ICCDPP
THE INTERNATIONAL CENTRE FOR CAREER DEVELOPMENT AND PUBLIC POLICY

CATE
Ngā Kaitohutohu Rapuara Aotearoa
Careers and Transition Education Association NZ

Tertiary Education Commission
Te Amorangi Mātauranga Matua

Country Report

10th International Symposium on Career Development and Public Policy, Auckland, New Zealand, November 2026

Country name

Burundi

This country report has been prepared for discussion and information purposes in connection with the 10th International Symposium on Career Development and Public Policy. It draws on an online questionnaire on the Symposium themes, which national teams were invited to complete in advance.

ICCDPP: Navigating new horizons - Country perspectives survey

Introduction

Q1. Do you agree to participate in this survey?

Yes

Q2. I confirm that I am providing a response on behalf of my country.

Yes

Q3. I confirm that I am happy for the responses to this survey to be shared publicly.

Yes

Q4. Is your country going to participate in the 2026 ICCDPP symposium in New Zealand?

Yes

Q5. Who have you consulted with before completing this survey?

Director of Programs in Ministry of education

About you

Q6. What is your name?

Khelia KEZA

Q7. What organisation do you work for?

Burundi Career Bridge

Q8. What is your job title?

Founder and Executive Director

Q9. What is your email address?

khelia.keza@bucb.bi

Q10. Are you happy for your contact details to be published on the ICCDPP website/ relevant documents as part of the publication of this data?

Yes

About your country

Q11. What is the name of your country?

Burundi

Q12. Which groups can access career development services in your country?

	Accessible and free to everyone	Accessible and free to some groups	Accessible to those who can pay	Not accessible
Indigenous people		X		
Young people in schools			X	
Young people in Technical and Vocational Education and Training (TVET)		X		
Young people in university or higher education			X	
Young people not in education or work (e.g. NEETs)		X		
Adults in education		X		
Adults in work			X	
Adults not in education or work (e.g. unemployed workers and the economic inactive)		X		
Migrants		X		
People in the criminal justice system		X		
Employers/businesses			X	

Q13. Are there any other groups in your country, not listed in Question 12 above, that can access career development services?

no

About your country

Q14. How far do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The career development policies, programmes and services in my country are meeting the career needs of the population.					X
School leavers in my country are well prepared for successful transitions to work or further learning.					X

Q14. How far do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The career development policies, programmes and services in my country are meeting the career needs of the population.					X
There is a strong evidence base to support the provision of career development services in my country.		X			
AI is having a major impact on the education system in my country.		X			
AI is having a major impact on labour market in my country.		X			
AI is having a major impact on the provision of career development services in my country.		X			

Q15. Are indigenous groups involved in the design of career development services in your country?

Yes, to some extent

About your country

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

Burundi's career development system is shaped by its status as a developing country with limited institutional infrastructure for formal career guidance, though there are emerging structures worth noting.
Education-Linked Pathways: Career direction in Burundi is largely tied to the formal education system. After primary school, students take national exams that determine entry into either general secondary education or technical/vocational tracks. This early sorting effectively shapes career trajectories, since technical and vocational education and training (TVET) institutions prepare students for trades like agriculture, construction, mechanics, and hospitality, while the general track leads toward university and white-collar professions.
University and Beyond: The University of Burundi and other higher education institutions offer limited career counseling services. Most career decisions are influenced more by family expectations, available scholarships, and perceived job market demand than by structured guidance counseling.
Government and NGO Involvement: The Ministry of Education and Ministry of Labor have made efforts to align TVET programs with labor market needs, often supported by international partners (such as the ILO, UNDP, and various NGOs) that fund vocational training and entrepreneurship programs, particularly for youth, given Burundi's very young population and high youth unemployment.
Informal Sector Dominance: Because Burundi's formal job market is small, the majority of working-age people end up in agriculture (the backbone of the economy) or the informal sector. This means "career development" for most Burundians looks less like climbing a corporate ladder and more like building skills in farming, small trade, or informal entrepreneurship often passed down through family or community networks rather than formal mentorship.
Gaps: There is no robust national career-counseling infrastructure, and labor market information systems are underdeveloped, making it hard for people to match skills to opportunities.

