

Perceptions of Students at the University of Burundi Regarding the Adequacy of Training to Meet the Needs of the Burundian Community

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Abstract

Socio-economic performance is one of the main expectations of students in higher education. This study, conducted with 384 students selected using Cochran's formula (1977), aims to analyze students' perceptions regarding the alignment between academic training and community needs in Burundi. The investigation focused on three main areas: the adequacy of training in relation to the needs of the community, the consideration of employer satisfaction surveys, and the University's involvement in community service. Data was collected using a questionnaire administered via the KoboCollect platform, targeting bachelor's, master's, and doctoral students at this university. The results of the study reveal that the University of Burundi still struggles to meet the expectations of its students in a satisfactory manner, particularly with regard to the organization and dissemination of employer satisfaction survey results, the alignment of training with labor market requirements, and the promotion of contributions and feedback from former students. Furthermore, although the institution's involvement in community service is appreciated above average, it remains insufficient in the opinion of some respondents.

Keywords

Needs (of the Community), Satisfaction, Priorities, Teaching Program, Development

1. Introduction

In a constantly changing world, higher education faces major challenges, both structurally and in its mission to meet the expectations of contemporary societies. Globally, one of the most recurrent criticisms concerns the mismatch between university education and real socio-economic needs, particularly in developing countries where constraints are more pronounced. As Paquelin & Crosse (2021) point out, the goal of higher education should no longer be to train an elite group of “knowledgeable” individuals, but rather to equip students with the skills they need to adapt to an increasingly complex and rapidly changing world.

This problem is exacerbated by persistent shortcomings in the structure of training programs, the weakness of applied research, the precariousness of educational infrastructure, and the shortage of qualified teachers. The World Health Organization, cited by Chastonay et al., (2016) highlights the lack of skilled personnel as one of the major obstacles to sustainable development, and this tension is also evident in the field of education. Teachers, forced to deliver poorly adapted content, struggle to meet their students’ expectations in an institutional context that is often disconnected from economic and social realities (El Archi & Benbba, 2022).

In response to these challenges, large-scale initiatives have emerged. The Consortium for Advanced Research Training in Africa (CARTA), for example, represents a promising dynamic of South-South and South-North cooperation, aimed at strengthening research capacities in African universities and promoting doctoral programs contextualized to public health needs (Chastonay et al., 2016). In sub-Saharan Africa, although some countries such as Ghana and Rwanda have undertaken ambitious reforms in university governance and curriculum professionalization, many shortcomings remain: lack of investment in research, overcrowding, and above all, a disconnect between universities and the professional world.

Cooperation between universities and businesses is seen as a strategic lever. It promotes innovation, employability, and the co-construction of skills (Mperejimana & Sindayigaya, 2023; Ndericimpaye & Sindayigaya, 2023; Sindayigaya, 2025). They point out that this synergy allows knowledge to flow in both directions and creates internship and mobility programs, as well as pathways to employment.

In Burundi, higher education was institutionalized in the 1960s, in a post-independence context. It is currently undergoing a phase of reform marked by the enactment of Law No. 1/20 of October 29, 2024, replacing that of 2011. This reform aims to align the education system with the current requirements of national development. However, many obstacles remain: outdated infrastructure, a lack of teacher training, training programs that are disconnected from labor market needs, and weak research structures (Ciza & Sindayigaya, 2023; Ndayisenga & Sindayigaya, 2024; Nduwimana & Sindayigaya, 2023).

These limitations run counter to the ambitions of the 2018-2027 National Development Plan (PND) and the National Employment Policy (PNE), which call for high-quality, internationalized higher education. To achieve these objectives, the social responsibility of universities is a *sine qua non*. As Bokoko (2024) points

out, higher education institutions must honor a genuine “social contract” based on training, scientific production, and service to society. In this regard, Martin Tchamba (2024) deplors the fact that universities’ community engagement is too often neglected, even though it is a fundamental pillar of their mission. The report by the University of the Nations-Haifa Center (UN-CHK) (2024) identifies three concrete ways in which this commitment can be fulfilled: the integration of community activities into curricula, internal university projects, and collaborations with external actors.

