0.a. Goal

Goal 4. Ensure equitable, inclusive and quality education and lifelong learning opportunities for all

0.b. Target

4.a Build or adapt existing schools that are child, disabled and gender-friendly and provide a safe, non-violent, inclusive and effective learning environment for all

0.c. Indicator

4.a.1.Proportion of schools with access to: a) electricity; b) the Internet for educational purposes; c) computers for educational purposes; d) infrastructure and materials adapted to disabled pupils; e) a basic supply of potable water;

1.a. Organisation

MEFTP

1.b. Contact person(s)

BARANKIGA Eugenie

1.e. Contact phone

69126765

1.g. Contact email

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2.a. Definition and concepts

It is the ratio between the number of establishments with a given infrastructure and the total number of establishments.

2.b. Unit of measure

%

3.a. Data sources

Bureau of Educational Planning and Statistics, Statistical Yearbook

3.b. Data collection method

Data are collected from surveys of schools using the Questionnaire

3.c. Data collection calendar

Collection is done annually

3.d. Data release calendar

Every year

3.e. Data providers

MEFTP

3.f. Data compilers

MEFTP

3.g. Institutional mandate

The Ministerial departments are the members of the SSN whose mission is to collect, process and disseminate the data of their sector.

4.a. Rationale

The indicator is relevant because it reflects the educational situation in Burundi.

4.b. Comment and limitations

Updating the indicator requires a survey of schools in the territory of Burundi. The reluctance is noted for private establishments.

4.c. Method of computation

Number of establishments with a given infrastructure divided by the total number of establishments, multiplied by 100

4.d. Validation

The results of the survey are validated at two levels: internal validation and validation at the CTIS level before publication

5. Data availability and disaggregation

The indicator is available at national level and by cycle. ([Drinking water: Preschool, Basic, General and educational post-basic, Technical post-basic]; [Electricity: Preschool, Basic, General and educational post-basic, Technical post-basic])

6. Comparability/deviation from international standards

The indicator can be compared to other indicators of the same type at regional and international level

7. References and Documentation

Education Statistics Yearbook