**INDABAX BURUNDI EVENT 2025**

Tentative topic

1. AI for Bridging the Education Divide(L’IA pour combler le fossé éducatif)
2. Youth as changemakers: grassroots AI projects(Les jeunes, acteurs du changement : initiatives locales en intelligence artificielle)

| **Description** | | | | | | | | |
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| **Titre** | | IndabaX Burundi Event 2025 | | | | | | |
| **Localisation** | | **UGL** | | | | | | |
| **Date de démarrage de l’Évènement** | | **17 Juin 2025** | | | | | | |
| **Durée en jour de l’Évènement** | | **3** | | | | | | |
| **EQUIPE ORGANISATRICE** | | | | | | | | |
| **NO** | **Nom et Prénom** | | **Téléphone** | | **E-mail** | | **Rôle** | |
| **1** | **Itangishaka J.Esterique** | | **68072105** | | **itangishakajohnesterique** | | **Organisateur Principal** | |
| **2** | **NIBIGIRA Nadine** | | **69916998** | | [**nibinadine@gmail.com**](mailto:nibinadine@gmail.com) | | **Co Organisateur** | |
| **3** | **Chandelle** | |  | |  | | **Co-organisateur** | |
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| **6** | **Ntirandekura Eric** | | **61232688** | | **ntirandekuraeric@gmail.com** | | **Coordinateur Logistique, Restauration et Bénévoles** | |
| **7** | **Twizere Alain** | | **79624730** | | **uburundisoft@gmail.com** | | **Spécialiste en Support Technique et Informatique** | |
| **8** | **Micheline** | |  | |  | | **Coordinateur de la Communication et de la Publicité** | |
| **9** | **Didier** | |  | |  | | **Directeur du Programme** | |
| **10** | **Dr Thiery** | |  | |  | | **Coordinateur des Partenariats et Sponsoring** | |
| **11** | **Niyoyitungiye Emelyne** | | **69901270** | | **emelyneniyoyitungiye@gmail. com** | | **Chargé des Relations Invités, Sécurité et Protocole** | |
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| **OBJECTIFS** | | | | | | | | |
|  | | **Logique d’intervention** | | **Indicateurs objectivement vérifiables (IOV)** | | **Sources de vérification** | | **Suppositions ou hypothèses ou risques** |
| **Objectif global** | | To mobilize at least 50 stakeholders from government, academia, civil society, and the tech sector to explore, discuss, and promote actionable strategies for using Artificial Intelligence (AI) to reduce educational disparities and expand equitable access to quality learning. | | The target for total participation is at least 150 attendees, including both local and international stakeholders.  A minimum of 10 institutions should be represented  from urban and rural  At least 40% of participants should come from marginalized groups, such as youth, women, or rural educators. | | Attendance sheets or sign-in logs  Event reports and participant feedback forms    Conference agenda and schedule  Session recordings or transcripts  Speaker bios and presentation files  Event summaries or knowledge products  | - Pre- and post-training evaluation forms  Certificates of completion  Workshop reports and participant lists  Pitch/demo  Registration forms  Photos or videos of youth-led sessions  List of submitted grassroots AI projects  Evaluation by panel or jury  Final policy brief or declaration  Official endorsement letters or communiqués  Email confirmations from institutions  Minutes from policy roundtable discussions  Social media analytics (Twitter, Facebook, LinkedIn)  Screenshots or archives of media coverage  Number of articles or blog posts published  Press release distribution reports  MoUs or partnership agreements  Meeting minutes of the task force  Pilot project proposals or progress reports  Follow-up surveys or evaluations | | Key actors (government, academia, private sector) are willing and available to participate and contribute meaningfully.  Participants and facilitators have access to stable internet and basic digital tools (if hybrid or virtual formats are involved).  There is a growing recognition of AI as a valuable tool for addressing educational inequality.  Young people and local innovators are actively working on or are interested in grassroots AI projects.  Ministries and institutions are open to discussing and exploring integration of AI into education systems.  If AI tools are accessible, ethical, and context-aware, then they can contribute significantly to closing the education gap in underserved communities.  If educators and students are trained in AI and digital literacy, then they will be empowered to co-create local solutions.  If grassroots innovations are showcased and supported, then sustainable and inclusive AI-for-education ecosystems can emerge.  If dialogue between policymakers, technologists, and educators is fostered, then more inclusive and relevant national AI strategies will be developed.  If awareness of AI potential in education increases, then investment in AI-for-development initiatives will grow. |
| **Objectifs spécifiques** | | Present at least 5 real-world AI use cases demonstrating how AI technologies improve access, personalization, and inclusion in education, particularly in underserved regions  Facilitate a minimum of 2 multi-stakeholder panel discussions focused on the ethical use, policy integration, and impact of AI in educational settings.  Organize 2 hands-on workshops to train the participants in developing or deploying AI-powered educational tools, with a focus on low-resource contexts  Engage at least 3 youth innovators to showcase grassroots AI projects that address local learning challenges or digital literacy gaps.  Produce a Burundi Indaba x declaration with 5 key recommendations on leveraging AI to bridge the education divide, to be submitted to relevant ministries and education stakeholders.  Identify and document at least 4 challenges and risks (e.g., bias, data privacy, access inequality) associated with the use of AI in education, along with proposed mitigation strategies.  Establish a cross-sector task force or working group to follow up on post-conference actions, aiming to implement at least 2 pilot AI initiatives within the next 12 months | |  | |  | |  |