Q17. Please provide links to any key reports, articles or websites that provide insights into your country's career development policies and systems. [Up to 300 words]

Government & Policy Documents

Q17. Please provide links to any key reports, articles or websites that provide insights into your country's career development policies and systems. [Up to 300 words]

Burundi's Revised National Employment Policy (2019), via ILO: the government adopted the National Employment Programme in January 2014, built on four pillars: skills development; entrepreneurship and business development; labour market interventions; and coordination, monitoring and evaluation. https://www.ilo.org/media/407501/download International Labour Organization
ADEA Knowledge Hub — Burundi Education and Skills Country Profile: summarizes Burundi's TVET legal framework (2013 education law, 2015 TVET decree, 2017 curriculum decree) and the national development plan. https://knowledgehub.adeanet.org/en/country-profiles/burundi

World Bank

Burundi: Skills for Jobs — Women and Youth Project (Project Appraisal Document): describes how enrollment in the formal TVET system depends on passing the grade 9 national exam, sorting students into technical secondary schools or, for those who don't pass, job/artisanship training centers. https://documents1.worldbank.org/curated/en/871621624932207081/pdf/Burundi-Skills-for-Jobs-Women-and-Youth-Project.pdf World Bank
Republic of Burundi: Skills Development for Growth — World Bank Open Knowledge Repository. https://openknowledge.worldbank.org/entities/publication/b03ea353-25f6-5141-8568-0d9b0086c7f3

ILO Data & Analysis

ILOSTAT Burundi country profile — labor force, NEET rates, working poverty data. https://ilostat.ilo.org/data/country-profiles/bdi/
ILO "Youth at the Centre of Employment Policies" — global framework Burundi's policy aligns with. https://www.ilo.org/resource/article/youth-centre-employment-policies

Youth Employment Commentary

Youth Employment in Burundi: Key Initiatives and What We Should Expect — covers the Burundian Youth Employment Agency (ABEJ), established in 2010, and the Burundi Office for Employment and Manpower (OBEM), created in 2015 to implement the National Employment Policy. https://regionweek.substack.com/p/youth-employment-in-burundi-key-initiatives Substack

Note: documentation specifically on individual career guidance/counseling systems (as opposed to TVET/employment policy broadly) is sparse for Burundi .Most available material centers on skills development and youth unemployment rather than counseling infrastructure.

Q18. Do you have any other comments that you would like to make about the way in which your country organises its career development services? [Up to 300 words]

Yes. There is a Fragmentation et lack of coordination: One of the most notable features of Burundi's system is its fragmentation. Career-related functions are split across multiple ministries (Education, Labor, Youth) and agencies (ABEJ, OBEM), often with overlapping mandates but limited inter-agency coordination. This makes it hard for young people to know where to turn for guidance, and contributes to duplicated efforts rather than a coherent national pathway.
Heavy donor dependency: Much of what does exist in terms of structured career/skills programming is funded and shaped by external partners (World Bank, ILO, UNDP, various NGOs) rather than driven by sustained domestic investment. This raises questions about long-term sustainability once donor funding cycles end.
Urban-rural and gender gaps: Career services, where they exist, are concentrated in Bujumbura and a handful of urban centers. Rural youth , the majority of the population have little to no access to formal guidance, and women face additional barriers to entering technical fields (illustrated by the very low female enrollment in ICT courses at the University of Burundi, for example).
Informal economy is under-served: Given that most Burundians work in agriculture or the informal sector, a system built primarily around formal TVET and university pathways misses where most people actually build careers. There's little structured support for skills recognition, apprenticeship formalization, or entrepreneurship support outside small pilot projects.
Weak labor market information: Without reliable, up-to-date labor market data, it's difficult for any career guidance formal or informal to be evidence-based. This is arguably the biggest structural gap: counselors, teachers, and families are often guessing at what skills the market needs.
Opportunity: Burundi's young population could be an asset if matched with better-coordinated, rural-inclusive, and informal-sector-aware career services — but this would require a shift from project-based

Q18. Do you have any other comments that you would like to make about the way in which your country organises its career development services? [Up to 300 words]

interventions to a sustained national framework.

