



# Education

Budget Brief 2021-2022

## Key messages

**1.** For fiscal year 2021-2022, the amount allocated to education is 353.7 billion Burundi francs (US\$ 178,990,222), compared with 322.1 billion Burundi francs (US\$164,660,189) in 2020-2021. It represents 20.6% of the total Burundian budget compared to 19.5% in 2020-2021. Considerable efforts have been made by the government to prioritize education and to exceed the international commitments set at 20% of the total budget.

**2.** The investment budget allocated to education is low, at BIF 29.5 billion, which represents 8.4% of the education budget, of which BIF 27.2 billion (92.3%) comes from external resources. Part of this amount (drawings on direct debt) is dedicated to the construction of the Institut Supérieur de Cibitoke.

**3.** Access to school is marked by a massive access to the first cycle (grades 1 and 2), but a decreasing level of completion of the first three cycles, 55.8% in 2019-2020 compared to 57.3% in 2018-2019. This situation indicates low retention in the school system.

**4.** Support from the Global Partnership for Education (GPE) is not included in the budget law. The GPE provided support to the Burundian education sector for US\$25.6 million in 2019 to implement the Transitional Education Plan 2018-2020, and a complementary allocation of US\$21.3 million in 2021 with the partnership of the French Development Agency (AFD) in charge of accompanying the GPE in the preparation, reception and management of funds.

**5.** In order to support early childhood, a Directorate of Preschool and Early Childhood Education has been set up within the Ministry of Education, but the allowance to operating costs is currently insufficient. It has also been decided that a dedicated pre-school class will be part of any new school construction, and a study on the feasibility of 'class zero' is planned for 2021 with a technical and financial support from UNICEF.

## Recommendations

► Among the reforms of basic education in Burundi, we can mention the improvement of the reception capacity. To this end, it is crucial to mobilize public resources for investment in **the construction, rehabilitation and equipment of educational infrastructure**.

► To implement the strategy for the development of **pre-school education**, it is important to mobilize financial resources, and to increase the share of the budget allocated to this education sub-sector.

► The analysis of **out-of-school children and adolescents (OASI)** reveals major challenges for the Burundian education system. It is recommended that the issue of EADS and, more generally these educational challenges to be placed as the State's top priorities, because it is the future of the country that is at stake.

## Education

### Introduction



■ With an estimated population of 12,309,592 in 2020, Burundi is among the most densely populated countries in Africa and in the world, with 374 inhabitants per km<sup>2</sup>. In addition, young people under 15 years of age represent almost half of the total population (48%). 62%<sup>1</sup> are under 25 years of age and 35% of young people are between 15 and 35 years of age (Burundi National Development Plan 2018-2027).

These figures clearly show that special attention should be given to this young population, especially in terms of education and food security.

■ At international level, the signatory states of the Convention<sup>2</sup> on the Rights of the Child recognise the right of the child to education, and in particular to ensure the exercise of this right progressively and on the basis of equal opportunities (article 128 of the Convention on the Rights of the Child). Burundi ratified it by Law No. 1/15 of 18 January 2005.

On the other hand, objectives in terms of state commitment to the Education for All Initiative were drawn up at the World Education Forum held in Dakar in 2000.

Furthermore, through Sustainable Development Goal 4, countries agreed to expand their investments and international cooperation to enable all children to complete a full course free of charge, equitable, inclusive and quality pre-school, primary and secondary education<sup>3</sup>.

The level of alignment of national policies and plans with Sustainable Development Goal 4 will depend on political priorities, political commitment, planning cycles, institutional arrangements and human, technical and financial capacities.

■ At national level, the education sector is one of the priorities of Burundi's National Development Plan (NDP) 2018-2027 through axis 5 on strengthening the education system and improving the quality of education and training provision, and the strategic orientation which aims at inclusive, quality-oriented education.

■ At the sectoral level, an Education and Training Development Plan (PSDEF) 2012-2020 has been implemented by the government with the support of technical and financial partners. In addition, a Transitional Education Plan (TEP) for 2018-2020 has been implemented, which prioritizes PSDEF activities in basic education regarding to the lack of resources for the programmed education reform.

■ The education system is managed institutionally by the Ministry of National Education and Scientific Research. At the primary and secondary levels, the Burundian education system consists of formal education and non-formal education.

■ Formal education includes five levels of training (pre-school, basic, general post-basic, pedagogical and technical, trade and vocational training and higher education).

■ On the other hand, non-formal education or literacy aims to provide basic knowledge and skills in reading, writing and arithmetic, by public or private institutions.



