1. In the 2022-2023 state budget, the amount allocated to education is **354 billion Burundian francs** (US$174,103,952.7) compared to 353.7 billion BIF (US$178,990,222) in 2021-2022. The education budget represents **14.8% of the total state budget**, compared to 20.6% in 2021-2022. This is due to the increase in spending on the agricultural and infrastructure sectors, resulting in a large increase of the overall budget and consequently a decrease in the proportion of allocations to education.

2. Efforts to **increase the education budget** are essential for the government, to continue the progress made in recent years in implementing international commitments to put Sustainable Development Goal 4 (SDG 4) and the accompanying Education 2030 Framework for Action into practice. This Framework for Action establishes benchmark financing criteria, committing governments to devote at least 4-6% of their GDP and 15-20% of their total budget to education, emphasizing that domestic resources are the most important mechanism for financing the education sector.

3. **Enrollment is marked by massive access to the first cycle** (1st and 2nd years), but a decreasing level of completion of the first three cycles: 50% in 2020-2021 compared to 55.8% in 2019-2020 and 57.3% in 2018-2019. This situation indicates low retention in the Burundian school system.

4. In order to **support early childhood**, a Department of Preschool and Early Childhood Education has been set up in the Ministry of Education, but with insufficient budgetary allocations. It has also been decided that a preschool class will be part of any new school construction. A feasibility study on the systematization of the preschool class (or class “zero”) is planned for 2022 in all basic schools, with technical and financial support from UNICEF.

5. To address the many challenges of the education sector, the Government of Burundi recently held the **États Généraux de l’Éducation**, which took place in Bujumbura from June 14 to 16, 2022. Many recommendations were made, one of the most important was to restructure the financing system of the education sector to involve the private sector moreover.
Since 1960, the Burundian population has grown rapidly. It was estimated at 2,770,713 in 1960, 4,104,557 in 1980, and 6,323,307 in 2000. The results of the 2008 General Census of Population and Housing showed that Burundi’s population had reached 8,053,754. Burundi’s population has thus quadrupled in 48 years since 1960. In one year, in 2022, Burundi’s population will increase by 416,272 people and by the end of the year, ISTEEBU estimates it to be 12,706,151 inhabitants. It is expected that the Burundian population will reach 20,377,079 inhabitants in 2040. Thus, with an area of 27,834 km², Burundi’s population density is approximately 435 inhabitants/km², the 4th most densely populated country in Africa after Mauritania (630.81 inhabitants/km²), Rwanda (459.02 inhabitants/km²) and the Comoros (454.07 inhabitants/km²).

Structurally, Burundi’s population is very young: 66% are under 25 years of age, of which 49% are under 15. If these trends continue, 56% of the population will be under the age of 25 in 2030, which means that the education system will be under great pressure over the next ten years. The school-age population, estimated at 5.1 million in 2010, has been growing at an average annual rate of 2.1% to reach nearly 6.4 million by 2020.

Introduction

To increase the gross Enrollment rate in preschool, which remains one of the lowest in the subregion and in Africa (13% in 2021), it is necessary to mobilize financial resources to increase the share of the budget allocated to this education sub-sector, with the aim of implementing the Sustainable Development Goal 4 (SDG4) action framework, recommending to allocate at least 15-20% of the total government budget be allocated to education.

In order to significantly reform the Burundian education system, it would be crucial to mobilize public resources for investment in the construction, rehabilitation and equipment of educational infrastructures, including the strengthening of digitalization in schools.

Implement the recommendations of the Convention on Education (États Généraux de l’Éducation) and the Summit, in particular to set up an exchange mechanism, to explore the advantages of introducing an apprenticeship tax to increase the resources dedicated to this sector of education, and to be able to continuously improve the quality of education.

At the international level, Burundi’s education system is inspired by the global context (according to SDG4) and other international commitments. Through this SDG, countries agreed to expand their investments and international cooperation, to enable all children to receive a complete cycle of free, equitable, inclusive, and quality preschool, primary and secondary education. Thus, the signatory countries of the Convention on the Rights of the Child recognize the right of the child to education, based on equal opportunity (article 128 of the Convention on the Rights of the Child). Burundi ratified this convention by the Law n° 1/15 of 18 January 2005. The World Education Forum held in Dakar in 2020 launched the «Education for All» initiative, which is a commitment for participating states, to ensure that all citizens and all communities achieve the goals and objectives of education for all.

Recommendations

To increase the gross Enrollment rate in preschool, which remains one of the lowest in the subregion and in Africa (13% in 2021), it is necessary to mobilize financial resources to increase the share of the budget allocated to this education sub-sector, with the aim of implementing the Sustainable Development Goal 4 (SDG4) action framework, recommending to allocate at least 15-20% of the total government budget be allocated to education.

