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Master's Thesis of International Studies

**The Role of Multilateral Partners in the
promotion of Gender Equality in
Burundi: Case of UNICEF**

**부룬디 성평등 증진을 위한 다자간
파트너의 역할: 유니세프를 중심으로**

August 2022

**Graduate School of International Studies
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**The Role of Multilateral Partners in
the promotion of Gender Equality in
Burundi: Case of UNICEF**

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International Cooperation**

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Abstract

The Role of Multilateral Partners in the promotion of Gender Equality in Burundi: Case of UNICEF

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Gender equality has been the preoccupation of governments, bilateral and multilateral agencies, International and local NGOs, civil societies, women organizations, feminists and academics all over the world for years. In Burundi, no clear efforts in the promotion of gender equality sector were witnessed before the year 2000 as the country went through repetitive political crisis since its independence until then.

Multilateral organizations have been at the forefront in the promotion of gender equality but mostly it is believed that UN Women is likely the only multilateral agency initiating, supporting and implementing programs and projects which intervene in the gender equality realm.

The present study analyzed the contribution of UNICEF, one of the oldest development partners of Burundi, to the promotion of gender equality for the last 20 years of a peaceful Burundi in the education sector.

Apart from its intervention in other domains, UNICEF's contribution to the education sector is much more valuable and visible not only its financial support for the construction of classes and latrines, in the donation of school materials and teachers' capacity building but mostly its innovative initiatives such as back-to-school campaign, STEM for girls and adolescent skills which are important for not only the formal education but also for the informal education sector in teaching life skills that are source of job creation.

Key words: Burundi, Gender Equality, education, multilateral partners, UNICEF.

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LIST OF ABBREVIATIONS

AFD: Agence Française de Développement

AGEI: African Girl Education Initiative

AIDS: Acquired immunodeficiency syndrome

BMD: Bachelor Master Doctorate

CEDAW: Convention on the Elimination of All Forms of Discrimination against Women

CSOs: Civil Society Organizations

DFID: UK Department for International Development

DHS: Demographic Health Survey

EFA: Education For All

GAP: Gender Action Plan

GER: gross enrolment rate

GIZ: German Agency for International Cooperation

GPE: Global Partnership for Education

HIV: Human Immunodeficiency Virus

IASC: Inter-Agency Standing Committee

ILO: International Labor Organization

IMF: International Monetary Fund

ISTEEBU: Institut de Statistiques et d'études Economiques du Burundi

MDGs: Millennium Development Goals

NER: net enrolment rate

NGOs: Non-Government Organizations

NGP: National Gender Policy

PAM: World Food Program

PPP: Purchasing Power Parity

PRSP: Poverty Reduction Strategy Paper

SDGs: Sustainable Development Goals

STEM: Science, Technology, Engineering, and Mathematics

UN: United Nations

UNDP: United Nations Development Program

UNESCO: United Nations Educational, Scientific, and Cultural Organization

UNFPA: United Nations Fund for Population Activities

UNGM: United Nation Global Marketplace

UNICEF: United Nations International Children's Emergency Fund

UNIFEM: United Nations Initiative For Equality Management.

WWII: World War II

Chapter 1. Introduction

1.1. Study Background

The Vienna Congress in 1814 should be marked as the starting point of multilateralism as it was the first attempt by the international community to formalize a long-term peace treaty with European Super Powers gathered with the feeling of cooperation against the common enemy, the revolution, so as to be able to establish a long-term peace among themselves (Giallombardo 2016, p.30). But, it is the creation of the League of Nations in 1919 as the first international organization to maintain peace and foster cooperation among states, and its establishment in Geneva in 1920 that marked the development of contemporary multilateralism, and its dissolution to create the United Nations at the end of WWII that saw the rise of multilateral organizations, such as the IMF and the World Bank, established at the historical Bretton Woods Conference in 1945.^①

As we can read in "100 years of multilateralism in Geneva", multilateralism is at the heart of international life. But its definition is still problematic due to its nature, which can be approached at several levels and that it is nowadays a space reserved not only for states but also for different stakeholders with varied natures and interests. This also helps to understand that multilateralism is not static but dynamic, shaped by the political, social and economic reality. Thus, multilateralism is both a method of cooperation and a form of organizing the international system.^②

^① Walden Bello, Spring 2021, The Rise and Fall of Multilateralism.

^② <https://multilateralism100.unog.ch/>, Geneva Celebrates 100 Years of Multilateralism

Long favored over bilateral aid, multilateral aid is less politically driven, governed by the collective decisions of donors and recipients, and channeled to recipients on the basis of needs with fewer conditions attached.

After the Vienna and Nairobi Conferences, the 1995 UN Fourth World Conference on Women in Beijing clearly established gender mainstreaming as the major global strategy for ensuring the incorporation of gender perspectives into all areas of societal development and the promotion of gender equality (United Nations, 1995).

In 1996, the UN General Assembly stressed the importance of gender equality, calling upon the United Nations to promote an "active and visible policy" of mainstreaming of gender perspectives (United Nations, 1996).

The year 2000 has been the most memorable in the global architecture of multilateralism and the gender equality realm for many reasons:

First, the UN Millennium Development goals were adopted with the commitment to promote gender equality and empower women (Goal 3). And this was followed by the proposition of elaborating strategic policy papers for each country, first presented by the World Bank but further supported by DFID.

This was an important step forward as it created a room for greater dialogue between different stakeholders, allowing rich debates on the barriers to women's rights' enjoyment, which influenced the political commitment and institutional reform, though it didn't escape the critics of some scholars, as in the case of Ana Ines Abelenda (2014), who argued that: "Specifically regarding gender equality and women's rights, the MDGs missed the opportunity to fully integrate key women's

rights instruments and significant inter-governmental agreements like the 1995 Beijing Platform for Action, as it created a room for greater dialogue between different stakeholders. Therefore, the MDGs addressed women's rights at a mere superficial level, leaving out crucial aspects like the full achievement of sexual and reproductive rights, or the recognition of women's unpaid work as a key obstacle to the achievement of gender equality.^③

Second, the pursuit of the Women's Peace and Security agenda since 2000 in the UN Security Council (Goetz, 2016) thanks to transnational feminists who advocated for space for gender equity issues in multilateral institutions.

Third, the year 2000 was special and unforgettable for Burundians as the Arusha Peace Agreement was signed after around a decade of civil war and gender equality was integrated into the Arusha peace negotiations, which marked one of the first clear proofs that women could make a tangible difference if they are entrusted with a high level of involvement in the life of a country, like in the peace process.

This was followed by the initiative of the government to elaborate a National Gender Policy (NGP) in 2003, revised in 2012 thanks to multilateral partners who funded and supported the design of the important document necessary for all gender equality stakeholders in Burundi to contribute to the eradication of discrimination and other gender imbalances. The NGP was followed by the creation of the National Gender Council, which is an advisory body comprising all the gender equality stakeholders.

^③ A Feminist Perspective on the Post 2015 Development Agenda Abelenda, Ana Ines (2014) <http://www.equalrightstrust.org/ertdocumentbank/Abelenda.pdf>

As in the report from the Ministry of Social Action and Women Promotion on a ten-year review of the implementation of the Beijing Platform of Action, the Burundi National Action Plan 1999-2000 failed to reach its target due to the civil war which was still ongoing and the action plan was revised in 2003 to match with the MDGs so as to cover the period of 2004-2006 with the concentration on gender equality, women empowerment, and the reduction of gender discrimination in primary and secondary education by 2005 and at all the schooling levels by 2015 in line with the Beijing Platform of Action's recommendations.

According to a Beijing+10 synthesis report on the partnership for gender equity focusing on the role of multilateral and bilateral agencies in Africa, the integration of gender equality into the Arusha peace agreement was a result of Burundi women's participation in the UNIFEM's peace and security program designed to strengthen women's role in conflict prevention and resolution, in peace building, and to improve methods for protecting and assisting women in conflict zones (UNIFEM, March 2005).

In 2006, after the 2005 successful general elections that saw a democratically elected president after more than a decade of civil war, multilateral partners of Burundi supported the design and implementation of its first generation Poverty Reduction Strategy Paper (PRSP I), and again the issue of gender equality was included among the many urgent priorities for the country. In the year 2010, at the completion of the first PRSP, satisfactory results in the gender realm were noted due to some important policies like the free primary education policy, the increased women's participation in decision-making bodies after the 2010 elections, and free maternal care for all women.

Consequently, the second generation paper was designed, PRSP II, in 2012 with a particular focus on gender equity and women's empowerment since there was still a long way to go regardless of the positive results of the first. As the UNDP case study on gender equality and women's empowerment in public administration reads: "Gender equality is one of the main intervention pillars of the Peace Consolidation Strategic Framework, the second generation Poverty Reduction Strategy Paper (PRSP II), Burundi Vision 2025, and efforts to meet the Millennium Development Goals (MDGs), among others. The National Gender Policy (2011-2025) is also expected to contribute to reducing gender disparities. The same is also expected of the National Program for Public Administration Reform."^④

Since 2000, Burundi has registered the advancement of gender equality among its priorities by setting up proactive policies aimed at promoting women, in particular, through the improvement of their access to education and increasing their participation in the economic development of the country.^⑤

However, even though researchers have shown the role of United Nation Agencies in the promotion of gender equality across the world, literature doesn't inform us about how gender equality is being promoted by multilateral partners specifically in

^④ [www.undp.org/content/dam/undp/library/Democratic%20Political%Final%Burundi/Empowerment\(20-HiRes.pdf](http://www.undp.org/content/dam/undp/library/Democratic%20Political%Final%Burundi/Empowerment(20-HiRes.pdf)

^⑤ Burundi Vision 2025
www.undp.org/content/dam/burundi/docs/publications/UNDP-bi-vision-burundi-2025_complete_EN.pdf

Burundi.

1.2. Purpose of Research

This research aims to examine the contribution of multilateral partners in the promotion of gender equality in Burundi. To this end, it attempts to add to the scholarly debate on how a multilateral partner such as UNICEF contribute to the promotion of gender equality in the education sector and to suggest policy implications on what factors might be considered to accelerate and increase gender equality in Burundi.

