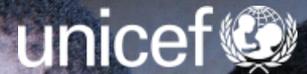




2016



Education Sector Budget Brief

Burundi

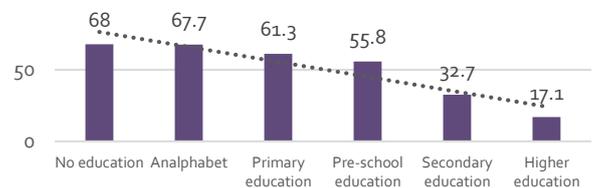
IN SHORT

- **Inequitable distribution of public education resources:** despite the fact that less than 1% of Burundian youth make it to higher education, 20% of public resources are directed to higher education. Since the great majority of adolescents obtaining a higher education come from the richest households, the education system replicates inequities within society.
- **Continued external support through alternate mechanisms.** While resources of the Common Fund for Education decreased, technical and financial partners are channelling resources via alternative mechanisms into the country.
- **Limited investment for youngest children:** Despite the high future returns on Early Childhood Development interventions, pre-school education remains noticeably underfinanced. Increased investments in early years of life promise high future returns.

(1) Education: a challenge and an opportunity to fight poverty

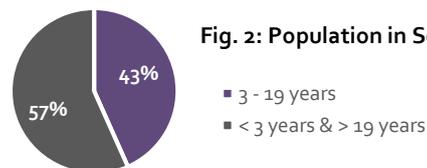
In a context of generalized poverty like Burundi's, where 6 out of 10 people (64.6%, ECVMB 2014) live under the national poverty line, education takes on a particular importance. The more household heads benefit from education, the higher employment opportunities are, and the lower levels of poverty are (see Fig. 1). Building on this evidence, schooling is key to fighting child poverty, vulnerabilities and deprivation. On the other hand, guaranteeing access to education for every child is a challenge in a context with 43% of the Burundian population being of school-going age (3 to 19 years³), which puts substantial pressure on the education system (see Fig. 2). Moreover, a demographic growth rate of 3.3% (UNSD 2014) promises further increases of the population in schooling age. Since 2005, the Burundian education sector was subject to two major changes: (i) school fees for primary education were abolished, resulting in significant increases in enrolment starting 2006; and (ii) the introduction of nine-year basic education, which added the first three years of secondary education to the existing six years of primary education. These reforms have been accompanied by a steady rise in resources spent on education, increasing enrolment rates and the production of national wealth (see Fig. 3a & 3b). Furthermore, with beginning of the 2016 fiscal year, the two Ministries in charge for education and professional training were merged into a single *Ministry of Education, Higher Education and Scientific Research*. Professional training was added to the responsibilities of the Ministry of Civil Service and Labour.

Fig.1: Poverty of Households by Level of Education of Head of Household (%)



Source: Note on Monetary Poverty and Privations, REFES, 2015

Fig. 2: Population in Schooling Age (%)



Source: General Population Census, ISTEEDU, 2008

Fig. 3a: Education expenditures / Capita



Source: World Bank, 2008-2016

³ 3-5 years for pre-schooling, 6-15 years for basic education and 16-19 years for secondary education.

(2) Resilience of the education sector against austerity

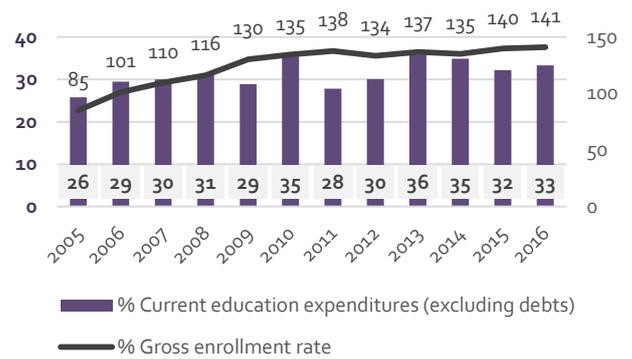
Resource allocation trends. If administrative costs on community level are disregarded, allocations to the education system in 2016 are similar to previous years. Mostly resources are directed towards basic education (48.4%), followed by secondary education (31%) and higher education (19.4%). Due to limited fiscal space, Early Childhood Development interventions, most notably pre-school education, remain underfinanced. Increasing investments for pre-school education as well as supporting activities on community level and awareness raising among parents and caretakers are important and promise high future returns.

Inequitable allocation of public resources. While the Government devotes only 2,060 Burundian Francs (1.28 USD)² per pupil to children in pre-school age, 2,506,965 BIF (1,552 USD) per pupil are reserved for higher education, meaning on average more 1,200 times more resources are allocated to a higher education students than to a preschooler. This is of note in the Burundian context, where most adolescents obtaining a higher education come from the richest 20% of the country. More precisely, 95.2% of children enrolled in the cycle of basic education benefit from only 48.3% of available resources for the sector. On the contrary, 0.68% of higher education students benefit from approximately 20% of resources (see Fig. 4 & Annex/Table 1). This intra-sectoral repartition highlights that while unitary costs for higher education may be naturally higher due to lower numbers of students compared to the other cycles, only a narrow segment of the Burundian society has access to higher education.