Productivity and the inclusive economy

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services contribute to economic growth.			X		
Career development services contribute to workforce productivity.			X		
Career development services deliver a positive return on investment on public spending.			X		
Career development services support entrepreneurialism.		X			
Career development services help to address employers' skills and labour needs.			X		
Career development services can be accessed by small and medium sized businesses (SMEs).		X			
Career development services improve levels of job satisfaction.			X		
Career development services contribute to decent work (jobs with access to training, a living wage and other benefits).			X		
Career development services support equality of access to learning and work opportunities.			X		
Career development services contribute to the green transition.			X		

Productivity and the inclusive economy

Q20. Provide further information about the way in which policies and practices for career development services in your country support productivity. [Up to 300 words]

In Burundi, the link between career development policy and productivity is weak and indirect rather than the result of a deliberate, well-resourced strategy. A few key dynamics are worth highlighting:
Skills-job mismatch limits productivity gains: TVET is meant to feed skilled labor into the economy, but as of 2016 only 7% of students were enrolled in TVET, and Burundi is among the sub-Saharan African countries with the least funding for this sector. This underinvestment means most workers enter the labor force whether formal or informal without productivity-enhancing technical training, particularly relevant given a persistent disconnect between graduates' skills and what the job market actually needs. ISS African FuturesISS African Futures
Macroeconomic headwinds undercut whatever gains exist: Even where skills development happens, broader instability erodes productivity returns. Inflation reached around 34% in 2025, driven mainly by

Q20. Provide further information about the way in which policies and practices for career development services in your country support productivity. [Up to 300 words]

monetization of the budget deficit, while chronic fuel and foreign currency shortages have constrained investment and private consumption. Skills alone can't translate into productivity when basic inputs (electricity, fuel, capital) are unreliable. African Development Bank GroupCoface
Sectoral reality favors low-productivity work: Agriculture supports more than 70% of the labor force, the majority of whom are subsistence farmers, so career-system effects on national productivity are inherently limited as long as most workers remain in low-mechanization subsistence agriculture rather than higher-value sectors. Wikipedia
Some structural reform is underway: Recent infrastructure investment including the Tanzania-Burundi railway and new hydroelectric dams could eventually create more formal-sector, higher-productivity jobs, but these are not yet matched by a corresponding scale-up in workforce training pipelines.
Burundi's career development apparatus is not currently structured or funded to be a meaningful productivity lever; it functions more as a (partial, donor-supported) safety net for youth employment than as an engine of economic transformation.

Q21. Provide further information about the way in which policies and practices for career development services in your country support an inclusive economy. [Up to 300 words]

In Burundi, career development policies and practices show some genuine inclusion-oriented efforts, though structural barriers still limit how inclusive the overall economy actually is.
Targeted programs for women and youth: The World Bank's Skills for Jobs project is explicitly aligned with supporting entrepreneurship and empowerment of youth and women, and with building human capital among the most vulnerable, including refugees and host communities. Similarly, IOM's vocational mentorship initiative connected diaspora mentors with young participants and deliberately employed recently graduated women, addressing gender disparities in the job market.
Social protection linked to productive inclusion: Burundi's flagship Merankabandi program is notable it scaled from a pilot in 2016 to a nationwide program in 2022, reaching over 1.5 million people, with women representing 97 percent of primary recipients. It combines cash transfers with productive inclusion to help poor households develop small businesses and livelihoods, aiming to support around 900,000 people with income-earning opportunities by 2029, about half of which is for women. This is arguably Burundi's most concrete inclusive-economy mechanism, even though it sits closer to social protection than to "career development" in the traditional sense. World Bank GroupWorld Bank Group
Persistent gaps for women and people with disabilities: Despite these programs, women's participation in the workforce remains low and is often confined to informal domestic or agricultural tasks, while people with disabilities face widespread exclusion from both education and employment opportunities. Disability-inclusive career pathways remain almost entirely absent from mainstream TVET and employment policy, handled instead by small NGO-led initiatives. Burundi
Civil society as a gap-filler: International donors continue funding civil society to create employment and income opportunities for youth, women, and vulnerable populations, including out-of-school children, orphans, and single mothers, suggesting government systems alone do not yet reach these groups. Inclusion is pursued mainly through donor-funded, targeted projects rather than being embedded in the core structure of national career or employment policy.

