

Education

budget analysis 2023-2024



Key messages

1. In Burundi's state budget for the 2023/2024 financial year, the amount allocated to the Education sector is **BIF 499.1 billion** (USD 176.6 million), compared with BIF 354.0 billion (USD 174.1 million) in 2022/2023, an increase of BIF 145 billion in nominal terms between the two years.

In addition to the resources allocated to the Ministry of National Education and Scientific Research, there are budget allocations to other ministries (Ministries in charge of Health, the Civil Service, Defence and Security) which contribute to the education system.

2. Efforts **to increase the Government's Education budget are essential**, in order to continue the progress made in recent years in implementing international commitments (SDG 4) and the accompanying Education Action Framework 2030 (Cadre d'Action Éducation). This Action Framework establishes the benchmark financing criteria that commit governments to devote at least 4% to 6% of their GDP and 15% to 20% of their total budget to education, emphasising that domestic resources are the most important source of funding for education.

3. In order to provide **support for early childhood**, a Department of Pre-school Education and Early Childhood was set up in 1998 within the Ministry of Education in

Burundi. At present, budget allocations for this education sub-sector are still inadequate (0.3% of the budget), whereas international standards recommend that 10% of the education sector budget should be allocated to pre-primary education (UNESCO Conference on Early Childhood Care and Education, Tashkent, Uzbekistan, November 14th–16th 2022).

It has also been decided that **a classroom dedicated to pre-school** will be included in all new school buildings, and a feasibility study of the systematisation of a pre-school class in all basic schools is underway, with technical and financial support from UNICEF.

4. Staff costs account for **74%** of total education expenditure. This situation suggests that the expansion of educational provision is not sufficiently accompanied by a coherent investment policy for educational infrastructure and facilities.

5. The level of implementation of public spending on education has exceeded the initial budget forecasts from 2016 to 2022/2023. On average, the budget execution rate in education is 108.6% per year from 2016 to 2022/2023.



Recommandations

→ **To bring significant reforms to Burundi's education system**, it would be crucial to mobilise public resources, with particular emphasis on allocations dedicated to investments in the construction, rehabilitation and equipping of educational infrastructure.

→ **To increase the gross pre-school enrollment rate (13.54% in 2019/2020)**, which remains among the lowest in the sub-region and in Africa in general (the average in 2021 was 13%), it is necessary to mobilise financial resources and increase the share of the national budget allocated to the Education sub-sector.

→ **Put in place a rational human resources management system** to improve their performance, on which the success of learners at all levels depends.



Introduction

■ **Institutionally**, Burundi's education system is managed by the Ministry of National Education and Scientific Research.

■ **At international level**, Burundi's education system is inspired by the global context (cf. SDG4) and other international commitments.

Through this SDG, countries have agreed to broaden their investments and international cooperation, to enable all children to follow a complete cycle of free, equitable, inclusive and quality education at pre-school, primary and secondary levels.

The signatory states of the *Convention on the Rights of the Child* recognise the right of the child to education on the basis of equal opportunity (*article 128 of the Convention on the Rights of the Child*). Burundi ratified the Convention by Law no. 1/15 of 18 January.

The World Education Forum held in Dakar in 2020 launched the "*Education for All*" initiative in which the participating States undertake to provide education for all citizens and all social categories.

■ **At national level**, Burundi's education system is inspired by the *Vision of Burundi as an Emerging Country in 2040 and as a Developed Country in 2060*, of the general guidelines set out in Burundi's National Development Plan

(PND 2018-2027) in its axis 5, which aims to strengthen the education system and improve the quality and supply of training for inclusive, quality-focused education. It is also inspired by the *National Programme for Peace Capitalisation, Social Stability and Promotion of Economic Growth (PNCP-SS-PCE - Programme National de Capitalisation de la Paix, de la Stabilité Sociale et de la Promotion de la Croissance Économique au Burundi)*, which aims to ensure the country's political, economic and social stability by guaranteeing food security, increased incomes for citizens and the country's path to economic growth.

School coverage indicators show an increase in some sub-sectors, but completely uneven results in others.

■ **A Sectoral Plan for the Development of Education and Training 2012-2020** (PSDEF – Plan Sectoriel de Développement de l'Éducation et de la Formation) has been implemented by the Government with the support of development partners. A Transitional Education Plan (PTE) has also been implemented for 2018-2020, in order to prioritise PSDEF activities in basic education, given the lack of resources for the education reform programme.

■ Burundi's education system is made up of **formal and non-formal education**. From June 2020, both types of education will be managed by the Ministry of National Education and Scientific Research.

■ **Formal education** comprises 5 levels of training: pre-school, basic, post-basic, trades and vocational training and higher education.