Viability of the sectoral plan for the development of Education and Training 2012-2020. According to the Government's Sectoral Plan (*Plan Sectoriel de Développement de l'Éducation et de la Formation 2012-2020*, PSDEF), the share allocated to the education sector is required to be maintained at 29.3%; so far this threshold has been achieved. The recent socio-political crisis is further compromising attainment of this target. 2016 declared allocations are 29.8% lower than in 2015; allocated national resources decreased by only 4% while external resources decreased by 87% (see Fig. 5a). Nevertheless, there is determination to seek alternatives to ensure continued support to the Burundian education sector and the children it serves. Over past years, the Government and its technical and financial partners have engaged in an active sector dialogue and shared responsibilities over a Common Education Fund. Due to the current volatile situation, the resources will be managed by UNICEF until the end of 2016 to ensure continuity of education services to avoid the loss of already achieved gains. Furthermore, it needs to be noted that the Ministry's responsibility to manage professional and specialized training was transferred to the Ministry of Civil Service and Labor, which was allocated five times more national resources in 2016 compared to 2015.

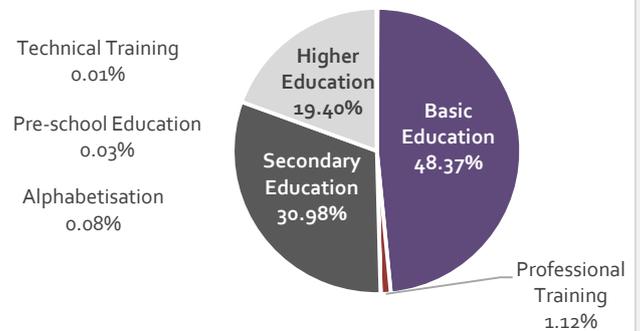
A resilient sector despite the crisis. The education sector was able to cope with the effects of the economic recession observed over the course of the year 2015 (-7.2% negative growth according to IMF projections). National efforts need to remain high to meet stated goals (i.e. the 29.3% threshold) in the PSDEF (Fig. 5b).

Fig. 3b: Enrollment rates & Expenditures



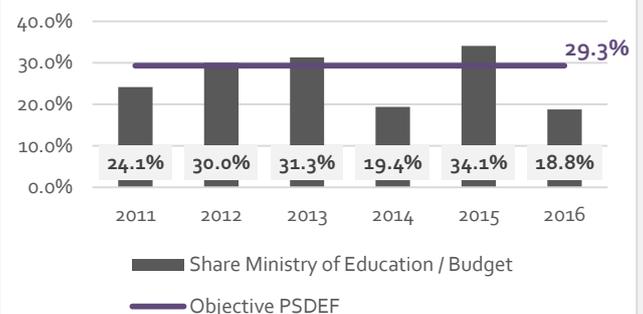
Source: Pole de Dakar & Annual Statistics, Ministry of Education

Fig. 4: Share of allocations by Level of Education (%), 2016



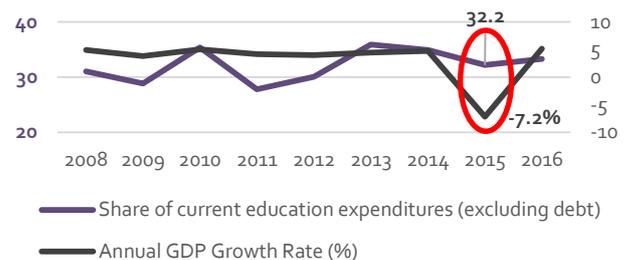
Source: Financial Law 2016, Ministry of Finance

