

NELSON MANDELA
UNIVERSITY

FOREIGN AID AND SOCIAL DEVELOPMENT IN BURUNDI

BY

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DATE

DEDICATION

I dedicate this research to God, My father Pontien Burarame, my mother Eugenie Nahimana, my cousin Josephine Burarame Evers and Dr Ingo Evers as well as my supervisor Professor Jonathan Makuwira for their enormous and relentless assistance throughout my studies and the research writing process.

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ABSTRACT

This study scrutinized foreign aid and social development in Burundi. It analysed the relationship between the amount of foreign aid received and enrolment in basic education in Burundi, the relationship between the amount of foreign aid and educational equality in Burundi, the relationship between the amount of foreign aid and the teaching and learning process in Burundi and finally explored the problems in basic education that need solutions. This study made use of various related literature on social development, basic education and foreign aid. It mainly scrutinised literature on basic education in Burundi.

This study used a case study research design where both qualitative and quantitative approaches were used. A quantitative approach was used to quantify the effectiveness of foreign aid on social development, while a qualitative approach was adopted to descriptively explain the events linking the findings to the objectives of the study. Thirty six respondents from the provincial education administration office were interviewed and observed and document analysis was performed. These were the main instruments for data collection.

This study found that despite incoming foreign aid, the gender issues affecting education were not addressed, residents from marginalised areas had not adequately accessed foreign aid and net development assistance in Burundi was affected by politics, preventing a number of areas from benefitting. It also highlights shortages in school learning materials, late disbursement of education funds and civil conflict, among others.

This study recommended the incorporation of government ministries and departments in donor-funded projects to reduce stand-alone projects, to emphasise project monitoring and evaluation, to emphasise mutual accountability and to encourage donor support for national educational priorities, to work on joint and coordinated analysis and missions, to address gender disparities and finally, to separate national politics from foreign aid projects and agencies.

KEYWORDS: Foreign aid, Basic education, Social development, Donors

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LIST OF ABBREVIATIONS OR ACRONYMS

ADB	Asian Development Bank
BEDP	Basic Education Development Plan
CETT	Centres of Excellence for Teacher Training
DPEP	District Primary Education Programme
ECCE	Early Childhood Care and Education
EFA	Education for All
EU	European Union
GBS	General Budget Support
ICT	Information and Communication Technology
IDA	International Development Association
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MoE	Ministry of Education, Teaching and Scientific Research
NER	Net Enrolment Ratio
NFE	Non-Formal Education
NGOs	Non-Governmental Organisations
ODA	Official Development Assistance
ODI	Overseas Development Institute
OECD	Organization for Economic Cooperation and Development
PEDP	Primary Education Development Plan
POC	Priority Operating Costs
PRP	Primary Reading Programme
QUEST	Quality Education through Supporting Teaching
QUIPS	Quality Improvement in Primary School

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Developmental assistance and its effectiveness in nation building has long been a controversial subject in the fields of international development and economics (Tavares, 2003). According to Easterly (2014) and Moyo (2010), official aid has had a tendency to create increased dependency on the donor country, encouraging overvaluation of the currency; fostering high levels of corruption and increasing complacency in the aid-receiving nation. High dependency on international aid has led to a number of developing nations ignoring the economic growth opportunities offered by the global economy.

Scholars including Nielsen and Madani (2010) and Sachs (2012) on the other end of the spectrum, believe that the quantities and levels of foreign aid given to developing nations have not been adequate to stir up development that would lead to the reduction of poverty and promote investment and growth in socio-economic welfare. Sachs (2012) observed that developing countries ought to be treated, not as aid receiving nations, but as equal trading partners, which will have a more sustained effect on poverty reduction and social development.

Banerjee and Duflo (2011) emphasise that official development assistance has not only been ineffective in achieving its goals but has also brought about disastrous effects in developing and impoverished nations throughout the years. These authors hold that donor countries should be thinking of better ways of giving foreign aid other than directing aid to increase corruption and a growing dependence by developing nations. Collier (2007) on the other hand, holds that foreign aid should be directed towards specific interventions, such as poverty eradication, education development, disaster management, anti-malaria programs and other economic ventures that could lead to sustained economic development.

Developing nations in Africa have been characterized by frequent political turmoil and civil wars (Nielsen and Madani, 2010). Burundi, like numerous other developing nations, has been adversely affected by political turmoil, such as military coup

d'états. The first Burundian coup d'état attempt was led by President Micombero Michel in 1965. It was followed by 4 others in 1976, 1987, 1993 and 1996 respectively. The most recent being in May 2015, affecting the current president, Pierre Nkurunziza. This has led the country to widespread poverty (Ki-moon, 2011). Burundi was ranked 185th out of 187 in the 2011 United Nations Development Program's Human Development Index (UNDP, 2011). This report revealed that eight out of ten Burundi nationals live below the poverty line (UNDP, 2011).

Burundi pledged to improve governance and accountability and to uphold the then eight Millennium Development Goals (MDGs). According to the United Nations (2012), the MDGs were a set of goals that included:

- Eradication of poverty and hunger;
- Attainment of universal primary education;
- Promotion of gender equality;
- Reduction of child mortality;
- Improvement of maternal health;
- Combating HIV/AIDS, malaria and other diseases;
- Environmental sustainability and
- Development of a global partnership to enhance economic development.

On 25th July 1996 the former president, Pierre Buyoya, led a coup d'état in Burundi (Buyoya, 2015). This resulted in a standoff in the country that led to political instability and civil war. It justified the need for the country to receive more international assistance due to the rapid deterioration of the humanitarian situation (UNDP, 2011).

As the external assistance to Burundi continued growing (see Table 1.1 below), less evidence was provided by the state and community to justify the continuation of foreign aid. Half of Burundi's budget was reinforced and dependent on bilateral and multilateral aid that was mostly composed of grants to help the nation reduce poverty (Nielson and Madani, 2010).

Table 1.1: Net official development assistance and official aid received (current US\$) and Human Development Index Ranking of Burundi

Series Name	Net official development assistance and official aid received (current US\$)	Human Development Index Ranking
1990	262550000	0.270
2000	93120000	0.268
2007	479000000	0.319
2008	522240000	0.336
2009	561370000	0.361
2010	629440000	0.385
2011	570440000	0.393
2012	521310000	0.398
2013	556000000	0.404
2014	501750000	0.406

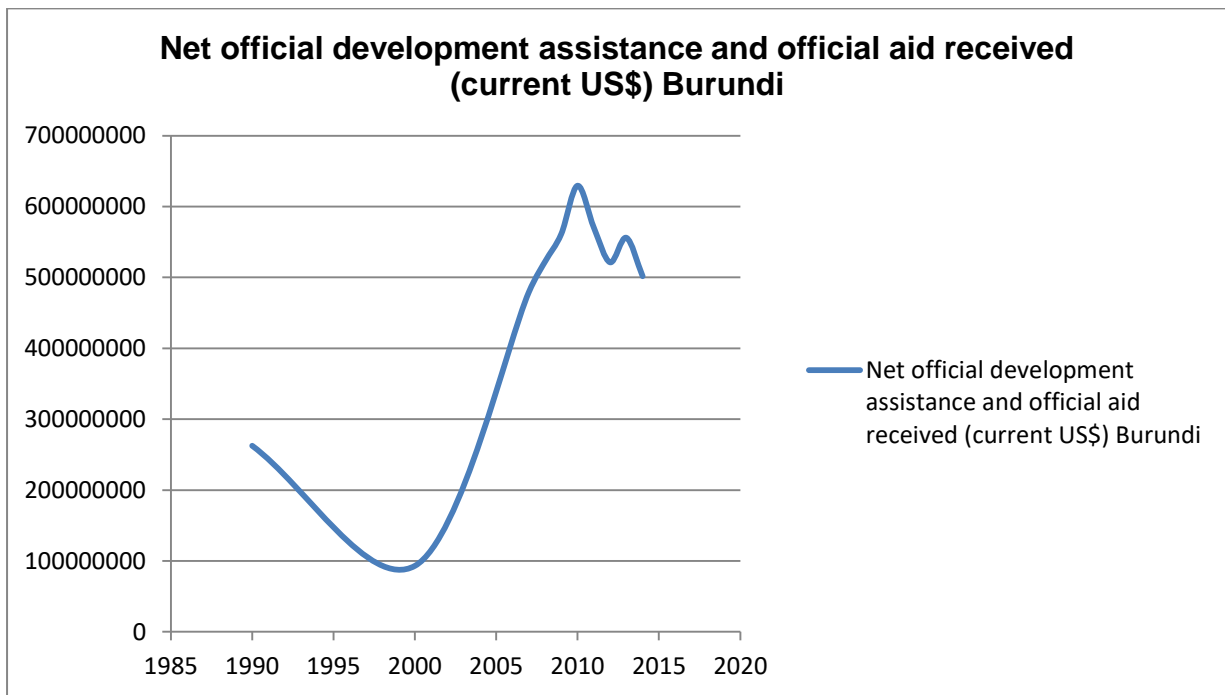
World Bank, 2016

Despite a continued increase in aid volumes and external assistance, there was minimal evidence to indicate that the assistance received translated into sustainable growth. This study becomes fundamentally essential to assess whether the increasing amount of foreign aid has led to the achievement of social development through improved basic education in terms of enrolment, equality and equity in Burundi. The findings could be important in providing insight for policy makers on how best to use foreign aid to improve basic education in Burundi.

1.2 STATEMENT OF THE PROBLEM

As nations in Africa, specifically south of the Sahara, were gaining independence in the late 1950s and early to mid-1960s, they were at the same economic level as Asian tigers such as Malaysia, Singapore, Taiwan and South Korea, among others. Almost 50 years later, the Asian tigers are now far ahead in their development endeavours and, more importantly, are now providing development aid to developing nations that were previously at the same level (Nederveen, 2015). The role of foreign aid in encouraging laziness and complacency in developing nations has been an issue of debate in academic and international circles. The increase in the volume of

foreign aid was evident between 1990 and 2011, as illustrated in figure 1.1. Its effectiveness in improving social development through basic education and overall poverty reduction is less visible. In an attempt to achieve one pillar of the then Millennium Developments Goals, namely the attainment of universal primary education, the Burundi Government received more economic assistance, as illustrated in figure 1.1 (World Bank, 2016).



World Bank, 2016

Figure 1.1: Net Official Development Assistance and Foreign Aid to Burundi in (Current US\$)

On the contrary, the human development index for education has been fairly slow in its growth, as illustrated in table 1.1. According to UNICEF (2016), Burundi has an annual population growth of 3.1 percent, which implies that the demand for basic education is growing much faster than the achievement of education through the human development index. This makes it necessary to assess whether the faster growth of foreign aid has any relationship with the basic education enrolment and quality. Not only does this call for an assessment of whether the slow growth in human development affects mostly male or female students, but also to address the issue of equity and equality in education. Educational achievement is a method of measuring how successful education and training projects are. Hence, this study is

intended to assess whether the increase in the quantity of foreign aid has led to any increase in the success of education in Burundi.

1.3 AIMS OF THE STUDY

The main aim of this study is to develop a better understanding of how effective foreign aid has been in achieving social development in Burundi, with particular reference to basic education.

Specifically, the study aims to achieve the following objectives:

- to assess the relationship between the amount of foreign aid and enrolment in basic education in Burundi;
- to determine the relationship between the amount of foreign aid and the teaching and learning process in Burundi and
- to explore the various problems facing the efficacy of foreign aid on basic education in Burundi.

1.4 RESEARCH QUESTIONS

This study seeks to answer the following questions:

- What is the relationship between the amount of foreign aid and enrolment in basic education in Burundi?
- What is the relationship between the amount of foreign aid and the teaching and learning process in Burundi?
- What are the problems facing the efficacy of foreign aid on basic education in Burundi?

1.5 SCOPE OF THE STUDY

This section examines the geographical, theoretical and time limitations of this study.

1.5.1 Geographical scope of the study

This study was carried out in Burundi, a small country covering 27,830 square kilometers in the East-Central Africa region. Burundi is a landlocked country with Rwanda to the North, Democratic Republic of Congo to the West and Tanzania to

the East. According to Fordwor (2016), 80 percent of its 10,395,931 people live beneath the poverty line. The population is divided into three ethnic groups - the Hutu (approximately 85%), the Tutsi (approximately 14%) and the Twa (Pygmy people who make up only 1%) (UNICEF, 2016). Burundi has three official languages: Kirundi, French and English, which was added to the list of official languages and has had a significant effect on Burundi. For instance, English has an important role in Burundi since its entrance to the East Africa Community, which could enhance future development through the sharing of information, greater trade and other benefits of economic integration (UNICEF, 2016).

Burundi is divided into eighteen provinces. These are named after their respective capitals, except the Bujumbura rural province. Eastern Burundi has the provinces of Cankuzo, Gitega, Rutana and Ruyigi. Northern Burundi has Karuzi, Kayanza, Kirundo, Muyinga and Ngozi. Southern Burundi has the provinces of Bururu, Makamba and Rumonge and finally, western Burundi has Bubanza, Bujumbura Mairie, Bujumbura Rural, Cibitoke, Muramvya and Mwaro.



Source: Google Maps, 2017

Figure 1.2: The map of Burundi as seen on the African continent



Source: Google Maps, 2017

Figure 1.3: Burundi Administrative Map

1.5.2 Theoretical Scope

The theoretical scope of the study was limited to all theoretical and empirical literature plus related theories on the efficient use of foreign aid to enhance social welfare and development for citizens.

1.5.3 Time scope

This study paid keen attention to the trends in foreign aid received in Burundi from 1996 to date, when the former Burundian president, Pierre Buyoya, successfully carried out a coup d'état that ushered in a number of economic sanctions against the nation. The country was able to recover from the economic sanctions after a peace accord in 2005 but went back into sanctions after the third term victory of the current president, Pierre Nkurunziza.

1.6 SIGNIFICANCE OF THE STUDY

The aim and significance of this study is to explore the fundamental effects of foreign aid on social development, mainly looking at basic education, which is the second pillar of the millennium and sustainable development goals. This study paid special attention to Burundi as a case study of a developing country in sub-Saharan Africa.

This is significant for the improvement of foreign aid and social development policies to ensure that the donation receiving nations like Burundi achieve maximum gains from the foreign assistance. This study outlines how the government, host community and donor community can coordinate to ensure the residents receive maximum long term benefits from educational aid (Burnside and Dollar, 2000).