Q22. Please provide links to any key reports, articles or websites that provide further insights into the relationship in your country between policies for career development, and policies for productivity and the inclusive economy. [Up to 300 words]

Productivity & Skills

World Bank — Burundi: Skills for Jobs — Women and Youth Project (Project Appraisal Document): links TVET access, digital skills gaps, and labor market needs.
https://documents1.worldbank.org/curated/en/871621624932207081/pdf/Burundi-Skills-for-Jobs-Women-and-Youth-Project.pdf
ISS African Futures — Burundi Development Futures: covers education quality, the 7% TVET enrollment figure, and the skills-jobs mismatch limiting productivity.
https://futures.issafrica.org/geographic/countries/burundi/
ACET — Building TVET Systems for Economic Transformation in Africa: regional analysis of how skills systems (including Burundi's context) link to productivity and economic resilience.
https://acetforafrica.org/research-and-analysis/reports-studies/reports/building-technical-and-vocational-education-and-training-tvet-systems-for-economic-transformation-in-africa/

Q22. Please provide links to any key reports, articles or websites that provide further insights into the relationship in your country between policies for career development, and policies for productivity and the inclusive economy. [Up to 300 words]

Macroeconomic Context

African Development Bank — Burundi Economic Outlook: GDP growth drivers, inflation, and structural constraints on productivity. https://www.afdb.org/en/countries/east-africa/burundi/burundi-economic-outlook
World Bank Group — Burundi Country Overview: current Country Partnership Framework (2026–2031), sectoral GDP breakdown, investment portfolio. https://www.worldbank.org/en/country/burundi/overview

Inclusive Economy & Social Protection

World Bank — Building Burundi's National Social Protection Systems to Deliver Jobs and Respond to Crises: details the Merankabandi cash-for-jobs program and its productive-inclusion results for women, youth, and refugees. https://www.worldbank.org/en/results/2026/05/01/building-burundi-s-national-social-protection-systems-to-deliver-jobs-and-respond-to-crises
Humanity & Inclusion — Burundi country page: disability and gender exclusion from education and employment. https://www.humanity-inclusion.org.uk/en/country/burundi
IOM East and Horn of Africa — Burundi Youth and Diaspora Tackle Unemployment: diaspora mentorship and gender-targeted employment support. https://eastandhornofafrica.iom.int/stories/burundi-youth-and-diaspora-tackle-unemployment-iom-support
UN Women — Burundi: Step It Up commitments page: gender equality policy commitments tied to the 2030 Agenda. https://www.unwomen.org/en/get-involved/step-it-up/commitments/burundi

Labor Market Data

ILOSTAT Burundi country profile: NEET rates, informal employment, working poverty statistics. https://ilostat.ilo.org/data/country-profiles/bdi/

Enhancing skills and developing technical and vocational education and training (TVET)

Q23. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services support people to develop skills		X			
Career development services support people to access training		X			
Career development services support the uptake of TVET pathways		X			
Career development services support lifelong learning		X			

Q24. What are the biggest challenges for participation in the technical and vocational education and training (TVET) system in your country? [Please tick all that apply.]

Parents do not see TVET pathways as attractive for their children
The practice of compulsory assignment of students with academic challenges to TVET programmes
School staff do not know enough about TVET pathways and the occupations they lead to
Career development practitioners do not know enough about TVET pathways and the occupations they lead to

Q24. What are the biggest challenges for participation in the technical and vocational education and training (TVET) system in your country? [Please tick all that apply.]

TVET options do not provide opportunities for educational progression e.g. to higher education
Lack of career development services for learners considering TVET
Lack of ongoing career development support for learners studying TVET pathways
The influence of gender stereotyping on TVET choices

Enhancing skills and developing technical and vocational education and training (TVET)

Q25. At what age do young people generally move onto a TVET pathway if that is the path they take?

16

Q26. Does the age of pathway selection cause challenges for your TVET system?

No

Q27. Is there anything else that you would like to say about the age of pathway selection? [Up to 300 words]

The age is not a problem.Learners lack guidance and information about what TVET will lead them to

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

In Burundi, the relationship between career development services and TVET/lifelong learning policy is best described as nascent and tightly intertwined there's barely a distinct "career services" function separate from skills policy itself, since the two are largely administered by the same actors.
Legal and institutional alignment:

TVET in Burundi is governed by a layered set of legal instruments a 2013 law organizing basic and secondary education, a 2015 decree organizing technical and vocational education and training, and a 2017 decree fixing curricula for skills training centers. These create the formal architecture that any career guidance would have to operate within, but they focus on system organization rather than on guiding individuals through it.
TVET as the main lifelong learning vehicle: Formal access to TVET is gated by the grade 9 national exam students who pass enroll in secondary technical schools and professional training centers, while those who don't pass (or don't reach grade 9) can access job training centers and artisanship training centers. This creates a second-chance pathway of sorts, functioning as Burundi's closest equivalent to "lifelong learning" infrastructure for early school leavers.
Targeted skills-building reinforces career pathways: The World Bank's Skills for Jobs project illustrates how skills development and career support are bundled together rather than separated pairing technical training with entrepreneurship and digital skills components, since existing TVET and higher education institutions lack competent teachers, relevant curricula, and digital infrastructure needed to keep skills current.