In the first three sub-sectors (levels), some schools are under agreement, i.e. their management is entrusted to a religious organisation that has signed an agreement with the State. The human and material resources of these establishments are essentially provided by the State.

■ **Non-formal education** generally consists of literacy activities organised for children who do not attend school or who have dropped out as well as illiterate adults. Its aim is to provide basic knowledge and skills in reading, writing and arithmetic.

It can be provided by public or private establishments, but these activities are largely supported by private organisations (religious denominations and NGOs).

■ Concerning **the quality of education**, the indicators remain low because of inadequate supervision due to a lack of logistical resources, shortcomings in the development of teachers' skills, appropriate school infrastructure, and inadequate school equipment, teaching and learning materials.

■ **Enrolments at are on the rise, at all levels.** This means that access to education is increasingly improving in Burundi. However access and/or retention rates remain low, except at the 'basic' level.

■ The overall situation of Education reflects the demographic context and its very high birth rate, with, as a result, a continuous increase in the school-age population and in the need for infrastructure, teachers and teaching and learning materials.

Despite the Government's efforts, in particular free basic education and the construction of basic infrastructure, statistics show that the needs are still immense.



Selected education indicators for Burundi 2019-2020

| Preschool | Values 2020-2021 |
|--|------------------|
| Gross enrollment rate | 13.4 |
| Number of pupils per class | 50 |
| Number of pupils per teacher | 52 |
| Number of students per desk | 5 |
| Basic education | |
| Gross enrollment rate for the first three cycles | |
| For 6-11 year old | 113.8% |
| For 7-12 year old | 115% |
| net enrollment rate for the first three cycles | |
| For 6-11 year old | 83.4% |
| For 7-12 year old | 87.9% |
| Post-Fundamental | |
| Post-fundamental general and educational | |
| Number of pupils per class | 30 |
| Number of students per desk | 2 |
| Gross enrollment rate | 29.2% |
| Post-fundamental public technical | |
| Number of pupils per class | 41 |
| Number of students per desk | 2 |

Source: MENRS (2021), Indicators on education in Burundi, 2020/2021

Table 1. Change in the school-age population between 2010 and 2030 (in thousands)

| Age groups | 2010 | | 2015 | | 2020 | | 2025 | | 2030 | |
|-----------------------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| | Number | | Number | | Number | | Number | | Number | |
| 3-5 years | 939 | 18.4% | 1,073 | 18.4% | 1,028 | 16.0% | 1,006 | 14.5% | 991 | 13.6% |
| 6-11 years | 1,492 | 29.2% | 1,851 | 31.8% | 2,075 | 32.3% | 2,025 | 29.1% | 1,982 | 27.3% |
| 12-14 years | 660 | 12.9% | 746 | 12.8% | 952 | 14.8% | 1,041 | 15.0% | 1,006 | 13.8% |
| 15-17 years | 642 | 12.6% | 678 | 11.6% | 801 | 12.4% | 991 | 14.3% | 1,007 | 13.9% |
| 18-20 years | 617 | 12.1% | 644 | 11.1% | 710 | 11.0% | 898 | 12.9% | 1,030 | 14.2% |
| 21-24 years old | 757 | 14.8% | 829 | 14.2% | 864 | 13.4% | 988 | 14.2% | 1,252 | 17.2% |
| Subtotal 6-14 years | 2,152 | 42.1% | 2,596 | 44.6% | 3,027 | 47.1% | 3,066 | 44.1% | 2,988 | 41.1% |
| Total aged 3-24 years | 5,107 | | 5,820 | | 6,430 | | 6,949 | | 7,268 | |

Source: UNESCO (2021), Burundi Education Sector Analysis

For several years, Burundi's education system has been characterised by a low level of retention. There is a **high drop-out rate and a high repetition rate** (26% in basic education in 2019 and 17% in post-basic education in the same year), which has been on the rise since 2014.

The opportunities for schooling are less for girls and children in rural areas.

The disparities against girls appear from the end of basic education and continue throughout the education cycle. Early pregnancy is one of the reasons why girls drop out of school.

During the 2019/2020 school year, more than 1,200 pregnancies were recorded in schools.



Trend in budget allocations for education (in BIF)

Budget allocations to education have increased from BIF 243.1 billion in 2016 to **BIF 499.1 billion in 2023/2024**, representing overall growth of 0.8% over seven years. This trend is the same in nominal terms and in real terms (adjusted for price increases).

The share of the Ministry in charge of Education in the national budget is **12.7% in 2023/2024**, compared with 14.8% in 2022/2023 and 20.6% in 2021/2022. The nominal value of the budget allocated to Education has increased, reflecting the preservation of the sector's achievements over a number of years. However, its proportion of the overall budget has fallen.