In this regard, the paper attempts to address two research questions below:

- (1) To what extent does a multilateral partner like UNICEF contribute to the promotion of gender equality in Burundi?
- (2) What are the main achievements of UNICEF in terms of gender equality in the education sector in the past 20 years?

1.3. Significance of the Study

A great deal of research has been carried out in the domain of multilateralism with a concentration on development perspectives or cooperation theories, criticizing, analyzing, and identifying the characteristics, norms, and standards of multilateral aid and its effectiveness compared to bilateral aid.

Since the signature of the cooperation agreements between Burundi and some

multilateral agencies such as UNICEF, much research has been conducted to show the contribution of those agencies to the development of the country in different sectors, but there is no particular work (to the best of my knowledge) which has been produced to show their roles in the promotion of gender equality, especially in the education sector.

There are many multilateral partners in Burundi, but UNICEF was chosen for many reasons, including the fact that it is one of the oldest cooperation agencies in Burundi, which has been supporting the government by funding many projects especially in education and health sector. Since the introduction of MDGs and later SDGs, they have updated their traditional mandated agenda and included a gender dimension in all the projects and programs that they are implementing.

UNICEF was also the first to propose the creation of a department in charge of girls' education in the Burundi Ministry of Education back in 2002 which shows their commitment to advance the agenda of women empowerment and gender equality. Its empowerment is unique as it targets very young children and adolescents who can easily and flexibly embrace changes rather than old people.

The choice of the education sector is motivated by the fact that Burundi is far advanced in the East African Community and the Great Lakes region in terms of gender parity in primary and secondary education. But also, education as an engine of development has been undergoing many reforms in the past 15 years and have a great share in the country annual budget as well getting a lot of funds from partners of Burundi.

The current study aims to shed light on UNICEF's involvement in the promotion of gender equality in Burundi, specifically in the field of education, and will help policymakers, government, non-governmental organizations (NGOs), and other stakeholders in their mission to promote gender equality in Burundi.

1.4. Scope of the Study

This study covers Burundi for a period of 20 years starting from 2000, which marks the end of the civil war era, the introduction of MDGs, the National Gender Policy, Burundi Vision 2025, the National Development Plan, and the SDGs, with a concentration on UNICEF as a traditional partner of Burundi and officially mandated to operate in domains other than the gender realm.

1.5. Structure of the Study

The dissertation will proceed as follows: The first chapter deals with the introduction, the second concern the review of the literature relevant to the topic under study. Chapter three introduces the case study, while chapter four assesses the contribution of UNICEF toward gender equality in Burundi. The last chapter looks at the limitations, conclusions, and possible policy recommendations.

Chapter 2. Literature Review

"Twenty-five years since the adoption of the Beijing Declaration and Platform for Action, progress towards equal power and equal rights for women remains elusive. No country has achieved gender equality, and the COVID-19 crisis threatens to erode the limited gains that have been made. The Decade of Action to deliver the Sustainable Development Goals and efforts to recover better from the pandemic offer a chance to transform the lives of women and girls, today and tomorrow "(UN Secretary-General António Guterres, 2020).

Gender equality is defined by UN Women as the equality of women and men, as well as the equal rights, responsibilities, and opportunities that apply to both sexes. Gender equality does not imply that all women and all men will become identical, but it does mean that women and men will have equal rights, obligations, and opportunities regardless of gender. Gender equality, according to the same institution, entails taking into account the interests, requirements, and objectives of both men and women, while also acknowledging the variety within different gender groupings. Men and women should be equally concerned and engaged in the quest for gender equality, according to this paper. It is therefore recognized as a human rights concern, but also as a requirement for sustainable development that is based on the needs of people.

Achieving gender equality is not solely the responsibility of governments, nor of non-governmental organizations, nor of civil society organizations; rather, it is a collective effort, a joint taskforce between all of the different stakeholders listed below, each of whom is responsible for a specific task at a different level of society,

and which is essential for the realization of human rights and the development of every country. According to Tembon et al. (2008), gender equality is not only a women's concern; it is also a development issue.

Of course, governments should take a leading role in designing and implementing sound policies and accountability mechanisms, starting by mainstreaming gender in all sectors of public life.

Women have made greater strides in education and work, and the wage gap has narrowed as a result. The pursuit of gender equality is now widely acknowledged as an important policy aim by governments and international organizations across the world (Inglehart & Norris, 2003).

Nevertheless, according to the World Development Report (2012), the evolution of gender equality throughout the world over the past quarter century has been a tale of contrasts and contradictions. On a number of fronts, progress has been made. However, in other parts of the world and for some aspects of gender equality, the situation has improved more slowly, if at all.

Some countries have enacted equal rights under the law for both women and men in many areas of life, such as inheritance, but other countries, especially in Sub-Saharan Africa, are still dragging behind, particularly when it comes to the social status of women and girls.

The fight against poverty and gender inequality has made some progress, but there are still large gaps to be closed around the world (Camilletti, E., 2020). Children and women in families are more likely to be poor, and institutional constraints often

prevent them from having access to assets or opportunities that they may otherwise use to escape poverty (Munoz Boudet et al., 2018; ILO 2019).

According to Camilletti, E. (2020), women and girls, in particular, confront dangers associated with their biological sex and entrenched gender norms that discriminate against them in many parts of their lives, such as adolescence, pregnancy, and childbirth. These types of discrimination lead to disparities in well-being outcomes, such as health, education, and employment, between men and women and between genders. (ibid.).

Global shocks like the 2008 financial crisis, as well as efforts to achieve growth and reduce poverty, have underlined the need for a more gender-sensitive approach. In response to this and other recent crises, and looking ahead, to reduce demographic constraints and exploit demographic prospects for growth, the same institution reports that investing in girls and women needs to be greatly increased. In low-income nations and households, the fate of women and girls is directly tied to the economic possibilities of such countries and households.

During a crisis, women will hunt for work to keep household consumption stable, according to Sabarwal, Sinha, and Buvinic (2009). This is especially true in disadvantaged homes where the primary breadwinner has lost his or her job or faces lower earnings.

However, research shows that being the primary breadwinner benefits both men and those who are less fortunate. To be the major breadwinner offers apparent advantages such as financial control, personal fulfillment through working, and social

involvement, but it may also imply fear of unemployment, excessive work pressure, and trouble meeting family commitments, according to Holter (2007). Other scholars like Nordenmark and Nyman (2003), Warren (2004) as well as Forssen and Carlstedt (2006) argued that becoming the primary caregiver may bring emotional fulfillment since you know your work is important, but the continual obligation is likely to cause stress and a time constraint for personal pleasure as well as for a better-paying job.

Gender equality is impacted by the daily decisions that women and men make in the home, according to the World Development Report (2012). State regulations, on the other hand, have an effect since they help implement various initiatives and encourage CSOs, local NGOs, and international NGOs to focus their programs on promoting gender equality.

Despite the efforts and commitment of different stakeholders all over the world to advance gender equality in different sectors, statistics from the 2021 World Economic Forum are not pleasing at all.

Starting with the gender gap in political empowerment, which closed at 22% till today, a 2.4% point decrease is observed compared to the 2020 report. Across 156 countries covered by the report, women's representation is at 26,1% in parliament and 22,6% in ministerial positions. The same index shows that there has never been a female head of state in 81 countries as of January 15, 2021. Considering the current pace, estimations of the world economic forum to reach gender parity in politics report that it will take 145,5 years.

Therefore, as the same report reads, the gender gap in economic participation and opportunities has closed to a rate of 58% but the world will need 256,6 years to fully reach parity in this sector. It emphasizes that the slow progress in closing this gap is due to two opposing trends, the first of which is the increasing proportion of skilled professional women, while the pay gap does not follow the same rhythm. Another issue is the persistent lack of women in leadership positions, with only 27% of all global managerial positions.

However, a different tendency is observed in education attainment, with 95% of the gender gap closed globally; and in health and survival, with 96% closed. Considering the estimation of the index at the current rate of progress, only 14.2 years are needed to fully achieve gender parity in these two domains worldwide.

At the global level, modest progress toward gender parity halted in 2017, when the global gender gap rose for the first time since 2006, yet there remain persistent and significant disparities, notably in terms of economic engagement and political empowerment.

Mikkola (2005) stated that "the societal norms and rules may exclude women from particular types of paid employment or leadership positions. On the other hand, men may be excluded from child care and the home sphere, which is considered a woman's territory".

Since women's rights are seen as one of the most important development goals, research in this area is expanding, but it is important to emphasize the significance of addressing the particular difficulties that males confront too. There are worldwide

issue areas for males in both rich and poor countries, just as there are for women.

For true progress to occur, it is becoming increasingly obvious that women's growing status must be accompanied by men's shifting duties and family obligations and focusing on men's disadvantages elsewhere appears to be a good place to start (Jacobsen, 2002). As of now, most of all gender equality literature focuses on women. Sustainable development, however, requires collaboration between men and women. If men are ignored, there may be little hope of tackling women's issues in the long run.

Indeed, gender stereotypes that generate obstacles for women are products of complex social structural constructions that are manifested in the behavior and beliefs of parents.

In fact, it all starts with the undervaluation of a girl child at birth, which is increasingly seen nowadays in many parts of the world, and the rise of modern technology has been another issue that provides couples with a trustworthy method of sex determination. Despite decreasing over time, Dahl and Moretti (2004) find that in the United States, couples with girls are more likely to end in divorce than couples with boys.

Therefore, when they reach their adolescence, young girls face a lot of health risks and protection issues. Mother-to-child transmission is the leading cause of death for teenage females worldwide, according to UNICEF (2019). Data from UNICEF (2020) shows that 75% of all new HIV infections among teenagers that occurred in 2017 were girls.

The same category is significantly more vulnerable than boys because they are exposed to a higher probability of early marriage. Globally, an estimated 66 million women in their 20s who got married before the age of 18 were documented by Azzopardi et al. (2019).