Weak feedback loop: What's largely missing is a mechanism connecting labor-market outcomes back into curriculum design or career advice the system trains and credentials, but doesn't systematically track whether graduates' skills matched job market needs, limiting true "lifelong" responsiveness.
Career development in Burundi functions less as a standalone service supporting TVET and more as a byproduct of TVET's own access and progression rules.

Q29. Please provide links to any key reports, articles or websites that provide further insights about how career development services can enhance skills and support TVET. [Up to 300 words]

Burundi-Specific TVET & Skills Policy

ADEA Knowledge Hub — Burundi Education and Skills Country Profile: outlines the legal framework (2013 education law, 2015 TVET decree, 2017 curriculum decree) and national development plan linkages. https://knowledgehub.adeanet.org/en/country-profiles/burundi
World Bank — Burundi: Skills for Jobs — Women and Youth Project: details TVET access gates (grade 9 exam), digital skills gaps, and capacity constraints in training institutions. https://documents1.worldbank.org/curated/en/871621624932207081/pdf/Burundi-Skills-for-Jobs-Women-and-Youth-Project.pdf
World Bank — Republic of Burundi: Skills Development for Growth: broader skills-growth diagnostic. https://openknowledge.worldbank.org/entities/publication/b03ea353-25f6-5141-8568-0d9b0086c7f3
ISS African Futures — Burundi Development Futures: covers TVET underfunding (7% enrollment as of 2016) and education quality data (PASEC results). https://futures.issafrica.org/geographic/countries/burundi/

Regional/Continental TVET Frameworks Burundi Aligns With

African Union — Strategy to Revitalize Technical and Vocational Education and Training (TVET): continental framework for harmonizing TVET, including post-conflict contexts relevant to Burundi. https://au.int/en/documents/20200813/strategy-revitalize-technical-and-vocational-education-and-training-tvet
ACET — Building TVET Systems for Economic Transformation in Africa: analysis of common structural challenges (underfunding, instructor shortages, weak labor-market alignment) across African TVET systems. https://acetforafrica.org/research-and-analysis/reports-studies/reports/building-technical-and-vocational-education-and-training-tvet-systems-for-economic-transformation-in-africa/
ADEA — Lifelong Technical and Vocational Skills Development for Sustainable Socioeconomic Growth in Africa (2012 Triennale paper): references Burundi's TVSD governance review specifically. https://www.adeanet.org/sites/default/files/adea_triennale_synthesis_paper_sub_theme_2_english.pdf

Youth Employment & Career Support Linked to Skills

IOM East and Horn of Africa — Burundi Youth and Diaspora Tackle Unemployment: vocational mentorship model connecting diaspora mentors to skills-building youth. https://eastandhornofafrica.iom.int/stories/burundi-youth-and-diaspora-tackle-unemployment-iom-support
ILO — Revised National Employment Policy (2019): four-pillar strategy with skills development as a core pillar. https://www.ilo.org/media/407501/download

Ensuring disadvantaged and vulnerable groups can thrive

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services help vulnerable and disadvantaged groups to thrive.			X		
Vulnerable and disadvantaged groups can access career development services.				X	
Career development services support vulnerable groups to access decent work.				X	
Career development services support vulnerable groups to access the education and training system.				X	

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services help vulnerable and disadvantaged groups to thrive.			X		
There is adequate funding for career development services targeting vulnerable and disadvantaged groups.		X			
Policies for social inclusion intersect with policies for education, training, and employment.		X			

Q31. Which disadvantaged and vulnerable groups does your government have policies to support and which are provided with bespoke or targeted career development services. [Tick all that apply]

	Government has policies to support	Provided with bespoke or targeted career development services
Indigenous people		
Women and girls	X	
Men and boys		
Ethnic minorities		
Religious minorities		
Lesbian, gay, bisexual and transgender people		
People from low-socio-economic backgrounds	X	
People with low skill levels		
Migrants	X	
People with disabilities		
People with health and mental health challenges		
Younger people	X	
Older people		
Other		

