

# 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. These country strategies created a framework for project formulation, but could limit project identification to geographical and/or thematic foci and/or to a limited number of partner institutions. Country strategies also aimed at enabling synergy and complementarity between VLIR-UOS projects and projects from other (Belgian) stakeholders working in that country.

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 – 2021)



### Legend

Université du Burundi



Projects 2003-2021		
Type	Budget (€)	Number
<b>Total</b>	<b>5.666.451</b>	<b>13</b>
IUC	4.720.000	1
TEAM	652.547	2
SI	185.184	7
Crosscutting	108.720	3

Projects in Five-Year Programme 2017-2021		
Type	Budget (€)	Number
<b>Total</b>	<b>1.760.000</b>	<b>1</b>
IUC	1.760.000	1

Scholarships 2003-2020		
Type	Budget (€)	Number
<b>Total</b>	<b>609.825</b>	<b>58</b>
<b>Ph.D.</b>		
<b>Subtotal</b>	<b>66.971</b>	<b>1</b>
ICP Ph.D.	66.971	1
<b>Short term</b>		
<b>Subtotal</b>	<b>101.086</b>	<b>42</b>
ITP	41.402	8
KOI	7.008	4
REI	25.789	25
Other scholarships	26.887	5
<b>Study</b>		
<b>Subtotal</b>	<b>441.768</b>	<b>15</b>
ICP	441.768	15

Burundi is an important partner country of VLIR-UOS even if most cooperation between 2003 and 2021 was centred on **the University of Burundi**. VLIR-UOS spent more than € 6 millions in cooperation with Burundi, mainly in the framework of the Institutional University Cooperation programme (IUC) with **the University of Burundi**, initiated in 2010.

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)	F. Reyntjens (University of Antwerp) S. Vandeginste (University of Antwerp)	S. Bigawa G. Bayankimbona D. Nahimana	Université du Burundi	20.000

There are no ongoing VLIR-UOS projects in Burundi except for the Phasing Out of the IUC with UB which is running at its end. Recently an end-term evaluation of the IUC has been performed and will be made available on the VLIR-UOS website.

Competitive calls for new SI and TEAM projects will be launched and announced on our website. Nationals of Burundi are eligible<sup>1</sup> to apply for scholarships for the International Master Programmes (ICP) and International Training Programmes (ITP).

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<sup>1</sup> 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.

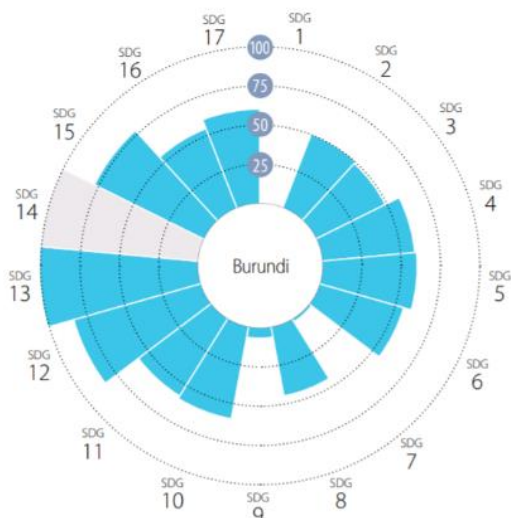
Through the implementation of the SDGs and the Burundi 2018-2027 PND, it is committed to structurally transforming the economy, for strong, sustainable, resilient, inclusive growth, creating decent jobs for all and inducing improvement of social well-being for a united, democratic and prosperous nation. 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 2021<sup>2</sup> 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.



<sup>2</sup> 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, which will be shared with (potential) project promoters when new calls are launched.

The **COVID-19** related health crisis and its consequences are interconnected with many domains of society. Data about the COVID-19 situation in Burundi can be found [through this link](#).

### 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](#)
- [Student mobility](#): [UIS-data](#) showing shifting demand for higher education caused by COVID-19
- [COVID-19 and education](#): [UNESCO data](#) on (duration of) school closures

## 2.2 Higher education landscape in Burundi

There is an [education development policy for Burundi](#), 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 focuses on the '**Sectoral policies and strategies**' of the Ministry of Higher Education and Research of Burundi of March 2020 and is 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](#) and the [Global competitiveness report](#). 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. The impact of COVID-19 on higher education requires in particular the use of online education platforms and video conferencing platforms for teaching, learning and research.

