

Country reference framework

Burundi

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Country reference framework Burundi

Background

In FYP1 the VLIR-UOS country strategies presented the strategic niche for future VLIR-UOS cooperation in a specific country, leading to strategy-based calls for proposals.

In FYP2, however, we shift towards an approach whereby a country reference framework provides information rather than strategic guidance. The country reference frameworks will be used mainly to support teams of academics when identifying and formulating project proposals, by providing a context analysis focused on Agenda 2030 on Sustainable Development and the higher education sector in a given country, and by providing an overview of Belgian development actors, their ongoing projects and partners in that country in view of exploration of opportunities for synergy and complementarity.

The country reference frameworks consist of three components:

- (i) overview of VLIR-UOS projects in the country;
- (ii) context analysis focused on the Agenda 2030 framework and the higher education sector;
- (iii) overview of Belgian development actors (ANGCs involved in thematic or geographic JSFs & Enabel), their local partners and their regional/thematic focus.

The frameworks have been elaborated based on information available at the time of drafting this actor programme (1st half of 2021) and through consultations with both Flemish and local project promoters in 2020-2021, and with geographic JSFs, when applicable, to ensure relevant information for coherent project formulation is included.

Prior to the launch of competitive calls, the ANGCs active in the country/region will be invited to list a number of research themes/questions that can be addressed by HE&SIs in the framework of VLIR-UOS funded projects or scholarships. Synergy and complementarity will be integrated as an element in the selection of project proposals, more in particular when discussing the (developmental) relevance and coherence of the proposals and the extent to which the multi-stakeholder partnership principle has been reflected in the project's implementation set-up. By this mode of operation, the thematic JSF on Higher Education and Science for Sustainable Development links up with the other geographic JSFs.

Evidently, the frameworks will be updated regularly in consultation with the HEI&SI stakeholders and with the respective geographical JSFs and, where appropriate, also with ARES, and especially prior to the launch of competitive calls by VLIR-UOS, to be compatible and responsive to evolving/emerging needs and priorities of academic and development actors active in the country/region/sector.

1 VLIR-UOS in Burundi

1.1 Overview projects & scholarships (2003 – 2023)



Legend

Université du Burundi



Projects 2003-2023		
Type	Budget (€)	Number
Total	5,606,190	17
IUC	4,520,000	1
TEAM	652,547	2
SI	324,922	11
Crosscutting	108,720	3

Scholarships 2003-2023		
Type	Budget (€)	Number
Total	633,220	62
Ph.D.		
Subtotal	66,971	1
ICP PhD	66,971	1
Short term		
Subtotal	107,555	45
ITP	47,871	11
KOI	7,008	4
REI	25,789	25
Other scholarships	26,887	5
Study		
Subtotal	458,694	16
ICP	458,694	16

The cooperation of Flemish higher education institutions with Burundi goes back a long time and since 2005 many projects were executed, mainly with the University of Burundi. From 2003 to 2023 VLIR-UOS spent more than € 6,2 million, including an Institutional University Cooperation (IUC) with **the University of Burundi**. This IUC partnership initiated in 2010 and ended in 2022. The cooperation continues through SI and TEAM-projects.

More detailed information can be found on our [Burundi country page](#) on the VLIR-UOS website.

1.2 Ongoing projects and future calls (2022-...)

List of projects 2022-...						
Type	Runtime	Title	Flemish promoter	Local promoter	Local institution	Total budget (FYP 2) (€)
IUC	2021-2022	Institutional University Cooperation programme with the University of Burundi (UB) (phase-out)	S. Vandeginste (UA)	D. Nahimana	Université du Burundi	20.000
SI	2022-2024	Training trainers in drone remote sensing with application to afforestation	Jos Van Orshoven (KUL)	Anicet Sindayihebura	Université du Burundi	69.994,10
SI	2022-2024	Burundi WRAP (Women's Rights Awareness and Protection)	Patricia Popelier (UA)	Pacifique Niyonizigiye	Université du Burundi	69.744,40
SI	2023-2025	TechnoRehabLab ² : A rehabilitation research centre to improve the management of hip and knee osteoarthritis in a low-income country, a proof of concept in Burundi	Bruno Bonnechere (UH)	Alexis Sinzakaraye	Université du Burundi	69.938,00
SI	2023-2025	Community-based biodiversity conservation in the Rusizi plain, Burundi – RUBICOM	Jonas Schoelynck (UA)	Joel Ndayishimiye	Université du Burundi	69.950,66

Abbreviations (type): IUC=Institutional University Cooperation; SI=Short Initiatives.

Abbreviations (Flemish institutions): KUL=KU Leuven; UA=University of Antwerp, UH: University of Hasselt.

Competitive calls for new SI, TEAM and ITP projects will be launched and announced on our website. Nationals of Burundi are eligible¹ to apply for scholarships for the International Master Programmes (ICP) and International Training Programmes (ITP)

¹ Admission requirements, application procedures and selection procedures differ across the programmes and host institutions.

2 Burundi and the 2030 Agenda for Sustainable Development

2.1 Burundi and the Sustainable Development Goals

By joining the global dynamic of adoption and ownership of the 2030 agenda, Burundi is committed to integrating the Sustainable Development Goals (SDGs), outlined in the [Voluntary National Review 2020](#) (VNR 2020).. These have been integrated into a **National Development Plan for Burundi (PND Burundi 2018-2027)**, also comprising sector strategies and Communal Community Development Plans. Both documents exist in French only. Operationally, Burundi proceeded to contextualize the SDGs by following a participatory and inclusive approach involving all stakeholders. This process led to the prioritization of a set of 49 targets and 101 national indicators that Burundi is committed to achieve and monitor.

Through the implementation of the SDGs and the Burundi 2018-2027 PND, it is committed to structurally transforming the economy, for strong, sustainable, resilient, inclusive growth, creating decent jobs for all and inducing improvement of social well-being for a united, democratic and prosperous nation. However, the effective mobilization of resources (domestic and external) is a prerequisite for the achievement of the SDGs. Comprehensive partnership and cooperation (bilateral, multilateral, south-south) have a catalytic role to play in the dynamic process of achieving the SDGs of multisectoral and integrated programs.

Taking into account the global aspect of the SDGs, the [Sustainable Development Report](#) of 2021² assesses where each country stands with regard to achieving the SDGs. Burundi ranks 147th out of 165 countries included in the report. The [Burundi Country Profile](#) shows that the majority of goals is facing major or significant challenges.

