thereby contributing to quality improvement;
- the improvement of the weekly schedule for classes remaining with double shifts.

As the sector is a budget priority, particularly for primary education, Burundi devotes 34.68% of its current expenditure to the public education sector, thus exceeding the 29.3% target defined until 2020. Total expenditure for primary education represents 50% of total public expenditure in the education sector. However, this expenditure is primarily current expenditure and represents 51% of the sector current expenditure in the same year, whereas in 2011, they were of 53% in both cases.

The implementation of an upgraded information system, Education system statistic information and planning are areas which have been identified as top priorities in the SPETD. Recognizing that the stakes of universal education require an efficient Education Management Information System (EMIS) enabling the necessary information production for progress assessment, important efforts were made to strengthen the information system and allow reliable, comprehensive, relevant and updatable data and indicator availability at all levels of education development. Through this, progress can be measured against set objectives, and constraints and assets in the education system evolution can be adequately and timely assessed.

This framework allowed internal analysis of the information production chain, and a roadmap was established, followed by a concept note and an operational action plan.

The 2014 action plan for EMIS reform for US\$ 201,743 includes the following: i) data management, storing and archiving improvement; ii) national strategy for EMIS development and durability; iii) enhanced diagnosis on statistic data quality; iv) possible EMIS HR modules, infrastructure and solutions integration; v) inter-ministry platform creation; vi) software maintenance; and vii) all level senior staff training. This objective is mid-term and aims at promoting ownership and autonomy in EMIS management by the sector.

An SMS module would be attached to the database in order to provide a fast collecting tool which could gather additional info for punctual analysis aimed at decision-making and efficient piloting.

Progress towards universal completion, Information recorded in 2013 show a clear improvement in primary education completion. The Primary Completion Rate is of 68.0%. This performance is partly due to access progress and its consolidation through implemented policies, as well as partly due to a retention improvement within the cycle.

A declared will and structuring actions in favor of education quality, Complementarily to quantitative objectives in education, education services provision quality is a priority objective of the Government of Burundi. In 2014 an enhanced analytical assessment of quality improvement interventions concluded in strong recommendations which will be implemented as of this year (strengthening of regulation framework and system piloting, educational supervision, teacher training and student achievement assessment system).

A vision towards promoting Technical and Vocational Education and Training, Technical and Vocational Education and Training being key sub-sectors of the Ministry of Basic and Secondary Education, the idea is to do everything to enable graduating Grade 9 students to enroll in Technical Education for 50% and Vocational Training for the same percentage (50%) by 2020. Expanding training provision and increasing the number of students benefitting from professional education and vocational training is a response to the determined fundamental education policy.

Summary:

Finance: They already allocate 34.7% of the total budget to education which is above the national target set for 2020 - 29.3%

Data: an EMIS will be functional and provide annual data in due time

UPE They will reach it by 2020 Quality No specific indicators

TVET transition rate to TVET of 50% in 2020