According to UNICEF (2018), one out of every six teenage girls between the ages of 15 and 19 is married or in a union. In reality, 41% of 20–24-year-old women in West and Central Africa were married or in a union by the time they turned 18 years old (UNICEF Data 2019).

Although women confront several problems, boys have particular challenges too, some of which are connected to detrimental gender stereotypes. Boys are taught in various situations to construct their masculinity around physical aggressiveness, toughness, and psychological perseverance (John et al. 2017). Most of these negative values may have an impact on health and other behaviors. For example, teenage males are three times more likely than girls of the same age group to drink alcohol worldwide (UNICEF Data 2018d), and the global murder rate is four times greater among teenage boys aged 10–19 than girls (UNICEF Data 2018d).

Some of the consequences as reported by the UN Women (2018): "One in five women and girls have experienced physical and/or sexual violence by an intimate partner within the last 12 months. Yet, 49 countries have no laws that specifically protect women from such violence. Despite their increasing presence in public life, women continue to do 2.6 times the unpaid care and domestic work that men do. "

UN Women (2019) reports that women bear the largest burden of unpaid care and

household work, putting in almost three times as much time as men. Beghini et al. (2019) found that 606 million working class women (21.7%) undertake full-time unpaid care work, compared to 41 million males (1.5%) worldwide.

The same authors claim that women's time spent on unpaid care and domestic labor decreased by just 15 minutes per day, while men's time grew by only 8 minutes per day between 1997 and 2012, and that estimation projects in 2228 (209 years) to close the gender difference in time spent on unpaid care and household chores.

According to 2012 World Bank research, women's educational and economic possibilities are harmed as a result of gender inequality, which tends to make them more susceptible to poverty's effects.

2.1. Gender equality and education

"In our world, knowledge is power, and education empowers. It is an indispensable part of the development equation. It has intrinsic value – extending far beyond the economic – to empower people to determine their own destiny. That is why the opportunity to be educated is central to advancing human development." Helen Clark, UNDP Administrator (2015)

The year 2000 marks a considerable shift in global education perspective toward gender equality with the introduction of Education For All (EFA), a UN Girls' Education Initiative launched at the World Education Forum in Dakar with six goals and the Millennium Development Goals with a clear vision of reaching gender parity in primary and secondary education by 2005, and achieving gender equality in

education by 2015.

In the course of the MDGs period, gender equality in enrolment was the target for education. In 2014, universal gender parity in primary and secondary education's intake and graduation was reached on aggregate (UNESCO 2016). Nonetheless, discrepancies remain at the regional and national levels, often biased against females and sometimes disadvantaging boys (ILO and UNICEF 2018).

Among the EFA and MDGs success stories, primary school enrollment increased from 84% in 1999 to 93% in 2015. As of 2015, research reported that 260 million children were still out of school and around 66% of countries had achieved gender parity in primary education, with 50% in lower secondary education, 29% in upper secondary school, and 4% in tertiary education.

Even though considerable progress has been made, much still has to be done as girls are more likely to never enrol in school and boys tend to drop out of school, while girls have a positive run once they start as of completion or even move to the next stage.

However, despite tremendous efforts with considerable achievements, those goals were not attained in due time and the resolution was to incorporate them into the new ambitious global agenda (SDGs-2030) by making education a goal on its own (SDG₄) as well as gender equality (SDG₅) but with a reflexion of both in other Sustainable Development Goals, unlike the previous MDGs.

The failure of the MDGs to achieve universal primary education and to promote gender equality and women's empowerment with a special target on the elimination

of gender disparities in schools by 2015 is not clearly expressed in reports, but one can point out the poor financing and lack of support from all stakeholders as the MDGs were meant for developing countries only.

Building on those failures, the SDGs were designed for both rich and poor countries, and they are in a promising detailed form, with global support. The SDG4 counts on national, regional, and global support to improve education policies, ensure equitable, comprehensive, and quality education systems for all, sufficient financing, monitoring, and follow-up in a timely manner.

Therefore, gender equality is incorporated in all the 17 SDGs despite standing alone as a goal (SDG5). Unlike the MDGs, the SDGs have changed the emphasis to educational quality, learning outcomes, and social inclusion. By 2030, SDG4 seeks to "ensure inclusive and equitable quality education and encourage opportunities for lifelong learning for all."

Save the Children (2014) claimed that: "amidst these global movements to improve access and quality of education, donors and their implementing partners have also addressed the need for education to be gender transformative so as to actively promote gender equality."

"Education is a fundamental human right—one that all individuals are entitled to enjoy, whatever the circumstances in which they live—and that also brings important benefits to human society as a whole" (UNESCO, 2012).

As the Incheon declaration at the World Education Forum (2015) reads: "education is the most powerful means of achieving gender equality, of enabling girls and

women to fully participate socially and politically, and of empowering them economically".

Salah (2019) argued that: "gender equality in education has a positive impact on child well-being and development and contributes to women's employment and empowerment, as well as to economic growth."

Female teenagers, who may drop out because of early marriage and/or pregnancy, are frequently the source of inspiration for gender equality in education (UNESCO, 2017). As reported by UNSCO (2016), the emphasis on gender and education begins once a girl reaches adolescence, although gender inequalities are evident from the youngest ages, even before school begins, with males being given more autonomy and freedom of movement and girls being assigned household tasks.

Mensch et al. (2019) mentioned that much is being published about the benefits of female education, notably the significant link between educational achievement and reproductive, maternal, and infant health in poor countries.

Therefore, Levine et al (2009) argue that: "Girls getting an education leads to a society's increased wealth, better health for her and her future children and many other positive impacts."

Other research points out that education, apart from enhancing academic skills and capabilities that enable communication within government departments, is a social contact that may offer ascent to much more balanced gender behaviors and full independence, that are possibly obtained via school life experience and changing future aspirations.

"Studies focusing on developing countries have found girls' education particularly important for the welfare of the family and the future development. Many empirical studies conclude that "increased schooling of the mother is associated with larger effects on children's health, schooling, and adult productivity than increased schooling of the father." Schulz (2001) stated

Thus, across a country's divisions, higher rates of women's representation in politics are linked to lower levels of corrupt practices. Therefore, if the presence of women in decision-making bodies is associated with lower corruption, this would absolutely be a thing to keep in mind if we are working to achieve development and growth.

For instance, research reports that a well-educated woman is capable of acting on health knowledge, can run a health institution, and in that way, she can enhance child wellbeing.

Despite the fact that there has been considerable achievement in closing the gender gap in primary and secondary schools, as observed in the previous paragraphs, there are still so many issues to deal with, especially reaching gender parity in education in general, increasing the number of females in higher studies, dealing with the gender biased curriculum, the stereotypes in course choice which lead to career orientation, etc., and these are what will be mostly focused on in our next part of the present research.

2.2. The methodology

The present study used the qualitative literature review following a narrative approach. Academic work on gender equality, education, multilateralism, and gender mainstreaming were explored. In addition, key references for gender equality include the report of the fourth world conference on women (Beijing Platform of Action) held in 1995 and its follow-up reports (Beijing +10 and +20), MDGs and SDGs, the National Gender Policy, Burundi Vision 2025, National Development Plan 2018-2027, UNICEF Gender Action Plan, UNICEF strategic plan,

In order to get information related to Burundi's gender equality and, in particular, to answer questions related to UNICEF's contributions, secondary data related to the topic was explored. This includes different official reports, case studies, press releases, communiqués and all other relevant documents, especially from different gender equality stakeholders, Burundi strategic development documents, other actors like the UNWomen, UNDP, USAID, DFID, GIZ, international non-governmental organizations, local NGOs, and civil society activists. All that information was accessed by checking the official websites of the relevant organizations, but data and information from UNICEF were provided by the UNICEF Burundi country office by its gender research department.

Therefore, this paper uses data and information to show the contribution and involvement of UNICEF in gender equality. While some of the information from the secondary sources was in French or Kirundi, the researcher tried to translate it into English as accurate as possible.

2.3. The Analytical Framework

The Organization for Economic Cooperation and Development (2004) defines an analytical framework as "a conceptual set of definitions and classifications for connected data."

In accordance with Candida et al. (1999), the selection of a relevant gender-analysis framework is dependent on the task at hand, the setting, and the resources at hand. There is numerous different gender-analysis frameworks, and while they have many commonalities, they also differ in terms of breadth and emphasis.

2.3.1 The Longwe Framework

The Longwe Framework, also known as the Women's Empowerment Framework, was developed by Sara Longwe to assist planners in challenging their assumptions about what women's empowerment and equality mean in practice, as well as evaluating critically the extent to which a development intervention is supporting women's empowerment and equality.

Longwe framework is based on the notion of five different levels of equality: control, participation, conscientization, welfare and access. Their presence in any sector of social or economic life sector determines the level of women's empowerment.

The framework can also be used by actors working in the fields of gender equality and development to assess an organization's level of commitment to gender equality and women's emancipation. Women's issues are taken into consideration in two

stages: first, a detailed description of the levels of equality that the intervention seeks to address, followed by an assessment of the levels of recognition of women's issues that are included in the program design.

Longwe framework identifies three levels of recognition of women issues when designing a program: the negative level, the neutral level and the positive level.

Longwe framework: Tools 1 &2 combined			
Levels of equality Levels of recognition	Negative	Neutral	Positive
Control			
Participation			
Conscientization			
Access			
Welfare			

Nevertheless, when it comes to the design and development of an analytical framework, the identification of variables is much more critical. Farlex (2010) defines control factors as variables that act as a brake on the causal pathway. We also have dependent variables, which are outcomes that are a result of the independent variables' performance (Salkind, 2010; Farlex, 2010). (Salkind, 2010).

In this research, independent variables are UNICEF, the Burundi Government and beneficiaries; control variables are the setting, time, social context, partnership and commitment whereas the level of gender equality is the dependant variable.