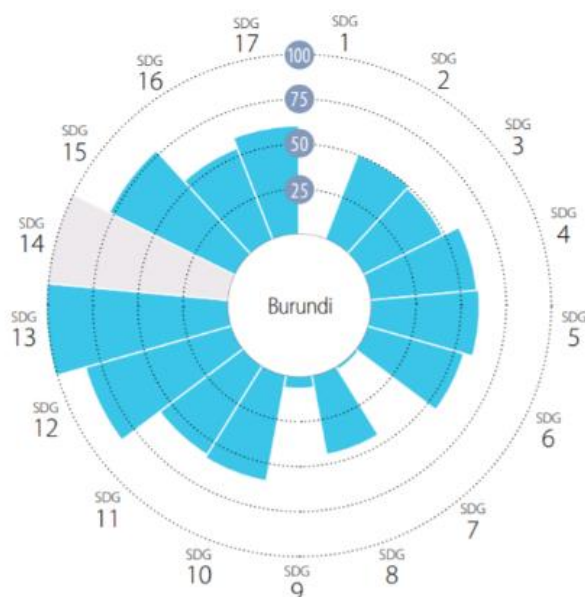
SDG Dashboards and Trends

Click on a goal to view more information.



² Sachs et al. (2021): The Decade of Action for the Sustainable Development Goals. Sustainable Development Report 2021. Cambridge: Cambridge University Press.

▼ AVERAGE PERFORMANCE BY SDG



As an umbrella organization that works with calls for proposals, VLIR-UOS supports interventions for and through higher education institutes, supporting them in the areas of education, research and uptake and thereby strengthening them in their role as development actor. Doing so, the impact of the interventions supported by VLIR-UOS can be found in a large variety of sectors. In line with its major intervention area, VLIR-UOS positions itself within the education sector, especially focused on higher education, research and innovation (SDG 4 and 9). However, through its interventions, VLIR-UOS intervenes in different sectors as well. VLIR-UOS recognises that given the complexity, scale and interconnectedness of current societal challenges, meaningful social, economic and ecological transformations can only be realised by starting from a holistic and integrated approach to the SDGs. When translated into SDGs, the projects that were financed by VLIR-UOS in Burundi covered mainly, apart from SDG 4 and 9, SDGs 2, 3 and 16. Top sectors for VLIR-UOS in this country for the past decade are health, sustainable agriculture and food security, education and technology transfer.

More background information and context analysis on Burundi can be found in the **geographic Joint Strategic Framework** for Burundi.

Additional sources on progress related to higher education & science (SDG 4)

- [UNESCO-UIS](#): overview data resources indicators [related to SDG4](#)
- [Our World in data](#):
 - Indicators related to [educational mobility and inequality](#)
 - Indicators related to [tertiary education](#)
 - Indicators related to [projections of future education](#) (demand)
 - Indicators related to [science](#) and [research](#)

2.2 Higher education landscape in Burundi

There is an [education development policy](#), containing a 'higher education' part but which dates from 2012. A new policy has been developed, based on the priorities of the PND 2018-2027 but has not yet been published. It is about the '**Sectoral policies and strategies**' of the Ministry of Higher Education and Research of Burundi of March 2020 and likely to cover the period until 2027. The strategy shows the strengths as well as the challenges to be taken up by the Burundian system of higher education and scientific research.

Based on the issues developed in the PND 2018-2027, Higher Education and Scientific Research is particularly concerned with “the development of human capital” and “the strengthening of the education system and improvement of the quality of education and training offer” with the **overall strategic objectives** of “developing an efficient higher education system, in line with national needs and international standards and “strengthening research for development”. The vision is as follows: “By 2027, Burundi has quality training adapted to the needs of the country and the sub-region by further developing scientific and technological sectors and fundamental and applied research on the one hand, and the implementation of the SDGs and the 2018-2027 PND on the other hand”.

The **specific objectives** relate to 7 axes and are translated into concrete actions to be carried out:

1: Develop a higher education information and management system. As observed in the [report of the joint sectoral review for education](#), there is an information system aimed at data collection and publication on higher education in Burundi. The assessment of private institutions (completed) and that of public institutions (in progress) will make it possible to compile data, at least with regard to the number of staff, teachers and sectors organized, the objective having a structure responsible for collecting and disseminating data relating to higher education.

2: Increase the supply, equal access and improvement of the quality of higher education.

3: Promote and enhance professional higher education. The new Higher Education Act, 2020, provides for the establishment of Technical and Vocational Training Institutes to issue professional certificates and diploma. The copy of the Burundi Higher Education Act 2020 can be found [through this link](#).

4: Promote university training that meets standards, needs and quality assurance.

5: Improve the efficiency of the higher education management system by strengthening the management of the system.

6: Promote university research in universities and in the various sectors of national life.

7: Promote national expertise in the service of development. Higher education is experiencing significant development in terms of training offers. In addition to those organized in the private sector, the University of Burundi opened 11 masters in 2017-2018 as well as the Doctoral School.

The level of average performance by SDG recalls the need of strong action for a number of priority sectors as identified in the Burundi National Development Plan, PND 2018-2027. Therefore, it is paramount for higher education to support capacity building, knowledge and technology transfer for the following areas: i) agriculture and nutrition (for the achievement of SDG 1); ii) health (for SDG 3), iii) clean water and sanitation (for SDG 6) ; iv) access to modern energy (SDG 7) ; v) entrepreneurship, job creation, ICT, and industrial development (for SDG 8 and SDG 9); vi) space management and sustainable urban development (for SDG 11); vii) governance, justice and peace (for SDG 16) among others.

According to [the following press release](#) and [link](#), research and development is still weak in Burundi. This weakness of research and development seems to be among factors leading to the low score in innovation capability as monitored by the Global Innovation Index (https://www.theglobaleconomy.com/Burundi/GII_Index/) and the Global competitiveness report (<https://tradingeconomics.com/burundi/competitiveness-index>) Despite the many challenges facing Burundi, including the lack of funds allocated to research and development, opportunities can be observed in particular the existence of local expertise in virtually all priority areas of national life that can contribute to the development of the country. In any case, efforts are still necessary to make this research sector livelier and more attractive which is of capital importance in the development of any country.

Burundi takes part in the [Interuniversity Council for East-Africa](#) that envisions to become the leading EAC Institution for an exemplary Common Higher Education Area for a prosperous and sustainable East African Community. It encourages and develops mutually beneficial collaboration between Member Universities and between them and Governments and other organisations through establishing a common frame of reference to facilitate comparability, compatibility and mutual recognition of higher education and training systems and the qualifications attained within the EAC Partner States. Burundi also takes part in the [East African Science and Technology Commission](#) to promote and coordinate the development, management and application of science and technology to support regional integration and socio-economic development.

