



**DIGITAL TRANSFORMATION IN 15 SCHOOLS OF BURUNDI**

**PROPOSAL**

**SUBMITTED TO:**

**SPONSORS**

**BY:**

**COMPUTERS FOR SCHOOLS BURUNDI**

**Computers For Schools Burundi**  
**Rohero 1, Avenue de l'ONU**  
**Galerie de l'Innovation**  
**Bujumbura, Burundi**  
**EMAIL: [info@cfsbu.org](mailto:info@cfsbu.org)**  
**WEBSITE: [www.cfsbu.org](http://www.cfsbu.org)**

**DATE: March, 2022**

## 1. INFORMATION ABOUT THE ORGANIZATION

---

### 1.1: Organization's address:

Name: COMPUTERS FOR SCHOOLS BURUNDI (CFSB)

Address: ROHERO I, Avenue de L'ONU No3, Galerie innovation, Office B1

E-mails: [burundicfs@yahoo.fr](mailto:burundicfs@yahoo.fr) / [info@cfsbu.org](mailto:info@cfsbu.org)

Website: [www.cfsbu.org](http://www.cfsbu.org)

Tel: +257 79 203 325 / +257 68 966 638

### 1.2: Contact Person

1.Name: Emmanuel NGENDAKURIYO

Title: Founder and CEO

Telephone: +257 79 203 325

E-mail: [ngendem@yahoo.fr](mailto:ngendem@yahoo.fr) / [emmanuel@cfsbu.org](mailto:emmanuel@cfsbu.org)

2. Name : Prof Jasmin Cowin

Title: Global Impact & Sustainability Analyst

Telephone: +1(646)258-5546

E-mail: [dr.jcowinrotaryny@gmail.com](mailto:dr.jcowinrotaryny@gmail.com)

## ORGANIZATION BACKGROUND

Computers For Schools Burundi, a non-profit organization, has been registered in the Republic of Burundi since March 15, 2012, RN: 530/386. The principal goal is to modernize the Burundi education system through universal ICT education in primary and secondary schools, thereby creating access and equity to digital knowledge for Burundian youth.

To this end, CFSB obtained, on June 30, 2015, a cooperation agreement with the Government of Burundi in carrying out its mission.

### **Vision**

Promoting and integrating the use of ICT and 21st Century skills into both primary and secondary school as the main engine of sustainable development in Burundi.

### **Mission.**

The mission focuses on delivering quality ICT education to all Burundian school-age youth, thereby creating a solid foundation for the development of future innovation, industrialization, science, technology integration; eventually resulting in poverty reduction and allowing Burundi's citizens to participate in and join as global citizens in a global economy.

The future and development of Africa depends on how its leaders enhance the delivery of quality education to their youth. This is specifically acknowledged through the Second Decade of Education by the African Union (2006-2015) plan of action. Delivering quality education for all school-aged youth will create a solid foundation to develop future innovation, industrialization, science, and technology and allow the continent to participate and take its rightful place in the global community.

While ICT has been used in various parts of the world to improve access and quality of education, many African nations still face several challenges, including ICT equity and accessibility. Issues of ICT education access and equity are recurrent and widespread in Public Education throughout Burundi. Access and equity require all stakeholders, including not-for-profits, schools, communities, and employers in the education sector to recognize and facilitate educational liberation leading to social transformation of Burundi. This is especially important for the total inclusivity of previously disadvantaged communities. It, however, remains debatable whether the policies in the education sector have been able to promote education access and equity in Burundi.

### **ICT for Education Policies in Burundi**

Although facing significant challenges, stakeholders in the Burundi education sector are working to improve education with access and equity by harnessing ICT implementation starting in primary schools. The National Ministry of Education directorate is operational and experienced. ([Pierre Varly & Maurice Mazunya, 2016, p. 17](#)) It has participated in international assessments, [Early Grade Reading Assessment \(EGRA\)](#) and national assessments. Training sessions on the EGRA tools were delivered in the region in 2012. This robust assessment system might be an explanation of Burundi favorable educational performance and basic literacy skills.

Through Ministry of Education directives, progress has been achieved in establishing a forward-looking policy environment to ensure effectiveness and competence in regard to ICT implementation in all public schools. For instance, Computers for Schools in Burundi (CFSB) actively collaborates with various Burundi ministries on development, implementation, and scaling ICT curricula, to be used nationally by K-12 schools. The

government accepted the first version of the curriculum in 2014 and agreed to integrate the ICT curriculum in several schools.

Supported by the government and appropriate institutional like Rotary Club Bujumbura and regulatory structures, Burundi has seen a continuous scaling up of ICT integration into three provinces through CFSB. Despite the significant progress, some education policies still need to be reviewed thoroughly and updated to ensure that the ICT education policies are supported by complementary policies for education as a whole. Issues such as unreliable access to Internet, stable electricity and basic necessities for functioning with the IoT (David et al.) continue to create challenges in remote areas of Burundi. In addition, education laws should be reviewed to ensure that there are no legal conflicts and contradictions, which might arise due to the use of ICT in education, specifically in regard to student confidentiality and privacy rights in regard to data collection.