It is also significant as the research findings, observations and conclusions provide critical insight into foreign practice and foreign aid-receiving sectors, such as the education sector, economic and planning, international relations and political policy management. Its practice should go ahead to direct foreign aid towards promoting social development through the provision of basic education (UNICEF 2016).

This study provides insight into the theories of social development, such as the social development practice theory. It helps in the development of cognitive abilities of learners through receiving foreign aid. The political theory of foreign aid is discussed and highlighted in this study, providing reasons why political problems are a source of high levels of dependency on foreign aid (Katz (2017).

1.7 OUTLINE OF THE RESEARCH REPORT

This study adopted the following format and procedure in writing the final research report. It is composed of five chapters, including the title page and cover pages with the abstract, dedication, acknowledgments, the table of contents and the lists of figures, tables and acronyms.

Chapter one covers the background of the study, the statement of the problem, the research objectives, the research questions, the scope, significance and the outline of the study.

Chapter two covers the literature review. This is where the study reviewed aspects of the theoretical and empirical literature. Chapter three of this study covered the research methodology and explored the research design of the study, the research population, the sample size, the sampling procedure and techniques, the data collection instruments and procedure, the validity and reliability of the research instruments, the methods of data analysis that were used, the ethical consideration of the study and finally, the limitations of the study and how the researcher hoped to overcome them.

Chapter four of this study looks into the presentation, analysis and interpretation of data collected in the field. Tables, figures and diagrams are used to present and explain the data where applicable. The summary of the findings, conclusions and recommendations of this study are presented in chapter five.

Finally, the research report is concluded by the references, appendices and the research instruments, including the questionnaire and the interview guide.

CHAPTER 2

LITERATURE REVIEW

2.1 FOREIGN AID

Foreign aid is at times referred to as international aid or economic assistance. Katz (2017) defines foreign aid as money that one nation voluntarily transfers to another friendly nation in the form of a grant, a gift or a loan. This assistance is the economic and military assistance by a federal government to other national governments. Hanushek (2008) observes that 'foreign aid' can be defined as money transferred across any geographical borders by non-government organizations (NGOs), religious organizations and foundations. It is debated that remittances ought to be incorporated but they are rarely presumed to constitute aid.

The Development Assistance Committee (DAC), which forms part of the Organization for Economic Cooperation and Development (OECD), defined international or foreign aid as the technical assistance and commodities that are meant to stimulate welfare, economic growth and development. This does not take into account military and other aid for non-development purposes that is given as subsidized loans or grants (Centre for Global Development, 2012).

The Development Assistance Committee (DAC) has divided the flow of international aid into three general groups:

- a. Official Development Assistance (ODA), the largest category, is aid given by donor governments to low-and middle-income countries.
- b. The second category is Official Assistance (OA), which is aid that governments give to richer countries with per capita incomes higher than \$9,000 (Radelet, 2006).
- c. The last category is Private Voluntary Assistance (PVA), consisting of grants from non-government organizations (NGOs), such as private firms and companies, charity organisations, foundations and religious groups.

This study focused on the official development assistance that Burundi receives.

2.2 TYPES OF FOREIGN AID

The common types of foreign aid include bilateral aid, economic aid, humanitarian assistance, multilateral aid and military assistance.

Bilateral Aid is a form of support given by a government directly to another member state or nation (Picard and Buss, 2009). It is intended to promote sustainable economic growth and social stability in third world countries. Dalgaard and Hansen (2017) note that bilateral assistance focuses mainly on long term development initiatives and plans that are mostly aimed at promoting the human rights agenda and economic and political freedoms.

Multilateral Aid is less common, especially in third world countries. This is where foreign aid combines assistance from several donor states to finance a multidimensional development venture. This type of foreign aid is normally issued and implemented by the World Bank, the United Nations International Children's Emergency Fund (UNICEF) and the International Monetary Fund (IMF), to name a few.

Military Assistance is a form of assistance whereby a nation helps its allies to acquire military training and equipment. Egypt and Israel are among the major beneficiaries of military aid from the United States of America's Foreign Military Financing (FMF) grant.

Humanitarian Assistance is a form of international assistance that is normally given in response to natural disasters and the conflict zones of failed states. This form of aid is unlike other development aid programs that are long term in nature. It specifically addresses short term emergency and humanitarian needs, such as resettling the internally displaced persons, among other emergencies such as natural disasters.

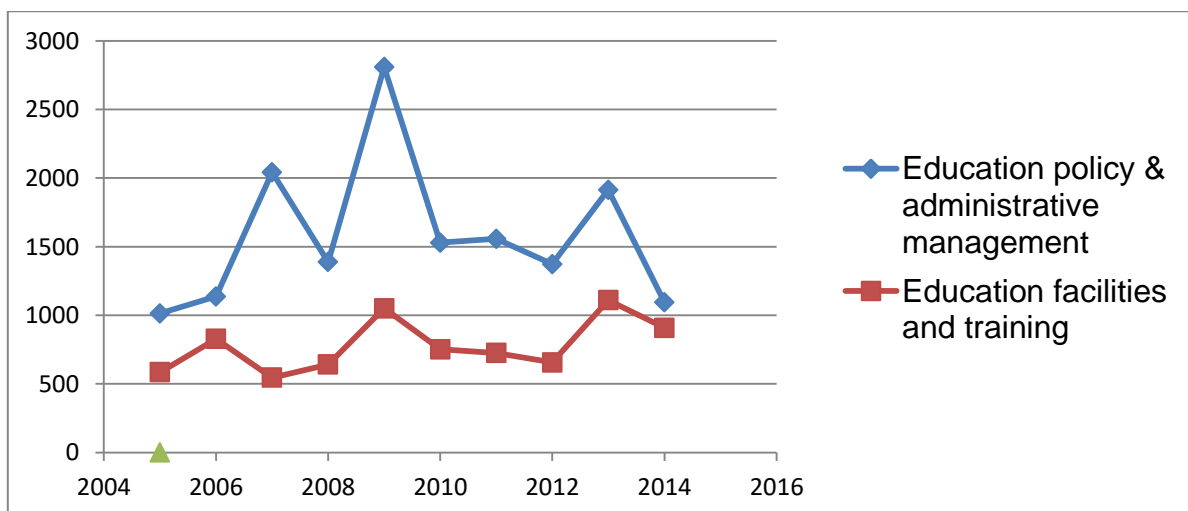
2.3 SOCIAL DEVELOPMENT, FOREIGN AID AND BASIC EDUCATION

The description of universal basic education has a fundamental role in the development of this study. This study adopted Wallace's (2015) definition, which describes universal basic education as a key aspect of the Millennium Development

Goals - namely Goal number 2. This goal holds that primary education should be achieved universally by the year 2015. Wallace (2015) notes that the Convention on the Rights of the Child (CRC), which was established by UNICEF in 1989, gave children protection and inalienable rights by setting guidelines, standards and principles covering various aspects, among which is the right to education.

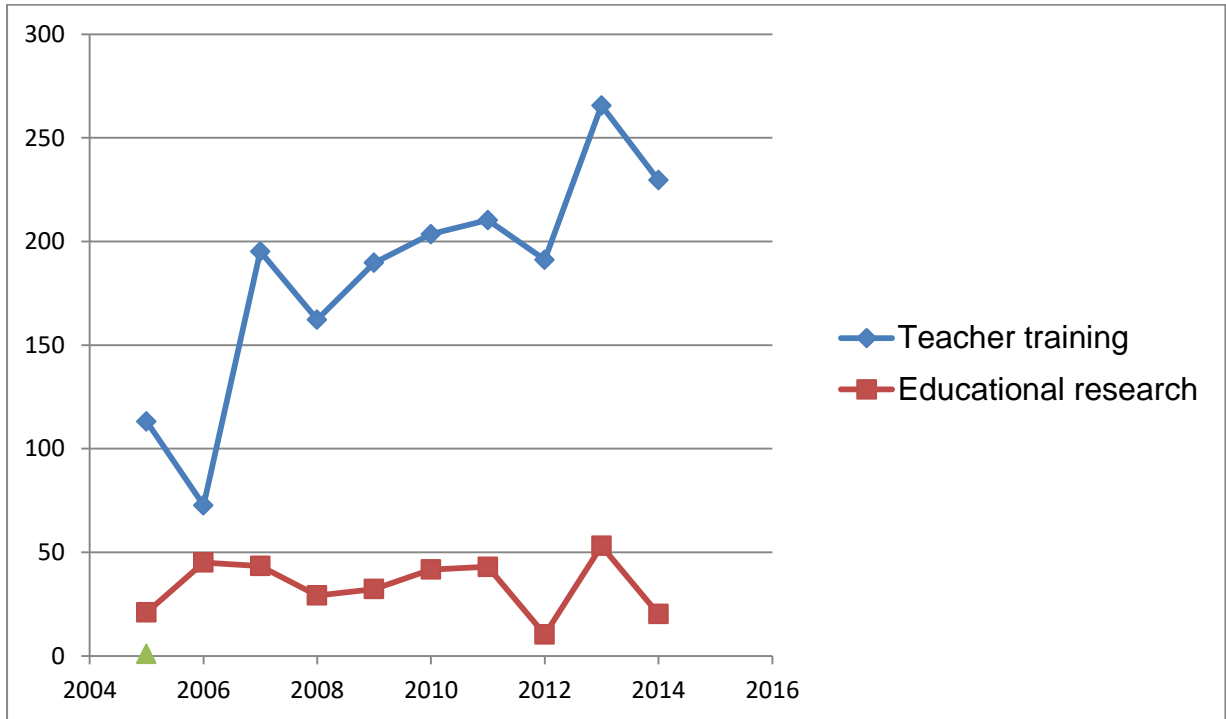
According to the UNDP, there are two broad elements of human development that include social development and poverty levels. These have been compressed into what is now known as the Human Development Index. Data is composed of statistics for life expectancy, education, standard of living and GDP and collected at a national level. A study carried out by Pakenham (2015) indicated that only 2 of the 18 development indicators had shown a clear welfare decline in developing states. This was particularly the case with adult literacy and combined gross school enrolment, given that foreign aid is mostly directed towards financing education.

The Millennium Development Goals (MDGs) report (2009) noted that gains in the eradication of hunger and access to basic education since the early 1990s, when the proportion of hungry people decreased from 20 percent in 1990-92 to 16 percent in 2004-06, were reversed in 2008, largely due to higher food prices that mostly affected adolescents and school going children. The table and data below indicate the influence of foreign aid on the various education variables.



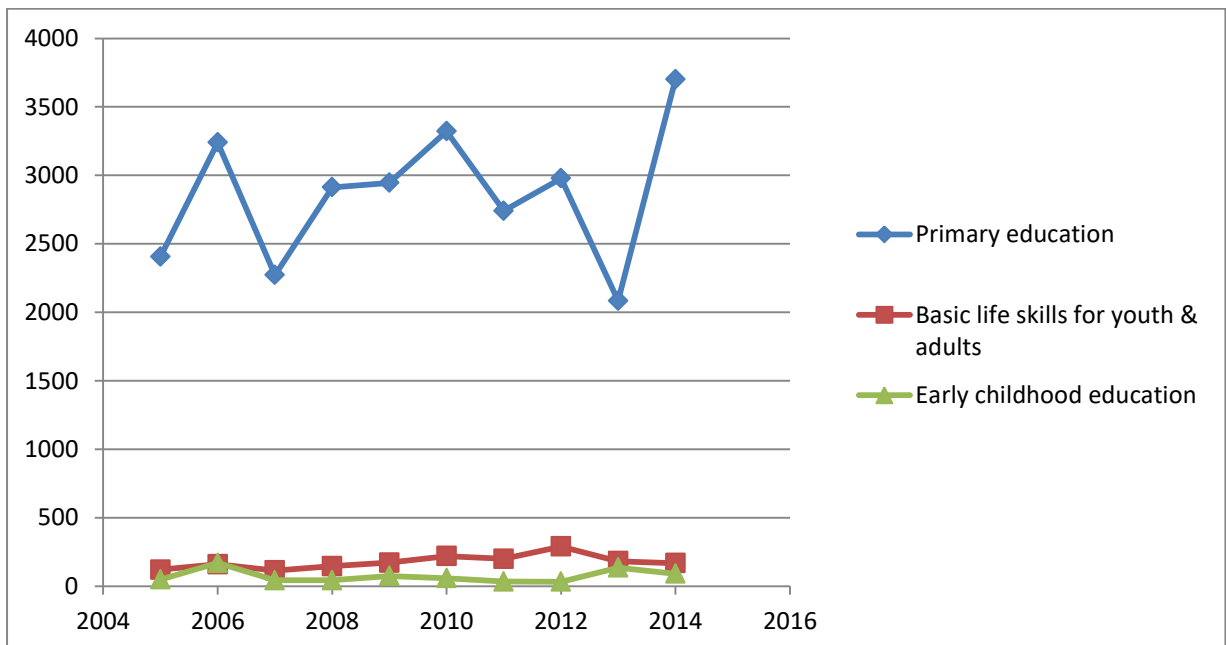
Source: EAC Facts and Figures, 2016

Figure 2.1: Impact of Foreign Aid on Education Policy, Administrative Management, Education Facilities and Training in Burundi