However, it is precisely the direct beneficiaries of the system—students and alumni—who are increasingly expressing dissatisfaction with the education they have received. According to El Archi & Benbba (2022), curricula are considered rigid, overly theoretical, and out of step with the personal and professional aspirations of young people, contributing to an educational and social crisis.

It is in this general context that the present study aims to analyze the perceptions of students at the University of Burundi regarding the relevance of the education they receive in relation to the needs of the community and the labor market. Using a structured questionnaire, three key dimensions were explored: students’ perceptions of the adequacy of training in relation to community needs, the existence and communication to students of satisfaction survey results, and community service practices.

2. Methods and Methodology

2.1. Survey Population

The secondary data collection instruments include a checklist of documents. The target population for this study consists of students enrolled at the University of Burundi at all levels: Bachelor’s, Master’s, and Doctorate. According to data provided by the IT services of the University of Burundi, this population is estimated at 13,066 students. In order to obtain a representative sample, this population was stratified into three subgroups corresponding to the three aforementioned levels of study.

The concept of survey population is well defined in methodological literature. *Timothée Mutimanwa Kapalali (2018)*, citing R. Mucchelli, describes the survey population as “the entire group of people concerned by the objectives of the survey,” which may be finite or infinite. It is from this universe that the sample will be drawn.

Given the methodological and practical constraints, we agree with the position of *Ndabarushimana (2018)*, and *Scribbr France (2023)* that it is unnecessary to survey the entire study population.

2.2. Sampling Technique and Data Analysis Tools

2.2.1. Sampling Technique

Ndabarushimana (2018) mentions that “sampling is a technique that allows a lim-

ited number of individuals, objects, or events to be selected as subjects that represent the target population.” As our population consists of students currently enrolled at the University of Burundi, a representative sample of all categories covered by our study is necessary.

In order to determine a representative sample size for a population of 13,066 students divided into three strata (Bachelor’s, Master’s, and Doctorate), we used Cochran’s formula (1977), which is widely used for probabilistic surveys. This method allows us to calculate an optimal sample size by taking into account the confidence level, the margin of error, and the expected variability in the population (Setia, 2016; Aregbeshola et al., 2021). Due to the finite size of the target population, a correction was applied to adjust the initial result, in accordance with recent methodological recommendations (Taherdoost, 2022).

In a second step, proportional stratification was performed to ensure balanced representativeness across the three levels of education. This approach is consistent with the principles of stratified sampling, which allows for greater statistical precision when the population is heterogeneous (Etikan & Bala, 2017; Khalil et al., 2023).

The final sample size was thus distributed proportionally to the weight of each stratum in the overall population.

The formula used to calculate our sample is as follows:

$$n_0 = \frac{Z^2 \cdot p \cdot (1-p)}{e^2} = ((1.96)(1.96)(0.5)(1-0.5))/((0.05)(0.05))$$

n_0 = sample size

Z = z-value for the confidence level (e.g., 1.96 for 95%)

p = estimated proportion of the population (often 0.5 if unknown)

e = tolerated margin of error (e.g., 0.05)

$$n_0 = Z^2 \cdot p \cdot (1-p) = ((1.96)(1.96)(0.5)(1-0.5))/((0.05)(0.05)) = 385$$

In practice, once the population exceeds 10,000 elements, many researchers consider that it can be treated as infinite, as the correction for a finite population becomes negligible. Using this formula, the valid sample size for a population of more than 10,000 elements is 385 individuals.

$$n = ((1.96)(1.96)(0.5)(1-0.5))/((0.05)(0.05)) = 385$$

For our finite population (13,066), the sample is calculated using the following formula:

$$n \text{ corrigé} = \frac{n}{1 + \left(\frac{n-1}{N}\right)} = 374$$

So, for each stratum:

This formula gave us the following samples for each stratum

$$\text{Bachelor's degree: } 11,765 \quad n_i = 374 \frac{11765}{13066} = 336.74$$

$$\text{Master's degree: } 841 \quad n_i = 374 \frac{841}{13206} = 24.10$$

$$\text{Doctorate: } 480: n_i = 374 \frac{480}{13066} = 3.52$$

Table 1. Sample size.