Chapter 3. Introduction to the Case Study

3.1. Historical Background

Known as the "Heart of Africa", Burundi is located in Africa's Great Lakes region, bordering Rwanda to the north, Tanzania to the south-east, and the Democratic Republic of Congo to the west. Burundi is a small land-locked country with 27,834 sq. km mainly made of mountains and plateaus and is one of the most densely populated countries of Africa with 499.2 people per sq km as of 2020 estimations. The highest point is Mount Heha, at 2,670m.

The emergence of the Burundi in the eastern foothills of the mountains in the late 16th century is the earliest known evidence of the state. The Kingdom of Burundi, also known as Urundi, was a political structure in the Great Lakes region governed by a conventional monarch with many princes below him; power conflicts were prevalent in the kingdom.

Traditional gatherings such as the annual sorghum festival (Umuganuro), which was the occasion for a magnificent display of traditional dancing performed by court performers, were once very popular. Percussionists playing the Karyenda ("sacred drum"), an iconic symbol of the monarchy, were also participating in the festival, and their presentation was aimed at providing both musical and symbolic resonance to this festival and other rituals and ceremonial events.

According to Banduzi (1991), *"The (u) Muganuro, a ritual of sorghum harvest, was one of the most important public feasts of ancient Burundi. This feast, which was*

celebrated in two distinct forms (secret ceremonies and joyful manifestations), had a national dimension in both its preparation and practice. The secret ceremonies included various practices: moment of divination, "liturgical" meal, cult of drums, hunting antelopes, artistic exhibitions and redistributions of cows, hoes, and sorghum. In addition, the king used to practice sexual simulacre with a vestale, Mukakaryenda, charged with the dynastic drum, and make a human sacrifice during his first sorghum feast. These ceremonies were ended by the cult of Kubandwa."

This practice, which has the dimension of promoting interethnic harmony, also has a dimension of human rights and women's rights violations in it. Both colonial authorities and Catholic pilgrims stopped the Umuganuro in 1929, but resumed it later in 1958, two years before the country gained its independence and became officially an independent and sovereign state, the Republic of Burundi.

As of today, Burundi has two major ethnic groups; the Hutu (Bahutu) who are the majority with 85% of the whole population and the Tutsi (Batutsi) with 14%, the remaining being Twa (Batwa) 1% as well as refugees and international expatriates.

The Bahutu settled in the country in the 14th century and the Batutsi in the 16th century, whereas the Batwa had been there long before in the 1000s, according to some research reports. Burundi's two primary ethnic groups, the majority Hutu and minority Tutsi, speak the same language and share the same culture and largely live-in peaceful cohabitation. Regional, class, and clan distinctions all had a role in determining social standing in the Burundi Kingdom, resulting in a very complicated class structure.

Therefore, it was difficult to distinguish between being a Tutsi or a Hutu. Because of intermarriage and the use of a shared language (Kirundi) by both groups, body shape did contribute to one's identification to some extent (the Tutsi were commonly expected to be light-skinned and long, while the Hutu were dark-skinned and short). However, the distinction has not always been entirely obvious. Tutsis were typically cow proprietors (cattle were seen as a symbol of prosperity in precolonial Burundi), but Hutus were mostly agriculturalists, according to historical records.

Nevertheless, according to contemporary social standards, a wealthy Hutu may be labelled as a Tutsi, and a poor Tutsi could be referred to as a Hutu. Accordingly, rather than being merely ethnic, the divide between Hutu and Tutsi was also one of socio-cultural significance. There have also been several instances of marriages between Hutu and Tutsi individuals, which continue to this day.

3.2. Economy

Landlocked with scarce natural resources and devastated by ethnic warfare and civil war between Hutu and Tutsi, Burundi is the poorest country in the world as of the April 2021 IMF World Economic Outlook report, with a GDP-PPP of 760 USD.

The economy depends on agriculture, which represents 50% of GDP in 2017 and hires more than 90% of the population despite the absence of a well-developed manufacturing industry. Burundi's principal exports are coffee and tea, which account for 90 percent of the country's foreign exchange revenues, despite the fact that exports represent a modest proportion of GDP.

Therefore, 90% of its 12 million inhabitants live in rural areas and women play a

major role in Burundi's national economy and represent 55.2% of the workforce. They are particularly active in subsistence agriculture, which provides for 90% of food production and 90% of the country's exports.^⑥

Apart from coffee and tea, Burundi produces cotton, maize, bananas, beans, sorghum, cassava (manioc), cattle, sweet potatoes and milk are some of the other agricultural goods produced worldwide. Beyond agriculture, other businesses include the assembling of imported constituents, the structure of public works projects, food manufacturing, and light basic commodities like blankets, shoes, and soap (among other things). Burundi's mineral wealth includes uranium, nickel, cobalt, copper, and platinum, among other metals and minerals.

The lack of access to financial services is a serious problem for the majority of the population, particularly in densely populated rural areas: only 2% of the total population has a bank account, and less than 0.5 percent of the total population uses banking services such as lending. But microfinance plays a greater role in Burundi, with 4 percent of the population affiliated to microfinance organizations, a larger percentage of the population than what is covered by banking and postal companies taken together.

Around 80% of Burundians live in poverty, and 56.8% of children under the age of five suffer from severe malnutrition, according to the World Food Programme.

Furthermore, Burundian people have extremely low levels of life satisfaction, according to the World Happiness Report 2018, which ranked them as the world's

^⑥ <http://africa.unwomen.org/en/where-are-we/east-and-south-africa/burundi>

least happy in 2018. However, there has been a significant improvement since the World Happiness Report 2020 placed Burundi at the 140th position out of 149 countries surveyed.

Thus, Burundi has become increasingly reliant on help from bilateral and multilateral partners as a result of the country's prolonged political instability and increasing poverty. Despite the fact that foreign aid accounted for 48 percent of Burundi's national income by 2015, this ratio dropped to 33.5 percent in 2016 as a result of the country's political unrest.

In sum, Burundi suffers from a number of internal weak points, including a lack of governmental capacity, corruption, an increase in poverty, low quality education, a weak legal system, a poor transportation network, and overburdened utilities, all of which have hampered the execution of successful economic reforms in the country.

3.3. Political situation

The political history of Burundi is divided into three major periods: the pre-colonial era, the colonial and the post-colonial eras.

The pre-colonial era referred to as the Kingdom of Burundi is traced to about the year 1550, but the current borders of Burundi were shaped in the 1800s by King Ntare Rugamba, whereas the Kingdom was founded by Ntare Rushatsi Cambarantama.

The Kingdom of Burundi's political hierarchy was strictly adhered to, and both Hutu and Tutsi lived in peaceful harmony because they shared the same culture and

language. The King (Mwami) was subordinated mostly by his sons (princes) or his brothers who were appointed to govern regions and who were in turn assisted by chief-advisors including some rich Hutu.

The Europeans invaded Burundi in the 1850s. First came European missionaries, traders, and explorers like David Livingstone and Morton Stanley. Then, in 1890, Burundi was annexed together with Rwanda and Tanzania to become Germany's East African protectorate until the end of the First World War, when Germany lost all its colonies and Burundi and Rwanda were ceded to Belgium.

By 1920, Belgium reorganized the administration system of the Burundian monarchy which resulted in the elimination of many chiefs and subchiefs. Many policies implemented by Belgium caused a lot of division between Burundians and ethnic conflicts which hamper the country up to now are inherited from the colonial period.

The Germans' "Divide et Impera" policy was greatly expanded by their Belgian colonial masters. Germany, and particularly Belgium, instituted a system in which the classifications of Hutu and Tutsi were no longer flexible. The Tutsi were deemed superior to the Hutu because of their typically lighter complexions and higher heights, as well as due to various European prejudices towards certain physical features. As a result, they were given preferential treatment in local government over the Hutu. As a matter of fact, even after independence, the Tutsi minority retained control over all the government institutions for more than 40 years.

Burundi gained independence on July 1, 1961, and the period that followed was the bloodiest in the country's history. The post-independence history of Burundi until

2005 (and, to some degree, until 2008, with further spikes in 2009 to 2010) has been largely marked by violent conflict and genocide, the numerous legacies of which continue to cast their shadow over Burundian society.^⑦

The country has faced cyclical socio-political crises for more than four decades, and this exposed the country, led by military dictatorship, to poor governance as it was mostly concerned by security issues and never thought about promoting gender equality.

It all started after the 1958 elections won by UPRONA, a mixed political party led by the King's oldest son: Prince Louis Rwagasore. In 1961, just a few weeks after he was nominated prime minister, Rwagasore was assassinated by a rival political group, sparking intensified political competitiveness that led to further instability.

He was replaced by a Hutu, Pierre Ngendandumwe, who was also killed in 1965, shortly before he got a chance to form his own government.

Following a failed Hutu-led coup attempt in October, the Tutsi were able to seize total control of Burundi from their Hutu counterparts by the end of the following year. Prominent Hutu officials were killed as a result of the failed attempt, and Tutsi power was further consolidated when Micombero was appointed prime minister in July of the same year. During his reign as president of the first republic, he

^⑦ Gender in Peacebuilding in Burundi: Rebuilding Dignified Lives
https://www.international-alert.org/sites/default/files/Gender_RethinkingGenderPeacebuildingBurundi_EN_2014.pdf

orchestrated anti-Hutu riots in the countryside, and his administration is best remembered for the genocidal murders of the Hutu community that took place between April and May 1972, and which caused the deaths of roughly 5 percent of the population and largely eliminated all educated Hutu while also forcing over 100,000 Hutu to escape the country.

There followed military coups led by Tutsi officers in 1976 and 1987, which appointed cabinets exclusively made up of Tutsi. In 1988, after numerous provocation by Tutsi officials, Hutu in the country's north launched a resistance, but were harshly reprimanded, resulting in more than 200,000 killings, the vast majority of whom were Hutu descendants.

However, the then administration led by Major Buyoya tried a conciliatory act by forming a cabinet made up of equal Hutu and Tutsi with a Hutu Prime Minister. After that, he appointed a committee in charge of elaborating a charter of National Unity.

A new constitution was elaborated in 1992, giving room for a multiparty system, and a Hutu-dominated party won the 1993 elections, with Hutu Melchior Ndadaye as the first democratically elected President, who unfortunately was killed by Tutsi military officers after 3 months in office. This was followed by a long, bloody civil war between Hutu rebels and the Tutsi-dominated military.