Source: EAC Facts and Figures, 2016

Figure 2.2: Impact of Foreign Aid on Teacher Training and Educational Research

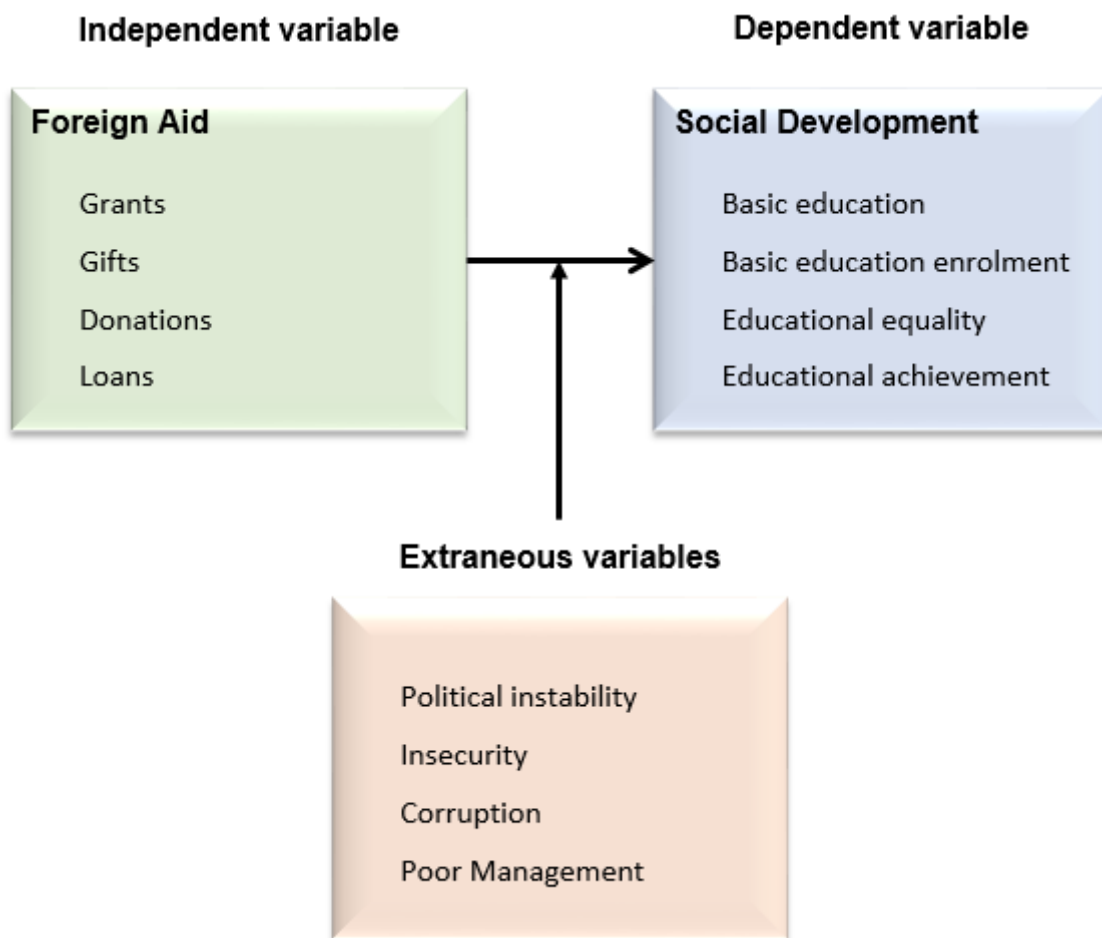


Source: EAC Facts and Figures, 2016

Figure 2.3: Impact of Foreign Aid on Early Childhood Education, Basic Life Skills for Youth, Adult and Primary Education

2.4 CONCEPTUAL FRAMEWORK

The interaction between foreign aid and social development brings out a symbiotic relationship that needs to be discussed to enable a clear understanding of the relationship between the dependent and independent variables in this study. Figure 2.4 indicates the relationship between foreign aid, which is the independent variable and social development, which is the dependent variable, in discussing basic education.



Source: Primary Data, 2017

Figure 2.4: Showing the relationship between foreign aid and social development

2.5 THE EFFECTS OF INTERNATIONAL AID ON QUALITY EDUCATION AND PRIMARY EDUCATION

The supposed attainment of the millennium development goals by the year 2015 was a target set by the international community in 2000 (Sachs, 2012). All evidence indicates tireless efforts by the international community to increase the amount of funding and especially foreign aid towards the universal free primary education, which is the basic education initiative (Kushner, Cherian, Noel, Spiegel, Groth, and Etienne, 2010) .

The experience taken from the last decades indicates that to a large extent, foreign aid directed towards the basic education initiative yielded results, both nationally and globally. Riddell (2012) postulates that considerable progress in literacy levels has been due to donor funding. UNICEF (2016) noted that the annual doubling of international aid directed towards education for the 5 years from 2010 to 2015 has had a positive impact on the quality of basic education in both Burundi and other developing countries.

As the number of student enrolments grew steadily, advocates against international aid have been quick to mention that despite the rising number of students enrolling in basic education, minimum international standards had still not been met (Riddell, 2012). D'Aiglepierre and Wagner (2013) posited that despite the noble intentions of the free universal education initiative, evidence has shown that the initiative has been marred by an increase in the teacher-student ratio, poor basic education infrastructure, under staffing and high corruption levels among government appointed education management boards. This report asserts that the doubling of the annual education support per capita over a period of five uninterrupted years would lead to approximately a six percent growth rate in net enrolments. This effect is not negligible.

As the education policy-makers continue to pursue the aims of a rising basic and primary education enrolment, it becomes imperative that attention be paid to the complex association between education quality and quantity. A study by Steer and Wathne (2010) raises concerns that a learner being unable to study, comprehend texts and carry out vital arithmetic tasks, is enough evidence of the ultimate failure of

the Universal Free Primary Education initiative. Steer and Wathne (2010) assert that children spending a number of years in school does not necessarily imply they would be able to perform tasks required of the curriculum objectives.

Studies by Wright and Winters (2010) shed light on research involving household surveys on literacy conducted in sub-Saharan Africa. This study found evidence implying that in five out of eight countries in sub-Saharan Africa where this study was conducted, only 50 percent of the children who had spent approximately five years in school were able to read and construct basic sentences. Riddell and Niño-Zarazúa (2016) provide evidence suggesting that Malawi, Kenya and Mozambique were able to gain significant expansion in school enrolments that was unaccompanied by a matching growth in national reading scores, but rather stagnation and decline.

This discussion makes it clear that the major challenge facing policy makers today is, and will be, how to find a balance between the increasing enrolments and upholding the quality of education.

2.6 EMPIRICAL LITERATURE

There is limited prevailing literature on the relationship between foreign aid and educational growth and its effectiveness in addressing social development and especially basic education. Questions regarding foreign aid and its ability to address other social problems, such as poverty and economic development, have also been widely discussed.

Hansen, Henrik and Tarp (2000) assessed the impact of foreign aid on economic development in developing countries. They established a correlation between foreign aid and economic development in developing countries in East Africa. Hansen and Tarp were quick to mention that this was only possible when favourable institutional and political frameworks were in place within a nation. This study noted that these findings only factored in the economic development arising from trade expansion, leaving out the question of whether foreign aid was channelled to basic education as a component of economic development. Hence, this study intends to discover whether foreign aid has any influence on social development and basic education in Burundi.

Michaelowa and Weber (2007) endeavoured to assess the effectiveness of aid on tertiary, secondary and primary education. Their assessment was instrumental in the Global Monitoring Report of 2008. This report provided evidence of the positive effects of the total foreign aid used in the primary enrolment and completion in the education sector. Their results and estimations imply that an increase in the funds allocated for primary education has a positive impact on the rate of completion of education. The injection of additional finances into primary education resulted in evidence of a 1.6 percent growth in the completion rate. This study did not assess the effect of foreign aid on the quality and quantity of education.

McGillivray, Mok, Mulrooney and Kramer (2005) carried out a study on the effects of foreign aid in selected African countries. This study found that growth in foreign aid to developing African countries not only influenced economic growth positively but also greatly reduced poverty. He noted that aid channelled to the education sector, especially in basic and primary education, had a long-term effect on poverty eradication in sub-Saharan African nations. The Millennium Development Goals (MDGs) noted that the most efficient way of breaking the vicious cycle of poverty in the least developed countries was through channelling aid to basic education sectors that would increase the skill competency and reduce illiteracy.

A study by Banerjee and Duflo, (2011) assessed the influence of foreign aid on the main fiscal aggregates in Senegal and selected developing countries. Their work used data from 1970 to 2015. It mainly laid emphasis on the interaction between foreign debt and foreign aid. The author noted three main outcomes regarding the influence of foreign aid on fiscal aggregates.

- It first noted that a large percentage of foreign aid flows, roughly 41%, are utilised to finance Senegal's public debt. 20% of the regime's assets are devoted to repayments of debt.
- Secondly, it was noted that the influence of foreign aid flows on domestic expenses is statistically insignificant.
- Thirdly, the study revealed that debt-servicing initiatives have a negative influence on national spending.

This study suggested that the reduction of foreign debt could be a more successful policy agenda and policy tool, as it could ensure growth and the acquisition of more loans. This study only looked at the influence of foreign aid on foreign debt. It did not assess the effect that would occur if foreign aid was placed in education development or basic education and if it would lead to unsustainable debt. Hence, this study aims to assess the influence of foreign aid on basic education and social development.

Addison, Mavrotas and McGillivray (2015) studied the developments of official aid to Africa and other selected developing nations from 1960 to 2015. The authors stressed the need for a drastic reduction of foreign aid in the last decade. It was posited that this would have an effect on the numerous Africans living in poverty. This study further noted that the MDGs would be more difficult to achieve if a nation depends solely on foreign aid. The authors concluded by claiming that well-utilised aid was necessary for reducing poverty and promoting growth. It should be accompanied by innovative means of financing the necessary development projects.

A study conducted by Michaelowa and Weber (2007) examined the link between external assistance and per capita income growth using the annual data for 1960 to 2005. This study used a sample of 71 developing countries that depend on aid to fund development and education. Karras (2006) noted that the influence of foreign aid on the levels of economic growth and development was statistically significant and positive. It was also revealed that an increase in foreign aid by a permanent 20 dollars per capita has a permanent growth impact on the real GDP growth rate of 0.16 percent. These findings were noted without making an allowance for the influence of policies.

A study by Smith (2015) analysed education in Burundi. This researcher mainly looked at the challenges affecting the general education system, paying keen attention to the effects of political instability on the development of education. The findings revealed that since 1994, approximately a decade before the civil wars and political turmoil ravaged Burundi, the provision of education, health and the support of livelihood was wanting. Despite schooling being mandatory in Burundi for pupils between the ages of 7 and 13, the support infrastructure was missing, as it was

destroyed in the civil wars that ended in 2005. This led to serious shortages, such as:

- Inadequate access to teaching, learning and education facilities and resources;
- Inadequate schools, as most of them were destroyed in the war. This forced young school-going children to travel miles to access educational services;
- The presence of child refugees and child soldiers makes re-enrolling in school a challenge in a post-war nation and
- Over-enrolment in the limited number of available schools. This is motivated by the free primary education, especially among the female pupils and also due to a lesser number of schools being available in a number of geographical locations.

The study found that the level of literacy in Burundi is just below 60%, making the nation one of the lowest ranking in the human development index, 174th out of 182 nations.

Leary (2016) recommended the construction of more schools, increasing the number of rehabilitation centres for those affected and widening the distribution of educational materials and resources needed by the students and teachers. Another recommendation was assistance through the provision of school uniforms and school fees for those financially unable to pay.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This section presents the research design, study area and population, research instruments, validity and reliability of the research instruments, procedures for data collection, data management and analysis and finally, ethical considerations.

3.2 RESEARCH DESIGN

This study employed a case study research design using both qualitative and quantitative approaches. A quantitative approach was used to quantify the effectiveness of foreign aid on social development, whereas a qualitative approach was adopted to describe the events linking the findings to the objectives of the study.

The adoption of the case study survey was mainly due to its relative affordability compared to methods that necessitate face to face contact with the respondents. Survey designs are reliable and dependable, as the identities of the respondents are not revealed during the study. This method is also trustworthy in carrying out accurate, intensive research such as this study on basic education in Burundi, which is a nationwide project. Survey studies can also be administered using methods such as online surveys, telephonic surveys, email surveys, paper surveys, social media surveys, face-to-face interviews and mobile surveys, giving the researcher a wide variety from which to choose (Bryman, 2015).

3.3 STUDY AREA AND POPULATION

The study was carried out in Burundi, which has a population of 10,395,931 persons (UNICEF, 2016). It is one of the smallest nations among its East African counterparts. The capital city of Bujumbura is in one of the most densely populated provinces in Burundi and where this study was conducted. This study paid attention to foreign aid covering basic education projects in all eighteen provinces in Burundi.

Table 3.1 indicates the line ministry where the interviews were conducted. Two government officials from each of the eighteen provinces took part in the study. This

study ensured gender equity by using one male and one female respondent from each province. This means that 36 government officials were interviewed from the Ministry of Education and Scientific Research, specifically from the Department of Basic Education. The researcher and eight research assistants were trained on ethical interview techniques to ensure that data was collected correctly and ethically within the shortest possible time.

Table 3.1: Interview Schedule

Ministry	Numbers of respondents	Activity
Ministry of Education and Scientific Research	18 Females (one from each province)	Interview and collect data from government records
	18 Males (one from each province)	
Total	36	

Government of Burundi, 2017

3.4 RESEARCH INSTRUMENTS

This study used data collection instruments such as document analysis, interviews and observation. The researcher prepared interview guides suitable for the study and later oversaw the operation through personal administration, owing to the central location of all the respondents required for the study. Interviews were the preferred method as they provided time for elaborate answers from the respondents, unlike other methods of data collection such as questionnaires that do not allow extra information to be shared. Observation was used to verify the documented information as it ensures a high level of accuracy. Document analysis was used in providing historic analyses and evidence of the evolving problem, thus justifying what was documented (Smith, 2015).

During the study, time was given to the respondents who would need to refer to sources before answering a number of the questions. This study requested access to the government records necessary for data analysis and the use of government internet sources to make observations where necessary.

3.5 VALIDITY AND RELIABILITY OF THE STUDY INSTRUMENT

A pilot study was conducted among the sample population. This was aimed to assess the trustworthiness of the instruments to generate accurate and relevant data. Any items discovered to be inappropriate in answering the research questions and attaining the research objectives were either modified or discarded. Reliability refers to the consistency that an instrument demonstrates when applied repeatedly under similar conditions (Leary, 2016). The reliability of the research instruments was established by the researcher before analysis and consequent presentation. This was achieved by comparing the pilot data with the final data that was collected. The same instruments were presented to experts from NMU Development Studies and the NMU Research Ethics Committee for scrutiny and improvement before being used.

3.6 PROCEDURES FOR DATA COLLECTION

The researcher procured an introductory letter from Nelson Mandela University Department of Development Studies and the Nelson Mandela University Research Ethics Committee. These were presented to Burundi Government officials and respondents to give assurance that research information obtained was purely for academic purposes. The researcher conducted interviews with the key informants and the resulting data supported the secondary data that was collected and observations by the researcher and the research assistants.

