

## ***0.a. Goal***

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

## ***0.b. Target***

4.5 By 2030, eliminate gender inequalities in education and ensure equal access for vulnerable people, including people with disabilities, indigenous people and children in vulnerable situations, to all education and vocational training levels

## ***0.c. Indicator***

4.5.1 b) Girl / boy parity index in post-basic school

## ***1.a. Organisation***

MEFTP

## ***1.b. Contact person(s)***

BARANKIGA Eugenie

## ***1.e. Contact phone***

69126765

## ***1.g. Contact email***

eugenibar2017@gmail.com

## ***2.a. Definition and concepts***

it's the relationship between girls and boys

## ***2.b. Unit of measure***

proportion

## ***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 girls / Number of boys

## ***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