Burundi's peace transition started in the year 2000 after long negotiations between the two opponent sides with the signature of the Arusha Peace Agreements.

3.4. Education

Education in Burundi has been hit by the ethnic conflict, mostly before and during the civil war. Hutu were not allowed to attend formal education, and those who managed to complete basic education were denied the opportunity to study abroad, and their scholarships were given to Tutsi after changing their names, attributing themselves the names of Hutu who were eligible for the scholarships.

Most Hutu attend non-formal education, which is run by religious missions like the Catholic Church via its program "Yaga Mukama" (Speak, Lord) and reports point out that a six-year old pupil in Yaga Mukama had the educational level of a third-grade pupil in a formal primary school (Ministry of Education, 1999).

Ethnic discrimination in schools continues to be a contentious political topic as of today. With an overrepresentation of Tutsi at the secondary and university levels, there are few opportunities for the Hutu majority to advance in their education or careers. As a result, Tutsi now has almost complete control over jobs in the government and other government-related organizations.

Nevertheless, some interesting statistics show how the education system has improved in the last 20 years of peace in the country. According to the Ministry of Education (1999), there were 1,467 schools in Burundi with only 37% of children at school age (7-12) in school, whereas UNESCO (2015) reported a number of 3,889 schools as of 2015.

Therefore, the Republic of Burundi counted only one university, the University of Burundi, run by the state until 1999, but as of today, the country counts more than

31 universities and higher institutes.

According to the CIA factbook (2000), the literacy rate was 35.3% in 2000, whereas UNESCO reported that the literacy rate was around 80% on average by 2017 as in the following chart.

Gender was also another big issue in Burundian education. As of 1999, statistics from the Ministry of Education show that girls accounted for 44% of elementary school students, 30% in secondary school and 25% at the university level. However, a different tendency was observed in non-formal schools (Yaga Mukama) where female representation was at 57%. But still, this was a disadvantage for girls because they were not allowed to continue after the completion of a six-year curriculum.

In Sub Saharan Africa, Burundi is among the top five countries that have reached universal primary education due to the implementation of free schooling at primary level and the net enrolment ration increased substantially, passing from less than 41% in 2000 to 94% in 2010.

Burundi's education system has undergone substantial reforms since 2013. A complete cycle of basic or fundamental education has been substituted at the primary level (6 years) and at the high school level (4 years), divided into four cycles: three cycles of two years that cover the old primary education and the fourth cycle that runs from the seventh to the ninth year. Thus, basic education encompasses nine years of schooling; the former fourth year of high school was officially abolished at the start of the 2016 school year.

3.5. Gender Situation

The civil crisis had disastrous consequences for the population, in particular for the vulnerable groups (women, children). The impacts of this situation on the relationship between men and women were the development of gender-based violence, the increase in the number of women heads of households, poverty, massive and forced displacement of populations to refugee camps, health problems with the feminization of HIV/AIDS, and the exacerbation of human rights violations.^⑧

The Government of Burundi has made tremendous efforts to promote gender equality long ago by the adoption of CEDAW in 1992 and the implementation of the Beijing Declaration and Platform of Action adopted in 1995. As part of its implementation, Burundi adopted its first ever National Gender Policy in 2003, as the country was entering a transitional period in the peace process. It was not fully implemented as Burundians were not taking gender as a serious crosscutting issue, and it was revised in 2010 so as to be one of the main intervention pillars of the Second Poverty Reduction Strategy Paper and other important national programs.

The 2012-2025 National Gender Policy is meant to build on the successful results and lessons learnt from the previous one and to promote gender equality as a path toward sustainable development in Burundi and to serve as a guiding framework for

^⑧ Burundi-Country Gender Profile <https://www.afdb.org/en/documents/document/2012-burundi-country-gender-profile-28059>

all development actors.

The Arusha Peace Agreement for Burundi, signed in August 2000, recommended that women be fully incorporated into the decision-making process as well as rehabilitation initiatives in the country. The 2005 constitution and its revised version of 2018 in articles 13 and 22 state that: "*All Burundians are born equal in merit and dignity. All citizens enjoy the same rights and are entitled to the same protection by the law. No Burundian shall be excluded from the social, economic, or political life of the nation by reason of race, language, religion, sex, or ethnic origin.* "

The same constitution, under articles 128 and 169, stipulates that women's participation in decision-making bodies be at a 30% minimum quota in the government, National Parliament, and the Senate. This has seen the nomination of women to important and strategic positions like the 2nd Vice-President of the Republic, the Speaker of the National Parliament, and different ministerial positions.

There are a lot of positive outcomes from those policies which can be highlighted, like the recruitment of women in the army and police, previously reserved exclusively for men, which has passed from 0% in 1995 to 10% in 2014. Free schooling has also boosted significantly the number of female enrolments in primary school, and the government's subsidy for free health care for children under five as well as pregnant and birthing women has increased accessibility and access to health care for women and children, which has reduced the death rate among young children and pregnant women.

In order to continue to promote women's empowerment, the Government of the

Republic of Burundi has recently established a women's bank for entrepreneurship and cross-border trade. It has also set up the "Nawe Nuze" program, which is a savings education initiative that also serves as a platform for solidarity and mutual support, as well as to cultivate the capacities of the members to push them to the stages of social and economic empowerment.

According to the World Economic Forum (2021) report, Burundi is among the top five of countries with the smallest economic participation and opportunity gaps and is also among the top three of developing countries which almost closed the income gap even if the level of income is low for women and men.

The same report stated that: *"On a more positive note, Sub-Saharan Africa has closed 66.1% of its Economic Participation and Opportunity gender gap, the fifth-best result among the eight regions analysed in this report. The median performance across the region on this subindex is 69.3%. However, large cross-country disparities remain. While seven Sub-Saharan countries are among the 20 countries in the world that have closed at least 79% of this gap, there are three countries that have yet to close more than 44% of their gap. The best performer, Burundi (85.5%), is 38 percentage points ahead of the lowest-ranked country in the region (Mali, 47.5%)."*

3.6. Multilateral agencies

Since its joining the United Nations on September 18, 1962, just two months after its independence, the Republic of Burundi has been participating and partnering with UN multilateral agencies.

Therefore, there are a considerable number of multilateral agencies partnering with

Burundi, such as: UNDP, UNICEF, UN WOMEN, WFP, FAO, UNHCR, UNFPA, UNESCO, IOM, UNAIDS, IFAD, WTO, WHO, OIF, ILO, etc.,

All those agencies have been working to support the development of Burundi in their respective fields of action. Some, such as UNICEF, WFP, UNDP, etc, have been operating in Burundi during and after the civil war. Others have their headquarters in the region but still cover Burundi in their areas of intervention, like the ILO, WTO, INTERPOL, etc.

The world has been changing due to different circumstances, and this has urged the UN and its affiliate agencies to adjust their agenda depending on the situation at hand. Some agencies were obliged to change their field of intervention, whereas others extended or narrowed their programs.

Considering what Burundi has been through, citizens of Burundi or the country itself had different interests and needs, depending on which periods and what challenges they were facing. Burundi's multilateral partners had to adjust their contributions, taking into account, of course, the global agenda.

It is in the same line that the following chapter will try to elaborate on UNICEF's children's and adolescent youth program in Burundi, exploring its contribution to the promotion of gender equality in the last 20 years of peaceful Burundi.

Chapter 4. UNICEF IN BURUNDI

4.1. Justification

Since 1962, UNICEF has been working in Burundi, advocating and promoting children's and adolescents' rights as well as supporting the government in child and maternal health, nutrition, education, child protection, water sanitation and hygiene, social policy and advocacy, adolescent empowerment and community resilience as well as humanitarian response.

The choice of the period of study and UNICEF matches as the latter is a traditional partner of Burundi which has supported and financed the design and implementation of projects aiming at mainstreaming gender and empowering women long ago before even the creation of UN-Women which is mandated to deal with women's leadership and economic empowerment.

Globalization and the year 2000 pushed international development actors to have a common field of action and to redesign or adjust their commitments by integrating the newer adopted MDGs into their programs and later SDGs starting in the year 2015.

The socio-political crises which hit Burundi for more than 40 years are the root causes of the underdevelopment of the country in all its sectors. Evidence shows that investing in the youth population of a country is investing in its future. UNICEF's target of dealing with children's rights and adolescent empowerment means building the country's sustainable economic and social development, which are the only

things our country needs as of now.

With 48% of the population being under 18 years old and 62% under 25 years old among the current 12 million (ISTEEBU, 2018), Burundi faces many challenges caused by the older generation and aggravated by the fast-growing population exclusively made of inactive young people.

Burundi, as a traditional patriarchal society, cannot easily welcome modernization and swallow or internalize current practices of gender equality. UNICEF's investment in the youth entails that the hope for a better future equal society is real.

4.2. UNICEF and gender

Created in 1946 to provide emergency humanitarian aid to children affected by WWII and officially mandated by the UN General Assembly in 1953 to address the long-term needs of children across the world with a focus on children's rights to education, health care, and nutrition, UNICEF integrated gender equality as a core priority among its programs after the adoption of the Millennium Development Goals (MDGs) in the year 2000.

Women's and children's rights are human rights. UNICEF considers that advocating for children's rights goes hand in hand with promoting women's rights. Research has shown that a better educated, healthy, and empowered woman produces healthy and confident children. Thus, women's autonomy is correlated with improved child nutrition, and her educational level is connected with children's survival and development.

Therefore, UNICEF has been active in supporting and financing initiatives aiming at promoting girls and women's empowerment. Thus, it has gone through organizational internal structural change and has made a series of commitments aspiring to gender equality and women's economic development.

Leading by example, UNICEF designed and implemented a strategy to prevent sexual abuse, exploitation and harassment within the organization first, articulated under five (5) strategies such as zero tolerance, safe and reliable reporting mechanisms, victim-centered response, prompt and credible investigations and sanctions as well as the involvement of partners in the fight.