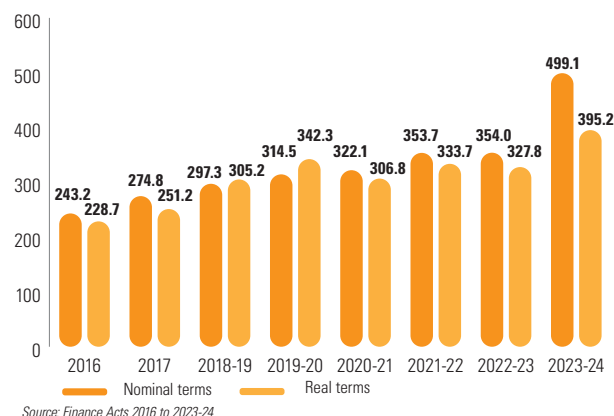
As a proportion of Gross Domestic Product (GDP), budgetary allocations to Education exceed **4% of GDP** over the period 2016-2023/2024.

Budget allocations to Education, per capita, have stagnated in nominal terms, except in 2023/2024 (when there is a significant increase of 10 thousand BIF per capita).

They peaked in 2023/2024 at 37.7 thousand BIF per capita, whereas they had been below 30 thousand since 2016 and until 2022/2023.

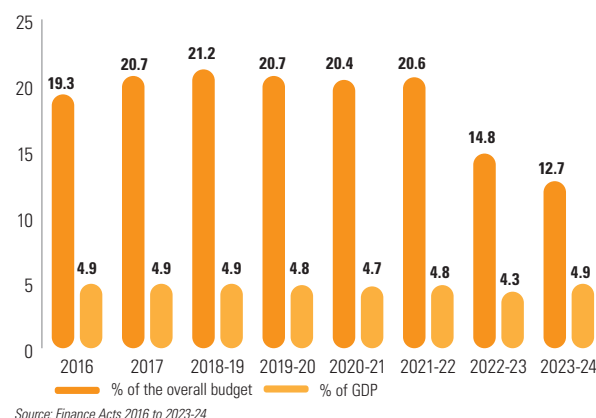
At real value, per capita, the highest levels are in 2019/2020 (BIF 28.1 thousand) and 2023/2024 (BIF 29.9 thousand).

Fig. 1 : Budget allocations in nominal and real terms, in billions of BIF



Budget allocations in nominal terms are those shown in relation to a given period. Budget allocations in real terms are those that are adjusted for price increases relative to a base or reference figure.

Fig. 2 : Evolution of budget allocations for education, as a % of the overall budget and as a % of GDP





Composition of education sector allocations

An analysis of budget allocations to Education reveals that **74%** of resources are used to cover **staff salaries**, 13.8% for transfers and subsidies, and 2.6% for goods and services.

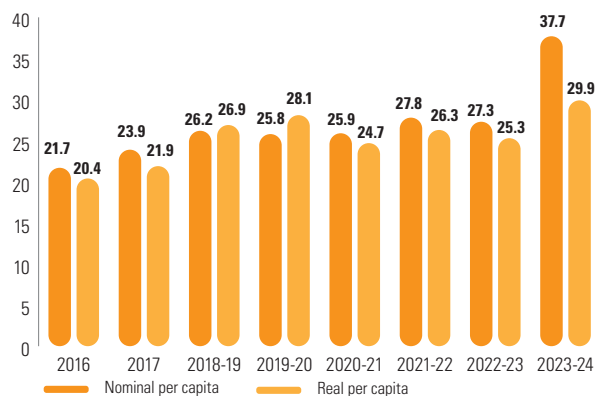
Investments represent only 9.6% of the resources allocated to education. This low level of investment in education will essentially result in a deterioration in reception conditions, a lack of equipment and consumables for laboratories, a lack of teaching tools, and will affect the quality of teaching.

The large proportion of salaries is explained by the considerable number of teachers and new employees recruited in the e sector during this 2023/2024 financial year but these numbers are still insufficient in relation to the growing demand for education.

Transfers and subsidies also remain insufficient.

Figure 5 shows that basic education absorbs the lion's share of budgetary allocations to the education system, i.e. **43%**. These allocations are largely absorbed by the salaries and wages of teaching staff.