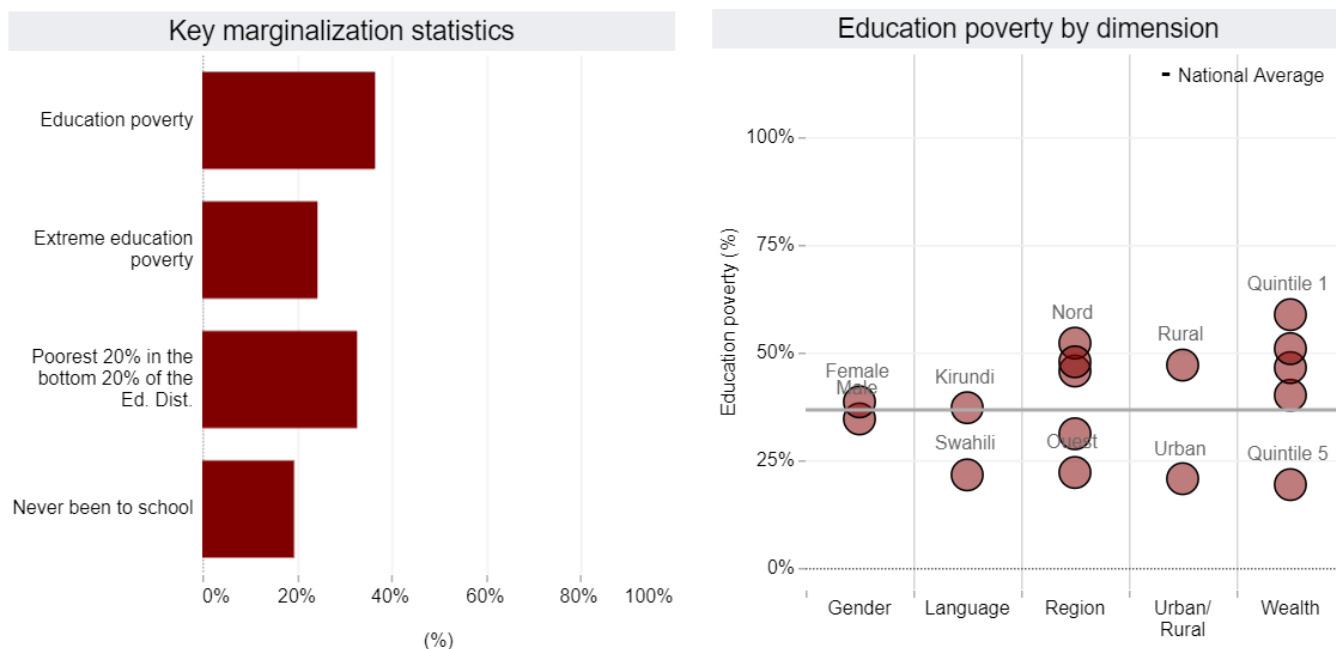
According to the [Webometrics Ranking of World Universities](#), no Burundian University falls within the 2000 ranking worldwide. Within this same ranking, taking into account only the African continent, the University of Burundi (UB) occupies the 293rd place out of 1917, which is the first ranked Burundian university within this system.

## 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 endeavour 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 \(DME\)](#)<sup>3</sup> presents the following scheme, showing that challenges remain between the two sexes, between rural and urban, as well as between regions.