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Introduction

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Structurally, Burundi’s population is very young: 66% are under 25 years of age, of which 49% are under 15. If these trends continue, 56% of the population will be under the age of 25 in 2030, which means that the education system will be under great pressure over the next ten years. The school-age population, estimated at 5.1 million in 2010, has been growing at an average annual rate of 2.1% to reach nearly 6.4 million by 2020.
**At the national level, the Burundian education system** is inspired by the general guidelines set out in the *National Development Plan of Burundi* (PND 2018-2027) through its axis 5, which aims to strengthen the education system and improve the quality and supply of training for an inclusive education based on quality. It is also inspired by the *Program for the Capitalization of Peace, Social Stability and the Promotion of Economic Growth in Burundi* (PNCP-SS-PCE), which aims to achieve political, economic and social stability in the country by guaranteeing food security, increasing citizens’ incomes and leading the country to economic growth. The school coverage indicators show an increasing trend in some sub-sectors, but irregular in others.

**At the sectoral level, an Education and Training Development Plan (PSDEF) 2012-2020** has been implemented by the Government, with the support of development partners. Similarly, an Education Transition Plan (ETP) for 2018-2020 has been implemented to prioritize PSDEF activities in basic education, also due to the lack of resources for the education reform program.

The Burundian education system consists of **formal and non-formal education**. Both types of education are, as of June 2020, managed by the Ministry of National Education and Scientific Research.

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### Some indicators on education in Burundi 2020-2021

**Preschool** Values 2020-2021

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Enrollment rate</td>
<td>13.4</td>
</tr>
<tr>
<td>Number of students/class</td>
<td>50</td>
</tr>
<tr>
<td>Number of students/teacher</td>
<td>52</td>
</tr>
<tr>
<td>Number of students/desk</td>
<td>5</td>
</tr>
</tbody>
</table>

**Fundamental**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Enrollment rate for the first three cycles of basic education</td>
<td></td>
</tr>
<tr>
<td>For 6-11 year olds</td>
<td>113.8%</td>
</tr>
<tr>
<td>For 7-12 year olds</td>
<td>115%</td>
</tr>
<tr>
<td>Net Enrollment rate for the first three cycles of basic education</td>
<td></td>
</tr>
<tr>
<td>For 6-11 year olds</td>
<td>83.4%</td>
</tr>
<tr>
<td>For 7-12 year olds</td>
<td>87.9%</td>
</tr>
</tbody>
</table>

**Post-Fundamental**

**Post-fundamental General and Pedagogic**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students/class</td>
<td>30</td>
</tr>
<tr>
<td>Number of students/desk</td>
<td>2</td>
</tr>
<tr>
<td>Gross Enrollment rate</td>
<td>29.2%</td>
</tr>
</tbody>
</table>

**Post-fundamental Public Technical**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students/class</td>
<td>41</td>
</tr>
<tr>
<td>Number of students/desk</td>
<td>2</td>
</tr>
</tbody>
</table>

Sources: MENRS (2021), Indicators on education in Burundi, 2020-2021

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**Formal education includes 5 levels of training:** preschool, basic, post-basic, trades and vocational training and higher education. In the first three sub-sectors (levels), some schools are managed by a religious organization that has signed an agreement with the State. Human and material resources in these schools are essentially provided by the state.

**Non-formal education** is generally made up of literacy activities organized for children who are not attending school or who have dropped out of school, also for illiterate adults. Its aim is to provide basic knowledge and skills in reading, writing and arithmetic. It can be provided by public or private institutions but, for most part, these activities are provided by private organizations (religious institutions and NGOs).

**To assess the quality of education**, indicators are lacking due to insufficient supervision, a lack of logistical resources, teacher capacity building, appropriate school infrastructure, school equipment and adequate teaching and learning materials.

**Enrollment is generally rising at all levels**, which means that access to education is improving more and more in Burundi. However, except at the basic level, the access and/or retention rate remains low.

**At the preschool level, Enrollment** increased from 66,147 students in 2013-14 to 125,667 in 2019-2020 and 137,421 students in 2020-2021. From 2019-2020 to 2020-2021, the increase was 9.4%. This increase was recorded in public and private preschools: Enrollment increases from 57.2% to 60.4% in public and from 30.4% to 32.7% in private, respectively (MENRS, 2021).
Overall, the preschool Enrollment rate remains very low: only 13.4% of children of preschool age are enrolled, compared to 12.2% in 2019-2020 (MENRS, 2021). This rate shows that Burundi does not yet have sufficient capacity to preschool children of kindergarten age.