Implementation of ICT in primary and secondary schools offers a pathway for empowerment by allowing youth to fully engage with the world at large. However, the pace of implementation is uneven and the pattern evolving.

Most Burundi teachers have had two years of initial training with a certain consistency in terms of official instructions and in school textbook revisions. Classroom pedagogical practices are similar to other African countries with one major exception: in early grades, teaching and learning is facilitated by the fact that the medium of instruction, Kirundi, is the home language of teachers and pupils.

Hence, the ICT has been integrated into Burundi Education programme since 2014, there is still a gap of access to the ICT equipments, Internet, skilled teachers to run the curriculum, as consequences the students learn ICT theoretical without practical skills.

The proposed project endeavours to provide equity of access to education, innovation and digital entrepreneurship through ICT professional learning for the purpose of improved community opportunities and engagement in the learning process, in order to raise community competence in utilizing ICTs. We venture to realize this goal through provision of ICT equipment, Training and Technical Support to beneficiary institutions in Burundi.

For the successful implementation of the proposed project, **Computers For Schools Burundi and Rotary Club Bujumbura** seek the support of **ROTARY CLUBS INTERNATIONAL AND OTHERS SPONSORS**; the proposed budget is **USD 190,875.00**

/ for equipping fifteen Schools from 15 provinces in Burundi with ICT Laboratories equipped with 20 computers each one, training of 300 teachers and administration cost for the project. We hereby seek the support of **USD. 190, 875 /-** from **ROTARY CLUBS INTERNATIONAL AND OTHER SPONSORS**; with a contribution of **USD. 5,250 /-** from **ROTARY CLUB BUJUMBURA, COMPUTERS FOR SCHOOLS BURUNDI** will cater the remaining cost of **USD. 5,400**.

## 2. PROJECT DESCRIPTION

---

### a) Project Aim:

The proposed project aims to equip 15 public schools from 15 provinces of Burundi by equipping them with ICT Labs (equipped with 20 computers each) and providing training to 300 (three hundred) teachers with ICT skills on concepts of integrating ICT in teaching and learning. This will help in accelerating access to quality teaching and learning materials to bridge the digital gap in 15 remaining provinces of Burundi.

### b) Project Objectives:

- a) To provide ICT user proficiency training to teachers and administrators and to enhance the digital transformation in teaching and learning in 15 schools of Burundi by guiding teachers on how to use ICT and the internet for teaching.
- b) To increase the teaching and learning resources available online for teachers and students
- c) To provide opportunities for exchange of knowledge, innovation, digital entrepreneurship, social values and expertise through sharing of online resources

### C) Expected Project Outcomes:

This project will help 300 (three hundred) teachers to acquire practical ICT skills that will contribute significantly to integration of ICT in teaching and learning. It will allow at least 18,000 youths to acquire practical ICT skills that will contribute significantly to advancing their social and economic status within Burundi and the African society. It will also make a positive contribution to social and economic development of Burundi. The benefits of this project will include:

- a. *Producing ICT compliant teachers and school administrators*
- b. *Applying productivity tools in subject areas*
- c. *Enhancing traditional teaching through the use of ICT in the 15 schools of Burundi*
- d. *Facilitating blended learning within and across subject areas*
- e. *Creating and managing ubiquitous and interactive e-learning environments*

- f. *Ensuring quality-enriched learning in separate curriculum areas through the use of ICTs by schools to access and disseminate learning resources;*
- g. *Creation of development opportunities through digital innovations and digital entrepreneurship.*

More broadly, this project will contribute to the reduction of acute digital skills shortages currently facing schools - enhancing the ability to compete in the global economy.

#### **d) Monitoring and evaluation**

Computers for Schools Burundi will ensure that the project is being conducted in successful manner. We will directly work with the school's principals and Ministry of education for the selections of participants, CFSB has a strong team, qualified to conduct trainings in digital skills. Our IT youth volunteers will be appointed to assist the trainers. The project coordinator will also have to regularly visit the project location. Briefly, the means of verification for the project are, Reports, interviews, focus groups and evaluation forms.

#### **e) Implementation Period**

The project will be implemented during the Rotary year 2022-2023, and it will be implemented in 15 schools located in 15 provinces of Burundi.

We will select 15 schools (*1 school from each province*), 300 teachers will attend the training in ICT (meaning 20 teachers from each school), The selection criteria will focus on gender bases (60 % women and 40 % men), and it will be done by the Ministry of Education through the Provincial Direction of Teaching in 15 provinces of Burundi, The training will take 10 days for a group of 20 teachers.

