#### 0.a. Goal

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

### 0.b. Target

4.1 By 2030, ensure that all girls and boys complete free, quality primary and secondary education on an equal basis, providing them with meaningful learning

### 0.c. Indicator

4.1.1. Net enrollment rate (primary school)

## 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

Ratio between the number of pupils enrolled in a level of education, having the official schooling age at that level and the total population of official schooling age at that level.

## 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.q. 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

(The number of students enrolled in a given level of education, having the official school age at that level divided by the total official school age population at that level) 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.

# 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** 

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