The above strategy is pioneered by the top organization's leadership and is expended to all its structures in all the countries where UNICEF operates and is managed by a coordinator allocated only to this program. It serves as a central cohesion to all the other approaches implemented between different offices of UNICEF.

Interestingly, all external partners of UNICEF have to abide by the same policies aligned behind the organization's core values: care, respect, integrity, trust, and accountability, which are central to the prevention and response to cases of sexual exploitation, abuse, and harassment.

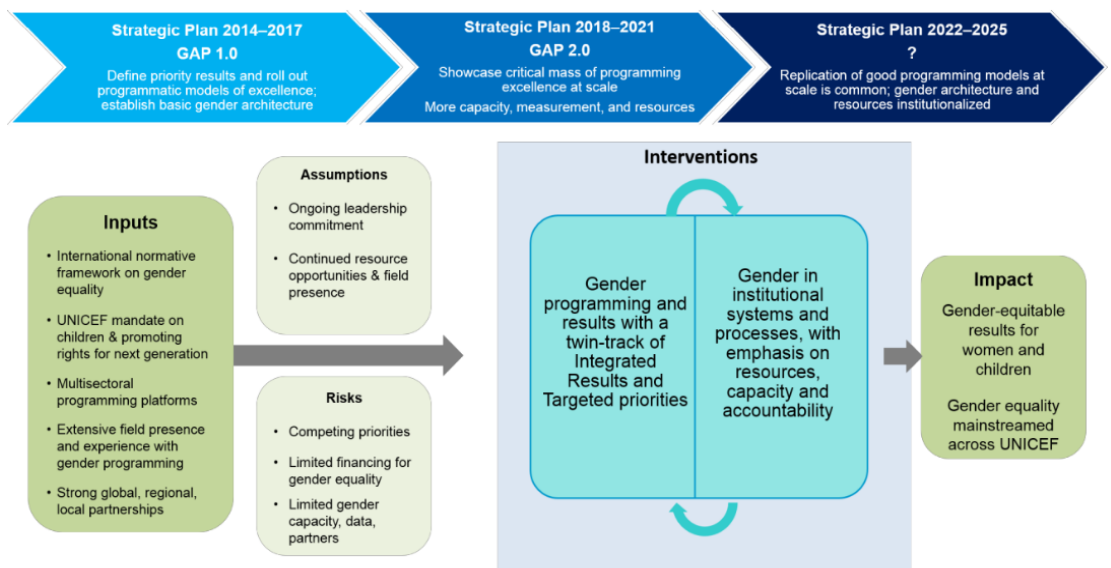
Before any partnership with UNICEF, every organization undergoes a series of investigations which assess their practices in the promotion of gender equality and their level of commitment to fighting against sexual exploitation and abuse as well as sexual harassment. If the results reveal that the given organization doesn't meet the requirements, the funding of its projects or the partnership is put on hold and a

specified period is given to the same organization to redesign and assess its commitments. The same process will be repeated at the end of the period to determine whether or not the partnership is thus possible.

Therefore, UNICEF has mainstreamed gender equality inside the organization (48% of the P5 senior top-level posts are women as of 2021) and has been developing a Gender Action Plan (GAP) to ensure that its commitments are fulfilled in a timely manner. Thus, the first GAP has been designed and implemented for the period from 2014 to 2017, which was followed by another one currently under execution (GAP 2018-2021), inspired by the success of the previous one.

The current GAP (2018-2021) aligns with the UNICEF strategic plan (2018-2021) and expands on the gender dimensions of the program’s achievements throughout the strategic plan's five objectives, in addition to its actions to enhance gender throughout action plans and organizational coordination mechanisms.

Figure 1: Gender Action Plan: Theory of Change



Source: UNICEF GAP 2018-2021

Furthermore, UNICEF, as a gender-responsive organization, has been focusing on adolescent girls' welfare and empowerment through five prioritized objectives such as ending child marriage and early unions; stopping gender-based violence in emergencies; facilitating dignified menstrual health and hygiene; promoting girls' nutrition, pregnancy care, HIV and HIV prevention, as well as advancing girls' secondary education and skills.

In Burundi, apart from the education sector, UNICEF has accomplished tremendous work focusing on children's well-being, promoting mothers' health, and developing household socio-economic development.

4.2.1. Light Mothers' approach

Light Mothers (model mothers or pioneer mothers), mostly referred to as Maman Lumière in French, is a community-based long-term program developed and implemented in some parts of Burundi by UNICEF since 2013.

In Burundi, more than 56% of under-5 children suffer from chronic malnutrition and around 50,000 children need treatment for severe acute malnutrition (2016–2017 DHS), thus preventing them from reaching their full potential in terms of survival, learning, and growth.

As mentioned earlier, more than 90% of Burundians live on subsistence agriculture, which makes them vulnerable to any climate change as it becomes a threat to food security and affects children's nutrition status.

In order to face this situation, UNICEF Burundi introduced the Light Mothers

approach, which aims to reduce chronic malnutrition through the sharing of knowledge on healthy nutrition and best feeding practices in rural communities.

The first step consists of choosing first-time volunteer mothers whose children are well nourished and monitored, and who practice good home hygiene and demonstrate exemplary health and nutrition behavior.

Therefore, those volunteers are trained on the basics of nutrition and malnutrition screening. In turn, they organize workshops of knowledge sharing in their community where they demonstrate best cooking practices for healthy food using available local, nutritious ingredients.

Furthermore, they are also in charge of monitoring cases of malnutrition, and when identified, severe cases are referred to a medical center for treatment.

4.2.2. The Merankabandi Project

Merankabandi, which can be translated as "*be like others*," is a social protection support project funded by the World Bank, executed by the government of Burundi with the technical support of UNICEF.

According to UNICEF's 2017 report on monetary poverty and child deprivation in Burundi, 65 percent of the Burundian population and 69 percent of children aged 0-17 are poor (UNICEF 2017). The same study reveals that 78.2 percent of children live in multidimensional poverty, with an average of 4.1 deprivations out of a possible seven.

It is in the same framework that the project has been developed and it consists of a

cash transfer strategy followed by complementary activities aimed at behavior change.

It targets poor rural households in order to protect them from the consequences of economic shocks, natural disasters, and...

In the targeted locations, the Merankabandi initiative targets households living in severe poverty and vulnerability due to food insecurity with children under the age of twelve.

Therefore, the Merankabandi cash transfer project concentrates on direct poverty alleviation and chronic malnutrition prevention. It aims to reduce the long-term consequences of crises and short-term shocks on human progress and establishes intermediate goals for family prosperity.

The second fundamental element supported by the project is the promotion of household investments in the foundations of human capital, particularly among women and children.

Initially, the program monitors beneficiary households' participation in complementary behavior changes promotion activities. Those activities include awareness sessions, home visits, and demonstration sessions in wellness areas (Espace Hinduringendo).

The project implemented since 2017 in 4 provinces of Burundi covers 16 districts with 240 selected hills and has 56,090 direct households' beneficiaries. Each household received a cash transfer of 40,000BIF (24USD) every two months for a

period of 30 months. The woman manages the direct cash transfer, which has helped them increase their bargaining power and participate in household decision-making.

Beneficiaries learn best practices in financial education, nutrition, child and maternal health, and early childhood development.

The Merankabandi social protection net support project has been successful and effective, and is set to be extended to the whole area of the country in the next 5 years, starting in 2022.

4.3. Education

Education in Burundi has undergone many reforms in the last 20 years. From the introduction of the free schooling in primary education in 2006 to the instauration of "Ecole Fondamentale" and BMD at the university level in 2011.

Ecole Fondamentale is made up of 9 years of schooling instead of 10 years, a shortening of 1 year at the completion of lower secondary education. The BMD system which replaced the former system of 4 years of license saw the introduction of 3 years for undergraduates.

All these reforms required a lot of financial support from the government of Burundi, as there was a need to build many new classes to face the large number of new primary school enrolments motivated by free schooling as well as the introduction of new faculties and departments at the University of Burundi.

Another big burden was the design of new curricula at all levels, printing of new books for the whole country, and training all the teachers from primary to university

level to adjust to the new systems, curricula, and materials.

International agencies like UNICEF and UNESCO stepped in and assisted, technically and financially, the government of Burundi.

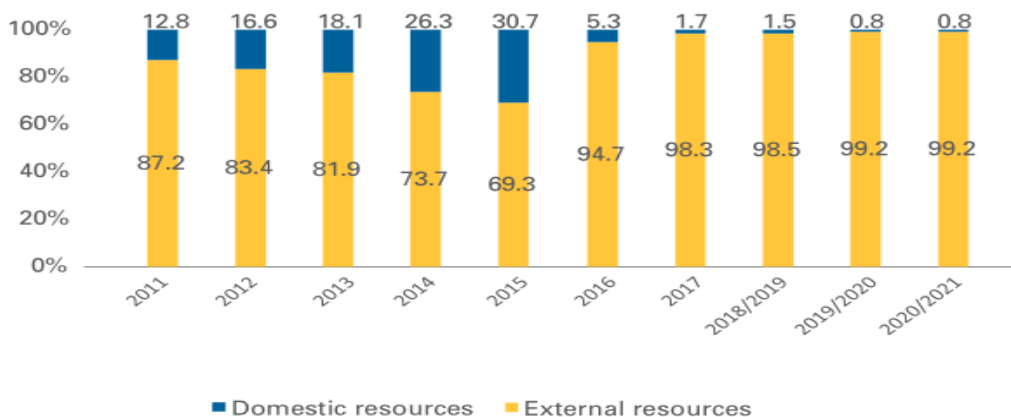
UNICEF has been supporting education in Burundi for a long time, even during the dark periods of the country's history. Between 1997 and 2000, UNICEF provided more than 200 million BIF for temporary classrooms, textbooks, reprinting, classroom supplies.

Research states that until 2003, some places were still using temporary schools built in plastic sheeting by UNICEF (UNESCO, 2006) due to the fact that many schools were destroyed by civil war and ethnic conflicts during that time.