Stratum	Total number	Proportion	Sample (n_i)
High school diploma	11,765	90.04	336
Master's	841	6.43	24
Doctorate	460	3.52	13
Total	13,066	100	374

Table 1 shows that respondents are in three categories, among which High School diploma holders make up 90.04% (i.e., 336 respondents), Masters' degree holders 6.43% (i.e., 24 respondents), and Doctorate holders 3.52% (i.e., 13 respondents).

2.2.2. Data Analysis Tools

The tools used for data analysis and processing include STATA and advanced Excel, respectively, for analyzing associations between variables using the CHI2 test, where two variables were 1 compared each time. Data visualization was performed using graphs.

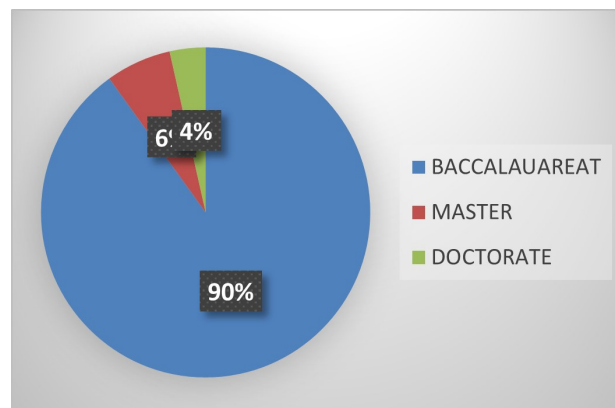
**Figure 1.** Sample size.

Figure 1 above is a simplified image of what was shown in the table, indicating the percentages of respondents' representation in the survey.

3. Results

3.1. Respondents' Perceptions of the Adequacy of Training in Relation to Community Needs

Looking at **Figure 2**, the majority of students have a positive attitude towards variables related to community needs that are detailed.

1) Programs offered and response to local community concerns (POSCLO): 25.74% strongly agree, 46.65% agree, 12.6% disagree, and 7.24% strongly disagree.



Figure 2. Respondents' results for variables relating to the suitability of training for community needs.

For this variable, 7.77% are neutral. Despite these positive perceptions, which are above average, the results show that there are also students who are dissatisfied due to the lack of connection between the programs offered and the vital needs of the community, particularly in health, education, the environment, hygiene and sanitation, and culinary arts.

2) Adequacy of higher education training for employment in Burundi (AFEB): 20.11% strongly agree, 49.6% agree, 13.4% disagree, and 6.17% strongly disagree. For this variable, 10.72% are neutral. Despite these positive perceptions, which are above the average rate, the results show that there are also students who are dissatisfied due to the lack of alignment between training and employment in higher education in Burundi.

3) The training offered is in line with students' needs (OFBE): 18.50% strongly agree, 46.38% agree, 15.82% disagree, and 8.04% strongly disagree. For this variable, 11.26% are neutral. Despite these positive perceptions, which are above average, the results show that there are also students who consider that the training offered does not meet the needs of students.

Student perceptions are negative for the following variable:

4) Connection with the external market is strengthened (CMER): 10.46% strongly agree, 22.52% agree, 34.85% disagree, and 11.26% strongly disagree. For this variable, 20.91% are neutral. These results show that very few students affirm the existence of a connection with the external market.

This situation means that efforts must be made to connect the University of Burundi to external markets in order to increase opportunities for its researchers and graduates.

In addition, as the results of the bivariate analysis are as follows for AFEB (0.213), OFBE (0.220), POSCLO (0.314), and CMER (0.586) and are therefore statistically insignificant at the 5% threshold, we conclude that there is a strong relationship between the responses provided by UB Bachelor's, Master's, and Doctoral candidates in relation to this topic.

Looking at **Figure 3**, the variable related to community needs for which the majority of students show a positive attitude is as follows:

5) Programs offered and workplace requirements (POEMT): For this variable, 19.03% strongly agree and 47.99% agree. Despite these positive perceptions, which

are above average, 17.69% disagree and 6.43% strongly disagree. For this variable, 8.85% are neutral. Respondents' perceptions are mostly negative for the following variables:

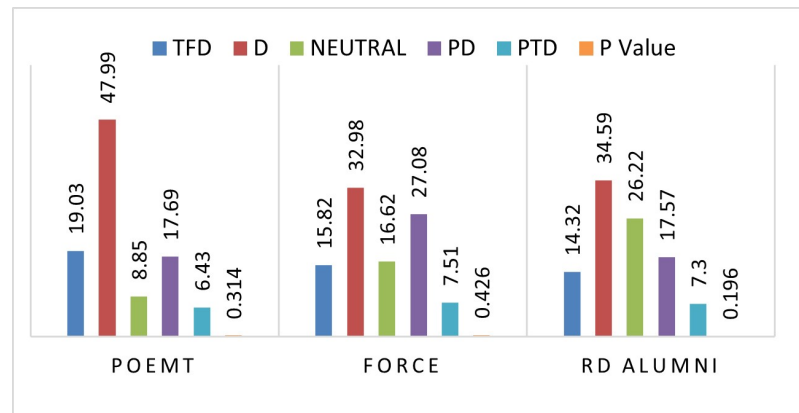


Figure 3. Respondents' results for variables relating to community needs.

6) Retraining or on-the-job training for successful candidates (FORCE): Only 15.82% strongly agree, 32.98% agree, 27.08% disagree, and 7.51% strongly disagree. For this variable, 16.62% are neutral. These results show that students are divided on the organization of retraining/on-the-job training for graduates.

7) Alumni reports available and used (RD ALUMNI): Only 14.32% strongly agree, 34.59% agree, 17.57% disagree, and 7.3% strongly disagree. For this variable, 26.22% are neutral. These results show that students are divided on the availability and use of alumni reports.

In addition, as the results of the bivariate analysis are as follows for FORCE (0.426), POEMT (0.314), and RD ALUMNI (0.196) and not statistically significant at the 5% threshold, we conclude that there is a strong relationship between the responses provided by UB Bachelor's, Master's, and Doctoral candidates on this topic.

3.2. Respondents' Perceptions of the Existence and Communication of Satisfaction Survey Results

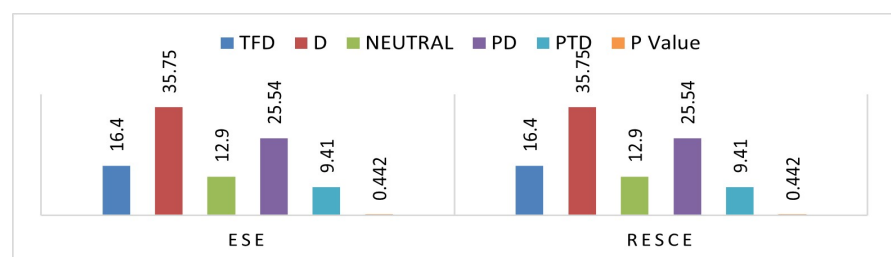


Figure 4. Respondents' results for the variable "Satisfaction surveys".

Looking at **Figure 4**, the variables related to satisfaction surveys for which the majority of students have a positive attitude are as follows:

- Employer satisfaction survey (ESE): For this variable, 16.4% strongly agree, 35.75% agree, 25.54% disagree, and 9.41% strongly disagree. For this variable, 12.9% are neutral. These results show that students are divided on the organization of regular employer satisfaction surveys.
- Reports from regular satisfaction surveys are communicated to students: For this variable, 16.4% strongly agree, 35.75% agree, 25.54% disagree, and 9.41% strongly disagree. For this variable, 12.9% are neutral.

In addition, as the results of the bivariate analysis are as follows for ESE (0.442) and RESCE (0.442), which are not statistically significant at the 5% threshold, we conclude that there is a strong relationship between the responses provided by UB Bachelor’s, Master’s, and Doctoral candidates in relation to this topic.

This situation means that efforts must be made to improve institutional communication.

3.3. Respondents’ Perceptions of the Activities Initiated by the University to Fulfill its Mission of “Community Service”

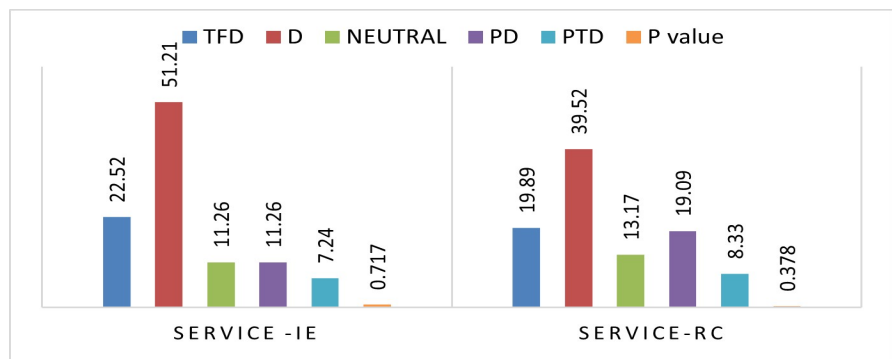


Figure 5. Activities initiated by the university to fulfill its mission of “community service”.