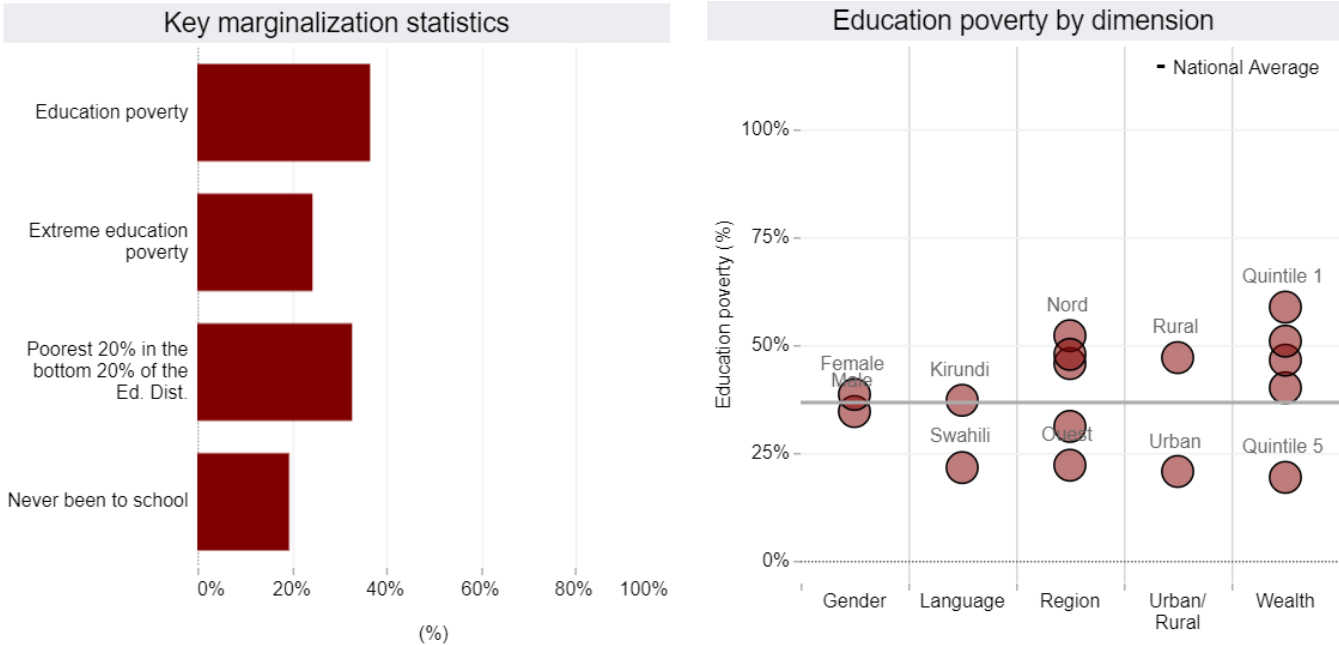
Referring to the [Assessment of Burundi's digital Economy](#), the COVID-19 pandemic has highlighted the need to accelerate digital adoption in Burundi. In addition, the development of digital skills is a key element of Burundi's 2020 education strategy.

According to the [Webometrics Ranking of World Universities](#) , no Burundian University falls within the 2000 ranking worldwide. Within this same ranking, the University of Burundi takes the 5296th place

2.3 Leaving no one behind

With the adoption of the 2030 Agenda for Sustainable Development, the international community pledged to leave no one behind and to endeavor to reach the furthest behind first. The principle of leaving no one behind can be defined as a three-part imperative: to end absolute poverty in all its forms, to stop group-based discrimination that results in unequal outcomes for disadvantaged populations, and to take action to help the furthest behind.

Following the sustainable development goals for Burundi, it wants its development sustainable based on leaving no one behind through the protection of the most vulnerable, especially the elderly, the unemployed and people living with disabilities. According to [Burundi's Voluntary National Review 2020](#), Burundi remains facing several challenges, but is determined to reduce in particular poverty and eliminate hunger through sectoral policies and strategies relating to structural public investments. Other challenges to be addressed include i) the availability of relevant, aggregated and disaggregated data constantly updated to reflect current realities, ii) mobilization of internal and external funding, and iii) adaptation to climate change and respect to international environmental standards. The UNESCO data on [Deprivation and Marginalization in Education \(DME\)](#)³ presents the following scheme, showing that challenges remain between the two sexes, between rural and urban, as well as between regions.



3

- Education poverty: the proportion of the population with less than 4 years of education
- Extreme education poverty: the proportion with less than 2 years
- Poorest 20% in the bottom 20% of the Ed. Dist.: what proportion of the poorest 20% are also in the bottom 20% of the education distribution
- Never been to school: what proportion of 7-16 year olds have never been to school

Additional sources on Leaving No One Behind

- Gender parity index: [school enrolment](#)
- [Global Gender Gap Report 2020](#), including country profiles
- ODI leaving no one behind index: summary [report](#) index 2019; annex [index 2019](#)
- World Inequality Database on Education: [Disparities in higher education attendance](#)
- Danish institute for human rights: [Human rights data explorer](#)

2.4 Multistakeholderpartnership - Stakeholder analysis

The complexity, scale, and interconnectedness of the current societal challenges that the SDG framework is seeking to address, requires a concerted effort of a wide variety of different stakeholders. As such, the principle of multistakeholder partnership – which promotes cooperation and partnerships at different stages and spanning the boundaries of civil society, private sector, government, and academia – is ubiquitous across the 2030 Agenda. An analysis of these stakeholders is essential for each partnership.

The PND Burundi 2018-2027 development process was participatory and inclusive, namely the Government and all its institutions, including the community development plans, the entire civil society, the technical and financial partners and more particularly the United Nations Development Program "UNDP" and the United Nations Conference for Children "UNICEF". The community development plans also assure the follow-up of community dynamics and progress made.

The PND Burundi takes into account the aspirations of sector ministries and the population. In the global context of economic integration for sustained growth, Burundi is called upon to forge a solid partnership with the private sector, neighbouring countries, countries of the African continent and those of the rest of the world. To finance the PND's Priority Action Plan, the Government is considering a mechanism for mobilizing internal resources in order to increase the tax base. At the same time, it should establish a strategy for mobilizing external resources taking into account the balance of macroeconomic aggregates to contain or significantly reduce inflation.