3.7 DATA MANAGEMENT AND ANALYSIS

The collected data was edited, coded and later analyzed using SPSS and e-views computer programs. Quantitative data was presented in graphs, frequencies and percentages. Pearson's correlation coefficient was applied to indicate the relationships between the study variables. This was necessary to indicate the correlation of the independent variables with the dependent variable using required significance levels.

3.8 ETHICAL CONSIDERATIONS

Ethical considerations are codes that the investigator ought to adopt and apply during the research process (Leary, 2016). This study was watchful of the codes and

ethics of research. Ethical research was ensured by obtaining permission from the Nelson Mandela Metropolitan University Department of Development studies and the Nelson Mandela Metropolitan University Research Ethics Committee to conduct the study before beginning the process.

Permission was also sought from the National Council of Research and Invention in Burundi to collect data from the various government records, inclusive of the National Archives. The basic ethical values of social science research were upheld in this study by treating all respondents with respect and dignity. The purpose and objective of the research was clearly explained to all the respondents, and they were informed about the procedures to be carried out during the process of the research before the study began. This enabled the respondents to make an informed decision whether or not to be part of the study. A consent form was signed by respondents and the researcher to confirm that no respondents were forced to be part of the study, neither was dishonesty or hidden media equipment used to collect data without of the respondents' permission.

The data sources were kept confidential by not disclosing the sources or the respondents' titles or identity without their permission. Respondents were asked not to indicate or mention their names in the interview and they were once again assured that the information gathered was to be used for academic purposes only.

3.9 LIMITATIONS OF THE STUDY

Among the expected limitations in the course of the study was the suspicion of possible investigation by government or ministry staff. This could have interfered with the response rate. The university's introduction letter and research permit were instrumental in the researcher and research assistants identifying themselves and verifying that the research being conducted was an academic exercise.

Appointments were booked for the interviews at times chosen by the respondents. These times were adhered to so that the respondents were not inconvenienced.

Kirundi, French and other local languages were used during the study, mainly to address cases of language barrier. This implies that the research assistants were

selected from the local community where the study was being carried out, for them to also act as translators.

During the research process, security of both the research assistants and respondents was upheld. In cases where security of the area was not guaranteed, the researcher requested the assistance of the local leaders and security officers to ensure safety.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents the data that was collected and analyses and interprets the findings of the study. The instruments used during data collection were document analyses, interviews and observation as highlighted in the research methodology. This section lays more emphasis on the organization and interpretation of the data that was collected.

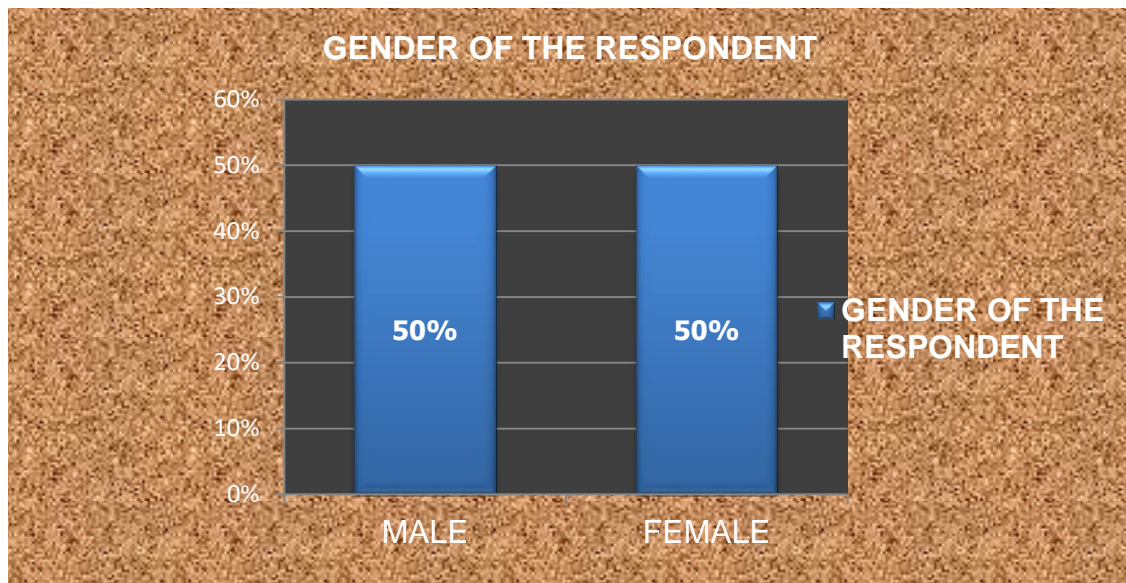
4.2 BACKGROUND INFORMATION ON THE RESPONDENTS

The researcher prepared an interview guide, observation guide and document analysis guide, where focus on the study was emphasized. The researcher and two research assistants trained in research ethics and interview procedures, observations and documentary analysis, analysed and interpreted the collected data. The sections that follow provide evidence of the findings.

The researcher and assistants interviewed thirty six respondents from the eighteen provinces of Burundi. This included 18 men and 18 women. This study was keen on ensuring gender equity and geographical representation by interviewing both a male and female respondent from each of the eighteen provinces. The researcher carried out interviews, made observations and collected instrumental documents in all the provinces. This meant that the researcher had 100% response rate, which was good enough to use for the study, as supported by Mugenda & Mugenda (1999).

4.2.1 Gender of the respondents

Figure 4.1 represents the respondents' gender representation.



Source: Primary Data, 2017

Figure 4.1: Gender of the respondents

It can be observed from figure 4.1 that both genders were equally represented. EAC Facts and Figures (2016) Staff Appraisal, reports that despite government initiatives to increase the gender ratio and representation in places of work, males still dominate the workplace. It was noted that the ratio of males to females is 2:1 in favour of males. This justified the UNICEF (2016) reports on gender equity, where it prioritized the education of the girl child.

The interview with the Provincial Education Managing Director confirmed that female children are neglected. This is due to the cultural beliefs that place less emphasis on a girl's education as it is assumed her husband would one day provide for her, hence making it less necessary for a parent to spend money on a daughter's education (UNICEF, 2016). These factors adversely affected the science subjects and the general school enrolment.

The UNICEF (2016) report on Gender mainstreaming activities under this cross-cutting issue include the development and implementation of gender policy to guide gender mainstreaming activities plus compliance level with 40% female gender representation policy on employment in the public service .

4.2.2 Region of residence of the respondents

These are the provinces where the study was carried out. This study took note of the size of the provinces and relied on the key informants to show the respondents' areas where development assistance was felt. Table 4.1 represents the provinces, their respective capital towns, the area covered by the province and the population size according to the 2008 census.

Table 4.1: Region of residence of the respondents

REGION OF RESIDENCE			
Province	Capital	Area (km²)	Population (2008 census)
Western Burundi			
Bubanza	Bubanza	1,089.04	338,023
Bujumbura Mairie	Bujumbura	86.52	497,166
Bujumbura Rural	Isale	1,059.84	464,818
Cibitoke	Cibitoke	1,635.53	460,435
Muramvya	Muramvya	695.52	292,589
Mwaro	Mwaro	839.60	273,143
Eastern Burundi			
Cankuzo	Cankuzo	1,964.54	228,873
Gitega	Gitega	1,978.96	725,223
Rutana	Rutana	1,959.45	333,510
Ruyigi	Ruyigi	2,338.88	400,530
Northern Burundi			
Karuzi	Karuzi	1,457.40	436,443
Kayanza	Kayanza	1,233.24	585,412
Kirundo	Kirundo	1,703.34	628,256
Muyinga	Muyinga	1,836.26	632,409
Ngozi	Ngozi	1,473.86	660,717
Southern Burundi			
Bururi	Bururi	1,644.68	313,102
Makamba	Makamba	1,959.60	430,899
Rumonge	Rumonge	1,079.72	352,026
Total			8.212 million

Source: EAC Facts and Figures, 2016

This study took note of the eighteen provinces in Burundi with keen interest in the population size and population density. It was also important to note that with the exception of Bujumbura Rural Province, all other provinces were named after their capital cities or towns. Rumonge was also noted to be the newest town and province that was created on 26 March, 2015. The size of the province and population density determined the areas that would need more time and finances during the data collection phase of this study.

Most respondents came from the Gitega region with a population of 725,223 as per the population census of 2008. It was closely followed by Ngozi Province with 660,000 people. The province with the lowest population figure was Cankuzo with 228,873 people. Bujumbura Mairie is noted to have the highest population density. This is clearly evident from the population of 497,166 people who have settled on 86.52 km². This can be attributed to the centralization of all administrative activities and industries that enjoyed closer state services that eventually led to rural to urban migration as people sought jobs in the industries. This region was prioritised due to the presence of slums that compromised education services and necessitated support from non-governmental organizations (NGOs) and also received priority for development assistance to girls affected by life in the slums (UNICEF, 2016).

4.2.3 Education and work experience of the respondents

The study sought to determine and evaluate the level of education and expertise of the respondents in the education sector who were key informants. This was necessary to justify the reliability and validity of the respondents who were instrumental in the study. The researcher was able to justify that all education managers and directors appointed to head the education system had to have a Master's degree in education (Watt, 2008).

It was also noted that all managers had to have at least 10 years' experience on district educational boards before being promoted to head a province. This justified that information collected from the key respondents would be reliable as they were experts in their field. This is supported by Olive & Abel (2013), who posited that where interviews are the main source of data collection, the key informants ought to be sufficient to ensure the collected information is reliable. The researcher also

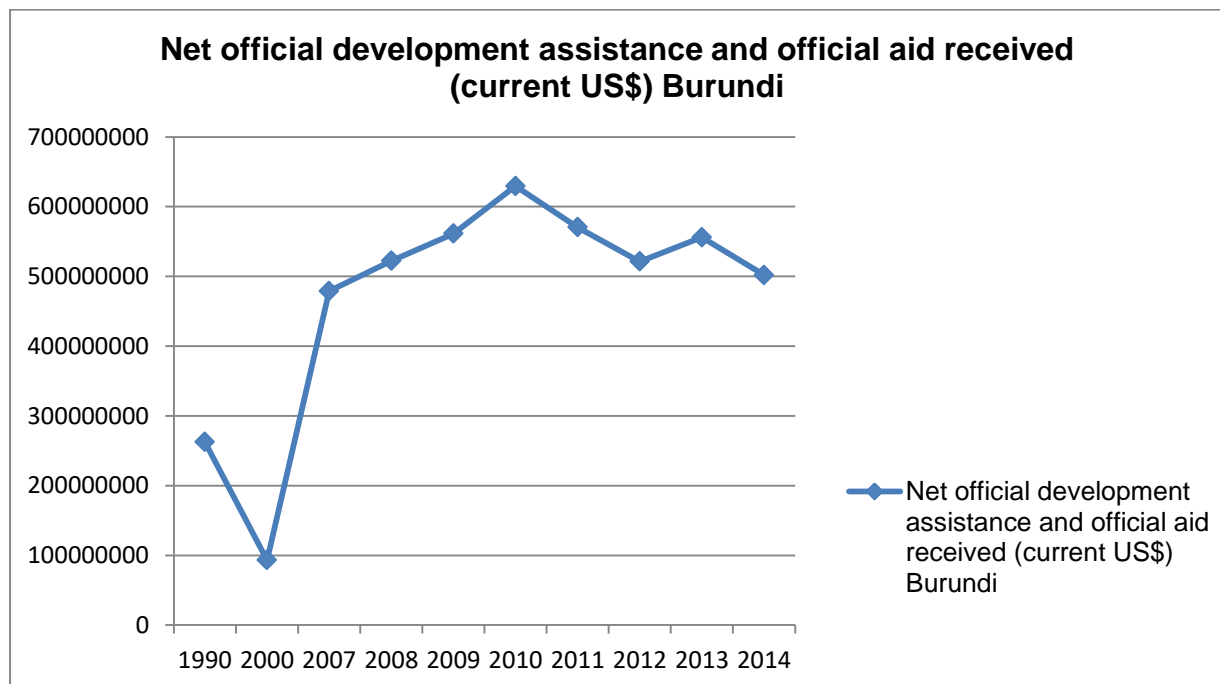
noted that the background information was taken from the respondents to make sure the study did not suffer incomplete coverage and bias, either due to the inadequate knowledge of the key respondents, or inadequate data (Olive & Abel, 2013).

4.3 QUANTITY OF FOREIGN AID AND BASIC EDUCATION ENROLMENT IN BURUNDI

This section outlines the findings that emerged from the question that sought to discover the quantity of funds allocated to basic education and whether the funds had an effect on the student enrolment levels. These funds included the official development assistance received by Burundi and later ascertained the percentage of the gross domestic product in Burundi that is allocated to the education sector, specifically basic education.

4.3.1 Net official development assistance and official aid received in current US\$ by Burundi

Official development assistance (ODA) is defined as government aid designed to promote the economic development and welfare of developing countries. This excludes loans and credits for military purposes (UNICEF, 2016).