Looking at Figure 5, the majority of students have a positive attitude towards variables related to community service.

- Community service in terms of economic investment (Service-IE)

For this variable, students’ perceptions are positive: 19.89% strongly agree, 39.52% agree, 19.09% disagree, and 8.33% strongly disagree. For this variable, 13.17% are neutral. These results show that students are divided on the activities carried out as part of community service. This situation means that efforts must be made to improve projects related to the areas of training organized, while strengthening institutional communication that promotes the visibility of the institution.

- Community service in terms of capacity building (Service-RC)

For this variable, students’ perceptions are positive: 14.82% strongly agree, 37.74% agree, 22.64% disagree, and 10.51% strongly disagree. For this variable, 14.29% are neutral. As with the previous variable, these results show that students are divided on the service provided to the community. This situation means that efforts must be made to improve projects related to the options organized while

strengthening institutional communication that promotes the visibility of the institution.

In addition, as the results of the bivariate analysis are not statistically significant at the 5% threshold for the variables SERVICE-IE (0.378) and SERVICE-RC (0.427), we conclude that there is a strong relationship between the responses provided by Bachelor's, Master's, and Doctoral candidates in relation to this topic.

4. Discussion of the Results

This study focused on three themes, namely community needs, satisfaction surveys, and community service, which are at the heart of higher education training. The results revealed students' perceptions of the adequacy of training and community needs, the existence and communication of satisfaction survey results, and community service.

4.1. Respondents' Perceptions of the Adequacy of Training in Relation to Community Needs

Seven elements were analyzed under this theme, and in each case, the results of other researchers were taken into consideration in order to complement or build on their conclusions and contribute to the development of science.

The first variable analyzed, "Programs offered and response to local community concerns (POSCLO)," reveals that 72.39% of students consider the programs relevant, compared to 19.84% who are dissatisfied, mainly in vital sectors such as health and education, with insignificant differences between groups at the 5% threshold ($P = 0.314$), indicating a certain consistency across levels, while revealing notable differences. These results are in line with Bokobo's (2024) assertion that universities must move away from isolation and "become more involved in solving the problems facing society."

The same is true for the variable "Adequacy of higher education training for employment in Burundi (AFEB)," where 20.11% strongly agree, 49.6% agree, 13.4% disagree, and 6.17% strongly disagree. For this variable, 10.72% are neutral, with insignificant differences between groups at the 5% threshold ($p = 0.213$).

Regarding "The training offered meets the needs of students (OFBE)," 18.50% strongly agree, 46.38% agree, 15.82% disagree, and 8.04% strongly disagree. For this variable, 11.26% are neutral, with insignificant differences between groups at the 5% threshold ($p = 0.220$). Despite these positive perceptions, which are above, the results show that there are also students who consider that the training offer does not meet student needs.

On the other hand, students' perceptions are negative for the variable "Connection with the external market is strengthened (CMER)" as 10.46% strongly agree, 22.52% agree, 34.85% disagree, and 11.26% strongly disagree. For this variable, 20.91% are neutral, with insignificant differences between groups at the 5% threshold ($p = 0.586$). These results show that very few students affirm the existence of a connection with the external market.

This situation means that efforts must be made to connect the University of Burundi to external markets in order to increase opportunities for its researchers and graduates. By aligning their programs with the vital needs of communities in these strategic areas, universities no longer merely train graduates: they become hubs of innovation and local development, contributing to the improvement of collective well-being and the professionalization of their students.

