

# Moving towards the Promotion of Quality Technical and Vocational Education and Training in Burundi through the Adoption of the Education Sector Plan 2022-2030

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## Abstract

This article investigates how the quality of Technical and Vocational Education and Training in Burundi found its special place in the Education Sector Plan 2020-2030. We used the documentary technique in data collection throughout the education administrative and legislative policy in Burundi. The way Burundi policy perceives the quality of Technical and Vocational Education and Training as described by the Education Sector Plan 2022-2030 is in compliance with the content of the 4th Sustainable Goal. There is relevance in the Education Sector Plan 2022-2030 to the implementation of SDG4 in terms of Technical and Vocational Education and Training promotion, even according to Technical and Vocational Education and Training challenges as outlined in the 2022-2030 Education Sector Plan. It also promotes actions in the Technical and Vocational Education and Training domain. There is also compliance of the actions planned in the Education Sector Plan 2022-2030 with Technical and Vocational Education and Training quality indicators.

## Keywords

Burundi, Education Quality, Vocational Education, Technical Education,

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## Employment Opportunities

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### 1. Introduction

Seven years after the adoption of the 2030 Agenda for Sustainable Development, which is a universal call to action to eradicate poverty (Nduwimana & Sindayigaya, 2023a, 2023b; Sindayigaya, 2023b), protect the planet (Bashangwa et al., 2024; Kwibuka et al., 2024; Matabaro & Sindayigaya, 2024; Sindayigaya, 2024a; Sindayigaya & Toyi, 2023a), and improve the daily lives of all people everywhere (Sindayigaya, 2020, 2022) by opening up prospects for the future, Burundi has adopted the Education Sector Plan 2022-2030. This aims to serve as a reference planning tool for the government (Mpabansi, 2023; Nduwimana & Sindayigaya, 2023b) and other stakeholders to promote access to quality education for all (Mperejimana & Sindayigaya, 2023; Sindayigaya & Toyi, 2023b, 2023a). In line with international policies, notably the Fourth Sustainable Development Goal (SDG4) and the 2030 Framework for Action, its mission is to contribute efficiently to resolving the challenges facing Burundi's education system, in particular through:

- improving access and equity;
- improving the quality of teaching;
- expansion and modernization of higher education and scientific research;
- expansion and reform of technical and vocational education and training;
- improving sector governance (*Hello/INEE*, s. d.).

Certainly, education is the key to achieving many other sustainable development goals; indeed, when people can benefit from quality education, they can break out of the cycle of poverty. Considering that the scope of the education sector is very vast, we will limit ourselves to one of its sub-sectors, namely Technical and Vocational Education and Training, which is included in SDG4.

### 2. Methods and Methodology

In order to report on the current state of technical and vocational education in the formal way of the Burundian technical education system quality, we used the documentary technique to proceed with the comparison of administrative and legislative policy. This was to analyze the content of the curricula set by Burundi in the area of technical and vocational education. Results were analyzed using logical analysis, while Zotero helped with referencing.

### 3. Analysis Results

The quality of the TIVET as described by the PES 2022-2030 is in compliance with the content of 4th Sustainable Goal "Ensuring equitable, inclusive, quality education and lifelong learning opportunities for all." Global Sustainable Goal4 is in favor of the quality of TIVET. There is relevance of the PES 2022-2030 to the im-

plementation of SDG4 in terms of Technical and Vocational Education and Training promotion, even according to Technical and Vocational Education and Training challenges as the 2022-2030 PES and promoting actions in the Technical and Vocational Education and Training domain. There is also compliance of the actions planned in the Education Sector Plan 2022-2030 with Technical and Vocational Education and Training quality indicators.