#### 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](#)

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

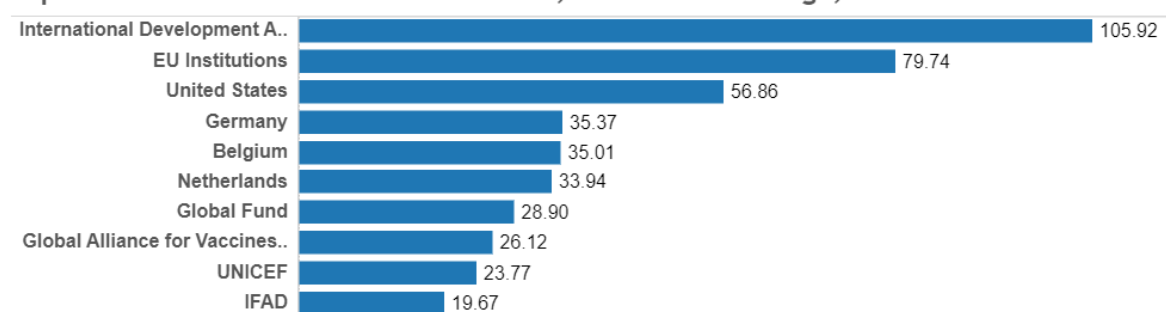


## 2.4 Multistakeholderpartnership - Stakeholder analysis

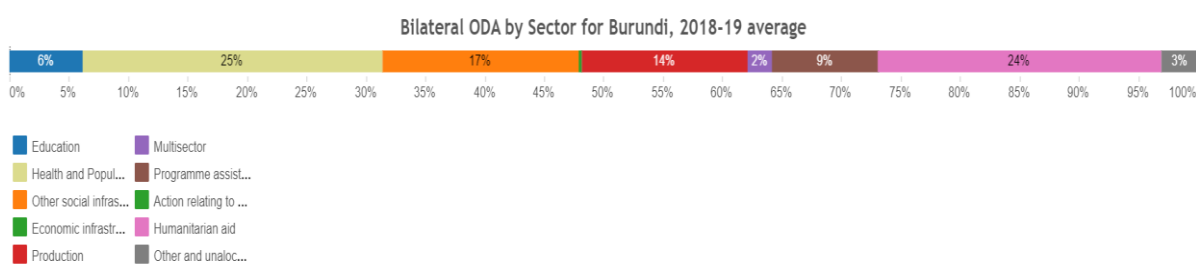
The complexity, scale, and interconnectedness of the current societal challenges that the SDG framework is seeking to address, requires a concerted effort of a wide variety of different stakeholders. As such, the principle of multistakeholderpartnership – which promotes cooperation and partnerships at 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.

Taking a look at the [development partners](#) of Burundi, the International Development Association and EU system represent the main donors of gross official development aid (ODA) in Burundi, followed by the United States, Germany and Belgium.

### Top Ten Donors of Gross ODA for Burundi, 2018-2019 average, USD million



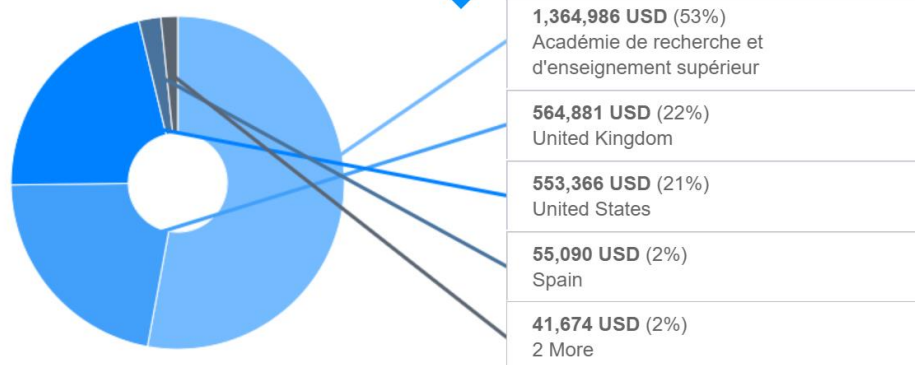
The overview below shows that the sectors receiving the biggest funding are health and population with 25% and humanitarian aid with 24%. Education counts for 6% of the development partners' funding, mainly for Basic and Secondary education with little to higher education. Since 2006 Burundi used to have a partner coordination mechanism but since 2015 there is no effective aid coordination platform between the Government and Development Partners. This has made the donor funding less efficient as per the required priorities for the SDGs.



Source: OECD - DAC: <http://www.oecd.org/dac/financing-sustainable-development/development-finance-data/aid-at-a-glance.htm>

Based on data from the International Aid Transparency Initiative (IATI), ARES and the U.K. are the main donors in the higher education sector ([http://d-portal.org/ctrack.html#view=search&sector\\_code=11420](http://d-portal.org/ctrack.html#view=search&sector_code=11420)).

## Where does the money come from? (IATI all years)



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
<b>Higher Education Institutions in Burundi</b>	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.
<b>DGD (incl. Belgian embassies in partner countries)</b>	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 Embassy 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.
<b>Students, professionals, and alumni</b>	<b>Students</b> 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 in Burundi will be important stakeholders in connecting VLIR-UOS projects with each other, with other actors, etc.