All of the above findings coincide with those of authors such as [Perrenoud \(2005\)](#) and [Lemistre & Ménard \(2018a\)](#), for whom the match between training and needs remains partial. In their view, a more contextualized overhaul of curricula is still needed to strengthen community impact. These authors comment in particular on how the community engagement of universities in Uganda has had a positive impact on both academic results and the development of local communities.

For the variable “Programs offered and suitability for labor market requirements (POEMT),” a majority (67.02%) of respondents consider the programs offered to be broadly aligned with the expectations of the professional world. However, a significant proportion remain skeptical (24.12%), indicating partial alignment with insignificant differences between groups at the 5% threshold ($p = 0.314$). This perception shows that, although alignment efforts are being made, they are not yet fully successful or perceived uniformly by beneficiaries.

In a broader context, our results echo the analysis of [Lemistre & Ménard \(2018b\)](#), according to which, in Europe, professionalization in higher education has developed in response to the demands of employability in a rapidly changing world. In Africa, too, expectations of universities have increased, and institutions must adapt to specific socioeconomic environments. According to [Perrenoud \(2005\)](#), when universities train professionals, they implicitly aim to develop skills, even if this term is not always explicitly stated in the curricula.

The variable “Continuing education for graduates (FORCE)” appears to be an underdeveloped dimension for respondents. Favorable opinions account for 48.80%, with insignificant differences between groups at the 5% threshold ($p = 0.426$), depending on the level of education attained. This perception highlights the importance of structuring lifelong learning mechanisms to maintain the relevance of professional skills.

In this perspective, university-business cooperation plays a fundamental role. This view is confirmed by [Aiwen \(2022\)](#) and [Zhou et al. \(2023\)](#) (cited by [Yousouf et al., 2022](#)), who show that this cooperation makes it possible to pool resources, diversify teaching approaches, and promote active learning. This dynamic is an appropriate response to the rapid evolution of economic needs and professional skills.

Finally, the results for the question “Alumni reports available and used (RD ALUMNI)” show that the consultation and use of alumni reports remains little visible or valued: only 48.91% of respondents are in favor, while 24.87% are against, with a strong neutrality equivalent to 26.22%. This situation reflects a lack

of institutional strategy around promoting graduates' career paths in quality management. As the results of the bivariate analysis are $p = 0.196$, we conclude that the correlation is not significant at the 5% threshold. The results of our study are consistent with the conclusions of [Bokoko \(2024\)](#), who indicates that a responsible university is one that organizes ongoing feedback between trained actors, society, and the institution, with a view to joint improvement. This requires the systematic use of alumni career paths to regulate academic offerings.

4.2. Respondents' Perceptions of the Existence and Communication of Satisfaction Survey Results

The results of the study highlight contrasting perceptions among students at the University of Burundi regarding the effectiveness of external evaluation mechanisms, particularly satisfaction surveys.

4.2.1. Employer Satisfaction Surveys

Responses are very mixed, with only 52.15% favorable opinions versus 34.95% disagreeing. These results illustrate the lack of clarity and systematization of this type of feedback. Students do not seem to be clearly informed about the efforts made by the University of Burundi to gather the opinions of the professional world on its graduates. Our results are consistent with those of researchers [El Archi & Benbba \(2022\)](#), who argue that a misalignment between formal programs and the real expectations of students and the world of work can generate shared institutional suffering and affect students, teachers, and economic actors alike.

4.2.2. Communication of Satisfaction Survey Results (RESCE)

The lack of consensus on the dissemination of satisfaction survey results (52.15% positive vs. 35.94% negative) reveals a failure in institutional transparency. The high rate of neutrality (19.91%) confirms that many students do not even know whether these results exist or how they are used. This situation implies a deficit in participatory university governance. In the same vein, [El Archi & Benbba \(2022\)](#) emphasize that rigorous interpretation of the results of these surveys is essential for guiding academic decisions. Similarly, [Kandiko Howson & Matos \(2021\)](#) consider satisfaction surveys to be fundamental tools for continuous quality improvement.

4.3. Respondents' Perceptions of the Activities Initiated by the University to Fulfill Its Mission of "Service to the Community"

The results of this study reveal contrasting perceptions among students at the University of Burundi regarding their institution's contribution to community service, one of the pillars of a socially responsible university. Two dimensions were analyzed: community service in terms of economic investment (SERVICE-IE) and community service in terms of capacity building (SERVICE-RC).