## 4. Discussion of the Results

### 4.1. The Content of Global Sustainable GOALS4 in Favor of the Quality of TIVET

SDG4 aims to ensure equal access to quality education for all and to promote lifelong learning opportunities. In terms of Technical and Vocational Education and Training, the third target of this MDG aims to ensure that women and men have equal access to quality and affordable technical, vocational, and tertiary education, including university education (Ciza & Sindayigaya, 2023a, 2023b; Manegabe et al., 2025; Matabaro & Sindayigaya, 2024; Ndayisenga et al., 2025; Ndayisenga & Sindayigaya, 2024b, 2024a; Ndericimpaye & Sindayigaya, 2023). From this perspective, it is imperative to reduce barriers to skills development and access to technical and vocational education and training, from secondary level through to tertiary education, especially university, and to offer young people and adults lifelong learning opportunities. The fourth target of MDG4 is more explicit: by 2030, it aims to significantly increase the number of young people and adults with the technical and vocational skills needed for employment, decent work, and entrepreneurship.

With regard to access, it is understood that there is a need to expand equitable access to the Technical and Vocational Education and Training sub-sector, while guaranteeing the quality of education (Sindayigaya, 2023a, 2023b, 2024b, 2025a, 2025b), which makes it imperative to increase and diversify the learning offer, through multiple education and training modalities, so that all young people and adults, especially girls and women, can acquire the knowledge, skills, and aptitudes required for decent work and life. In turn, the acquisition of skills, in addition to the mastery of work-specific skills, aims to place greater emphasis on cognitive and non-cognitive skills, particularly in the areas of problem-solving (Cimpaye et al., 2025, 2026; Nijimbere et al., 2025b, 2025a), critical thinking, creativity, teamwork, and communication skills, which are usable in a wide range of professional sectors (Baa & Chatteraj, 2022; Bonoli et al., 2018). As a result, learners should be offered opportunities to update their skills at regular intervals, through lifelong learning (Matabaro & Sindayigaya, 2024; Sindayigaya, 2023a). For the implementation of the SDGs, and in particular SDG4, countries have committed to intensifying their efforts to achieve the vision of the world they want to see by 2030. Through the Ministry of Education, the Government of Burundi has consequently adopted the PES 2022-2030, with the aim of moving towards the realization of the United Nations' commitment to the SDGs, with particular emphasis on SDG4.

## 4.2. The Relevance of the PES 2022-2030 to the Implementation of SDG4 in Terms of Technical and Vocational Education and Training Promotion

In this section, we take a look back at the challenges facing Technical and Vocational Education and Training, and then talk about priority programs.

### 4.2.1. Technical and Vocational Education and Training Challenges as the 2022-2030 PES Is Adopted

Prior to the adoption of the Education Sector Plan 2022-2030, Technical and Vocational Education and Training was poorly adapted to the labor market, had a weak strategic foundation, and suffered from chronic institutional instability, as evidenced by repeated changes in ministerial supervision, which had a significant impact on vocational education and training. Other challenges included

- the failure of skills information systems and public-private partnerships;
- the lack of regular data on skill requirements and professions;
- the nonexistence of labor market observation;
- the lack of diversified financing;
- the concentration, in terms of public provision of technical education, on the Science, Technology, Engineering, and Mathematics (STEM) streams, to the detriment of the agricultural sections that generate jobs for the Burundian economy

(Hello|INEE, s. d.). The PES 2022-2030 aims to provide answers to these challenges and proposes actions that could be taken to promote quality Technical and Vocational Education and Training in Burundi.

### 4.2.2. Actions Planned by the Education Sector Plan 2022-2030 to Promote Technical and Vocational Education and Training

For the effective implementation of SDG4 in terms of Technical and Vocational Education and Training promotion, various actions are planned by the education sector plan 2022-2030 and are designed in the form of sub-programs; these include:

- ✓ Sub-programs related to technical and vocational education and training partnership governance:

The aim of this sub-program is to ensure the effective achievement of the qualitative and quantitative objectives of technical and vocational education and training and is achieved through:

- identifying the legal and regulatory texts to be put in place;
- preparation, validation, and distribution of identified texts;
- revitalizing school management committees;
- the operationalization of the national qualification and certification framework and the joint monitoring-evaluation committee for public-private partnerships;
- an increase in the technical and vocational education and training budget;
- supporting the self-financing of technical and vocational education and training schools;

- raising awareness of the importance of trades among the general public (students, parents, local authorities, etc.) (Havyarimana, 2022; Nduwimana & Sindayigaya, 2023b; Niyongabo & Sindayigaya, 2023; Sindayigaya, 2024a; Tuyubahe, 2023).