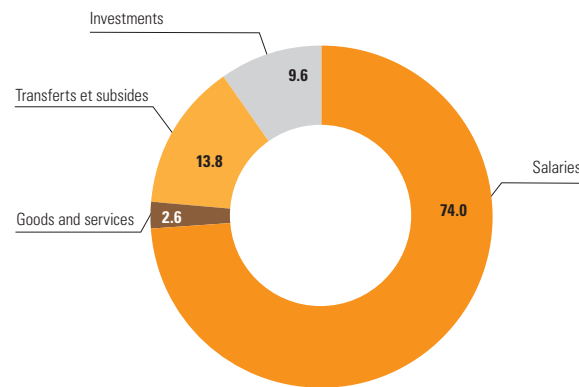
Fig. 3 Evolution of budget allocations for education per capita, in thousands of BIF



Source: Finance Acts 2016 to 2023-24

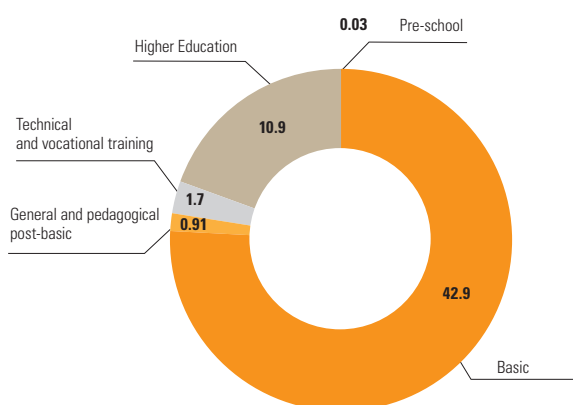


Fig. 4 : Breakdown of education expenditure by economic type, in %



Source: Finance Acts 2023-24

Fig. 5 : Share of budget allocations by level of education, in %



Source: Finance Acts 2023-24



Credibility and budget execution

A comparison between the initial Finance Act and the resources allocated gives an idea of the quality of budget programming and of its implementation.

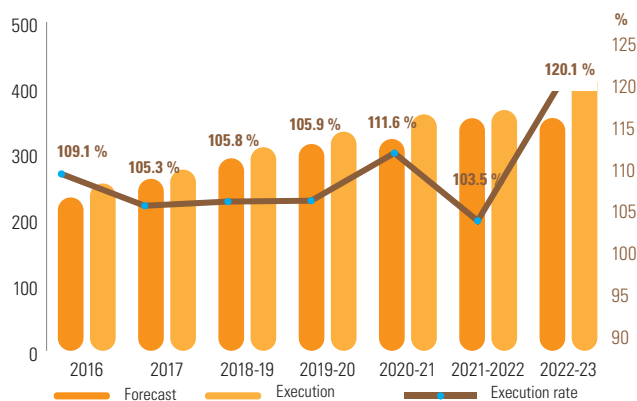
Over the period 2016- 2022/ 2023, **the average budget execution rate for education is 108.8%**.

This rate, which is higher than 100, is explained by the fact that salaries have been exceeded, due to the overlap between the budget year and the school year. New teachers are recruited during the budget year and paid during the same year.

The education budget was implemented at a rate of around 20% over the period under review.

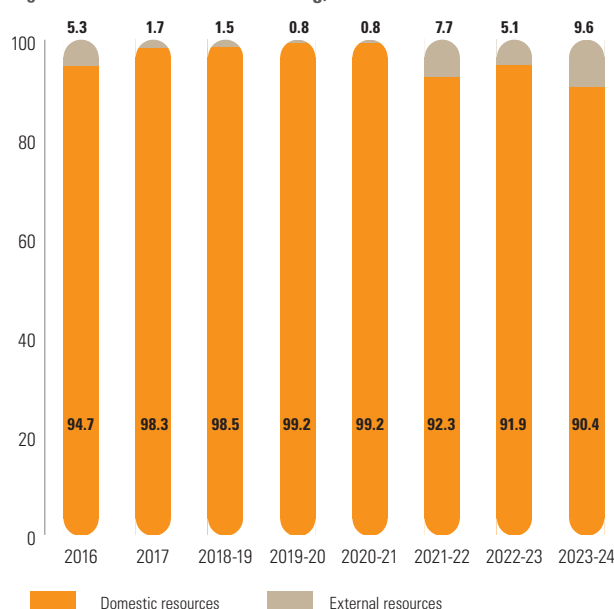


Fig. 6 : Budget forecast and execution for the education, in billions of BIF and as a %



Source: Finance Acts 2016 to 2023-24

Fig. 7 : Sources of education funding, in %



Source: Finance Acts 2016 to 2023-24

Funding sources

Budget allocations for Education come from domestic resources and external resources.

For the period 2016 to 2023/2024, figure 7 shows that funding for Education comes mainly from domestic resources. Prior to 2016, external resources predominated, mainly from the Fonds Commun de l'Éducation and other partners.



Acknowledgment

The budget analysis presented in this document is an integral part of a series of analyses on the social sectors for the 2023/2024 financial year. This budget analysis is the fruit of close 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.