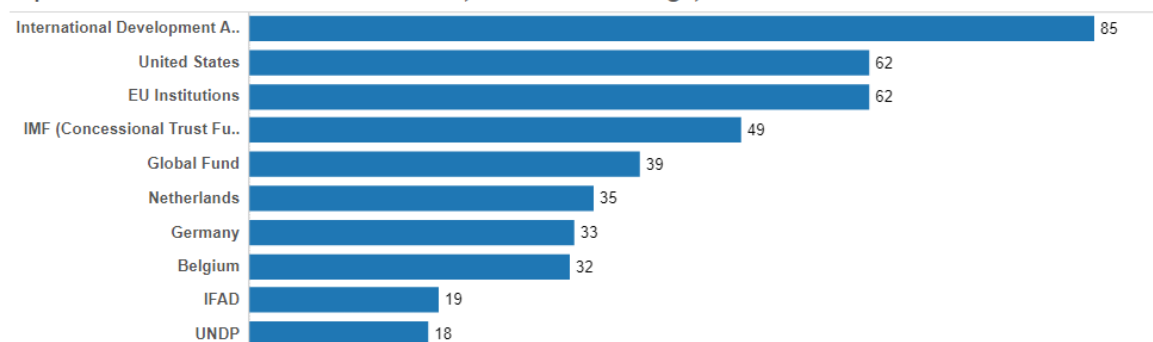
However, significant challenges in democracy, human rights and governance remain. According to this report of Amnesty International, <https://www.amnesty.org/en/countries/africa/burundi/>, many independent human rights organizations were not allowed to operate and many civil society actors remained in exile. Targeted attacks by security forces and the Imbonerakure (the ruling party's youth wing) continued against government critics and members of the opposition. The government's failure to address fuel shortages and an ill-advised decision to ban bicycles, tricycles and motorbikes from Bujumbura's city centre adversely affected the cost of living, impacting social and economic rights.

Moreover, Human Rights Watch (<https://www.hrw.org/africa/burundi>) states that the ruling National Council for the Defense of Democracy-Forces for the Defense of Democracy has maintained its monopoly on power after the elections, while reports of extrajudicial killings, disappearances and arbitrary arrests of opposition members persist. Civil society and independent media are still unable to effectively function. Several human rights defenders remain in jail despite international calls for their release.

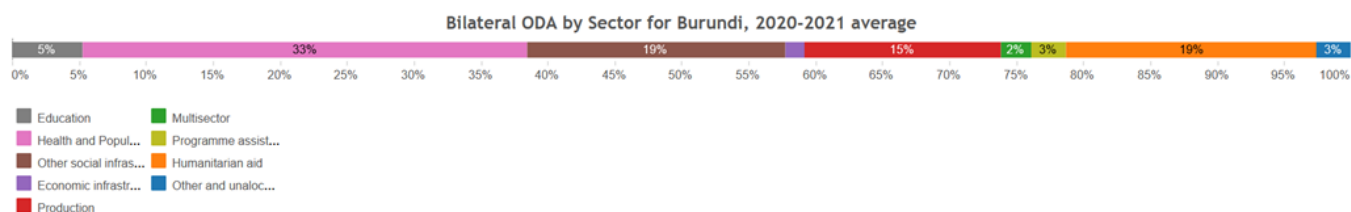
Taking a look at the **development partners** of Burundi

https://public.tableau.com/profile/thielemans.v#!vizhome/OECDACaidataglacebyrecipient_new/Recipients, the International Development Association represents the main donor of gross official development aid (ODA) in Burundi, followed by the United States and the EU-institutions at equal level.

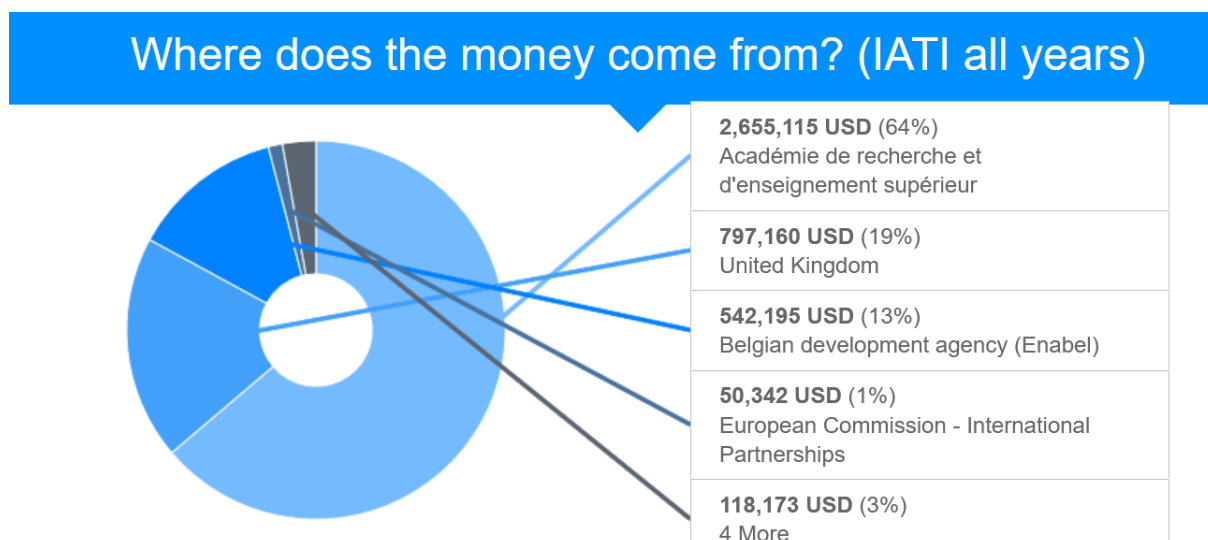
Top Ten Donors of Gross ODA for Burundi, 2020-2021 average, USD million



The sector receiving the biggest funding is health and population with 33%. Education counts for 5% of the development partners' funding, mainly for Basic and Secondary education with little to higher education.



Based on data from the International Aid Transparency Initiative (IATI), ARES is the main donor in the higher education sector (http://d-portal.org/ctrack.html#view=search§or_code=11420).



VLIR-UOS contributes to the 2030 agenda by realizing a societal impact, implying an impact on local communities, civil society, governments, private sector or other higher education institutions. In what follows we list the role and the desired change among the main actors involved in the change process that VLIR-UOS envisages to support through *its interventions*.