<b>Academics/researchers</b>	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.
<b>Members of the thematic JSF on Higher Education and Science for Sustainable Development</b>	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 experience and for exploration of possibilities for synergy and complementarity. In Burundi, both VLIR-UOS and ARES are present, but not ITM.
<b>Belgian Actors of the Non-governmental Cooperation</b>	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.
<b>Belgian bilateral cooperation (BIO &amp; Enabel)</b>	VLIR-UOS will regularly exchange with Enabel and BIO to identify and communicate opportunities for synergy and complementarity with academic projects of the partner HEIs (e.g. through country reference frameworks, JSF platform).
<b>International organizations and other donors (e.g. WHO, UNESCO, World Bank, European Commission...)</b>	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.
<b>Academic/science (inter)national and regional networks</b>	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.
<b>Public sector: Local or central government and political community</b>	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

	<p>plans also assure the follow-up of community dynamics and progress made.</p> <p>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.</p>
<b>Private sector</b>	<p>Individuals and companies who operate for profit and which are not controlled by the state 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>
<b>Civil society, social movements and local communities</b>	<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> <p>Although efforts have been made, significant challenges in democracy, violent conflict, human rights and governance remain. According to reports of <a href="#">Amnesty International</a> and <a href="#">Human Rights Watch</a> unlawful killings, arbitrary arrests, enforced disappearances and sexual violence were carried out, mainly against perceived political opponents. Freedom of expression, association and peaceful assembly remained restricted; journalists and human (&amp; LGBTI) rights defenders faced reprisals for their work. Hate speech along ethnic lines also continued. Civil society and independent media continue under pressure and several human rights defenders remain in jail despite international calls for their release.</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 initiators<sup>4</sup> 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** 5th 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](#) 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.

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<sup>4</sup> 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	Partner He&SI	Topic/ thematic focus	Contact person	
<b>ARES</b>	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 (PRD 2019-2024)	Christine Leroy

ITM has no already identified partners in Burundi.

#### 3.3.2 Burundi Joint Strategic Framework

Description of the strategic goal	ANGCs (active members)
<b>SG1</b> Renforcement des organisations de la Société Civile (OSC)	11.11.11, SFCG, CRB, SOS VE, ASF, KIYO, RCN J&D, E&F, BD, CSA, AFRICALIA
<b>SG2</b> 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
<b>SG3</b> Sécurité alimentaire et agriculture	LC, APEFE, CSA, BD, VSF-B, E&F, Caritas, CNCD-11.11.11, CRB, SOS VE,
<b>SG4</b> Etat de Droit et Droits humains	KIYO, SOS VE, RCN J&D, 11.11.11, CRB, ASF
<b>SG5</b> Genre et inclusion (LNOB)	CRB, 11.11.11, ASF, RCN J&D, SFCG, BD, SOS VE, E&F, CSA, Caritas, VSF-B, CNCD-11.11.11, LC, APEFE, AD, Fracarita

Remark: local partners and geographic region are not fixed yet, this will be worked out later on.

ANGC	JSF - Strategic goals	Approaches	Contact person
<b>11.11.11</b>	SG1: Renforcement des organisations de la société civile SG4: Etat de Droit et Droits humains SG5: Genre et inclusion (LNOB)	Sensibilisation et information, lobbying et plaidoyer, recherche et gestion des connaissances, conception et mise en œuvre, renforcement mutuel des capacités	Lore Bertrem
<b>Search for Common</b>	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	Lola Garcés

<b>Ground (SFCG)</b>	SG5: Genre et inclusion (LNOB)		
<b>Croix-Rouge de Belgique (CRB)</b>	SG1: Renforcement des organisations de la société civile	Sensibilisation et information, renforcement mutuel des capacités, conception et mise en œuvre	Sophie Van de Putte
	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 ; 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	
	SG3: Sécurité alimentaire et agriculture	Recherche et gestion des connaissances ; concevoir et mettre en œuvre ; renforcement mutuel des capacités	
	SG4: Etat de Droit et Droits humains	Sensibilisation et information ; lobbying et plaidoyer ; concevoir et mettre en œuvre ; renforcement mutuel des capacités	
	SG5: Genre et inclusion (LNOB)	Sensibilisation et information ; conception et mise en œuvre	
<b>SOS Villages d'Enfants</b>	SG1: Renforcement des organisations de la société civile	Sensibilisation et information, conception et mise en œuvre	Sophie Huguenet
	SG2: Santé	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	
	SG3: Sécurité alimentaire et agriculture	Concevoir et mettre en œuvre ; renforcement mutuel des capacités	
	SG4: Etat de Droit et Droits humains	Sensibilisation et information ; concevoir et mettre en œuvre ; renforcement mutuel des capacités	
	SG5: Genre et inclusion (LNOB)		
<b>ASF</b>	SG1: Renforcement des organisations de la société civile SG4: Etat de Droit et Droits humains SG5: Genre et inclusion (LNOB)	Sensibilisation et information, lobbying et plaidoyer, recherche et gestion des connaissances, conception et mise en œuvre, renforcement mutuel des capacités	Longin Baranyizigiye