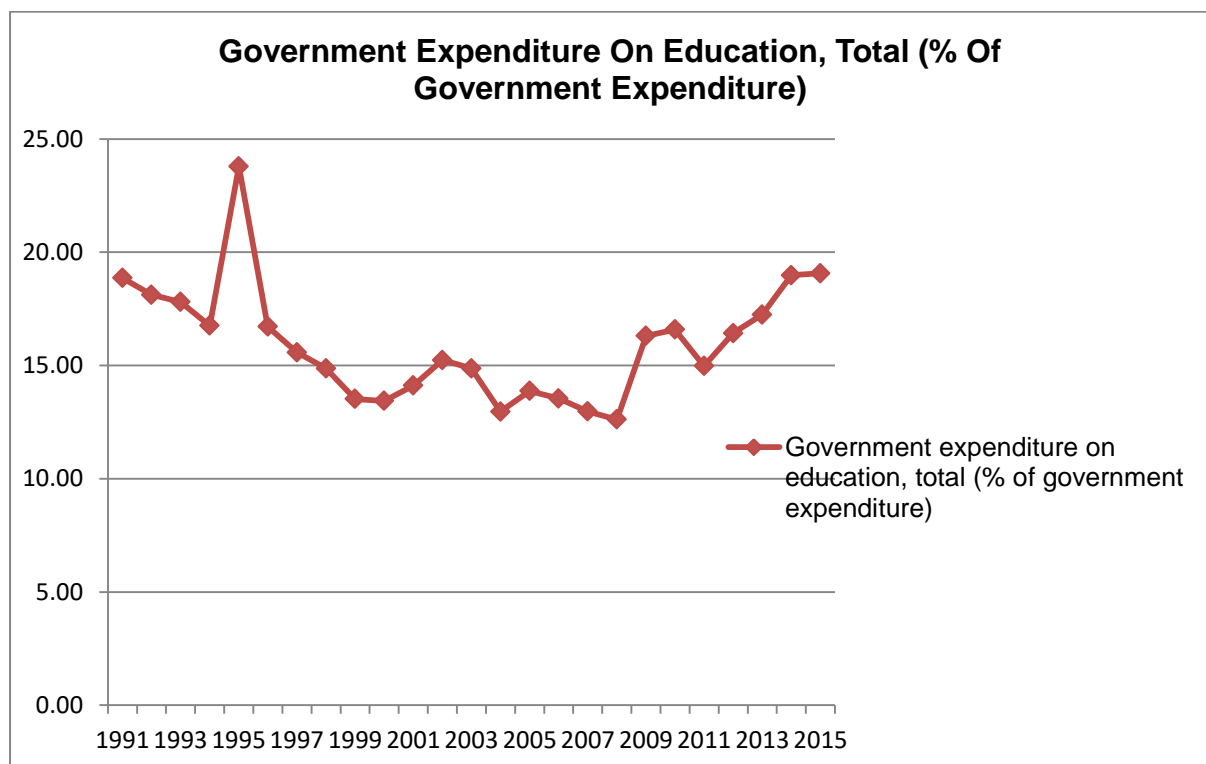
World Bank, 2016

Figure 4.2: Net Official Development Assistance and Foreign Aid to Burundi in Current US\$

Figure 4.2 indicates the growth trends in the official development assistance to Burundi. This information was necessary to assess whether there is any correlation between the quantity of foreign aid to Burundi and the rate of students enrolling in school. The data collected gives a clear indication of political events and the quantity of foreign aid. In year 2000 more foreign aid came in to rescue the refugees and internally displaced persons as a result of the 1996 Burundian coup d'état where President Buyoya returned to political power. The foreign aid also increased to protect the Hutu rebels who were being attacked in the refugee camps killing more than three hundred people (Buyoya, 2015). This brings the implication that more aid is channeled to politically unstable countries but used for humanitarian rescue mission other than funding sustainable projects such as education like the Burundi case.

4.3.2 Expenditure on Education as a percentage of GDP

This section looked at how the government of Burundi has prioritised the development of education in the country.



Source World Bank, 2016

Figure 4.3: Government Expenditure on Education, Total % of Government Expenditure

The graph in Figure 4.2 depicts that the percentage of gross domestic product committed to education has fluctuated. This is evident from the reduction witnessed in 2008 and again in 2011. The percentage growth has mostly been affected by the political climate in Burundi.

According to the interviews conducted with the education managers, it was clear that non-governmental organizations that fund schools directly were not directed to the much needy community, whereas funds and development assistance channeled reached the needy population. The government of Burundi's gross domestic product has been affected by the political unrest that resulted from the various coup d'état. It was also noted that the role of foreign aid was mostly used in funding education infrastructure in the rural, marginalized areas, funding students with disabilities and rectifying the gender balance, as most cultural groups had neglected the girl children's schooling. So what happened between 1993 and 1995 to raise the funding for education?

4.3.3 Pre-Primary, Primary and Secondary Education Enrolment Percentages

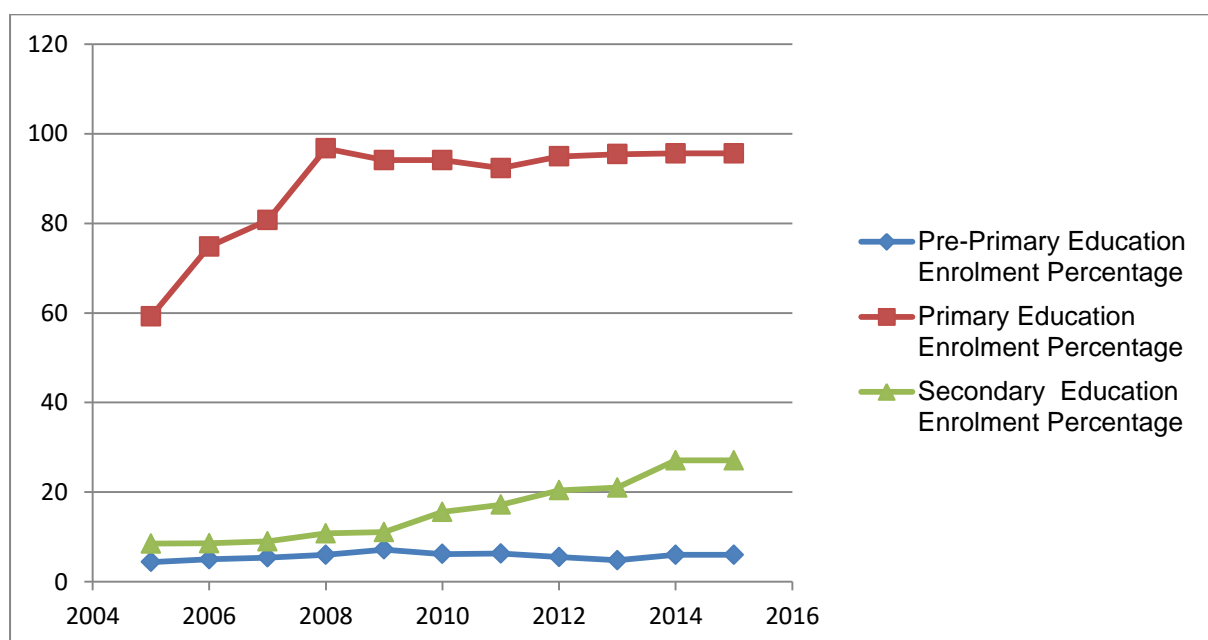
This section assessed the influence of foreign aid on the education sector, looking at the pre-primary, primary and secondary schooling as presented in Table 4.2

Table 4.2: Pre-Primary, Primary and Secondary Education Enrolment Percentages

Year	Pre-Primary Education Enrolment Percentage	Primary Education Enrolment Percentage	Secondary Education Enrolment Percentage
2005	4.4	59.2	8.5
2006	5	74.8	8.6
2007	5.4	80.7	9
2008	6	96.7	10.8
2009	7.2	94.1	11.1
2010	6.2	94.1	15.6
2011	6.3	92.3	17.2

Year	Pre-Primary Education Enrolment Percentage	Primary Education Enrolment Percentage	Secondary Education Enrolment Percentage
2012	5.5	94.9	20.4
2013	4.8	95.4	21
2014	6	95.6	27.1
2015	6	95.6	27.1

Source: EAC Facts & Figures, 2016



Source: EAC Facts and Figures, 2017

Figure 4.4: Education Enrolment Percentage

The collected data indicated that primary schooling has the highest enrolment percentage trends, followed by secondary education and lastly the pre-primary option. These trends also indicate that the secondary schooling had better enrolment trends than pre-primary schooling between 2004 and 2016. This is evident by the overall increase of foreign aid and donor funding from the universal free primary education initiative (Steer and Wathne, 2010)

During the interviews with the directors of education, it became clear that more funding was channeled into universal free primary education and that boosted

primary education, which was mostly funded by the United Nations Children's Fund (UNICEF) and the Danish International Development Agency (DANIDA). It was also noted that among other initiatives that have encouraged that enrolment rate in primary schooling, are the school feeding programs sponsored by donor organizations. This has helped in retaining pupils in school in areas that are drought stricken, such as Kirundo and flood stricken areas such as Carama and Gatumba.

4.4 FOREIGN AID AND THE TEACHING - LEARNING PROCESS.

This study assessed the education quality indicators that have improved as a result of increased foreign aid to Burundi. The general purpose of this section was to outline the visible changes in the education sector, especially with the increase in foreign aid from donor nations, in addition to the government of Burundi's contribution.

This section took special interest in the free primary education in Burundi simply because it is a program that has been of interest for funding by most donor organizations and multi-national companies interested in funding education. This section analyzed whether the funding of free primary education (FPE) has been able to address aspects such as:

- a. classroom size;
- b. resources from the FPE fund;
- c. assistance from parents;
- d. teachers' working space;
- e. improvement in language and communication skills;
- f. pupil: teacher ratio;
- g. literacy percentages;
- h. transition rate percentages;
- i. completion rates percentages;
- j. continued education quality enhancement indicators;
- k. the number of primary school pupils per desk and
- l. number of pupils per classroom.

The results follow.

4.4.1 School Category

Depending on the available facilities, some schools were ranked as one stream while others were ranked as two streams and yet others were ranked as three or more streams. This was dependent on the availability of resources in the school. The results were as follows:

Table 4.3: Distribution of schools by number of streams

Number of streams	Distribution	
	Frequency	Percentage (%)
One Stream	5	13.9
Two Streams	6	16.7
Three Streams and More	25	69.4
Total	36	100

Primary Data, 2017

These findings indicate that the total number of schools with three streams or more constituted about 69.4%; schools with two streams constituted 16.7% and schools with one stream constituted only 13.9%. This information was consistent in the findings from all 36 education directors. During the interviews with managers and the analysis of school population records in each province, it became clear that a number of schools were upgraded to three streams but the resources to support this promotion were inadequate and not increased in line with the new needs.

These statistics are similar to Samoff's (2009) findings that quantification of resources per pupil was the best method to ensure quality learning in most schools in developing nations. In Burundi, when a school is upgraded to admit more students, the support infrastructure is not factored in and also upgraded. This affects the quality of education negatively and more foreign aid is needed.

4.4.2 Classroom size

The state of education in Burundi before the inception of universal free primary education and increased donor funding was below requirements, as numerous basic facilities were lacking. This section assessed the inflow of foreign aid and donor

support to basic education to subsequently determine whether anything has changed. The results were as follows:

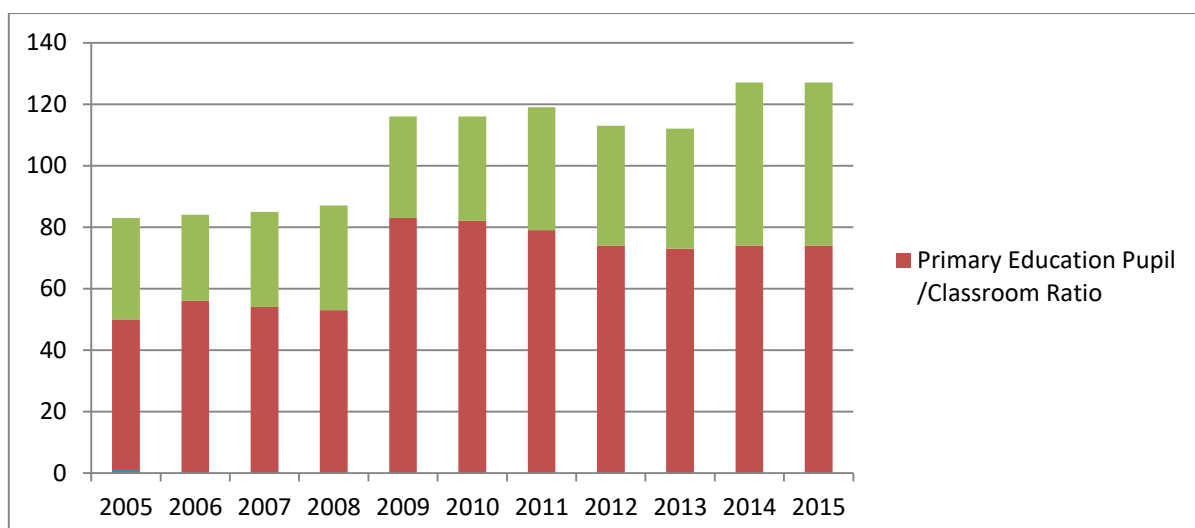
Table 4.4: Classroom Size

Classroom holds more than 50 Pupils	Distribution	
	Frequency	Percentage (%)
Yes	30	83.3
No	6	16.7
Total	36	100

Source: Primary data, 2017

The results in table 4.4 indicate that 30 out of 36 education directors admitted that in their provinces more than half of the schools had more than the maximum of 50 pupils per class. During the interviews and document analysis, an effort was made to assess whether foreign aid for basic education had led to an improvement in the classroom sizes to the required standard of 50 pupils per class or fewer to improve the teacher to student ratio and teacher to individual student attention.

It was realized that more than 70 percent of the schools in most districts in Burundi held more students per classroom than the maximum allowed. The limited number of areas that had classrooms of the recommended size were marginalized areas marked by drought and floods and those who remained there were financially unable to move to safer areas. The findings presented in figure 4.4 indicate that most secondary schools had the recommended class size, as education at that level was not free.



Source: EAC Facts and Figures, 2016

Figure 4.5: Pupil to Classroom Ratio

These findings were supported by UNICEF (2016a), which holds that despite the inception of universal free primary education to improve basic education, much still needed to be achieved to make the education that is provided beneficial for learners. This is evident in Burundi. Despite the slowly improving classroom infrastructure, there was still a need for this to be addressed faster to improve the quality of learning.

4.4.3 The Availability of Functioning Libraries and Library Facilities

Libraries and library personnel are critical facilities in schools or any institution of learning. This study sought to discover whether foreign aid had assisted in improving access to library facilities in schools, especially with the inception of free basic education that led to an influx of new pupils. The results are depicted in the table below.