In the same line, UNICEF has implemented two major programs to support the education sector: the "**Education in emergencies and post-crisis transition program**" starting in 2006 and the "**Learning for Peace program**" launched in 2011.

Furthermore, UNICEF has been providing budget allocations to the education sector of Burundi in past years. For instance, UNICEF contributed US \$20.1 million to the education budget in 2016, US \$25.6 million in 2019, and US \$21.3 million for the year 2021 in partnership with GPE and AFD. It is important to note that the education sector relied on external resources at a rate of 30% as of 2015, and apart from UNICEF and GPE, other partners including Belgium, France, Luxembourg, the UK and Norway have been supporting the Burundi education sector.

FIGURE 6. Education sector funding sources, 2011–2020/2021



Source: Finance Laws 2011–2020/2021

Thus, since 2014, UNICEF has been developing gender action plans in line with its commitment to gender-responsive education programs and its contribution to the execution of the Sustainable Development Goals, Agenda 2030.

4.3.1. School enrolment, dropouts, and retention

Burundi has made significant progress in education at all levels in contrast to the year 2000 and before. Data from the last free years in terms of enrolment is promising.

At the primary level, the gross enrolment rate (GER) for children aged between 6-11 years old passed from 108.6% in the school year 2017/2018 to 108.8% in 2018/2019, whereas for children aged 7-12, the GER slightly went down from 112.9% to 111% for the same period (UNICEF, 2021).

Meanwhile, the net enrolment rate (NER) for children aged 7 to 12 years was 85.1% in 2018/2019, indicating that many are either not in school or have dropped out at

this age, while the NER for children aged 6–11 years was 80.1 percent for the same school year.

TABLE 1. Key education statistics

Indicator	Value 2018/2019
Student–teacher ratio	44
Repetition rate in Grade 9	22.3%
Achievement rate (at 18 years) – post-basic	27.5%
Student–desk ratio in public schools	4
Repetition rate in cycle 4 of basic public education	32.3%
Dropout rate in cycle 4 of basic public education	13.2%
Achievement rate in the first three cycles of basic education (primary school)	52.5%

Source: Education indicators in Burundi 2018/2019

In 2002, UNICEF provided financial and technical support to the Ministry of Education in order to create a department in charge of girls’ education right after the launch of the African Girl Education Initiative (AGEI). The department was also in charge of awarding scholarships to the best laureates among boys and girls.

An estimated 199,036 children benefited from UNICEF’s work to strengthen community-based systems to protect orphans and vulnerable children. Solidarity groups also known as "*NAWE NUZE*" which are established in the community have played a key part in these efforts since 2014 (UNGM, 2019).

In 2020, for instance, UNICEF facilitated the establishment of an additional 1,065

solidarity groups, bringing the total number of active groups to 5,222. These organizations assist children at risk by enrolling them in school and providing them with food, clothes, and other benefits as well. In addition, around 93,670 parents (among them 62,865 mothers) got quality parenting training thanks to the solidarity groups.

Through the "**Schools as Zones of Peace**" project, implemented in collaboration with War Child Holland and renamed *NTAMBUTSA* in 2019, UNICEF has assisted the Ministry of Education in reintegrating over 8,000 children who were dropouts back into school. This has been accomplished through close cooperation with both local child protection and education stakeholders at the grassroots level.

To assist the National Education Sector Program, UNICEF and partner organizations organized capacity building sessions for school management committees across the country in school management and administration for dropout prevention, with a particular emphasis on the most vulnerable children, as well as the capacities of decision makers in the areas such as planning, coordination, and supervising the education sector.

UNICEF and partners have concentrated their efforts on the establishment of 72 pedagogy networks, with the hope of achieving broader spillover effects on teachers' skill sets and children's educational achievements. As an outcome, 280,408 students (including 143,008 female students) benefited from enhanced pedagogy and teaching approaches, resulting in higher-quality education.

In partnership with the World Food Program (PAM), UNICEF has been

implementing school canteens which help to reduce school dropouts and maintain children in school. It is in this framework that UNICEF and PAM have allocated a budget of 500,000 euros to improve food security and nutrition for the population of the northern part of Burundi for the period from May 1, 2021, to December 31, 2023.

A gender-sensitive approach across all sectoral initiatives encourages collaboration and efficiency that benefits more than one result at a time. Well informed sources report that education for young women helps to reduce child marriage and early partnerships, which are associated with teenage pregnancy and HIV risk, as well as the occurrence of violence against girls and young women.

According to research, investing in girls' secondary education is one of the most transformational development initiatives that can be implemented. In addition to drastically improved lifetime incomes and national growth rates, completion of secondary school also results in considerable decreases in child marriage, stunting, and infant and maternal death.

4.3.2. Back-to-School Campaign

Every year, primary and secondary schools in Burundi open their doors in September. It is a very crucial period of the year in the family life of most Burundians. At the end of August, some children are excited and can't wait because their parents were able to obtain all the necessary school materials, whereas for other children and parents, it's a total despair: no school materials, and children won't be able to start school or to continue for those who have been there previously.

The "Back to school campaign" launched by UNICEF in 2017 came to rescue those

miserable, vulnerable and desperate children who cannot afford school materials. In response to this phenomenon of school dropouts, UNICEF has been running the "Back to School campaign" for the last four years, which aims mainly to support the State's efforts to improve the quality of education. This is done through three main areas of intervention: the distribution of school kits to millions of Burundian schoolchildren, the establishment of school canteens and the professional strengthening of the teaching community (Jimber, 2018).

The initiative has also evolved into a powerful first response and strategy for thousands of children who are now able to gain access to safe learning settings thanks to it. UNICEF ensures that schoolchildren return to and remain in school in challenging circumstances by distributing school kits (notebooks, pencils, pens, rulers, erasers, and school bags) to children in need.

UNICEF's goal in Burundi is to ensure that every child has equal educational opportunities through constructing schools, building teachers' capacity, campaigning for girls' education, and supporting children who are at risk of quitting school.

At its launch in 2017, UNICEF distributed all the school kits (notebook, pencil, pen, eraser, and ruler) for all the primary school pupils in the whole national territory, as well as all the fourth cycle textbooks for all the children.

The following year, four million and five hundred (4,5 million) pupils and their teachers benefited from school materials and textbooks. Adding to that, around 6500 teachers and 3000 headteachers have been trained on the new curriculum.

In 2019, thanks to the Back-to-School campaign, UNICEF, in partnership with the

NGO War Child, helped more than 8000 children who had dropped out of school to go back to school. UNICEF has also built 173 classrooms from 2016 to 2019 in Burundi thanks to the financial support of the Global Partnership for Education.

Furthermore, UNICEF targets vulnerable school children from 6 provinces of Burundi, providing them with school kits and teaching them how to protect themselves against COVID-19 in 2020. Adding to that, grade 9 teachers were provided with pedagogical textbooks in each subject.

UNICEF reports that in 2021, the Back-to-School campaign supported 2.5 million children at the national level with school kits and 3.5 million textbooks have been provided thanks to the financial support from the World Bank and the Global Partnership for Education. Apart from that, 400 teachers have been trained to support students in difficulty.

The back-to-school campaign has been very successful and also promising for the future, as the GPE (2018) report reads: "*The campaign aimed to intensify advocacy, communication, and social mobilization efforts to attract governments, communities, children's journalists, donors, and partner organizations on the need to provide safe spaces and educational materials to Burundian children.*"

4.3.3. STEM for girls and adolescent skills

"*Girls' education is the single best investment that my society can make*" Carol Bellamy.

The Government of Burundi, together with its partners and stakeholders, has been

doing a lot of work in the past ten years of the education sector's reform. Apart from the concentration on formal education, informal education was not left behind as the country registered a high number of dropouts from primary to secondary due mainly to poverty and those who were unable to move to the next stage or failed the state exam.

For example, in 2017, 30 percent of teenagers were not in school, totaling 200,153, 95,041 of whom were female (UNESCO 2019).

According to studies, one in every five girls completes secondary school, and adolescent dropout rates range from 30 to 95 percent, with 95 percent of those students being female (UNESCO 2019). Girls aged 15 to 19 account for 8% of those who are pregnant or have already had a child.

According to ISTEEDU (2017), Burundi has one adolescent in every four people. This age group is increasing at a greater rate than any other and is expected to reach 3.4 million by 2030. Thus, adolescent girls and boys confront significant problems compared to other age groups, including increased vulnerability, health threats, and poor levels of education and skill development.

Therefore, towards the end of 2017, the government set up a national policy on teaching, vocational and technical education and training, with the goal of having at least one Trades Education Center at the municipality level and a Vocational Training Center in every province by the end of 2019. Then, adolescents who have not finished basic education or those who failed the end of year test are admitted to any center and should participate in a one-or two-year course. The program started in

2016 with training in the agro-livestock industry given first priority.

Since 2018, UNICEF and its partners have also been working on social cohesion and violence prevention with the support of the Peace Building Fund (PBF). This initiative has impacted thousands of adolescents, providing them with new skills and confidence, as well as social capital and access to financing, to participate actively in their communities' social cohesiveness.

Therefore, more than 19,500 adolescents have already been trained and have formed 650 solidarity groups, which has greatly contributed to their personal development. These teenagers are supervised for six months by mentors who facilitate, on a weekly basis, a two-hour session on confidence development, conflict resolution, non-violent communication, citizenship, and active citizenship.

Early 2019, UNICEF in partnership with the Ministry of Youth and UNFPA sponsored a groundbreaking study on the Burundi adolescent investment case, the first of its kind in Africa, demonstrating the importance of investing in this age group because the return-on-investment pledges to lift the country out of poverty over the long term. As the report reads: "*The study found that for every dollar spent, Burundi will see an overall return on investment of 16.4 dollars for interventions in health, 10 dollars for investments in formal education interventions and 15.3 dollars for non-formal education interventions. This study serves to put adolescents on the agenda of policy makers and development partners and guide policies, programmes and budgets.*"

Many innovative initiatives and programs have been introduced by UNICEF in the

framework of helping young people and adolescent girls in Burundi, such as U-report, UPSHIFT, and skills for girls.