Actor	Role and interest/influence
Higher Education Institutions	HEIs in Burundi are important boundary partners in the realization of VLIR-UOS outcomes in terms of its contribution to Agenda 2030, and the potential contribution to local sustainable development. As project owners they are expected to contribute to HEIs' enhanced institutional performance in the core tasks relating to education, research and societal service delivery strengthening the HEI's visibility and recognition as a centre of excellence. In the long-term, partner HEIs are also expected to have a multiplier effect on the higher education system and development sector in the country or region through their engagement in (global) knowledge-driven partnerships with academic and non-academic stakeholders.
DGD (incl. Belgian embassies in partner countries)	DGD has an advisory role in the VLIR-UOS selection commissions and follows-up on the VLIR-UOS portfolio and the thematic JSF on Higher Education and Science for Sustainable Development. The Belgian Embassies (e.g. Embabel) can play a role in facilitating the uptake of knowledge, the identification, mobilisation and relation building with other stakeholders (e.g. links with European Union, national government, other donors), the contextual updates etc.
Students, professionals, and alumni	Students can be direct (e.g. as a recipient of a PhD scholarship within a project) or indirect beneficiaries (e.g. enjoying improved/innovative didactical approaches) of the projects. As direct beneficiary, their changed role will be about the generation and use of newly acquired knowledge, competences (e.g. global citizenship) and networks in view of sustainable development. Alumni from VLIR-UOS-projects will be important stakeholders in connecting VLIR-UOS projects with each other, with other actors, etc.
Academics/researchers	As direct beneficiaries of the projects, academics and researchers affiliated within Flemish and partner HE&SIs play an important role in co-creating, disseminating and creating conditions for uptake of knowledge relevant to the achievement of the SDGs in line with the needs, policies and priorities of the partner HE&SIs, local/national or regional stakeholders.
Members of the thematic JSF on Higher Education and Science for Sustainable Development	VLIR-UOS, ITM and ARES have initiated the JSF on HESD4SD to further unlock the developmental potential of higher education and science cooperation for sustainable development and make it accessible to other local, Belgian and international partners as scientific advisor to other partners' projects, partners or policy bodies, as a platform for sharing state of the art scientific results, information, expertise and ex-

	<p>perience and for exploration of possibilities for synergy and complementarity. In Burundi, ARES and VLIR-UOS are present and were in fact in terms of budget the main actors in the former geographic JSF.</p>
<p>Belgian Actors of the Non-governmental Cooperation</p>	<p>VLIR-UOS continuously tries to identify and encourage synergy and complementarity between Belgian ANGCs and academic stakeholders. Through the uptake of research results, mobilisation of local stakeholders, participation in trainings or courses, identification and communication of relevant research questions/opportunities, hosting of international internships, facilitating student mobility... these actors play a critical role.</p>
<p>International organizations and other donors (e.g. WHO, UNESCO, World Bank, European Commission...)</p>	<p>Interventions undertaken by international organisations like UN agencies such as FAO or international donors active in higher education cooperation can be complementary in the achievement of the objectives of projects. They can, for instance, play a role in the use and upscaling of new knowledge or practices or serve as seed money for bigger interventions financed by these international organisations.</p>
<p>Academic/science (inter)national and regional networks</p>	<p>Regional or (inter)national academic/science networks (e.g. CAMES, IUCEA) are among the potential indirect beneficiary as targeted HE&SIs strengthened in their research/educational capacities can improve the functioning of the networks they are part of through the co-creation, exchange and uptake of knowledge among academic stakeholders. Similar effects can be realized in the case of alumni and scholarship networks/associations when former scholarship students act as agents of change within these networks.</p>
<p>Public sector: Local or central government and political community</p>	<p>Engage in evidence-based governance that puts knowledge to the test by being a stakeholder in the co-creation of inclusive (innovative) solutions and effective user of research results to foster good governance for sustainable and coherent policies.</p>
<p>State owned/Private sector</p>	<p>Individuals and companies who operate for profit within the boundaries of the specific country situation and emerging private sector development can play a role within projects as users of the knowledge, applications and services (co-)created as result of the project and therefore contribute in particular but not only to SDG 9 on industry, innovation and infrastructure.</p>
<p>Civil society, social movements and local communities</p>	<p>Civil society actors, social movements and local communities are expected to co-create, access and use the knowledge and research products generated within the framework of <i>projects</i> thereby making a potential contribution to the entire range of SDGs.</p>

3 Synergy and Complementarity with other (Belgian) development actors in Burundi

3.1 VLIR-UOS approaches to synergy and complementarity

Drawing upon their longstanding common history, VLIR-UOS, ARES and the Institute of Tropical Medicine (ITM) jointly developed the thematic Joint Strategic Framework on Higher Education and Science for Sustainable Development (JSF HES4SD). Through cooperation with civil society, private and public sector, the JSF initiators⁴ aim to further unlock the huge developmental potential of higher education and science cooperation for sustainable development and make it accessible to other Belgian, local and international partners, in different ways: as partner in a multi-actor partnership, as scientific advisor to other partners' projects, partners or policy bodies, as a knowledge broker for sharing state of the art scientific results, information, expertise and experience and for exploration of possibilities for synergy and complementarity. This reference framework for Burundi will feed into the **platform** that the initiators of the JSF HES4SD plan to create to proactively communicate opportunities and facilitate such cooperation. More precisely, the platform can be used to:

- (i) communicate about the launch and results of competitive calls for projects;
- (ii) communicate other opportunities for projects or scholarships;
- (iii) gather/exchange on collaboration opportunities (e.g. requests for scientific advice);
- (iv) share information about ongoing projects, events and seminars in the country/region.

3.2 Bilateral development cooperation (Enabel) in Burundi

Belgium ranks 8th on the ODA overview for Burundi, meaning that Burundi is a very important partner of the Belgian Development Cooperation. For more than 50 years, Belgium and Burundi have worked together on activities benefiting the population and civil society. This cooperation continues through Enabel (<https://www.enabel.be/content/enabel-burundi>) and the main sectors of intervention are agriculture, health and education. The agricultural sector employs 90% of the active population and covers 95% of the country's food needs. The interventions focus on hydro-agricultural works, support to water users, protection of watersheds, coaching of farmers' organizations and seed producers, processing and added-value creation of production through support to micro enterprises and agricultural research. In the provinces of Kirundo and Muramvya, the health system's decentralization process, the development of adequate health staff, a quality healthcare package and community empowerment are supported. Furthermore, Enabel is supporting the creation of a high-performance health information system to ensure the monitoring of public health. The education programme is concentrated on basic and vocational training with a broadening of basic education from a 6 to a 9 year curriculum and the organization of vocational training. Several interventions focus on transformation of the programmes, teachers training and the provision of teaching and learning materials.

⁴ The three JSF initiators represent 60 Belgian higher education institutions (HEIs), being 11 universities, 32 university colleges, 16 school of arts, and ITM.