### 3. COURSE DESCRIPTION

---

Course	Introduction	Specific Objectives	Duration	Target Group
<b>End User Proficiency in ICT</b>	This course is intended to equip the learner with knowledge, skills and attitudes that will enable him/her to produce quality office, manage database and use internet for effective communication.	<ul style="list-style-type: none"> <li>a. To understand the operations of computer systems and manage operating systems</li> <li>b. To produce quality office documents using a word processing package and print/scan documents</li> <li>c. To use networking, Internet and e-mail for communication purposes</li> <li>d. To communicate using various electronic presentation methods.</li> <li>e. To undertake database management functions.</li> <li>f. To manage basic computer security (antivirus, scan, etc)</li> </ul>	<b>1 Week</b>	<b>Teachers</b>
<b>Computerised Institutional Management</b>	This course is designed to equip the learner with adequate knowledge, skills and attitude to enable him/her to appropriately perform the managerial aspects of a school using ICT.	<ul style="list-style-type: none"> <li>a) Appreciate the automation of student management activities within a learning institution</li> <li>b) Appreciate and implement academic management using ICT, and create a simple system of monitoring and reporting of academic matters in a learning institution</li> <li>c) Appreciate the use of ICT in managing a school library to automate academic resources management</li> <li>d) Understand and appreciate automation of stores management system</li> </ul>	<b>3 days</b>	<b>Teachers</b>

Course	Introduction	Specific Objectives	Duration	Target Group
		<ul style="list-style-type: none"> <li>e) Appreciate and understand the use of ICT to automate staff and staffing activities within a learning institution</li> <li>f) Appreciate the various aspects of financial management of a school using ICT</li> <li>g) Appreciate the various aspects of control of a school or its environment using ICT</li> <li>h) Draw budget plan and manage school funds from various sources using ICT</li> <li>i) Prepare and interpret audit and other reports and analyses using ICT.</li> </ul>		
<b>Digital Transformation Teaching and Learning</b>	<p>This course is designed to equip teachers with adequate knowledge, skills and attitude to enable them address the issue of educational technology infusion in teacher education programs. It helps educators develop a deeper understanding of how ICT integration can enhance the teaching and learning experience and enable students to acquire 21<sup>st</sup> century skills.</p>	<ul style="list-style-type: none"> <li>i. Producing ICT compliant teachers and school administrators</li> <li>ii. Applying productivity tools in subject areas</li> <li>iii. Enhancing traditional teaching through the use of ICT</li> <li>iv. Facilitating blended learning within and across subject areas</li> <li>v. Creating and managing ubiquitous and interactive e-learning environments</li> </ul>	<b>2 days</b>	<b>Teachers</b>



#### 4. PROJECT BUDGET:

Budget Item	Description	Units	Cost (USD)	Total Cost (USD)	Sponsor
Computer acquisition and placement	Acquisition of computers	300	220	66,000	Sponsors
Computers	Laptops for ICT labs	15	400	6,000	Sponsors
overhead projector	overhead projector for presentations	15	850	12,750	Sponsors
Shippments	Transport of computers from Europe or KENYA to Bujumbura	330	25	8 250	Sponsors
Furnitures	Tables for IT matirials	330	70	23,100	Sponsors
Furnitures	Chairs for IT materials	330	40	13.200	Sponsors
Training-fee	Training of teachers @10 USD per day for two weeks (logistics)	300	50	15 000	Sponsors
Trainer-fee	ICT consultant for 10 days and assistant @ 60USD per day. include (payment and transport in upcountry)	15	600	9,000	Sponsors
Trainings Materials	Preparation of manuals and other training materials	300	30	9,000	Sponsors
Project Coordinator	1 Project coordinator for 1 year	1 Year	500	6,000	Sponsors
IT	1 IT assistant for labs for 1 year	1 Year	350	4,200	Sponsors
Administration costs	5% of the project implementation budget includes communications, office expenses fees, and local transport for computers, taxes and clearing.	1	-	8 625	Sponsors
<b>Subtotal</b>			<b>2</b>	<b>181,125</b>	
Computers installation	Computer software installation and configuration	300	15	4,500	CFSB
<b>Subtotal</b>					
Hosting	Supervision and media coverage	15	350	5,250	RC Bujumbura
<b>Subtotal</b>				<b>9,750</b>	
<b>TOTAL PROJECT COSTS</b>				<b>190, 875</b>	

## 5. CONCLUSION

---

Computers For Schools Burundi stakeholders are communities, private sector corporations, civil society organizations, and international charities and development partners working together for the long term good of Burundi.

It is clear that without intervention, the global digital transformation will take years to close within developing countries and between developing and developed world. Indeed, the digital divide may never close. To turn the global digital divide into digital dividends for most-people in less developed countries will be a long way with many challenges. However, CFSB believes that combining ICT in education is the key towards bridging first the rural-urban divide and ultimately the global digital divide.

Your support in joining the battle against digital poverty and promoting teacher ICT education in this venture will be used to further the strong theoretical and academic training, hands-on experience, humanity and intuition among Burundian schools. Such strategic investment is a unique initiative as this will substantially contribute to the sustainable development in Burundi.

\*\*\*\*\*END\*\*\*\*\*