Table 4.5: The Availability of Functioning Libraries and Library Facilities

Library	Distribution	
	Frequency	Percentage (%)
Yes	11	30.6
No	25	69.4
Total	36	100

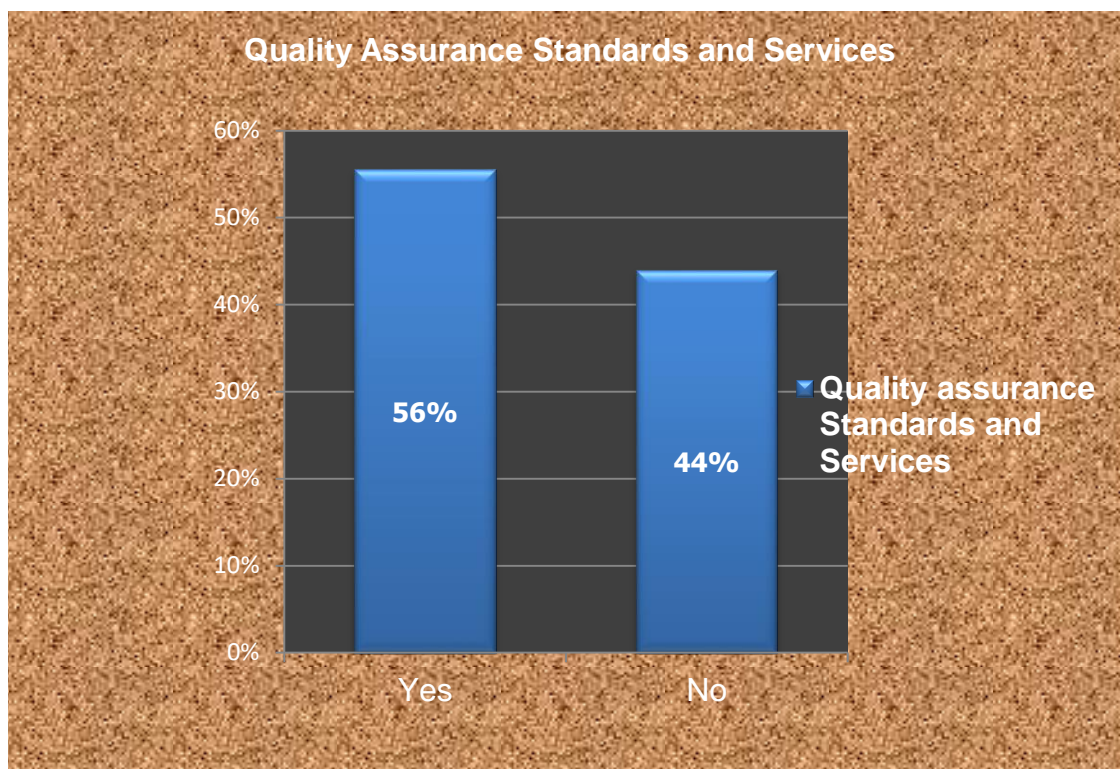
Source: Primary data, 2017

Table 4.5 depicts that 69.4% of the education representatives admitted that most schools do not have functioning libraries. Only 11% of the respondents claimed that most of their schools do have a functioning library. During the interviews with education managers, it was noted that schools in urban areas had access to public libraries. This was evident by the most schools that made arrangements for pupil's space and textbooks be increased in the Public libraries. It helped solve the problem of limited resources and personnel as the limited resources was shared by Number of schools.

Sachs (2012) emphasized the need for developing economies to not only seek to attain the millennium development goals but also to ensure that there was sustainable development in the least developed nations. This was noted with specific reference to cases where developing nations implemented universal free primary education as one of the millennium development goals but failed to address quality learning as a key aspect. This highlights the need for the donors to coordinate with other stakeholders on how donor funding could also address the much needed pre-requisite learning facilities, such as library services.

4.4.4 Education Quality Assurance and Standards Services Officers

This study also sought to discover whether the public basic education systems were adequately monitored. Quality and standards are a necessary component of education. A suitable curriculum must be taught, teaching and learning objectives must be achieved and challenges in the teaching/learning process must be assessed and addressed. The findings were as follows:



Source: Primary Data, 2017

Figure 4.6: Quality assurance standards and services

These results indicate that 56% of the directors claimed that there is quality assurance and standards services in various provinces in Burundi. Only 44% of the staff noted that there were hardly any quality assurance services in their regions. During the interviews and document analysis, this study noted that there was a serious shortage of staff and facilities in the quality assurance department. This meant that a number of areas received inadequate attention.

Riddell (2012) in his works on “The effectiveness of foreign aid to education”, noted that the quality aspect of education is fundamental for any system to ensure continuous improvement and correction of the previous mistakes in the system. This raised the issue of foreign aid and donor organisations and channelling their funding towards increasing the number of personnel in the education sector.

4.4.5 Adequacy of Teaching and Learning Resources

This study sought to determine whether the increased foreign aid for basic education has helped increase the teaching/learning resources. In this case, the teaching and

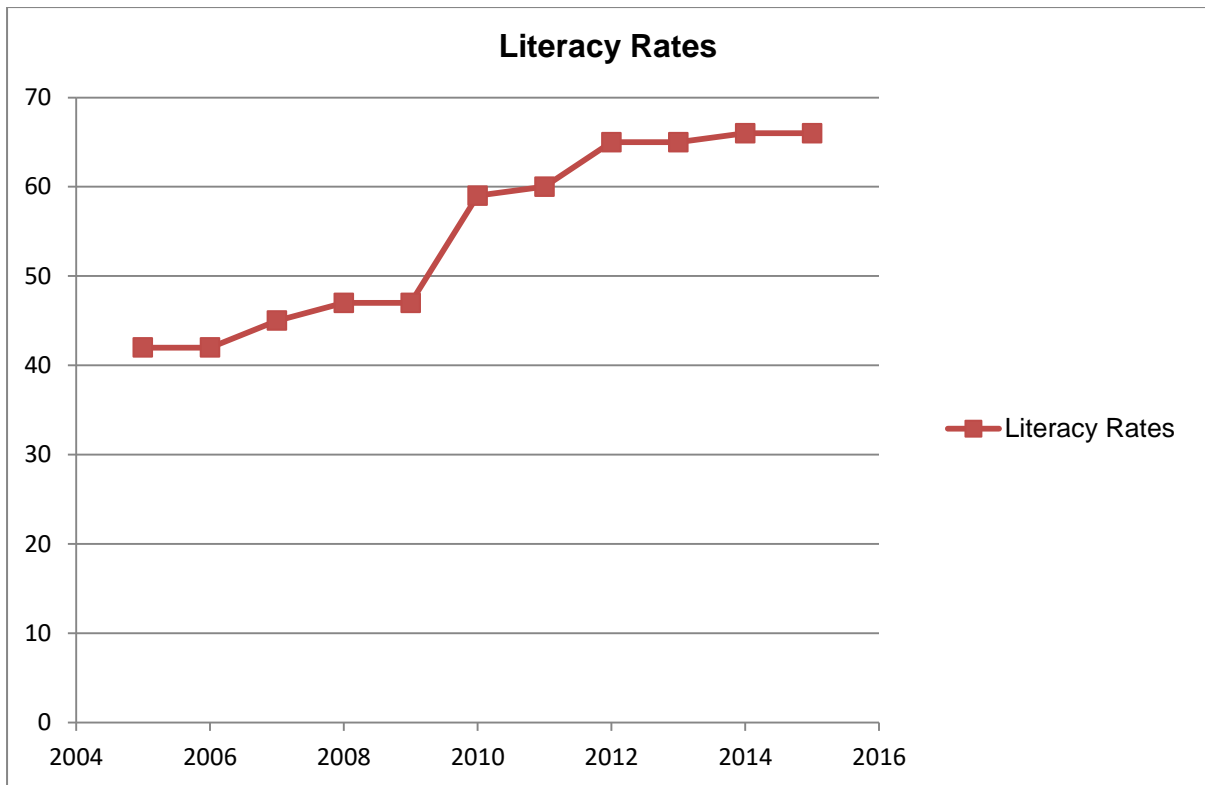
learning materials include writing materials, teaching and learning aids and textbooks inclusive of science and laboratory equipment.

As indicated in Table **Error! Reference source not found.** above, 25 of the 36 education managers confirmed that most schools were in dire need of teaching and learning materials. This meant that only 11 out of 36 respondents agreed that they had adequate teaching materials. During the data collection process it was evident that schools in rural areas did not have adequate learning materials, simply because the enrollment levels were largely hampered by floods, droughts and hunger and the resources were under utilised.

Dalgaard & Hansen (2017) emphasized that uncoordinated foreign aid disbursement has led to duplication of roles, leaving vital areas like teaching and learning resources unattended. The educational managers suggested that more aid should be directed towards teaching and learning resources. This would help to increase the efficiency of foreign aid in the basic education sector.

4.4.6 Literacy Rates

This section sought to examine whether foreign aid had assisted the nation to raise the literacy rate. It is fundamental to note that the International Monetary Fund Report (2012) on addressing poverty in Burundi mentioned illiteracy as the core cause of unemployment and increasing poverty levels. It was therefore necessary to examine whether foreign aid had assisted in reducing illiteracy in Burundi. The results are as follows:



Source: EAC Facts and Figures, 2017

Figure 4.7: Literacy Rates

Figure 4.7 illustrates that the literacy levels have been gradually increasing, which is a sign of the positive effects of free primary education and the influence of foreign aid on education in Burundi. Statistics indicate that literacy has increased from 42% in 2004 to 66% in 2015. This is arguably due to the availability of universal free primary education.

Nielsen and Madani (2010), in their study of potential benefits and risks of increased aid flow to Burundi, noted the increased literacy levels that were evident from the data in the East African Facts and Figures (2016), which are derived from the Burundi Bureau of Research and Statistics. During the interviews with managers it was noted that most school leavers from primary and secondary schools could communicate and express themselves in French, which is the official language of instruction - an indication that the teaching and learning process was beneficial to them.

4.4.7 Transition Rates

This study sought to discover whether pupils were able to continue their studies after graduating from primary and from secondary schools. This was necessary in determining whether the learning process was able to yield professionals in Burundi as a result of foreign aid and funding of the universal free primary education. The findings were as follows:

Table 4.6: Transition Rates

Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
To Primary %	30	34	33	33	32	31	40	59	50	58	58
To Secondary %	39	51	58	62	68	72	73	78	72	80	81

Source: EAC Facts and Figures, 2017

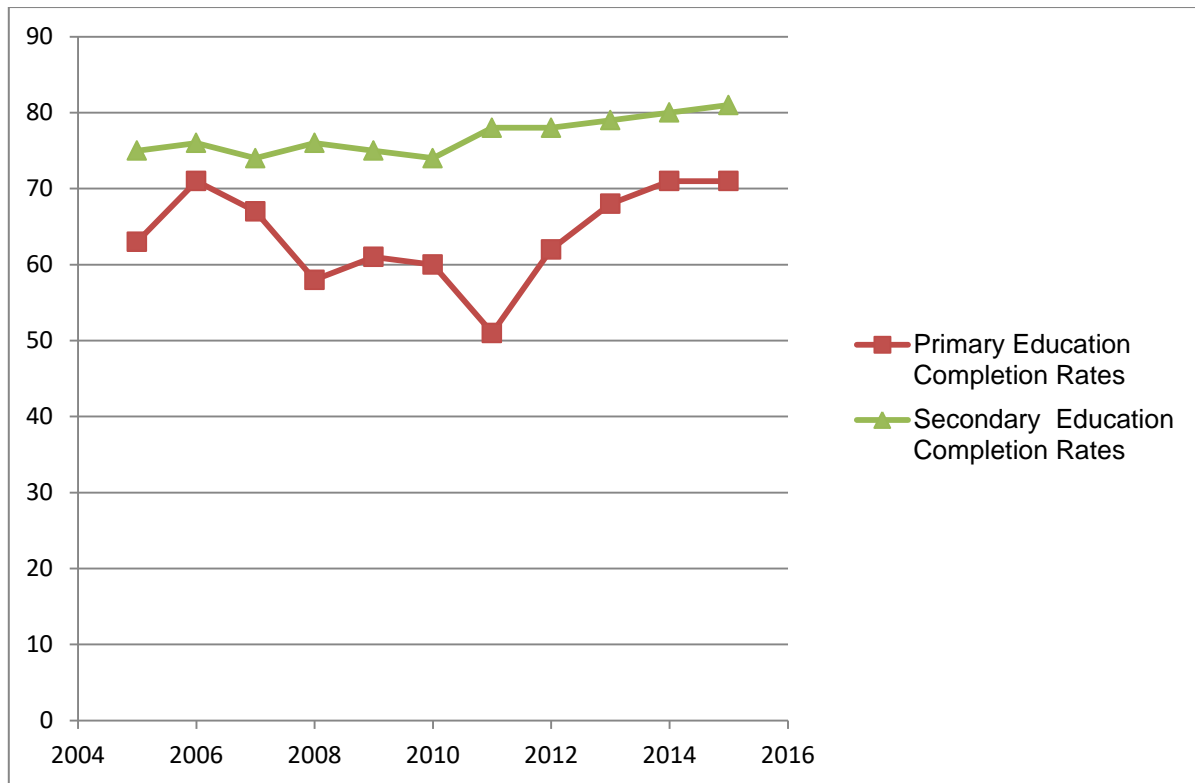
Table 4.7 indicates that there was a gradual growth in transition from primary to secondary education. This is evident by growth from 39% in 2005 to a high of an 81% transition rate in 2015. From pre-primary to primary school the transition has been slow, from 30% in 2005 to a high of 58% in 2015. These findings were of concern to education managers who noted that the government had not budgeted for adequate funds for pre-primary education, making the teaching and learning process in Grade 1 of primary school more demanding for children, owing to a poor foundation.

The UNDP (2011) reports indicated that for the human development index to improve, effort has to be put into the foundation phase of a child's development. The report held that the foundation phase was fundamental in developing mental capacity and making further learning easy for the learner. This raises the question of whether the education system in Burundi should place more emphasis on upgrading the pre-primary programme in order to increase the benefits of free primary education and donor funding in Burundi.

4.4.8 School Completion Rates

In this section the researcher was interested in discovering whether foreign aid and free primary education has been helpful in enhancing the completion rates of

students both in primary and secondary schools. Ki-moon (2011) emphasized that the millennium development goals could stagnate if there was a high student dropout rate. The findings of this study were as follows:



Source: EAC Facts and Figures, 2017

Figure 4.8: School Completion Rates

Table 4.8 indicates that the primary school pupils have had a fluctuating trend in their completion patterns. This is evident from the rise from 63% completion rate in 2005 to 71% in 2015. The secondary school students have had a slow but steady progress in the completion rate. This is evident from figure 4.8, which indicates a growth trend from 63% to 71% completion rate.