## Education

■ Considering the quality of education, indicators are still low, due to an insufficient supervision caused by the lack of logistical means to strengthen teachers' skills, appropriate school infrastructure, insufficient school equipment and a lack of adequate teaching and learning materials.

As an indication, the pupil-teacher ratio has regressed in 2019-2020 compared to the 2018-2019 school year, from 59 pupils per teacher to 60 pupils per teacher in the first three cycles of the public primary system.

This ratio is far from the target of 52 pupils per teacher provided for in the PSDEF 2018-2020. In 2019-2020, the pupil/classroom ratio was 79 in the first three basic cycles, 43 in cycle 4 of basic education and the average for the four basic cycles was 60 pupils/classroom. In the same year (2019-2020), 4 pupils shared a desk, which does not favor easy learning.

■ In pre-school education, enrolment increased from 107,591 in 2017-2018 to 120,163 in 2018-2019<sup>4</sup>, and 125,489 in 2019-2020. The gross enrolment rate (GER) increased slightly from 11.6% in 2018-2019 to 12.2% in 2019-2020.

In general, the pre-school enrolment rate remains very low despite a slight increase in 2019-2020 (12.2%), compared to 11.6% of pre-school age children enrolled in 2018-2019 and 10.2% in 2017-2018. This shows that the country does not yet have sufficient capacity to enroll pre-school-age children.

■ At the level of basic education, for pupils aged 6 to 11, the gross enrolment rate rose from 108.6% in 2017-2018 to 108.8% in 2018-2019 and 111% in 2019-2020, while for children aged 7 to 12, the rate rose from 111% in 2018-2019 to 112.7% in 2019-2020. It should be noted that the level of the GER recorded (over 100) shows that the country has sufficient intake capacity to enroll all children of official age to attend the first three cycles of basic school.

■ The net enrolment rate (NER) for children aged 7 to 12 increased from 85.1% in 2018-2019 to 86.5% in 2019-2020, reflecting the fact that there are still children in this age group who do not attend school or who leave school early, despite this slight increase.

For children aged 6-11, the NER was 81.7% in 2019-2020 compared to 80.1% in 2018-2019. Comparing enrolment of children by school entry age (6 and 7), the figures show that the policy of enrolling children from the age of 6 is increasingly implemented. Indeed, the NER of 7-12 year old is decreasing while that of 6-11 year old is increasing between 2017-2018 and 2018-2019.

■ As regards the completion rate (CR) for the first three cycles of basic education, for children starting at the age of 7, the CR decreased from 62% in 2017-2018 to 57.3% in 2018-2019 and 55.8% in 2019-2020.

■ The introduction of a free of charge primary education in 2005 has benefited both girls and boys. Nevertheless, the GER for boys in the 4th cycle of basic education is 9% lower than for girls. The adjacent table presents some indicators of the education sector in Burundi

### Some indicators on education in Burundi 2019-2020

Pupil/teacher ratio in the first three cycles of public fundamental education	59
Gross enrollment rate for basic education (6-11 years)	111%
Gross enrollment rate for basic education (7-12 years)	112.7%
Ratio élèves/banc pupitre dans les écoles publiques	4
Pupil/classroom ratio in the first 3 cycles of public basic education	79
Taux d'achèvement des trois premiers cycles du fondamental	55.8%
Net enrollment rate for basic education (6-11 years)	81.7%
Net enrollment rate for basic education (7-12 years)	86.5%

Source: Ministry of National Education and Scientific Research



## Education

### Trend in budgetary allocations, in education (in BIF)

In the 2021-2022 budget year, education budget allocations exceeded those of the 2015 budget year, which represented the highest allocations for the sector during the period under analysis. Thus, the budget analysis allows for a two-part split.

- On the one hand, prior to the financial year 2015, budgetary allocations increased from BIF 201.8 billion in 2011 to BIF 346.5 billion in 2015, representing an average annual growth in budgetary allocations of 0.14%. This situation is explained by significant external support through the Common Education Fund (CEF), whose budget stood at BIF 87.1 billion in 2015.
- On the other hand, the drop in external support from 2016 onwards led to a reduction in the budget allocated to education of around BIF 100 billion. Given the pressing needs of education, from 2017, the resources allocated to education resumed their upward trend. Thus, the budget allocated to education increased from BIF 322.1 billion in 2020-2021 (US\$163 million) to BIF 353.7 billion in 2021-2022 (US\$175.6 million), an increase of 9.8%. Taking into account inflation (real value), the education budget followed the same trend.

As a proportion of Gross Domestic Product (GDP), the share of budgetary allocations to education is almost constant at around 4.8% of GDP over the period 2016-2021/2022.