Ensuring disadvantaged and vulnerable groups can thrive

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

In Burundi, career development support for vulnerable groups exists mainly through targeted, often donor-funded programs rather than a unified national framework but several groups do have dedicated pathways.
Ex-combatants: Burundi's post-conflict history produced one of its most structured vulnerable-group

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

programs. The Emergency Demobilization and Transitional Reintegration Project provided scholarships, employment generation opportunities, vocational and skills training, and microenterprise promotion, alongside psycho-social trauma counseling. It included specialized support for children associated with armed forces, women, and disabled ex-combatants, and by December 2012, 99 percent of eligible beneficiaries — 8,686 ex-combatants — had received reinsertion and reintegration support. This effort continues in reduced form: the government created a coordination cell in 2023 for stranded returnees from more recent rebel groups, though national reintegration capacity remains embryonic. World Bank Group + 3
Women and the extreme poor: The Merankabandi program is Burundi's largest current vehicle, reaching over 1.5 million people with women as 97% of recipients, combining cash transfers with livelihood/business support.
Youth and refugees: Programs like ABEJ, OBEM, and the World Bank's Skills for Jobs project explicitly target youth, with refugee/host-community components built in.
People with disabilities: Support is thinner and largely NGO-led (e.g., Humanity & Inclusion's gender-disability project), rather than embedded in mainstream TVET or employment policy — disabled ex-combatants are an exception, having received structured support within DDR programming specifically.
Rural populations, older workers, and groups outside conflict/poverty/gender categories have no clearly dedicated career development track.

Q33. Please provide links to any key reports, articles or websites that provide further insights into the way that your country's career development system supports vulnerable and disadvantaged people. [Up to 300 words]

Ex-Combatants & Post-Conflict Reintegration

World Bank — Emergency Demobilization and Transitional Reintegration in Burundi: details vocational training, microenterprise promotion, and targeted support for women, children, and disabled ex-combatants. https://www.worldbank.org/en/results/2013/01/31/emergency-demobilization-and-transitional-reintegration-in-burundi
ReliefWeb — Burundi Emergency Demobilization and Transitional Reintegration Project: Restructuring: project objectives and focus on female, child, and disabled ex-combatants. https://reliefweb.int/report/burundi/burundi-emergency-demobilization-and-transitional-reintegration-project-restructuring
World Bank — Who Benefited from Burundi's Demobilization (Policy Research Working Paper 7732): empirical analysis of DDR program outcomes on beneficiary households. https://documents1.worldbank.org/curated/en/416181467127793026/pdf/WPS7732.pdf
UN DDR — The DDR Bulletin, Issue 1/2026: current state of Burundi's reintegration mechanisms and capacity gaps. https://www.unddr.org/the-ddr-bulletin/the-ddr-bulletin-issue-1-2026/
NCBI/PMC — Reintegration of child soldiers in Burundi: a tracer study: long-term outcomes of vocational/education reintegration support for former child soldiers. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3490716/

Women, Youth & Extreme Poverty

World Bank — Building Burundi's National Social Protection Systems to Deliver Jobs and Respond to Crises: Merankabandi program details (1.5M+ reached, 97% women recipients). https://www.worldbank.org/en/results/2026/05/01/building-burundi-s-national-social-protection-systems-to-deliver-jobs-and-respond-to-crises
World Bank — Burundi: Skills for Jobs — Women and Youth Project: targeted skills/entrepreneurship support for youth, women, and refugees. https://documents1.worldbank.org/curated/en/871621624932207081/pdf/Burundi-Skills-for-Jobs-Women-and-Youth-Project.pdf
IOM — Burundi Youth and Diaspora Tackle Unemployment: gender-targeted mentorship and employment support. https://eastandhornofafrica.iom.int/stories/burundi-youth-and-diaspora-tackle-unemployment-iom-support

Disability

Humanity & Inclusion — Burundi country page: disability and gender exclusion from education/employment, "Making It Work" project. https://www.humanity-inclusion.org.uk/en/country/burundi

Q33. Please provide links to any key reports, articles or websites that provide further insights into the way that your country's career development system supports vulnerable and disadvantaged people. [Up to 300 words]

Gender Policy

UN Women — Step It Up: Burundi: national gender equality commitments under the 2030 Agenda. https://www.unwomen.org/en/get-involved/step-it-up/commitments/burundi


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