3.3 Belgian actors of the non-governmental cooperation in Burundi

3.3.1 Thematic Joint Strategic Framework on Higher Education and Science

	Belgian HE&SI	Local partners	Topic/ thematic focus	Contact person
ARES	Université de Liège	Université du Burundi	Vers une agriculture plus performante et durable au Burundi: application de microorganismes pour améliorer la santé et la croissance des plantes (2019-2024)	Christine Leroy
	Haute École Louvain en Hainaut (HELHa)	Université du Burundi	Développement de la réhabilitation communautaire au profit des personnes suivant un parcours psychiatrique au Burundi (2022-2024)	
	Université de Liège	Université du Burundi	Contribution au développement du secteur apicole au Burundi : Étude ethnobotanique des espèces végétales mellifères, des pratiques et de la qualité physicochimique du miel (2023-2025)	
	Université Libre de Bruxelles	Université du Burundi	Vers une communauté de bassin versant à Bujumbura : recherche d'action participative et interdisciplinaire sur les stratégies de résilience face aux catastrophes dites naturelles (2024-2028)	
	Université de Liège (ULiège) , Haute École Louvain en Hainaut (HELHa) ; Université Catholique de Louvain (UCLouvain) ; Haute École provinciale de Hainaut - Condorcet (HEPHC)	Université du Burundi	Université du Burundi (UB) -Appui institutionnel (2022-2027)	

ITM has no projects in Burundi.

3.3.2 Burundi Joint Strategic Framework

	Description of the strategic goal	ANGCs (active members)
SG1	Renforcement des organisations de la Société Civile (OSC)	11., SFCG, CRB, SOS VE, ASF, KIYO, RCN J&D, E&F, BD, CSA, AFRICALIA
SG2	Santé (pour tous/toutes; contribuer à la santé et au bien-être des populations)	MEMISA, APEFE, RKV, AD, CRB, MSV, Fracarita Belgium, LC, SOS VE, VSF-B
SG3	Sécurité alimentaire et agriculture	LC, APEFE, CSA, BD, VSF-B, E&F, Caritas, CNCD-11., CRB, SOS VE,
SG4	Etat de Droit et Droits humains	KIYO, SOS VE, RCN J&D, 11., CRB, ASF
SG5	Genre et inclusion (LNOB)	CRB, 11., ASF, RCN J&D, SFCG, BD, SOS VE, E&F, CSA, Caritas, VSF-B, CNCD-11., LC, APEFE, AD, Fracarita

ANGC	JSF - Strategic goals	Approaches	Contact person
11.	SG1: Renforcement des organisations de la société civile	Sensibilisation et information, lobbying et plaidoyer, recherche et gestion des connaissances, conception et mise en œuvre, renforcement mutuel des capacités	Lore Bertrem
SFCG	SG1	Sensibilisation et information, lobbying et plaidoyer, conception et mise en œuvre, renforcement mutuel des capacités	Lola Garcés
CRB	SG1	Sensibilisation et information, renforcement mutuel des capacités, conception et mise en œuvre	Sophie Van de Putte
SOS VE	SG1	Sensibilisation et information, conception et mise en œuvre	Sophie Huguenet
ASF	SG1	Sensibilisation et information, lobbying et plaidoyer, recherche et gestion des connaissances, conception et mise en œuvre, renforcement mutuel des capacités	Longin Baranyizigiye
KIYO	SG1	Sensibilisation et information, renforcement mutuel des capacités	Céline Laloux

RCN J&D	SG1	Sensibilisation et information, lobbying et plaidoyer, recherche et gestion des connaissances, conception et mise en œuvre, renforcement mutuel des capacités	Armand Ndayizeye
E&F	SG1	Sensibilisation et information, lobbying et plaidoyer, renforcement mutuel des capacités	Philippine Cartier
BD	SG1	Sensibilisation et information, lobbying et plaidoyer, conception et mise en œuvre, renforcement mutuel des capacités	Toon Vrelust
CSA	SG1	Sensibilisation et information, lobbying et plaidoyer, conception et mise en œuvre, renforcement mutuel des capacités	Maud Evrard
AFRICALIA	SG1	Renforcement mutuel des capacités	Dorine Rurashitse
MEMISA	SG2 : Santé	A/ Renforcer l'infrastructure, l'équipement et l'accès à l'eau des structures de santé de façon durable et adaptée au contexte ; B/ Renforcement des capacités du personnel de la santé en veillant au maintien en poste et à l'équité de genre; C/ Amélioration du système national d'information sanitaire ; D/ Amélioration de l'accès à des médicaments et consommables de qualité, amélioration de l'accès aux produits sanguins, amélioration de l'accès à des techniques de soins et produits médicaux essentiels ; E/ Promouvoir et appuyer la mise en place d'une couverture sanitaire universelle ; F/ Renforcement des capacités organisationnelles et de bonne gouvernance des acteurs institutionnels et prestataires de soins ; G/ Renforcement de la santé et droits sexuels, reproductifs, santé de la mère, du nouveau-né et de l'enfant ; H/ Éducation et sensibilisation de la population en matière de santé, de justice sociale sanitaire, d'équité de genre et de respect de l'environnement ; I/ Appui à la communauté, aux organisations locales engagées en santé et aux initiatives locales d'autonomisation de la population ; K/ Échanges, participation et apprentissages communs au sein de réseaux et plateformes nationales et internationales actives en matière de santé ; L/ Capitalisation, recherche-action, appui aux universités et aux institutions de recherche en santé et actions de lobbying/plaidoyer en santé auprès des autorités publiques	Felipe Sere
APEFE	SG2	A/ Renforcer l'infrastructure, l'équipement et l'accès à l'eau des structures de santé de façon durable et adaptée au contexte ; B/ Renforcement des capacités du personnel de la santé en veillant au maintien en poste et à l'équité de genre; C/ Amélioration du système national d'information sanitaire ; D/ Amélioration de l'accès à des médicaments et consommables de qualité, amélioration de l'accès aux produits sanguins, amélioration de l'accès à des techniques de soins et produits médicaux essentiels ; E/ Promouvoir et appuyer la mise en place d'une couverture sanitaire universelle ; F/ Renforcement des capacités organisationnelles et de bonne gouvernance des acteurs institutionnels et prestataires de soins ; G/ Renforcement de la santé et droits sexuels, reproductifs, santé de la mère, du nouveau-né et de l'enfant ; H/ Éducation et sensibilisation de la population en matière de santé, de justice sociale sanitaire, d'équité de genre et de respect de l'environnement ; K/ Échanges, participation et apprentissages communs au sein de réseaux et plateformes	Alexia Germeau