Sub-program linked to the development of a high-quality technical and professional offering. Intending to increase the number of technical and vocational education and training learners, the planned activities include the following:

- Building and equipping technical schools in each commune, and vocational training centers in each province, taking inclusiveness into account;
- Infrastructure and equipment maintenance;
- Regulations governing the recruitment of trainers;
- Guiding girls/women into the professions of their choice;
- Incentives for girls/women in primary and secondary trades (Havyarimana, 2023; Ndayisenga & Sindayigaya, 2024b, 2024a; Sindayigaya, 2023a, 2024a).

Sub-program linked to quality improvement and the implementation of training engineering adapted to the needs of the economy. Conceived to improve training provision to guarantee quality education in line with employment needs, its implementation can be observed through various actions, in particular:

- evaluation of training offers concerning the job market;
- promoting work-study training (theory in the classroom and practice on the job);
- granting allowances to cover transport and other training costs to encourage young people, particularly the vulnerable, to take part in apprenticeships, especially young women and disabled young people;
- equipping plants according to their needs;
- promoting the use of Information and Communication Technologies (ICT);
- encouraging the mobility of skilled trainers;
- strengthening the technical and pedagogical capacities of all trainers;
- support for training through exchanges of experience;
- capacity building for curriculum developers (Havyarimana, 2023; Kombo et al., 2023; Shabani et al., 2014).

Sub-program linked to the socio-professional integration of technical and vocational education and training graduates. Focused on improving the employability of technical and vocational education and training graduates, it aims to:

- develop entrepreneurial skills through active learning (learning by doing);
- organize workshops to train prizewinners in project design and advocacy;
- set up a database within the establishments to track the integration of graduates;
- Prepare winners for the 4Ps: Place, Product, Price, Promotion;
- support the creation of new growth-oriented start-ups through small grants;
- strengthen entrepreneurial ecosystems for start-ups through networking and mentoring programs;
- provide ongoing training and capacity building for integration units;

- support the implementation and appropriation of the leasing mechanism;
- experiment with digital financing mechanisms in the centers (mobile money, etc.) (Havyarimana, 2023; UNESCO, 2015).

### 4.3. Compliance of the Actions Planned in the Education Sector Plan 2022-2030 with Technical and Vocational Education and Training Quality Indicators

The United Nations Educational, Scientific and Cultural Organization (UNESCO) lays down principles that are applicable to all member states; the establishment of standard-setting instruments for technical and vocational education and training, namely the Convention on Technical and Vocational Education and the Recommendation concerning technical and vocational education and training adopted by UNESCO's General Conference in 1989 and 2015, respectively, is part of this framework. From these normative instruments, we can see that quality technical and vocational education and training must aim to promote the development of policies and governance systems (Sindayigaya, 2025c), the quality and relevance of the teaching-learning process, mechanisms for monitoring and evaluating the teaching-learning process, research and knowledge management, and international cooperation. It should be noted that the actions set out in the PES 2022-2030 are partly in line with the indicators set out by UNESCO in its standard-setting instruments; indeed, these actions overlap with the principles set out by UNESCO with regard to the promotion of policies and governance, quality and relevance, and monitoring and evaluation mechanisms; however, the PES 2022-2030 is silent on the promotion of research and knowledge management, and on international cooperation.

## 5. Conclusion

The adoption of PES 2022-2030 can be seen as a step towards fulfilling the commitment made by the Government of the Republic of Burundi regarding the implementation of the third target of MDG4, which aims to promote quality technical and vocational education and training. The Government of Burundi would do well to pursue the implementation of the envisaged actions, but should also seek to integrate research and knowledge management as well as international cooperation into the priority actions leading towards the implementation of this Global Sustainable Goal. Having used the documentary analysis method, we call on other researchers to complement us by using other methods, in particular questionnaires and interviews, which would shed more light on the opinions and considerations of the resource persons contacted.

## Conflicts of Interest

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

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