4.3.1. Perceptions of Community Service—Economic Component (SERVICE-IE)

The results indicate an overall positive trend. Indeed, 22.52% of students strongly agree and 51.21% agree that their university plays a beneficial economic role for the community, for a total of 73.73% favorable opinions. Although encouraging, this figure is tempered by 18.50% unfavorable opinions, revealing that a significant proportion of students do not clearly perceive the economic impact of their education on society.

This observation reflects a broader structural reality, as public universities in sub-Saharan Africa, including the University of Burundi, suffer from chronic underfunding that limits their ability to drive sustainable local development. This lack of resources hinders the emergence of university entrepreneurial projects and restricts the ability of institutions to produce a tangible economic impact in surrounding communities.

4.3.2. Perceptions of Service to the Community—Capacity Building (SERVICE-RC)

Perceptions are much more mixed when it comes to the role of the university in capacity building for the population. Only 59.41% of respondents agree with this statement, while 27.42% disagree. The neutrality rate (13.17%) also reflects significant doubt, indicating that many students do not see a clear link between their education and a real contribution to society in terms of skills transfer.

This can be interpreted as reflecting a gap between the courses offered and the concrete expectations of the population in terms of services, support for local development, and technical expertise.

These findings are consistent with recent work on the Social Responsibility of Universities (SRU), which calls for moving beyond the traditional academic framework to take an active role in the development of society. Bokobo (2024) emphasizes that this requirement pushes universities to break out of their isolation and “participate more in solving the problems facing society.”

However, the results show that this mission is only partially accomplished at the University of Burundi. This asymmetry reveals a structural difficulty in making the university a space where education, research, and community needs converge (Ndayisenga et al., 2025; Ndayisenga & Sindyigaya, 2024; Nduwimana & Sindyigaya, 2023; Sindyigaya, 2024a).

Mob (2024) proposes a definition of a responsible university as an institution that takes into account all the impacts generated by its activities (teaching, research, valorization, and governance) in order to create shared value for the entire community. This approach highlights the need to design university education in line with local and global concerns (Sindyigaya, 2022, 2023, 2024b).

Furthermore, the production and dissemination of knowledge must be part of a process of social transformation. According to Gibbons et al., cited by BOKOBO (2024), this production acquires greater social responsibility, reinforcing the university’s mission as an agent of change.

5. Conclusion

The three dimensions analyzed thus reveal a certain gap between the university's stated mission of social adaptation and the weakness of its evaluation and feedback mechanisms. Girard et al. (2024) point out that student satisfaction influences the institution's recommendation. However, as Kandiko Howson & Matos (2021) point out, survey tools remain underutilized. Bacha (2023) and Benchakroun & Soulami (2000) advocate for teaching methods rooted in social reality and focused on innovation. Milot (2003) emphasizes the role of the university as a pillar of the knowledge economy and the co-construction of solutions. Nguyen & Le (2024) and Afrin et al. (2023) encourage the intelligent use of data to improve perceived quality. The low value placed on feedback from alumni and employers, noted in the analysis, reveals a governance model that is still self-centered. Professionalization remains hampered by the lack of structured dialogue with stakeholders. Finally, these results call for a rethinking of the university-society interaction strategy, focusing on reliable tools and participatory approaches.

6. Limitations of Our Study

Our study was limited to students currently enrolled in courses and concerned only one public university. Another study focusing on graduates of the University of Burundi and other universities is recommended to supplement our analysis, which remains limited in time and scope due to a lack of time and resources.

7. Recommendations

The University of Burundi should develop training programs in line with the needs of the community it serves; strengthen the alignment of employment and training in higher education; strengthen the link between programs and concrete sectoral needs (health, education, environment, etc.); to strengthen the university's connection with external markets; to align training provision with the real and evolving needs of students; to institutionalize the regular organization of employer satisfaction surveys; to ensure transparent communication of survey results to students; to align training provision with the requirements of the professional environment; to develop continuing education programs for alumni; promote the use of alumni reports to improve the training offer; organize regular employer satisfaction surveys; communicate the results of regular satisfaction surveys to students and organize retraining/on-the-job training for graduates.

We recommend that the Government of Burundi allocate a sufficient budget to the University of Burundi.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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