		nationales et internationales actives en matière de santé ; L/ Capitalisation, recherche-action, appui aux universités et aux institutions de recherche en santé et actions de lobbying/plaidoyer en santé auprès des autorités publiques	
RKV	SG2	A/ Renforcer l'infrastructure, l'équipement et l'accès à l'eau des structures de santé de façon durable et adaptée au contexte ; D/ Amélioration de l'accès à des médicaments et consommables de qualité, amélioration de l'accès aux produits sanguins, amélioration de l'accès à des techniques de soins et produits médicaux essentiels ; F/ Renforcement des capacités organisationnelles et de bonne gouvernance des acteurs institutionnels et prestataires de soins ; I/ Appui à la communauté, aux organisations locales engagées en santé et aux initiatives locales d'autonomisation de la population ; J/ Actions sur les déterminants ayant un impact sur la santé des communautés	Marie Dupret
AD	SG2	A/ Renforcer l'infrastructure, l'équipement et l'accès à l'eau des structures de santé de façon durable et adaptée au contexte ; C/ Amélioration du système national d'information sanitaire ; D/ Amélioration de l'accès à des médicaments et consommables de qualité, amélioration de l'accès aux produits sanguins, amélioration de l'accès à des techniques de soins et produits médicaux essentiels ; F/ Renforcement des capacités organisationnelles et de bonne gouvernance des acteurs institutionnels et prestataires de soins ; G/ Renforcement de la santé et droits sexuels, reproductifs, santé de la mère, du nouveau-né et de l'enfant ; H/ Éducation et sensibilisation de la population en matière de santé, de justice sociale sanitaire, d'équité de genre et de respect de l'environnement ; I/ Appui à la communauté, aux organisations locales engagées en santé et aux initiatives locales d'autonomisation de la population ; J/ Actions sur les déterminants ayant un impact sur la santé des communautés ; K/ Échanges, participation et apprentissages communs au sein de réseaux et plateformes nationales et internationales actives en matière de santé ; L/ Capitalisation, recherche-action, appui aux universités et aux institutions de recherche en santé et actions de lobbying/plaidoyer en santé auprès des autorités publiques	Isadora De Backer
CRB	SG2	A/ Renforcer l'infrastructure, l'équipement et l'accès à l'eau des structures de santé de façon durable et adaptée au contexte ; G/ Renforcement de la santé et droits sexuels, reproductifs, santé de la mère, du nouveau-né et de l'enfant ; H/ Éducation et sensibilisation de la population en matière de santé, de justice sociale sanitaire, d'équité de genre et de respect de l'environnement ; I/ Appui à la communauté, aux organisations locales engagées en santé et aux initiatives locales d'autonomisation de la population ; J/ Actions sur les déterminants ayant un impact sur la santé des communautés ; K/ Échanges, participation et apprentissages communs au sein de réseaux et plateformes nationales et internationales actives en matière de santé	Sophie Van de Putte
MSV	SG2	A/ Renforcer l'infrastructure, l'équipement et l'accès à l'eau des structures de santé de façon durable et adaptée au contexte ; B/ Renforcement des capacités du personnel de la santé en veillant au maintien en poste et à l'équité de genre; D/ Amélioration de l'accès à des médicaments et consommables de qualité, amélioration de l'accès aux produits sanguins, amélioration de l'accès à des techniques de soins et produits médicaux essentiels ; F/ Renforcement des capacités organisationnelles et de bonne gouvernance des acteurs institutionnels et prestataires de soins ; G/ Renfor-	Jan Leysen

		cement de la santé et droits sexuels, reproductifs, santé de la mère, du nouveau-né et de l'enfant ; I/ Appui à la communauté, aux organisations locales engagées en santé et aux initiatives locales d'autonomisation de la population ; K/ Échanges, participation et apprentissages communs au sein de réseaux et plateformes nationales et internationales actives en matière de santé ; L/ Capitalisation, recherche-action, appui aux universités et aux institutions de recherche en santé et actions de lobbying/plaidoyer en santé auprès des autorités publiques	
Fracarita	SG2	A/ Renforcer l'infrastructure, l'équipement et l'accès à l'eau des structures de santé de façon durable et adaptée au contexte ; B/ Renforcement des capacités du personnel de la santé en veillant au maintien en poste et à l'équité de genre; D/ Amélioration de l'accès à des médicaments et consommables de qualité, amélioration de l'accès aux produits sanguins, amélioration de l'accès à des techniques de soins et produits médicaux essentiels ; G/ Renforcement de la santé et droits sexuels, reproductifs, santé de la mère, du nouveau-né et de l'enfant ; H/ Éducation et sensibilisation de la population en matière de santé, de justice sociale sanitaire, d'équité de genre et de respect de l'environnement ; I/ Appui à la communauté, aux organisations locales engagées en santé et aux initiatives locales d'autonomisation de la population ; K/ Échanges, participation et apprentissages communs au sein de réseaux et plateformes nationales et internationales actives en matière de santé	Joost Van Heesvelde
LC	SG2	B/ Renforcement des capacités du personnel de la santé en veillant au maintien en poste et à l'équité de genre; C/ Amélioration du système national d'information sanitaire ; D/ Amélioration de l'accès à des médicaments et consommables de qualité, amélioration de l'accès aux produits sanguins, amélioration de l'accès à des techniques de soins et produits médicaux essentiels ; E/ Promouvoir et appuyer la mise en place d'une couverture sanitaire universelle ; F/ Renforcement des capacités organisationnelles et de bonne gouvernance des acteurs institutionnels et prestataires de soins ; G/ Renforcement de la santé et droits sexuels, reproductifs, santé de la mère, du nouveau-né et de l'enfant ; H/ Éducation et sensibilisation de la population en matière de santé, de justice sociale sanitaire, d'équité de genre et de respect de l'environnement ; I/ Appui à la communauté, aux organisations locales engagées en santé et aux initiatives locales d'autonomisation de la population ; J/ Actions sur les déterminants ayant un impact sur la santé des communautés ; K/ Échanges, participation et apprentissages communs au sein de réseaux et plateformes nationales et internationales actives en matière de santé ; L/ Capitalisation, recherche-action, appui aux universités et aux institutions de recherche en santé et actions de lobbying/plaidoyer en santé auprès des autorités publiques	Sophie Wyseur
SOS VE	SG2	H/ Éducation et sensibilisation de la population en matière de santé, de justice sociale sanitaire, d'équité de genre et de respect de l'environnement ; I/ Appui à la communauté, aux organisations locales engagées en santé et aux initiatives locales d'autonomisation de la population ; J/ Actions sur les déterminants ayant un impact sur la santé des communautés	Sophie Huguenet
LC	SG3 : Sécurité alimentaire et agriculture	Investissement de production, stockage, transformation des produits agricoles et d'élevage et accès aux marchés ; lobbying et plaidoyer ; recherche et gestion des connaissances ; concevoir et mettre en œuvre ; renforcement mutuel des capacités	Sophie Wyseur