| **BENEFICIAIRES** | | | | | | | | |
| **Nombre de bénéficiaires directs et indirects** | | 150 | | | | | | |
| **Statut et situation des bénéficiaires** | | The primary beneficiaries of this initiative are learners, educators, and community innovators from underserved, rural, and marginalized backgrounds, including women, youth, and persons with limited access to digital infrastructure. Many of these individuals face persistent barriers to quality education due to:   * Geographic isolation, with limited access to schools, trained teachers, or updated learning materials * Low digital literacy, which restricts their ability to engage with emerging technologies * Limited or no internet connectivity, especially in rural and remote areas * Socioeconomic challenges, such as poverty or displacement, which often deprioritize education * Gender disparities, particularly in rural areas, where girls and women are underrepresented in STEM and AI-related fields * Lack of access to tailored educational content, especially in local languages or formats accessible to learners with disabilities   Educators and youth change-makers in these communities often have the motivation to lead or innovate, but lack resources, exposure, and support networks to design or deploy impactful AI solutions. Many have never interacted with AI tools or received any structured training in their use for education.  By targeting these groups, the Burundi Indaba X aims to empower them with knowledge, skills, and tools, creating inclusive opportunities to leverage AI for localized educational impact and bridge the digital divide. | | | | | | |
| **Mode d’identification des bénéficiaires** | | 1. Identify key actors in the education and digital inclusion ecosystem (e.g., schools, ministries, youth-led organizations, tech hubs). 2. Map their geographic and institutional coverage, with a focus on underserved areas. 3. Engage local partners (schools, NGOs, community leaders) to nominate participants based on agreed criteria. 4. Use existing grassroots networks and youth school’s clubs to identify active local change agents. 5. Conduct a digital or field-based questionnaire to assess the educational, technological, and infrastructural needs of potential beneficiaries. 6. Collect data on gender, age, education level, digital access, and interest in AI. 7. Publish a public call (online and offline) for applications or expressions of interest. 8. Ensure the call is accessible in multiple languages and formats to reach rural or marginalized groups. 9. Prioritize individuals from:     * Rural or low-connectivity zones    * Low-income households    * Groups underrepresented in tech (e.g., women, girls, persons with disabilities)    * Communities affected by conflict, migration, or displacement 10. Review applications against selection criteria (e.g., motivation, relevance, community engagement). 11. Validate information with local organisers | | | | | | |
| **DEROULEMENT DE L’EVENEMENT** | | | | | | | | |
| **Information générale** | | | | | | | | |
| **Thème** | | AI for Bridging the Education Divide(L’IA pour combler le fossé éducatif) | | | | | | |
| **Heure du début** | | 2 pm | | | | | | |
| **Heure de clôture** | | 5pm | | | | | | |
| **Modérateur** | | To determine | | | | | | |
| 1ER Jour | | | | | | | | |
| **Heure** | | Activité | | | | | | |
| **DAY 1** | | | | | | | | |
| **2:00-2:15 PM** | | Opening Remarks & Welcome Address | | --- | | | | | | | |  |
| **2:15 – 2:45 PM** | **Keynote Speech**: *AI for Equity in Education: A Global Perspective* | | | | | | |  |
| **2:45 – 3:30 PM** | Panel Discussion: *Bridging the Digital Divide: Challenges and Opportunities* | | | | | | |  |
| **3:30 – 4:15 PM** | **Session**: *Use Cases: AI in Rural Education & Low-Connectivity Zones* | | | | | | |  |
| **4:15 – 4:45 PM** | Interactive Q&A or Breakout Discussions | | | | | | |  |
| **4:45 – 5:00 PM** | Summary & Reflections of Day 1 | | | | | | |  |
| **DAY 2** | | | | | | | | |
| **2:00-2:10** | Recap of Day 1 & Agenda Overview | | | | | | |  |
| **2:10 – 3:00 PM** | Workshop: *How to Use AI Tools in Educational Content Creation* | | | | | | |  |
| **3:00 – 3:45 PM** | Youth Showcase: *Grassroots AI Projects by Young Innovators* | | | | | | |  |
| **3:45 – 4:15 PM** | Session: *Building Digital & AI Literacy in Local Communities or school clubs or labs* | | | | | | |  |
| **4:15 – 4:45 PM** | Group Discussion or Live Polling Exercise | | | | | | |  |
| **4:45 – 5:00 PM** | Daily Wrap-Up & Key Learnings | | | | | | |  |
| **Day 3** | | | | | | | | |
| **2:00 – 2:10 PM** | Recap of Day 2 & Objectives for the Final Day | | | | | | |  |
| **2:10 – 2:50 PM** | Policy Roundtable: *What National Strategies Need to Include for AI in Education* | | | | | | |  |
| **2:50 – 3:30 PM** | Session: *Ethical AI Use and Data Protection in Education* | | | | | | |  |
| **3:30 – 4:00 PM** | Call to Action: *Developing a Joint Declaration* | | | | | | |  |
| **4:00 – 4:30 PM** | Open Floor: Stakeholder Reflections & Commitments | | | | | | |  |
| **4:30 – 5:00 PM** | Closing Ceremony: *Thank You Notes, Certificates,photos, and Final Remarks* | | | | | | |  |