Fig. 5a: Share of Education / Total Budget



Source: PSDEF & Financial Laws 2011 – 2016, Ministry of Finance

Fig. 5b: Resilient Education Sector in 2015

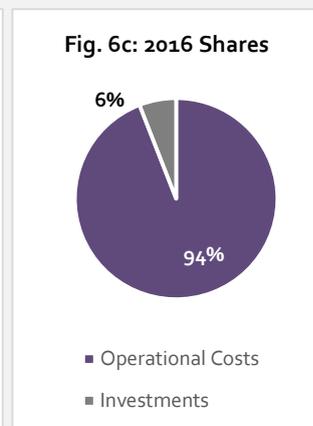
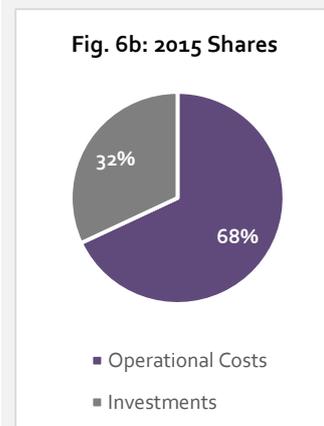
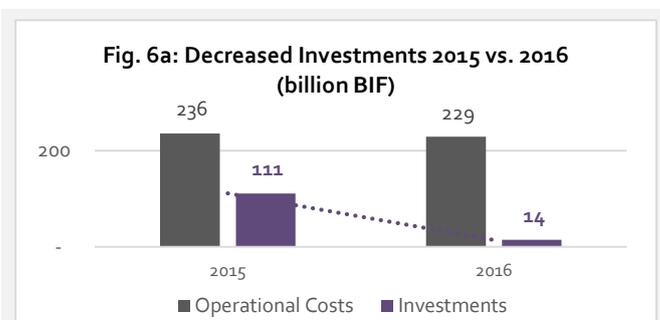


Source: Financial Laws, 2008-2016, Ministry of Finance

² Rate of 1 USD = 1615,6 BIF (UN Operational Rates of Exchange, 1 January 2016).

Limited investment, high running costs. In 2016, 94.1% of budgetary allocations are intended to finance the running costs of the education sector, while only 5.9% are envisaged to be investments. This contrasts with 2015, when 68% of envisaged resources were allocated for running costs and 32% of resources for investments (see Fig. 6a, 6b, and 6c).

However, great parts of investments are financed from outside; if only national resources are considered, the share of investment is less than 2%. Between 2015 and 2016, total budget allocations for current costs decreased by only 3%, while investment allocations were reduced by more than 600%. This is explained by the fact that a large share is reserved for the payment for salaries, which cannot easily be cut; therefore, decreased resources allocated for investments reflect the overall budgetary austerity.



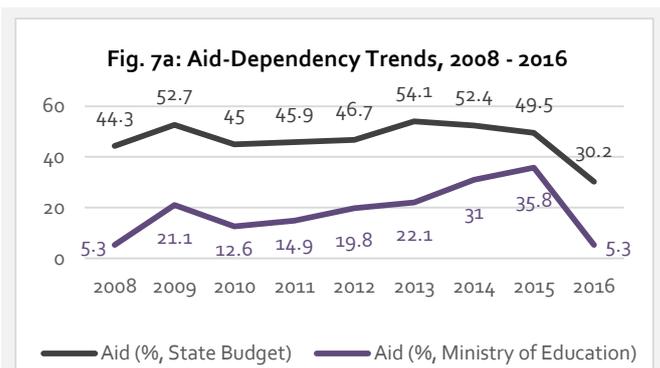
Source: Financial Laws 2015 & 2016, Ministry of Finance

(3) External support to education: a source for relief

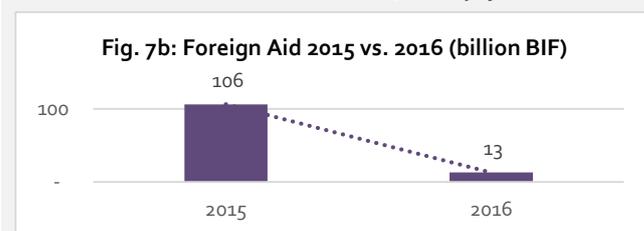
Aid-dependency trends in the education sector. In 2015, 35.8% of declared resources allocated to the Ministry of Education represented foreign aid according to the Financial Law. Levels were higher for the global State Budget, which was dependent on external aid at the rate of 49.5%. In 2016, only 5.3% of resources reserved for the Ministry of Education, indicated in the Financial Law, are external resources; for the total budget the dependency-rate in 2016 is specified at 30.2% (see Fig. 7a). Despite the radical cut of external resources (87%) allocated to the Ministry of Education, national and international partners are eager to ensure alternative modalities of channeling these resources into the Burundian education system, which is not reflected in the Financial Law.

Composition of Aid. In 2015, the year with the highest level of aid to the sector recorded, external financing came mainly from three sources: (i) the Common Fund for Education (82%), financed by Belgium, France, Norway, UNICEF and the Washington D.C. based Global Partnership for Education, (ii) direct resources from Belgium (7%) and UNICEF (11%; see Fig. 8). With the 2015 crisis the Common Fund for Education was suspended and direct funding to the Ministry of Education was cut (see table 2). The activation of article 96 of the Cotonou Agreement resulted in the suspension of contributions for 2015 and 2016 from Belgium, France and Norway. However, resources of the Global Partnership for Education will be channeled via UNICEF to ensure the continued functioning of the Burundian education system.