APEFE	SG3	Investissement de production, stockage, transformation des produits agricoles et d'élevage et accès aux marchés ; recherche et gestion des connaissances ; concevoir et mettre en œuvre ; renforcement mutuel des capacités	Alexia Germeau
CSA	SG3	Investissement de production, stockage, transformation des produits agricoles et d'élevage et accès aux marchés ; lobbying et plaidoyer ; recherche et gestion des connaissances ; concevoir et mettre en œuvre ; renforcement mutuel des capacités	Maud Evrard
BD	SG3	Investissement de production, stockage, transformation des produits agricoles et d'élevage et accès aux marchés ; lobbying et plaidoyer ; recherche et gestion des connaissances ; concevoir et mettre en œuvre ; renforcement mutuel des capacités	Toon Vrelust
VSF-B	SG3	Investissement de production, stockage, transformation des produits agricoles et d'élevage et accès aux marchés ; lobbying et plaidoyer ; recherche et gestion des connaissances ; concevoir et mettre en œuvre ; renforcement mutuel des capacités	Julia Butillon
E&F	SG3	Investissement de production, stockage, transformation des produits agricoles et d'élevage et accès aux marchés ; lobbying et plaidoyer ; recherche et gestion des connaissances ; concevoir et mettre en œuvre ; renforcement mutuel des capacités	Philippine Cartier
Caritas	SG3	Investissement de production, stockage, transformation des produits agricoles et d'élevage et accès aux marchés ; lobbying et plaidoyer ; recherche et gestion des connaissances ; concevoir et mettre en œuvre ; renforcement mutuel des capacités	Gregory Claus
CNCD-11.	SG3	Lobbying et plaidoyer ; renforcement mutuel des capacités	Sabine Kakunga
CRB	SG3	Recherche et gestion des connaissances ; concevoir et mettre en œuvre ; renforcement mutuel des capacités	Sophie Van de Putte
SOS VE	SG3	Concevoir et mettre en œuvre ; renforcement mutuel des capacités	Sophie Huguenet
KIYO	SG4 : Etat de Droit et Droits humains	Sensibilisation et information ; concevoir et mettre en œuvre ; renforcement mutuel des capacités	Alessandra Tranquili
SOS VE	SG4	Sensibilisation et information ; concevoir et mettre en œuvre ; renforcement mutuel des capacités	Sophie Huguenet

RCN J&D	SG4	Sensibilisation et information ; recherche et gestion des connaissances ; concevoir et mettre en œuvre ; renforcement mutuel des capacités	Armand Ndayizeye
11.	SG4	Sensibilisation et information ; lobbying et plaidoyer ; recherche et gestion des connaissances ; concevoir et mettre en œuvre ; renforcement mutuel des capacités	Lore Bertrem
CRB	SG4	Sensibilisation et information ; lobbying et plaidoyer ; concevoir et mettre en œuvre ; renforcement mutuel des capacités	Sophie Van de Putte
ASF	SG4	Sensibilisation et information ; recherche et gestion des connaissances ; concevoir et mettre en œuvre ; renforcement mutuel des capacités	Longin Baranyizigiye
CRB	SG5 : Genre et inclusion (LNOB)	Sensibilisation et information ; conception et mise en œuvre	Sophie Van de Putte
11.	SG5	Sensibilisation et information ; lobbying et plaidoyer ; recherche et gestion des connaissances ; conception et mise en œuvre ; renforcement mutuel des capacités	Lore Bertrem
ASF	SG5	Sensibilisation et information ; lobbying et plaidoyer ; conception et mise en œuvre ; renforcement mutuel des capacités	Longin Baranyizigiye
RCN J&D	SG5	Sensibilisation et information ; lobbying et plaidoyer ; recherche et gestion des connaissances ; conception et mise en œuvre ; renforcement mutuel des capacités	Armand Ndayizeye
SFCG	SG5	Sensibilisation et information ; lobbying et plaidoyer ; recherche et gestion des connaissances ; conception et mise en œuvre ; renforcement mutuel des capacités	Lola Garcés
BD	SG5	Sensibilisation et information ; conception et mise en œuvre ; renforcement mutuel des capacités	
SOS VE	SG5	Sensibilisation et information ; conception et mise en œuvre ; renforcement mutuel des capacités	Sophie Huguenet
E&F	SG5	Sensibilisation et information ; conception et mise en œuvre ; renforcement mutuel des capacités	Philippine Cartier
CSA	SG5	Sensibilisation et information ; conception et mise en œuvre ; renforcement mutuel des capacités	Maud Evrard
Caritas	SG5	Sensibilisation et information ; conception et mise en œuvre ; renforcement mutuel des capacités	Gregory Claus
VSF-B	SG5	Sensibilisation et information ; conception et mise en œuvre ; renforcement mutuel des capacités	Julia Butillon

CNCD-11.	SG5	Sensibilisation et information ; conception et mise en œuvre ; renforcement mutuel des capacités	Sabine Kakunga
LC	SG5	Sensibilisation et information ; conception et mise en oeuvre	Sophie Wyseur
APEFE	SG5	Lobbying et plaidoyer ; recherche et gestion des connaissances ; conception et mise en œuvre ; renforcement mutuel des capacités	Alexia Germeau
AD	SG5	Conception et mise en œuvre ; renforcement mutuel des capacités	Isadora De Backer
Fracarita	SG5	Renforcement mutuel des capacités	Joost Van Heesvelde

3.3.3 Other Thematic Joint Strategic Frameworks

ANGC	JSF	Approaches	Local partners	Contact person
	Sustainable cities	No activity in Burundi		
Join for Water, CEBios, MRAC-KMMA	Resilience	1. Amélioration des droits des communautés, des politiques et de la gouvernance des écosystèmes et des ressources naturelles 2. Amélioration de la sensibilisation, des connaissances et des compétences en matière d'écosystèmes durables 3. Renforcement de l'accès durable aux services écosystémiques, de leur gestion et leur utilisation 4. Les écosystèmes sont conservés ou restaurés pour un fonctionnement optimal	AVEDEC, OBPE, Université du Burundi, ASREEBU, PROCUBU et autres ONG/associations peuvent s'associer	Han De Koeijer
BIS-MSI, WSM, ANMC, Solsoc, UNMS-Solidaris	Decent Work	1. Créer des emplois décents et productifs 2. Promouvoir les droits des travailleurs 3. Promouvoir l'accès à la protection sociale 4. Renforcer le dialogue social		Joris Verschueren