During the interviews with educational managers it was noted that primary school pupils were vulnerable to education interference in areas prone to natural disasters. Hence, most secondary schools were boarding schools and learners were able to stay in one school irrespective of their parents' migration. The directors also noted that secondary schools benefited from the presidential amnesty that allowed learners in day school to study and pay the balance of their school fees after they completed

school. This incentive encouraged student retention in secondary school and was well supported by Ki-moon (2011).

4.5 PROBLEMS AFFECTING FOREIGN AID AND BASIC EDUCATION DEVELOPMENT IN BURUNDI

Despite the numerous success stories regarding universal basic education and foreign aid funding in Burundi, challenges made the progress of delivering free quality basic education difficult. During the interviews and document analysis, this study selected a number of the most conspicuous problems and inquired from all 36 representatives of the education department what their opinion was. The findings are indicated in table 4.8.

Table 4.7: Problems Affecting Foreign Aid and Basic Education

SR/No	Problems Affecting Foreign Aid and Basic Education	Yes	No	Total
1	Delay in government disbursement of funds meant for free education.	28 (77.7%)	8 (22.2%)	36 (100%)
2	Shortages of teachers and education support personnel.	29 (80.6%)	7 (19.4%)	36 (100%)
3	Corruption and embezzlement of funds meant for education.	32 (88.9%)	4 (11.1%)	36 (100%)
4	Inadequate teaching and learning resources.	34 (94.4%)	2 (5.6%)	36 (100%)
5	Inadequate involvement of government ministries in the donor-funded projects.	28 (77.7%)	8 (22.2%)	36 (100%)
6	Discordance between the donor-funded projects and national projects.	28 (77.7%)	8 (22.2%)	36 (100%)
7	Less monitoring of the donor-funded projects leading to mismanagement.	24 (66.7%)	12 (33.3%)	36 (100%)
8	Most foreign aid was unpredictable hence the community are less prepared to maximally use them.	29 (80.6%)	7 (19.4%)	36 (100%)
9	Less monitoring of the donor funded projects hence poor management.	26 (72.2%)	10 (27.8%)	36 (100%)
10	Discordance between the donors funded projects and the national projects.	22 (61.1%)	14 (38.9%)	36 (100%)

SR/No	Problems Affecting Foreign Aid and Basic Education	Yes	No	Total
11	The high prevalence of HIV and AIDS in a number of communities leading increased number of orphans.	30 (83.3%)	6 (16.7%)	36 (100%)
12	Political turmoil, civil unrest and civil wars in a number of areas of the nation.	36 (100%)	0 (0%)	36 (100%)
13	Politicising of the donor projects in parts of the country.	25 (69.4%)	11 (30.6%)	36 (100%)
14	Frequent natural disasters.	32 (88.8%)	4 (11.1%)	36 (100%)
15	Gender disparity in the basic education system.	36 (100%)	0 (0%)	36 (100%)

Source: Primary data, 2017

4.5.1 Delays in education funds disbursement

The interview findings noted that 28 of the 36 respondents who were interviewed agreed that there were delays in the Burundi Government disbursing funds meant for universal free primary education. This led to pupils' progress being hampered due to a lack of facilities and other basic projects that could be offered if the funds were delivered in good time. This majority noted that only the limited number of schools that were under-enrolled were not seriously affected by delays in fund distribution.

4.5.2 Teacher shortage

This study noted that over 80% of the respondents claimed that a shortage of teachers affected the donor-funded education programs and foreign funds for schools. Only 19.4% of the interviewed representatives did not feel that a teacher shortage is a problem for the education sector.

The teacher shortage has worsened, especially for specialized teachers offering special education to children with disabilities. This was emphasized by the education managers who insisted that the teacher to student ratio was gradually increasing to meet the standards recommended by the United Nations but it was still wanting. Hence, more funding had to be injected to hire more teachers.

4.5.3 Corruption and embezzlement of funds

The outcome of the interviews confirmed that 88.9% of the respondents believed that corruption was a problem that affected the proper utility of donor funds and foreign aid. 11.1% of the respondents did not believe that corruption and embezzlement of funds meant for education was a frequent occurrence preventing the project from achieving its goals. This problem of corruption is worsened by inadequate monitoring and evaluation mechanisms disallowing the recipient regions in Burundi from benefitting optimally from the project. The corruption involves the mismanagement of funds and bribery of the auditing officials who present an adjusted version of the exact financial position of the donor-funded project.

4.5.4 Inadequate Teaching and Learning Materials and Resources

The majority of the respondents (94.4%) confirmed that there was a serious shortage of teaching and learning materials. This study also noted that although every pupil was entitled to writing materials such as pencils, pens and exercise books under the free primary education programme, they had, in a number of cases, not been supplied with these basic necessities. It was also noted that there were far too few text books for the overwhelming number of pupils. Basic facilities such as toilets, water and staff housing were also in short supply.

4.5.5 Inadequate Government Ministries' Involvement in the Donor-Funded Projects

Inadequate involvement of the government ministries in the donor-funded projects was commented on by 77.7% of the respondents - a problem leading to lone projects without support infrastructure from the government. This has also led to duplication of roles and disparate distribution of aid and attention.

4.5.6 Less Monitoring of the Donor-Funded Projects

Limited monitoring of the donor-funded projects was noted by 66.7% of the respondents as a problem that has led to the mismanagement of a number of projects and enabled funds to be embezzled. This inadequate monitoring has also led to a lack of mutual transparency and reciprocal accountability by the

administrators, resulting in the recipient communities not fully realising the benefits of the project.

4.5.7 Discordance between Donor-Funded Projects and National Projects.

The findings of this study noted from the interviews that 77.7% of the respondents were in agreement that donor-funded projects have had less inclusion of government, resulting in discordance between donor-funded projects and national projects. This has led to a number of donor-funded projects not supporting the national education priorities, leading to misplaced priorities and a lack of appreciation by the local leaders due to a lack of understanding of its priorities and key aims.

4.5.8 Inadequate coordination between missions working on similar projects

Inadequate coordination between missions working on similar projects is a problem that was frequently mentioned by all 36 education directors. They claim that this has led to the improvements in basic education and social development in Burundi experiencing constrained efforts. This was evident from donor agencies focussing on one region or one project to the exclusion of other key support projects for basic education.

It was evident that most donor missions focused on providing education facilities but only a limited number paid attention to the marginalized areas and the education of physically disabled children.

4.5.9 Foreign aid was more unpredictable

This study's findings indicate that 29 out of 36 respondents believed that foreign aid was too unpredictable to allow for adequate planning on how to best utilise the funds. Only 7 respondents disagreed. A number of directors held that the majority of the foreign aid was unpredictable and those funds that reached the community were tied to specific projects, leaving the recipient community with no option but to request more funds for projects they deemed more important.

4.5.10 Gender disparity in the basic education sectors

All 36 education directors confirmed that gender disparity has been a major cultural issue that has affected donor funding for education. Due to socio-cultural factors, gender disparity in the basic education sectors has had a sizeable impact on donor projects, leading to inadequate attention for basic education problems in Burundi. This makes it necessary for donor projects to be stretched to address other underlying factors that are impeding gains in education, such as influences of cultural activities on education in Burundi and especially the rural community.

4.5.11 Prevalence of HIV and AIDS Pandemic

Over 80% of the education managers confirmed that the HIV and AIDS pandemic was a growing concern that the education department and the donor community had to address. This is due to the high prevalence of HIV and AIDS in some communities that has led to an increased number of orphaned pupils and loss of qualified staff in critical education sectors.

4.5.12 Political turmoil, civil unrest and civil wars

All 36 education directors were in agreement that political turmoil, civil unrest and civil wars in a number of areas have discouraged staff and paralysed the teaching and learning process. It was also claimed that most wars and civil unrest occurred during years of general elections and affected the distribution of foreign aid, as donor communities re-channelled their funds to assist the internally displaced persons and insecurity caused by disasters, leading to a reduction of funding for basic education.

4.5.13 Frequent Natural Disasters

The majority of the respondents, as noted in table 4.7, agreed that frequent natural disasters have destroyed educational infrastructure through floods in Carama and Gatumba and famine in the Kirundo area, leading to school-going pupils looking for jobs to support their families.

4.5.14 Politicizing of the donor projects in some parts

Around 69.4% of the respondents claimed that politicizing of the donor projects in parts of the country has resulted in a number of projects not being well received in

the recipient communities. In areas where there is violent political unrest, local residents have resisted projects that were provided in good faith by donor nations. This necessitates that donor agencies work hard to assure the population of the good will of the projects.

This study recommends the separation of national politics from foreign aid projects and agencies. For the donor projects to provide welfare for the people, political affiliation should be reduced or avoided. Politics have caused significant harm to the people of Burundi and politicians should reduce the politicizing of foreign aid-funded projects, especially education.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the summary of the findings, conclusions derived from the findings of the study, areas of policy recommendations and suggestions for further research.

5.2 SUMMARY OF THE FINDINGS

After carrying out data organisation, interpretation and analysis, the following findings are presented.

5.3 EDUCATION AND WORK EXPERIENCE OF THE RESPONDENTS

The participants in the interviews all had a master's degree in education with at least 10 years' experience on district education boards before being promoted to heads of provinces. This confirms that basic education, as well as other sectors in education, are administered by professionals who are experienced in education management.

5.4 THE RELATIONSHIP BETWEEN THE AMOUNT OF FOREIGN AID AND BASIC EDUCATION ENROLMENT IN BURUNDI.

These following sections assess and summarize the findings in the following areas.

5.4.1 Net official development assistance

This study noted that the described official development assistance (ODA), or foreign aid, to Burundi was mostly affected by national politics (World Bank, 2016). As indicated in figure 4.2 in chapter four, Burundi received the least education and national aid between 1993 and 2006 during the civil wars. This included October 21st 1993, when Burundi's first democratic president, Melchior Ndadaye, was assassinated; 1994 when President Cyprien Ntaryamira was assassinated; July 2003 when president Buyoya stepped down and 2015, after controversial elections by President Pierre Nkurunziza that led to an attempted coup d'état. During these years, more aid was channeled towards peace than education development. After

2015 more development funds were driven towards free primary education and education related projects.

5.4.2 Expenditure on Education

As supported by figure 4.2 in chapter four, the findings indicate that the percentage of national income committed to education has had a fluctuating trend in Burundi. This was evident from the reducing trends witnessed in 2008 and 2011. The percentage growth has mostly been affected by the political climate in Burundi. The expenditure on education was at 5.41 percent of the gross domestic product, while military spending was at 10.2 percent of the gross domestic product in 2014 (World Bank, 2016). This gives an indication that education spending is much lower, justifying the need for more foreign aid to fill the gap the government has been left with.

5.4.3 Pre-Primary, Primary and Secondary Education Enrolment Percentages

The data that was collected indicated that the primary schooling has the highest enrolment percentage trends, followed by secondary education and lastly, the pre-primary option. These trends also indicate that the secondary schooling had better enrolment trends than pre-primary schooling between 2004 and 2016. It was also noted that areas such as Carama and Gatumba are prone to flooding, thereby making their school enrolment percentages low, while Kirundo is prone to drought and famine that leads to starvation, thereby forcing more school-going children to search for food to feed their families instead of being in school.

5.5 THE RELATIONSHIP BETWEEN QUANTITY OF FOREIGN AID AND THE TEACHING AND LEARNING PROCESS IN BURUNDI.

In this section this study formulated the following recommendations.

5.5.1 Foreign aid and teaching/learning process

It was noted that a number of indicators have improved as a result of increased foreign aid to Burundi. Among them is the pupil/teacher ratio, literacy percentages, transition rate percentages, completion rate percentages, continued education quality enhancement indicators, the number of primary pupils per desk and pupils to

classroom ratio. These results indicate a steady growth trend in the literacy rate, from a low of 42 percent to 66 percent literacy in 2015. This study also noted that the gradual transition from primary to secondary education is higher than the transition into primary school.

5.5.2 Shortage of education support infrastructure and materials

This study noted that despite positive indicators in the growth of basic education, basic education support was lacking, making foreign aid necessary in the sector. These problems include:

- a. Delays by the Burundi Government in disbursement of funds meant for universal free primary education has led to pupils and students experiencing a lack of facilities and other basic projects that could be offered if the funds were delivered in good time.
- b. The shortage of teachers has worsened, especially specialized teachers offering special education to children with disabilities. This was emphasized by the education managers insisting that the teacher to student ratio was gradually increasing to meet the United Nations' recommended standards but it was still wanting. Hence, funding had to be increased to hire more teachers.
- c. Corruption and embezzlement of funds meant for education was rampant, resulting in projects not achieving goals. This is worsened by inadequate monitoring and evaluation mechanisms. This leads to the recipient regions in Burundi not benefitting optimally from the projects. Corruption involves the mismanagement of funding and bribery of audit officials who give a wrong impression of the exact financial position of the donor-funded project.
- d. This study noted that although every pupil is entitled to writing material, pencils, pens, exercise books etc. under free primary education, the reality is that students lack these basic necessities as a result of fund mismanagement. It was also noted that due to the overwhelming numbers of pupils enrolling for free universal primary education, there are insufficient text books to go around. Basic facilities such as toilets, water facilities and staff housing were also in short supply, making teaching and learning not as conducive as desired.

5.5.3 Foreign aid coordination problems

This study noted the following problems originating from the lack of coordination between the donor programs and donor funds:

- a. Inadequate involvement of the government ministries in donor-funded projects. This has led to projects without a support infrastructure from the government. This has also led to duplication of roles and uneven distribution of aid and attention.
- b. Less monitoring of the donor-funded projects, enabling a number of projects to be mismanaged and funds for the projects being embezzled. This inadequate monitoring has led to a lack of mutual transparency and reciprocal accountability from the managers, resulting in the recipient communities not gaining the maximum benefit from the project.
- c. Discordance between the donor-funded projects and national projects leads to donor-funded projects not supporting national education priorities. Consequently, a number of them have misplaced priorities and are not appreciated by the local leaders who at times cannot understand the priorities and key aims.
- d. Inadequate coordination between missions working on similar projects has made the improvement of basic education and social development in Burundi constrained. This was evident when a number of donor agencies focused on one region or one project, ignoring other key support projects for basic education. It was evident that most donor missions concentrated on providing education facilities but only a limited number gave input into the marginalized areas and the education of physically disabled children. This trend leaves special education for special needs children inadequately attended to.
- e. Most foreign aid was unpredictable and reaching the community was tied to specific projects. This left the recipient communities with no option but to request more funds for one type of project while leaving other equally important education components unattended.
- f. Gender disparity in the basic education sectors, due to socio-cultural factors, has had a sizeable, negative impact, leading to donor projects not adequately addressing basic education needs in Burundi. This has forced donor projects to use more funds than planned to address the underlying factors impeding

the gains in free and donor funded education. These socio-cultural activities hindering education more in Burundi rural community include early marriage, female genital mutilation and less importance attached to female education among others.