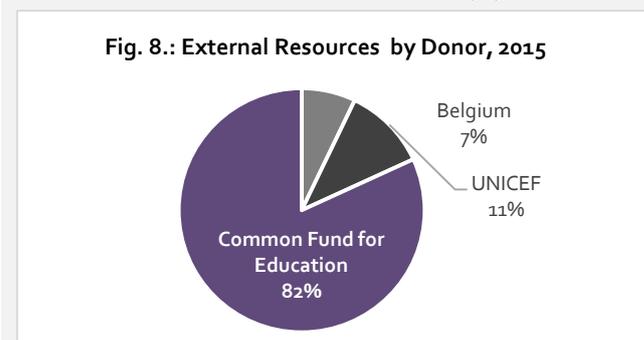
Decrease of internal resources. Over past years, national resources allocated to the education sector were important. However, in 2016, national resources to the Ministry of Education amongst many other Ministries decreased (see table 3).



Source: Financial Laws 2008-2016, Ministry of Finance



Source: Financial Laws 2015 & 2016, Ministry of Finance



Source: Financial Law 2015, Ministry of Finance

Key Education Figures

Indicators		
Total population (in million inhabitants)	10.5	UNSD 2015
Population under the age of 18	5.2	UNDS 2014
Life expectancy at birth (total years)	54	SOWC 2015
Average # of Children / Classroom	74	MOE 2014
Net enrollment rate, primary education	95.6	MOE 2014
Gross enrollment rate, primary educ.	150	MOE 2014
Completion rate, primary education	71.2	MOE 2014
Average number of children per woman	6.1	UNFPA 2014



The Case for Investing in Burundi's Education Sector

- High returns on investment.** Evidence suggests that quality education bears significant benefits for the individual; not only in terms of higher wages in the future, but also in terms of a higher quality of life. Investment in human capital in the form of education, training and technical experience enables an increase in productivity. While the individual benefit of higher education is a higher wage, the societal benefits are a better-educated workforce and hence a higher GDP growth rate. In view of this, education expenditures are one of the most productive investments that a country can undertake.
- Improved health and nutrition.** Investing in the education of categories that are socio-economically less well-off also improves several other dimensions of human development, such as health, nutritional status, employment and access to information and markets. The level of educational attainment can significantly facilitate the reduction of maternal and infant mortality through increased knowledge on nutritional needs, hygiene and the use of contraception, which promotes child survival. For example, educated women generally pay more attention to their children's health, immunization and nutrition. On average, uneducated women have twice as many children in compared to women that have benefited from ten or more years of education.
- Social cohesion.** Education contributes to social cohesion, since it encourages the strengthening of national identity and the learning of universal values such as dialogue, tolerance and respect for difference. This is crucial in the current volatile context.

Annex:

Tab. 1: Distribution of Public Resources in the Education Sector

Education	Average spending	Multiple of Preschool	Shares of Students (%)	Share of Resources (%)
Preschool	2,060	1	1.09%	0.0%
Basic Education	45,075	21.9	94.81%	48.7%
Professional Training	633,763	307.6	0.16%	1.1%
Secondary Education	1,058,749	513.9	2.54%	30.6%
Higher Education	2,506,965	1216.9	0.68%	19.5%
Technical Training	1,568	0.8	0.73%	0.0%
Total	87,751	42.6	100.00%	100.00%

Source: Budget Execution 2015, Ministry of Finance

Tab. 2. Selected Budget Lines – National Resources

Budget lines	2015 (BIF)	2016 (BIF)	Variation (%)
Investment in primary schools	1,727,168,288	1,036,300,973	-40%
Operational Costs for inspections of primary & secondary schools	203,893,349	195,737,615	-4%
School canteen	3,000,000,000	2,700,000,000	-10%
Compensation of school fees	4,161,095,440	3,869,818,759	-7%
Coaching of teachers	32,622,936	31,318,019	-4%
Examination, 10 th grade	608,152,489	583,826,389	-4%
Organisation of the <i>Concours National</i>	922,321,216	885,428,367	-4%
Organisation of the State Exam	616,170,849	591,524,015	-4%
Common Fund for Education	87,184,776,537	12,842,721,909	-85%

Source: Financial Laws 2015-2016, Ministry of Finance

Tab. 3. 2016 Budget of Selected Ministries as Share of Total State Budget

Ministries	National Resources	External Resources	Total Resources
Ministry of Education, Higher Education and Scientific Research	30.1%	13.6%	21.9%
Ministries of Public Security/National Defense/Internal Affairs	21.4%	4.8%	13.2%
- Public Security & National Defense	20.8%	4.0%	12.4%
- National Defense	13.0%	2.4%	7.8%
- Public Security	7.7%	1.5%	4.7%
- Internal Affairs	0.6%	0.8%	0.7%

Source: Financial Law 2016, Ministry of Finance



Government of Burundi

<http://www.burundi.gov.bi/>



UNICEF Burundi Country Office

<http://www.facebook.com/UNICEFBurundi>