Secondly, the proportion of the total budget allocated to education has hovered around 20% for the past three years. These figures demonstrate the commitment of the Burundian state to education. In Rwanda the share of the education sector in the national budget was estimated at 16.8% in 2020-2021<sup>6</sup>.

The proportion of the education budget allocated to social sectors remained above 40% over the period under analysis. This reflects the government's commitment to implementing sector policies while improving sector indicators.

The analysis of per capita education budget allocations reveals an upward trend between the 2020-2021 and 2021-2022 fiscal years in nominal values. Indeed, they have increased from BIF 25,895.61 to BIF 27,836.27, i.e. an increase of 7.5%. This trend remains the same for real values.



Fig. 1: Trends in budgetary allocations to education in nominal and real terms<sup>5</sup>, in billions of BIF

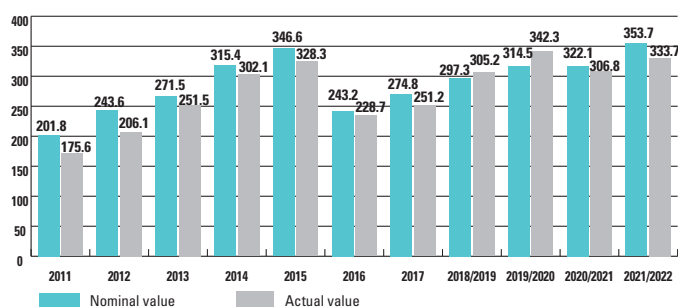


Fig. 2: Evolution of education sector expenditure as % of total budget and as % of GDP

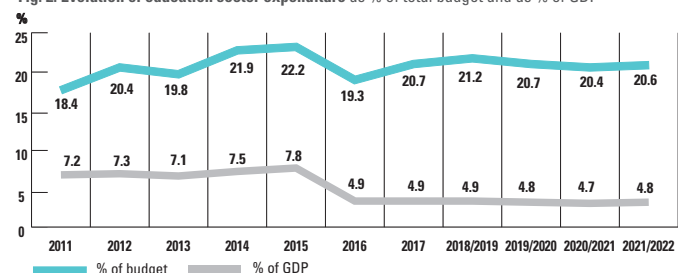
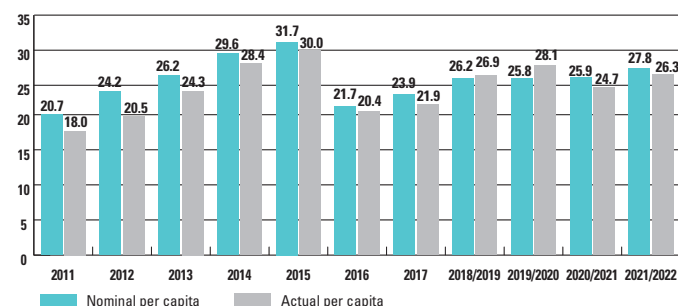


Fig. 3: Trends in education expenditure per capita, in thousands of BIF



Sources: Budget Acts 2011 to 2021-2022

## Education



### Composition of education budget allocations



■ Although the education sector has a large share in the state budget and in the social sectors, this budget is unevenly distributed between the levels of education. The table below shows that the budgetary allocations for pre-school (kindergarten) are very low and are on downward trend. They have decreased from 0.02% of the budget of the Ministry of Education in 2019-2020 to 0.03% in 2021-2022.

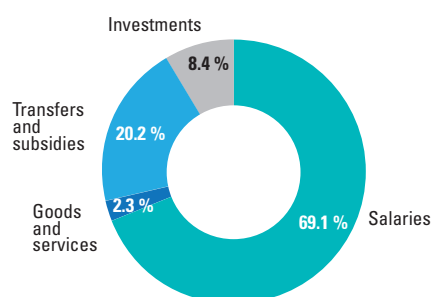
■ Whatever a slight increase, the budgetary allocations for education are still oriented to basic education. But these allocations decreased from 51.5% in 2017 to 41.4% in 2021-2022.

This is due to the fact that this is the level with the most pupils, because of the free education for children attending preschool. Thus, Burundi is working hard to achieve Sustainable Development Goal 4 “to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

■ Considering the distribution of the budgetary allocations for the 2021-2022 financial year according to the economic nature of the expenditure, the graph below shows that 69.1% of the resources are allocated to salaries, 20.2% to transfers and subsidies and only 2.3% to goods and services.

■ Investments represent only 8.4%. The large share of salaries is explained by a large number of teachers, which is still insufficient to meet the growing demand for education. On the other hand, the low level of investment may have negative effects on the improvement of capacity and therefore affect the quality of education.