<b>KIYO</b>	SG1: Renforcement des organisations de la société civile SG4: Etat de Droit et Droits humains	Sensibilisation et information ; concevoir et mettre en œuvre ; renforcement mutuel des capacités	Céline Laloux Alessandra Tranquili
<b>RCN Justice &amp; Démocratie</b>	SG1: Renforcement des organisations de la société civile SG4: Etat de Droit et Droits humains SG5: Genre et inclusion (LNOB)	Sensibilisation et information, lobbying et plaidoyer, recherche et gestion des connaissances, conception et mise en œuvre, renforcement mutuel des capacités	Armand Ndayizeye
<b>Entraide et Fraternité (E&amp;F)</b>	SG1: Renforcement des organisations de la société civile	Sensibilisation et information, lobbying et plaidoyer, renforcement mutuel des capacités	Philippine Cartier
	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	
	SG5: Genre et inclusion (LNOB)	Sensibilisation et information ; conception et mise en œuvre ; renforcement mutuel des capacités	
<b>Broederlijk Delen (BD)</b>	SG1: Renforcement des organisations de la société civile	Sensibilisation et information, lobbying et plaidoyer, conception et mise en œuvre, renforcement mutuel des capacités	Toon Vrelust
	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	
	SG5: Genre et inclusion (LNOB)	Sensibilisation et information ; conception et mise en œuvre ; renforcement mutuel des capacités	
<b>CSA</b>	SG1: Renforcement des organisations de la société civile	Sensibilisation et information, lobbying et plaidoyer, conception et mise en œuvre, renforcement mutuel des capacités	Maud Evrard
	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	
	SG5: Genre et inclusion (LNOB)	Sensibilisation et information ; conception et mise en œuvre ; renforcement mutuel des capacités	
<b>AFRICALIA</b>	SG1: Renforcement des organisations de la société civile	Renforcement mutuel des capacités	Dorine Rurashitse
<b>MEMISA</b>	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	Felipe Sere



		<p>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</p>	
<b>APEFE</b>	SG2: Santé	<p>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 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</p>	Alexia Germeau
	SG3: Sécurité alimentaire et agriculture	<p>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</p>	
	SG5: Genre et inclusion (LNOB)	<p>Lobbying et plaidoyer ; recherche et gestion des connaissances ; conception et mise en œuvre ; renforcement mutuel des capacités</p>	

<b>Rode Kruis Vlaanderen (RKV)</b>	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 ; 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
<b>Action Damien (AD)</b>	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 ; 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
	SG5: Genre et inclusion (LNOB)	Conception et mise en œuvre ; renforcement mutuel des capacités	
<b>Médecins sans Vacances (MSV)</b>	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; 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 ; 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	Jan Leysen

		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	
<b>Fracarita</b>	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; 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
	SG5: Genre et inclusion (LNOB)	Renforcement mutuel des capacités	
<b>LC</b>	SG2: Santé	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

	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	
	SG5: Genre et inclusion (LNOB)	Sensibilisation et information ; conception et mise en œuvre	
<b>VSF-B</b>	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	Julia Butillon
	SG5: Genre et inclusion (LNOB)	Sensibilisation et information ; conception et mise en œuvre ; renforcement mutuel des capacités	
<b>Caritas</b>	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	Gregory Claus
	SG5: Genre et inclusion (LNOB)	Sensibilisation et information ; conception et mise en œuvre ; renforcement mutuel des capacités	
<b>CNCD-11.11.11</b>	SG3: Sécurité alimentaire et agriculture	Lobbying et plaidoyer ; renforcement mutuel des capacités	Sabine Kakunga
	SG5: Genre et inclusion (LNOB)	Sensibilisation et information ; conception et mise en œuvre ; renforcement mutuel des capacités	

### 3.3.3 Other Thematic Joint Strategic Frameworks

ANGC	JSF	Approaches	Local partners	Contact person
	Sustainable cities	No activity in Burundi		
<b>Join for Water, CEBios, MRAC-KMMA</b>	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, PRO-CUBU et autres ONG/associations peuvent s'associer	Han De Koeijer
<b>BIS-MSI, WSM, ANMC, Sol-soc, UNMS-Solidaris</b>	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	À identifier	Joris Verschueren