5.6 OTHER EDUCATION PROBLEMS INCLUDE:

- a. The high prevalence of HIV and AIDS communities has led to an increased number of orphaned pupils and a shortage of qualified staff in critical educational sectors.
- b. Political turmoil, civil unrest and civil wars in have discouraged staff and paralyzed the teaching and learning process.
- c. Frequent natural disasters have destroyed educational infrastructure through floods in Carama and Gatumba and famine in the Kirundo area and a number of school-going pupils stop attending school and look for jobs to support their families.
- d. Politicizing of donor projects in parts of the country has left a number of projects unsupported by the recipient communities. In areas where violence is prevalent, local residents have resisted projects that were presented in good faith by donors. This necessitates that donor agencies work hard to assure the good will of the projects.
- e. National politics must be separated from foreign aid projects and agencies. This study recommends that donors should have reduce any form of political affiliation that could give the wrong impression to the host community. Politics has caused significant harm to the people of Burundi. Politicians should reduce the politicization of foreign aid-funded projects, especially in education.

5.7 CONCLUSIONS AND POLICY RECOMMENDATIONS

In conclusion, the following recommendations on the means to optimally use foreign aid to ensure maximum benefits to basic education in Burundi are suggested.

5.7.1 Incorporate government ministries and departments in donor-funded projects to reduce stand-alone projects

This study noted the areas where the government of Burundi and the donor communities have cooperated in providing foreign aid assistance, such as the funding of universal free primary education where results have been realised, unlike where the donor community attempted the project alone with less government intervention (UNICEF, 2016). Hence, this study recommends that foreign aid and donor communities should work on getting to know government priority areas and where the government has allocated funds to their areas of interest.

This would greatly aid to reduce duplication of roles and overfunding one project leaving others underfunded. This is supported by Alesina, Alberto and Weder (2012), who hold that despite the high technological difference between donor communities and host countries, donor communities should clearly outline to host countries the projects they intend to fund to reduce duplication of roles and concentration of projects in one area.

Alesina (2012) emphasised that donor nations have to design foreign aid programmes to be in line with the national development strategy of the home country. By so doing, it would be possible to address the genuine needs and priorities of the local and host communities.

5.7.2 Emphasis on project monitoring and evaluation

The donor community, the government of Burundi and host communities should work on formulating a more organised strategy to facilitate democratic dialogue, the principles of mutual transparency and reciprocal accountability. This is necessary to help Burundi to honestly identify the priority areas that would lead to achievement of development goals in line with the millennium and sustainable development goals, such as the enhanced funding and keen monitoring of funds allocated to universal free primary education, among other related needs.

This is supported by Bulíř and Hamann (2008), who posit that nations' volatility and development aid funds have been putting nations under economic constraints. In most developing nations, simply because most donor projects are left unmonitored,

high levels of corruption are evident among the host officials. Hence, it becomes necessary that governments, host communities and donor agency representatives set up a long term mechanism to monitor that the donor projects achieve their goals.

5.7.3 Emphasis on Mutual Accountability

This study recommends that project aid, especially for basic education, should be in line with the Paris Declaration of 2005 and 2015. This implies that progress of the donor-funded projects should undergo regular reviews to ensure they are in a line with conditions of foreign aid effectiveness indicators. Dreher, Nunnenkamp and Thiele (2008) support these recommendations, claiming that there should be regular reviews, at least twice a year, through the provincial forums, to monitor the accountability process.

They further recommend that the accountability process should be carried out by the host community and experts from civil society groups, church groups, trade associations, donor organisations, the government, NGOs and universities, as institutions and bodies that recognize the need for effectiveness and efficiency of foreign aid in poverty reduction.

5.7.4 Encourage donor support of national educational priorities

This study noted that the donor community has at times provided aid through scholarships to needy students in Burundi and other developing nations as a form of foreign aid (Center for Global Development, 2012). This has been seen as contributing to the pool of expertise in the recipient nation. The recommendation emanating from this study is that programs for training teachers would be better funded through technical cooperation, where foreign universities work with local universities to increase the number of graduates who benefit from the education projects and in exceptional cases where the local universities have less capacity, scholarships can be awarded.

This would support the national education priorities of equipping and increasing the capacity of local universities and basic teacher training institutions to have qualified graduates and a sustained training program that benefits Burundi nationals. This

view is supported by Samoff (2009), who argues that foreign aid should be used to train locals and benefit locals in a sustainable manner.

5.7.5 Joint and coordinated analysis and missions

This study recommends that donor missions undertaking basic education funding programs and other education related projects have a joint analysis and a coordinated approach. Riddell (2012) holds that it is much more beneficial for foreign aid and donor missions working on similar projects to work together in order to increase policy relevance and the quality of work done.

Riddell (2012) also holds that through coordination, the donor missions will maximize the benefits of their works, be economical by reducing duplication of roles, exchange vital information and co-ordinate their efforts and activities to be coherent and complementary. In the case of Burundi, this study notes that with a coordinated approach, a number of missions could finance staff employment, whereas others could fund school feeding programs and teaching and learning facilities, thereby ensuring that host communities receive the full package of development assistance.

Dreher, Nunnenkamp and Thiele (2008) support this harmonized practice on similar projects across the country, the running of joint aid programs and increasing incentives for the available donor agencies' field personnel that make projects more effective and economical for the donor community to administer.

5.7.6 Incorporating Development Assistance into national budgets

This study recommends that development aid should be factored into the national budget of Burundi to ensure that the recipient country knows the genuine ownership of aid. Heyneman (2009) supports this by positing that registration of donor funds by the government would enhance scrutiny by developing the nation's civil society in Burundi to ensure it is used effectively. This would help the national government in its plans to attend to other areas that also need assistance instead of the concentration of funds in one project.

5.7.7 Making aid more predictable and untying it

This study recommends improving the predictability of development assistance. It is important for aid-receiving nations to plan and factor foreign aid into the short term, medium term and long term national development goals. This would also help the government to encourage the locals to make use of the available donor-funded projects. Riddell (2012) holds that once aid is predictable it should be untied and conditions of effective and efficient use of the funds be agreed upon by the donor nations, the host community and national government. This would facilitate the provision of relevant and much needed foreign aid to the people.

5.7.8 Addressing Gender disparity

This study recommends that donor agencies coordinate to address gender disparity and discrimination affecting children and pupils with physical disabilities.

For a long time Burundi has experienced gender inequality in the enrollment of pupils. The education enrollment of the girl child has been considerably low in primary, secondary and university education. Despite the general findings in tables 4.2 and 4.3 indicating a general rise in pupil enrolment, literacy rates, transition rates and completion rates, less effort has been extended by the donor community and the Burundi Government to address socio-cultural factors that hinder the girl child's educational progression.

Birchler and Michaelowa (2016) hold that in case of a coordinated approach in the donor organizations, one agency could be of assistance in reducing discrimination of the girl child and social and cultural discrimination affecting children with disability. Gender education awareness would be necessary for the parents to ensure that both boys and girls are given equal opportunity to study. This would reduce incidences of early child marriage and abandoning physically challenged students.

5.7.9 Other policy aspects regarding foreign aid and social development in Burundi

Other aspects that this study recommends be attended to, include but are not limited to:

- a. The donor community should work with the government of Burundi in addressing the violence in areas such as Bujumbura rural, Cibitoke and Makamba, which have been affected by insecurity and violence that has adversely affected the schooling patterns of pupils and school progression in these regions.
- b. The HIV and AIDS pandemic has to be considered and projects need to be funded under the ministry of education to increase the awareness, spread, management and prevention of HIV in Burundi. This should further address children orphaned by the death of their parents who were infected. This would help increase benefits by having a healthy population.
- c. Development of an emergency unit to respond to natural disasters in areas such as Carama and Gatumba, which are prone to floods.
- d. Addressing of education support infrastructure, such as the student classroom ratio, mismanagement of funds meant for basic education and universal free primary education, free teachers strike, lack of professional identity among the teachers and poor performance in public schools to ensure maximum gains of donor funding on education (Birchler and Michaelowa, 2016).
- e. Separation of national politics from foreign aid projects and agencies. This study recommends that the donors should avoid any form of political affiliation that gives the wrong impression to the host community. Politics have caused significant harm to the people of Burundi. Politicians should reduce the politicizing of foreign aid-funded projects, especially education.

5.8 AREAS FOR FURTHER RESEARCH

This study focused on both descriptive and quantitative analysis of foreign aid and social development in Burundi. In this study basic education was taken to be a key indicator of social development, which is one of the pillars of the sustainable development goals. The study was a comprehensive investigation, analysis and discussion of basic education in Burundi. However, other effects of foreign aid on education were only briefly discussed, if at all.

It is imperative that more studies and further research be carried out. The following would provide suitable areas for further studies:

- a. The role of foreign aid on poverty alleviation in Burundi;
- b. The Influence of foreign aid on sustainable growth and development in Burundi;
- c. The Impact of foreign healthcare development in Burundi and
- d. Finally, an assessment of the influence of foreign aid on higher education and secondary education in Burundi.

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WEBSITES

For comprehensive information on aid effectiveness and the Paris Declaration, go to: www.oecd.org/dac/effectiveness

For the latest statistics on development co-operation, see: Development Co-operation Report 2007 www.sourceoecd.org/developmentreport

Development Aid at a Glance 2007: Statistics by Region
www.sourceoecd.org/developmentaidor contact the DAC at:
dac.contact@oecd.org

For comprehensive information on the Third High Level Forum on Aid Effectiveness, go to: www.acrahlf.net

APPENDIX A: REFERENCE LETTER



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10 July 2017

TO WHOM IT MAY CONCERN

This is to confirm that **Ms Yvette Burarame**, Student No: 215280857, is a Masters candidate at Nelson Mandela Metropolitan University, in the Department of Development Studies. She is currently undertaking a study titled: ***FOREIGN AID AND SOCIAL DEVELOPMENT IN BURUNDI***. The main aim of this study is to develop a better understanding of how effective foreign aid has been in achieving social development in Burundi, with particular reference to basic education.

Yvette is at a critical stage of her research where she needs to collect data. I write this letter both as a Supervisor and as the Head of the Department of Development Studies; to seek your support as she enters the field to collect data that will help her understand the critical issues on the topic. This study is significant in that the findings may help not only the Ministry of Education but also the overall policy shift in aid and education in Burundi. It is against this background that your participation and the support you may render to Ms Burarame will be highly appreciated.

Please do not hesitate to contact me should you have any questions regarding her candidature.

Yours Sincerely,

A handwritten signature in black ink, appearing to be "Jonathan Makuwira", written over a horizontal line.

Jonathan Makuwira, PhD
Head of the Department of Development Studies

APPENDIX B: INTERVIEW AND OBSERVATION GUIDE

The following questions intended to confirm the information of the respondents and features to be observed.

1. Biographic data

- a) Gender of the respondents (To be observed and recorded)
- b) Respondent's Highest level of Education?(Ask in the interview)
- c) Respondents region of residence ?(Ask in the interview)
- d) Work Experience of the respondent?(Ask in the interview)

2. Quantity of foreign aid and basic education enrolment

- a) Ask for records indicating funds allocation as per the province of the respondent
- b) Ask for students enrollment registers per province, districts and zones
- c) Ask and check for records of Gross domestic product to determine percentage of Education expenditure as a percentage Gross Domestic Product

3. Foreign aid and teaching learning process

- a) Ask for records and visit nearest school to clarify information on;
 - i. Classroom size,
 - ii. Resources from FPE fund,
 - iii. Assistance from parents,
 - iv. Teachers" working space,
 - v. Improvement in language and communication skills
 - vi. Pupil /Students teacher ratio,
 - vii. Literacy percentages,
 - viii. Transition rate percentages,
 - ix. Completion rates Percentages,
 - x. Continued education quality enhancement indicators,
 - xi. The number of Primary pupils per desk and
- b) Pupils /student Class room ratio.

4. Problems affecting foreign aid and basic education

Confirm whether the following issues are problem affecting efficiency of foreign especially on Basic education

SR/No	Problems affecting foreign aid and Basic Education	Yes	No	Total
a.	Delay in Government disbursement of funds meant for free education			
b.	Shortages of teachers and education support personnel			
c.	Corruption and embezzlement of funds meant for education			
d.	Inadequate teaching learning resources			
e.	Inadequate involvement of the government ministries in the donor funded projects			
f.	Discordance between the donors funded projects and the national projects.			
g.	Less Monitoring of the donor funded projects hence making some projects being mismanaged and funds			
h.	Most foreign aid was more unpredictable and those reaching the community			
i.	Less Monitoring of the donor funded projects hence			
j.	Discordance between the donors funded projects and the national projects.			
k.	The high prevalence of HIV and AIDS Pandemic in some community leading			
l.	Political turmoil, civil unrests and civil wars in some areas of the nations			
m.	Politicizing of the donor projects in some parts of the country			
n.	Frequent natural disasters			
o.	Gender disparity in the basic education sectors			

APPENDIX C: LETTER FROM THE LANGUAGE EDITOR



One Stop Solution
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TO WHOM IT MAY CONCERN

I, Michele van Niekerk, declare that I have done the language editing for the thesis of:

YVETTE BURARAME (215280857)

entitled:

FOREIGN AID AND SOCIAL DEVELOPMENT IN BURUNDI

Submitted in partial fulfilment of the requirements for the degree of Masters of Arts Development Studies in the Faculty of Business and Economic Sciences at the Nelson Mandela University.

I cannot guarantee that the changes that I have suggested have been implemented nor do I take responsibility for any other changes or additions that may have been made subsequently.

Any other queries related to the language and technical editing of this treatise may be directed to me at 076 481 8341.

Signed at Port Elizabeth on 22 January 2018

.....
Mrs M van Niekerk