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**Promoting critical knowledge, skills and qualifications for
sustainable development in Africa: How to design and
implement an effective response through education and
training systems**

Sub-theme 2

**Lifelong technical and vocational
skills development for sustainable
socio-economic growth in Africa**

**Technical and vocational education and training in Burundi:
Towards a new participative management structure and a new
system of co-financing**

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1. ABSTRACT

1. This study proposes a new system for managing and financing the sub-sector. The proposal is based on the results of documentary research and a consultation process, which gave rise to an analysis of the state of play. This revealed a number of weaknesses and dysfunctional elements which could be attributed to the current management mode as well as its limitations in mobilizing funding and creating partnerships. The main weaknesses are:
2. An incomplete decentralization process, excessive externalization and too many decision-making bodies dealing with the activities of the sub-sector, in a context where policy guidelines recommend the opposite and propose the unification of the different parts of the system into a single structure emphasizing consistency and simplification of actions and operations.
3. A low yield, in both qualitative and quantitative terms, with regard to skills development. The relatively few successful students do not gain a qualification or employability that matches the needs of the labor market, and they are insufficiently prepared for self-employment.
4. Very little influence over the organization, checking and certification of apprenticeship and informal vocational training and development.
5. A low level of available resources, which at present come mainly from the state budget. Any external resources are rare, despite the fact that there are opportunities to be seized and that an untapped potential exists for contribution and participation on the part of business, industry and local communities.
6. An absence of management structures and methods capable of recognizing and seizing the opportunities for partnership and cooperation offered by the private sector and the voluntary sector, both of which are highly committed.
7. The need for reorganization is not only motivated by the weaknesses mentioned above, but also reinforced by other pointers. These relate to the guidelines and directives in national policy papers and reports on studies carried out previously on the education system as a whole. These documents reflect a real determination and commitment on the part of the Government to unify the sub-sector and provide it with an autonomous system of management.
8. The extension of basic education from 6 years to 9 years, which is coming into operation, means the sub-sector's teaching programs will need to be adapted in line with the change in the level of recruitment of candidates for training.
9. The model for the new management structure has been designed and worked out following a broad consultation process comprising workshops, focus groups and individual interviews with the heads of the principal institutions and partner organizations. Built on the core notion of opportunities, the model is an autonomous management system in which the involvement of the local economic and voluntary sectors is guaranteed by the sound functioning of the governance mechanisms and bodies.