Therefore, UNICEF introduced the UPSHIFT philosophy and the Adolescent Innovation Lab to Burundi in 2019 as a result of lessons learnt from other countries, becoming the first francophone country in Africa to do so. This initiative combines social innovation seminars, mentorship, incubation, and seed financing to provide young people with the knowledge and tools necessary to identify and solve problems in their communities. While UPSHIFT teaches young people skills for life, jobs, and social entrepreneurship, their larger community benefit from the solutions they propose.

Furthermore, in collaboration with UNICEF Denmark and the Danish jewelry firm Pandora, UNICEF Burundi launched a call for applications in early 2021 for 50 adolescent girls to join the country's first girl leadership program, skills for girls, which is part of UNICEF Burundi's broader skills development program that aims to guarantee that every teenager successfully transitions to adulthood.

At first, the programme is being implemented in three Burundi provinces. The inaugural cohort gathered 50 adolescent girls in Bujumbura for five days to participate in skill-building programs and exchange with female mentors. Thus, skills for girls places a special emphasis on the barriers that prevent young females from realizing their full potential. Leadership development and STEM education equip women to be agents of change and expand their economic opportunities.

UNICEF believes that to close the gender gap in the digital arena, girls must be

provided with equal access to technology and innovation, as well as the skills and capabilities required in the 21st Century. The program promotes a comprehensive view of women's empowerment by strengthening their agencies and assisting young women in taking control of their life and boosting their individual assertiveness and confidence in the private sphere. Accordingly, UNICEF intends to digitalize the Upshift initiative in order to broaden the program's reach and effectiveness. Young women will be recognized as STEM champions, who will then get specialized training in order to lead the process. They will also be partnered with female mentors.

UNICEF actively supports programs that benefit disadvantaged populations, particularly vulnerable girls. A program like "**MPORE MWANA**" provided 2,887 vulnerable girls with access to vocational training and income-generating activities that kept them safe from exploitation, violence, and abuse.

Chapter 5. CONCLUSION AND RECOMMENDATIONS

5.1. Recommendations

5.1.1. To UNICEF

Even though great work is being done, there is a room for improvement:

1. Data availability: UNICEF should invest in research or support research centres operating in the gender realm to make data available for public information and use.
2. Design mechanisms or create a committee in charge of monitoring and follow-up of funded or implemented projects after the implementation period to witness and make sure of their sustainability;
3. Monitor gender practices and behaviours of partners not only before establishing the partnership but also during and after the implementation of the funded project;
4. Support, develop, or modify the new school system curriculum to include a gender dimension in order to eliminate discrimination and stereotypes in instructional materials.

5. Design long-term programs to accompany girls in STEM, not just as simple initiatives such as tablet distribution or a one-week seminar, but long-term programs like scholarships for girls in STEM.
6. Establish community mini-libraries and reading clubs in which boys and girls are encouraged to learn and are kept away from household chores.
7. Design program of continuous capacity building for teachers on the impact of gender stereotypes on class performance and career choice.

5.1.2. To the Burundi Government

The government of Burundi also has a big role to play, as achieving gender equality in education requires the commitment, leadership, and responsiveness of the ruling class:

1. Create mechanisms to protect and sustain the benefits of cooperation.
2. Create gender committees at the grassroots level (Hills, zones, districts, etc).
This would help with the constant mobilization on gender equality as well as the advocacy campaigns for behavior change.
3. Creation of steering committees in charge of monitoring and evaluating projects implemented by government partners at the district level. This would also be important in the framework of the decentralization of administration reform. The senior leadership would also get balanced reports on the progress and impact of projects or programs executed by partners.

4. Negotiate gender-sensitive projects or include a gender dimension in the cooperation projects.
5. Increase women's representation not only in decision making bodies but also in technical ones so as to inspire young girls who are still in school. The constitution grants at least 30% of women representation in decision-making bodies but says nothing about technical posts.
6. Proactively design an alternative plan for schools in case of a worse COVID situation or any new pandemic as it is now impossible for almost every school and everywhere in the country to shift online for instance.

5.2. Conclusion

5.2.1. Limitations

The most important limitation to this study is the data and information for many reasons: First of all, relying on secondary sources and UNICEF reports might be biased as they are the only sources, which may provide one side of the story. No academic work is produced in the domain in Burundi, and only the successful side is showcased. The second is that the publication of their reports is not consistent; some years are missing, which makes it difficult to compile and compare their contributions for a given period of time.

Therefore, there is not enough data and statistics on UNICEF's contribution in the education sector: infrastructure, annual budget, enrolment, dropouts, advancement, school materials, teaching materials, teachers' capacity building, curriculum design.

However, it is even difficult to measure the gender impact in the short run or its level. Thus, data may be biased, but in the long run, women's participation in community organization can be seen as one of the aftermaths of gender equality and women's empowerment.

Furthermore, even though the government may express its satisfaction with a given project or program's success, it is difficult to know whether the satisfaction is on the side of gender equality improvement or the people's survival. For instance, the Merankabandi program has two components: cash transfer and complementary activities. The first deals with poverty alleviation in the short run, caused by economic shocks or natural disasters, whereas the latter projects are in the long run. Thus, the political leaders may be fascinated by the impact of the cash transfer on the masses without considering whether the second component is well implemented and impactful.

5.2.2. Conclusion

Multilateralism has been praised and favoured for its effectiveness when it comes to clear contributions in the cooperation sector, especially to the advantages of the most vulnerable people in lower and middle income countries, as well as because it is less politically motivated compared to bilateralism.

Globalisation and the world's common issues such as gender inequality, climate change, hunger, etc., have aroused the interest of different social and political actors to sit together and find common solutions to those global problems. Thus, the design and implementation of MDGs and SDGs.

The MDGS and SDGs have shaped the functioning of international agencies and organisations as they were all obliged to align with the global agenda of fighting together and finding solutions to common problems. And it is in the same perspective that multilateral agencies like UNICEF have shifted from the simple advocacy of gender as a matter with less attention to integrating gender equality and women's empowerment into all the organizational structures that require serious attention to that cross-cutting issue, the engine of development.

Based on its commitment to fight against sexual harassment within and outside the organization, its community engagement, and its leading role in the UN Girls Education Initiative, the Executive Director of UNICEF became the Spokesperson for the Inter-Agency Standing Committee (IASC) on the Prevention of Sexual Exploitation and Abuse and Sexual Harassment.

Therefore, UNICEF's contribution to the education sector and gender equality in Burundi is outstanding not only in the MDGs and SDGs era but long before when Burundi was still hit by civil crisis. However, UNICEF was contributing generally in the framework of its children's rights to health and education programs but later separated them as different but complementary programs.

From infrastructure financing such as class construction and school latrines for boys and girls, UNICEF has been providing direct budget support to the education sector every year. In the framework of promoting gender equality, UNICEF has initiated and financed the creation of a department in charge of girl promotion in the Ministry of education which will encourage girls by providing scholarship to the most brilliant. Then, within its joint school feeding program in partnership with WFP, girls were

provided with home basic needs every month like soap, cooking oil, blankets apart from feeding them at school.

Furthermore, UNICEF has been designing and implementing innovative initiatives such as the Back-to-School campaign which has been reaching a great number of primary school students by providing necessary school materials such as copybooks, books, pens, etc and also teachers and headteachers through capacity building.

In the same framework, UNICEF partnered with the education ministry's reintegration commission to help over 900 girls who have dropped out of school due to pregnancies or lack of school materials. The same organization partnered with War Child NGO to facilitate the reintegration of over 8000 schoolchildren who had dropped out in less than 3 years.

Other initiatives like skills for girls have also been successful in promoting the entrepreneurship spirit among young girls who couldn't finish school for different reasons and it has been a source of job creation for many adolescent girls.

Burundi has many development partners, including multilateral agencies like UN Women, UNDP, UNESCO, etc., which have been doing an amazing work in the promotion of gender equality. And it is really difficult to say UNICEF is the best in Burundi, but as it is investing in sensitive areas such as health, nutrition, and education of children and adolescent girls, one can say that it is building not only for sustainable social development but also for a future gender-equal society.

This thesis is among the few which try to explore the nexus between gender, development, and international cooperation. However, there is much to be researched beyond the scope of the thesis. Future research should conduct a comparative analysis of multilateral agencies' contributions to the promotion of gender equality in Burundi, particularly in health and education. The timeline should be reduced either to cover the MDGs or SDGs era, or the next decade of action. Thus, other multilateral or bilateral partners as well as international NGOs would learn from the best practices discovered from the comparison and improve the efficiency of their methods and practices.

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Abstract

부룬디 성평등 증진을 위한 다자간 파트너의 역할: 유니세프의 사례

에릭 신다이헤부라

2020-22031

국제협력

국제대학원

성평등은 수년 동안 전 세계의 정부, 양자 및 다자 기관, 국제 및 지역 NGO, 시민 사회, 여성 단체, 페미니스트 및 학계의 관심사였습니다. 부룬디는 2000년 이전까지 독립 이후 반복적인 정치적 위기를 겪었기 때문에 양성평등 분야의 활성화를 위한 뚜렷한 노력을 보이지 않았다.

다자간 기구는 성평등 증진에 앞장서 왔지만 대부분 UNWomen이 성평등 영역에 개입하는 프로그램과 프로젝트를 시작, 지원 및 시행하는 유일한 다자기구일 것으로 생각됩니다.

본 연구는 지난 20년간 평화로운 부룬디 교육 부문의 양성평등 증진에 부룬디의 가장 오래된 개발 파트너 중 하나인 유니세프가 기여한 바를 분석했습니다.

질적 접근을 사용하여 본 연구는 부룬디 교육 부문에 대한 유니세프의 기여를 활용하여 부룬디와 전 세계의 성 이해 관계자에게 전통적인 업무 분야 밖에서의 성 평등을 촉진하는 다자간 파트너의 기여에 대해 알려줍니다.

키워드: 부룬디, 성평등, 교육, 다자간 파트너, 유니세프.

학생 번호: 2020-22031