Fig. 4 : Composition of education sector expenditure



Source: Finance Act 2021-2022

### Shares of education level allocations (%)

Niveau d'enseignement (%)	2014	2015	2016	2017	2018-2019	2019-2020	2020-2021	2021-2022
Preschool	Not determined	Not determined	Not determined	Not determined	Not determined	0.02	0.03	0.03
Fundamental	51.1	47	50.3	51.5	52.1	53.2	45.9	41.4
Post basic and administration	27.9	31.7	30.6	32.1	32.7	31.6	39.1	37.4
Superior	20.9	21.3	19.1	16.3	15.2	15.2	15	21.0

Sources: Finance Acts 2014 to 2021-2022



## Education

## Budget credibility and execution

The comparison between the initial budget law and the executed appropriations gives an insight into the quality of the budgetary programming exercise and an idea of the budget execution.

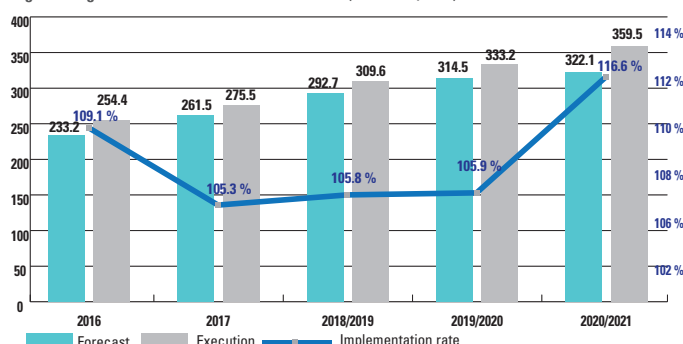
Over the period 2016-2020/2021, the average budget execution rate for education is 107.6%. This is due to the overrun in salaries explained by the overlap between the budgeted year (based on January) and the school year calendar (from September to September). Whatsoever, new teachers are recruited during the implementation of the budget year and paid during the same year.

It should be noted that these transfers of credits between budgetary articles of the same title or different titles are authorized by the law, in particular Decree No. 100/255 of 18 October 2011 on the general management regulations of public budgets in its article 26<sup>7</sup>.

## Sources of funding

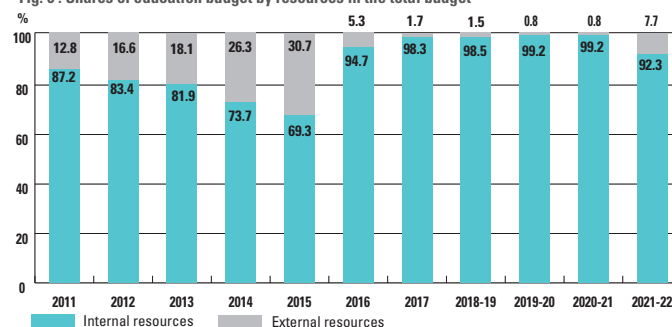
For the considered period, the graph nearby shows that external financing for education has grown significantly between 2011-2015, rising from 12.8% to 30.7%, mainly with the common education fund. External aid fell from 2016 onwards with the withdrawal of certain financial partners, from 5.3% in 2016 to 0.8% in 2020-2021 before rising to 7.7% in 2021-2022. This increase is explained by support for the early learning improvement project and the construction of the Institut Supérieur de Cibitoke..

Fig. 5 : Budget execution of the education sector (2016-2019/2020) in billions of BIF



Sources: Budget Acts 2016 to 2020-2021

Fig. 6 : Shares of education budget by resources in the total budget



Sources: Budget Acts 2011 to 2021-2022

1. PASEC (2016) performance of the Burundian education system skills and success factors at primary level

2. The Convention was adopted on 20/11/1989, and came into force on 02/9/1990

3. See target 4.a «Ensure safe and inclusive learning environments

4. All these figures are taken from the Burundi Education Indicators 2018/2019 (Ministry of Education, Technical and Vocational Training, 2019)

6. UNICEF (2021). Education Budget Brief: Investing in child education in Rwanda

7. Within the budget of the same ministry, transfers of appropriations may be made between budget articles of the same title or different titles within the limit of available appropriations and provided that the cumulative amount of the transfers does not exceed 10% of the amount of the appropriations voted in the initial finance law, in the article of origin of the transfer as well as the article of destination of the transfer



## Acknowledgements

The budget analysis presented in this document is part of a series of analyses on the social sectors for the fiscal year 2021-2022.

It is the result of a frank collaboration between the University Research Centre for Economic and Social Development (CURDES), the Ministry of Finance, Budget and Economic Planning and the Ministry of National Education and Scientific Research.