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# **Burundi**

## **Early Childhood Care and Education (ECCE) programmes**

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## BURUNDI

### Early Childhood Care and Education (ECCE) programmes

#### A. GENERAL INFORMATION, STATISTICS AND INDICATORS

##### Starting age of compulsory education (if applicable):

According to the UNESCO Institute for Statistics (UIS), the compulsory education age range is 7 to 12 years.

#### 1. ISCED 0 PROGRAMMES (USUALLY, PRE-PRIMARY EDUCATION)

(ISCED = International Standard Classification of Education)

##### 1.1. National definition of ISCED 0 programmes:

Early childhood education is provided through three bodies:

- nursery schools (*écoles maternelles*), generally attached to primary schools (public or private)
- community nurseries (*garderies communautaires*) under the supervision of the Burundi Scouts' Association, supported by UNICEF
- pre-school groups (*cercles préscolaires*) run by parents' associations

##### 1.2. Normative age group(s) covered by ISCED 0 programmes:

3-6 years.

##### 1.3. ISCED 0 programmes: statistics and indicators (*source: UIS*)

###### 1.3.1. Enrolment:

	Percentage	Year
Gross enrolment ratio	1.4	2003/2004
Net enrolment ratio	...	
Percentage of children entering primary education with previous preschool experience	3.5	2003/2004

1.3.2. *Enrolment ratio by age group, 2002/03 (percentage, also including the first years of primary education when applicable):* Not available

Less than 3 years of age	Age 3	Age 4	Age 5	Age 6	Age 7

UIS estimate. (\*) Enrolled in primary education. (\*\*) Primary education enrolment ratio.

1.3.3. *Teachers:*

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)
318	92.4	66.0	25.0	69.4

1.3.4. *Funding:*

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	0.72 (2004)

1.3.5. *Main source(s) of financing:*

UNICEF, World Bank

## **2. OTHER ECCE PROGRAMMES** (*Generally preceding ISCED 0 programmes*)

**2.1. National definition of other ECCE programmes:**

Not available

**2.2. Normative age group(s) covered by other ECCE programmes:**

Not available

**2.3. Estimate number of children covered by other ECCE programmes:**

Not available

## **B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMMES (INCLUDING ISCED 0)**

### **3.1. Legislation concerning ECCE:**

Decree-law No. 1/025 of 13 July 1989 on the reorganization of education in Burundi provided for pre-primary education, that is, nursery education, as part of basic non-formal education. To give practical expression to this vision, Order No. 100/054 on the Organization of the Ministry of Education, dated 19 August 1998 and Order No. 100/011 on the Reorganization of the Ministry of Education, dated 18 January 2002, were issued by the Ministry of Education, the former establishing a Pre-school Education Department whose tasks were to organize and coordinate public and private pre-school education activities, while the latter entrusted formal education to the Ministry of Education.

Pre-school education, which until recently had been left to private initiative, has since been organized and supervised by the public services. The political will to improve the organization of such education was expressed in Order No. 100/054 issued by the Ministry of Education on 19 August 1998 establishing an administrative body, the Pre-school Education Department, within the Ministry to design, organize and supervise pre-school education. To improve the organization of this form of education, the following goals were set:

- setting standards for the organization of pre-school education;
- guidance for, coordination and assessment of nursery schools' activities;
- curriculum development and the production of teaching materials;
- involvement of the population and local authorities in the organization of this type of education.

Order No. 100/025, the Pre-school Education (Organization) Order dated 24 March 2004, was subsequently issued, giving the Department the tasks of formulating a national early childhood education policy, organizing public and private nursery schools, contributing to curriculum development and the distribution of teaching materials, and monitoring and supervising all the organizations that provide integrated care for young children.

### **3.2. Official body/bodies in charge of supervision or coordination:**

The Ministry of Education (Pre-school Education Department).

Early childhood protection activities have for the most part been developed by the Ministry of Public Health, the Ministry for Social Action and the Promotion of Women, and a number of non-governmental organizations.

### **3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):**

Not available

### **3.4. Type of personnel involved:**

Play leaders

### **3.5. Type of staff training (requirements):**

The Rural Education Bureau (BER) in the Ministry of Education has, with UNICEF's assistance, published a booklet setting out the early learning activities that should be offered to children attending nursery schools. The BER has trained teachers in service to use the booklet properly and has drawn up the national curriculum and the play leaders' guide. Training on the new curriculum is scheduled for 2006.

### **3.6. Recent national policies and reforms:**

Currently in preparation

### **3.7. Efforts targeted at vulnerable or disadvantaged children:**

No special measures have been taken for this group of children.

### **3.8. Special projects/programmes aiming at expanding or improving ECCE:**

The UNICEF and World Bank projects are designed to improve and extend ECCE services and programmes.

### **3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programmes**

#### *3.9.1. Objectives and aims:*

To train and prepare the children in an integrated way for school and later life.

#### *3.9.2. Learning areas and teaching-learning methods:*

The programme is designed to achieve integrated early childhood development by including early learning, health, nutrition and protection. It uses participatory educational methods.

#### *3.9.3. Average number of hours per week and average amount of weeks per year:*

20 hours per week, 31 weeks per year.

### **3.10. Any other relevant and pertinent information**

Indicators on early learning have not been collected systematically, but only 2.6% of children aged 3-6 benefit from early childhood care and learning programmes and most of them live in the urban areas. The rise in numbers attending pre-school education has not been very great: from 1997 to 1999 the figure rose from 4,480 children to 4,938, an increase of 9.2%. There was also an increase in enrolment in public pre-school

education in the same period, from 2,085 children to 2,520, a rise of 17.3%. As to the language of instruction, *Kirundi* is predominant at the pre-primary level, but French is also used in some cases.

Teaching materials are not suited to Burundi's children's needs and the Ministry therefore intends to run a workshop in 2006 to produce materials for integrated early childhood development.

**C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)**

**4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below:**

Type of programme	Yes or No (note for each programme)	Please estimate the number of beneficiaries (if possible)
Parenting education through early learning centres and child care centres	Yes, through committees for parents of young children	Parents of 17,383 children
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits	Yes, in the case of the community nurseries	Parents of 1,025 children
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development	Yes, in the case of the community nurseries	Parents of 1,025 children
As component of adolescent, livelihood or literacy programmes	Yes, through the Stop AIDS Clubs and the UNGEI Clubs (United Nations Girls' Education Initiative)	About 30,000 high school pupils
Media broadcast, such as <i>Sesame Street</i> , with media for and with children	Yes, through educational radio programmes.	
Other (please specify)		

**Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).**

No special programme for this group of children.

**4.2. Is there a national-level system for monitoring children's development or school readiness prior to entering primary school?**

The Ministry of Education and the Ministry of Health are in charge of monitoring ECCE and child development.

**4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted? If not, is there one under development?**

Currently being developed.

*[Data revised and additional details supplied by UNICEF, January 2006]*