

## ***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