At the fundamental level, the gross intake rate (GIR) remains above 100 with 122.9 in 2019-2020 and 121.4 in 2020-2021 for the 6-year-old and 11-year-old children respectively, marking a continuity in the process of catching up with older children that started several years ago. This shows that many children admitted in 1st grade are still outside the legal admission age (6 years)³.

This rate also indicates that the country has sufficient capacity to enrol all children of legal at elementary school. For the 2020-2021 school year, the net Enrollment rate is 83.4% for 6-11 year olds and 87.9% for 7-12 year olds, which shows that there is still a significant proportion of children in these age groups who are not yet enrolled and/or who leave school early.

The analysis of budget allocations to education reveals two trends. On one hand, over the period from 2011 to 2015, budget allocations increased from BIF 201.7 billion in 2011 to BIF 346.56 billion in 2015, an average annual growth rate of 0.14%. This situation can be explained by the significant external support at that time, particularly through the Fonds Commun de l’Éducation (FCE) (a joined education fund), whose budget reached BIF 87.1 billion in 2015. The decrease in external support from 2016 onwards led to a decrease in the budget allocated to education, of around BIF 100 billion on the other hand.

Considering the pressing needs of education, since 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 (USD 163 million) to BIF 353.7 billion in 2021-2022 (USD 175.6 million) and to BIF 354 billion in 2022-2023 (USD 174,103,952.7).

At the post-basic level, the average number of students per classroom is 30 in the general and pedagogical public post-basic, versus 41 in the technical public post-basic. This indicates that classrooms are on the whole in adequate quantity at all levels of study at the post-basic. Compared to the 2019-2020 school year, coverage indicators at the post-basic level have deteriorated. The gross access rate dropped from 24% to 23% while the gross Enrollment rate decreased by 4.5 points from 33.7% to 29.2%.
The share of the education sector in Burundi’s national budget is **14.8% in 2022-2023**, less than 20.6% in 2021-2022. The nominal amount of the budget allocated to this sector has increased slightly, which reflects the preservation of the sector’s achievements over many years.

Relative to gross domestic product (GDP), the share of budgetary allocations to education is above 4% of GDP, over the period 2016-2022/2023.

**Fig. 1**: Trend in budget allocations to education in nominal and real terms, in billions of BIF and % of GDP.

The analysis of education budget allocations per capita shows an upward trend over the studied period. They stand at over **BIF 25,000 per capita** in nominal and actual terms.

**Fig. 2**: Evolution of education sector spending as a % of total budget and as a % of GDP.

The economic classification of expenditures shows that 69.9% of resources are allocated to salaries, 21.6% to transfers and subsidies, and only 2.3% to goods and services. Investments account for only **6.3%**.

The importance of salaries is explained by a large number of teachers and new employees that will be recruited in this sector during the 2022-2023 fiscal year, which is still insufficient to meet the growing demand for education.

On the other hand, the **low level of investment** may affect the quality of education.

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

**Fig. 4**: Composition of education sector expenditure.

<table>
<thead>
<tr>
<th>Transfers and subsidies</th>
<th>Investments</th>
<th>Goods and services</th>
<th>Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.6%</td>
<td>6.3%</td>
<td>2.3%</td>
<td>69.9%</td>
</tr>
</tbody>
</table>

Source: Budget Acts 2022/2023
Credibility and budget execution

The comparison between the initial budget law and the resources allocated provides an overview of the quality of the budget programming exercise and an idea of its budget execution. Over the period 2016-2021/2022, the average budget execution rate in the education sector was 107.6%.

This rate, which is higher than 100, is explained by the overrun of salaries due to the overlap of the budget and school years. In fact, new teachers are recruited during the budget year and teachers are paid during the same year.

Funding sources

The sources of funding for education come from domestic and external resources.

For the 2011-2022/2023 period, the figure 6 shows that education funding comes mainly from domestic resources.

Acknowledgment

This budget analysis is part of a series of analyses on the social sectors for the 2022-2023 budget year. This budget analysis is the result of a frank collaboration between the University Research Center for Economic and Social Development (CURDES), the Ministry of Finance, Budget and Economic Planning and the Ministry of National Education and Scientific Research.

1. ISTEEBU (2021), Social Scorecard, 2020 Edition
2. These and the following figures on Enrollment, including the various rates, are taken from Indicateurs sur l’enseignement au Burundi, 2020-2021 published by the Ministère de l’Education nationale et de la recherche scientifique, 2021.
3. Law No. 1/19 of September 10, 2013 organizing basic and secondary education, institutes the legal age of entry to basic school at 6 years.