

I&P Education to Employment

IMPACT EMPLOYABILITY REPORT

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Editorial

Investing in the Future: The Impact of Private Educational companies on Youth Employability in Africa



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By 2030, 30 million young people will annually step into the African job market. The lack or inadequacy of data on professional insertion is a barrier to effective decision-making and strategic planning. Understanding the career paths undertaken by these young people provides education decision-makers with insights to define policies that promote employability, encourage entrepreneurship, and contribute to sustainable economic growth.

Since its launch in 2021, the I&P Education to Employment program has played a key role in providing funding and technical support to private higher education institutions, vocational training centers. Given current demographic and economic pressures, private education companies are emerging as a complementary alternative to public education, offering quality education tailored to the specific needs of today's job market.

This report is a call to action.

It emphasizes the urgent need to enhance educational stakeholders' capacity, both private and public, to collect and analyze data linked to young people's professional integration and the impact educational companies have on their lives.

Through these in-depth and rigorous analyses, we aim to offer enlightened perspectives on how private educational players can strategically partner in training skilled and labor market-ready youth in Africa. It highlights best practices that promote professional integration and employability for young people.

Furthermore, it does not overlook challenges and ethical issues associated with education privatization; instead, it raises crucial questions about inclusion, equitable access to education, and quality guarantees in a diverse educational landscape.

Together, we can transcend today's challenges and forge a future where every young African not only has access to meaningful professional opportunities, but where their journey is also understood and taken into account in the ongoing development of our continent.

The Education to Employment Initiative

A pioneering impact program to promote African youth employability and empowerment

I&P Education and Employment (IP2E) is a pioneering impact financing program launched in 2021 that aims to improve access to quality education and strengthen the training-employment match in Africa, in order to ensure better employment opportunities. IP2E finances and supports companies in the education ecosystem.

The initiative currently consists of two ongoing programs: I&P Acceleration in Sahel, in partnership with the European Union, and the COVID-19 Recovery and Resilience Access Facility, in partnership with the Mastercard Foundation.

To date, IP2E has partnered with 40 companies and impacted 40,000 learners.

The partnership between I&P and the Mastercard Foundation provides a combination of catalytic funding and technical assistance to help SMEs in their recovery and growth strategy.

I&P uses an additional investment approach through a rigorous due diligence to select education champions.

The eligible education SMEs receive direct funding in the form of grants and technical assistance in key thematic areas: namely, (a) accelerating their digital transformation; (b) expanding access to quality programs for disadvantaged students, with a focus on women and girls; (c) promoting impact measurement.

In partnership with 60 Decibels, the program has implemented "lean data" surveys to monitor and improve the impact measurement from partner companies. The surveys capture the impact of institutions on their alumni, with cohorts from 5 years until their entry in the IP2E program. Those data were essential to help the companies better understand their role in their alumni professional pathways. They oriented the implementation of strategies, supported by IP2E, to enhance their impact on their current students.



The partners behind the project

The Mastercard Foundation works with visionary organizations to enable young people in Africa and in Indigenous communities in Canada to access dignified and fulfilling work. It is one of the largest, private foundations in the world with a mission to advance learning and promote financial inclusion to create an inclusive and equitable world.



The Foundation was created by Mastercard in 2006 as an independent organization with its own Board of Directors and management.

For more information, please visit [Mastercard Foundation](#)

The Government of Monaco's Development Cooperation policy, which has made the fight against poverty its top priority objective, supports around 150 projects every year in 11 countries in Sub-Saharan Africa and the Mediterranean. This aid



focuses on improving the standard of living of people in developing countries in four essential areas: health, food security and nutrition; education and child protection; and access to decent work. Monaco dedicates 1% of its public budget to official development assistance (ODA), 70% of which is allocated to the Least Developed Countries.

Investisseurs & Partenaires (I&P) is an impact investing group dedicated to small and medium-sized enterprises (SMEs) in Africa. Since its creation in 2002, I&P has partnered with more than 300 companies in some 20 African countries and operates in various sectors (health, education, agri-food, microfinance, etc.)



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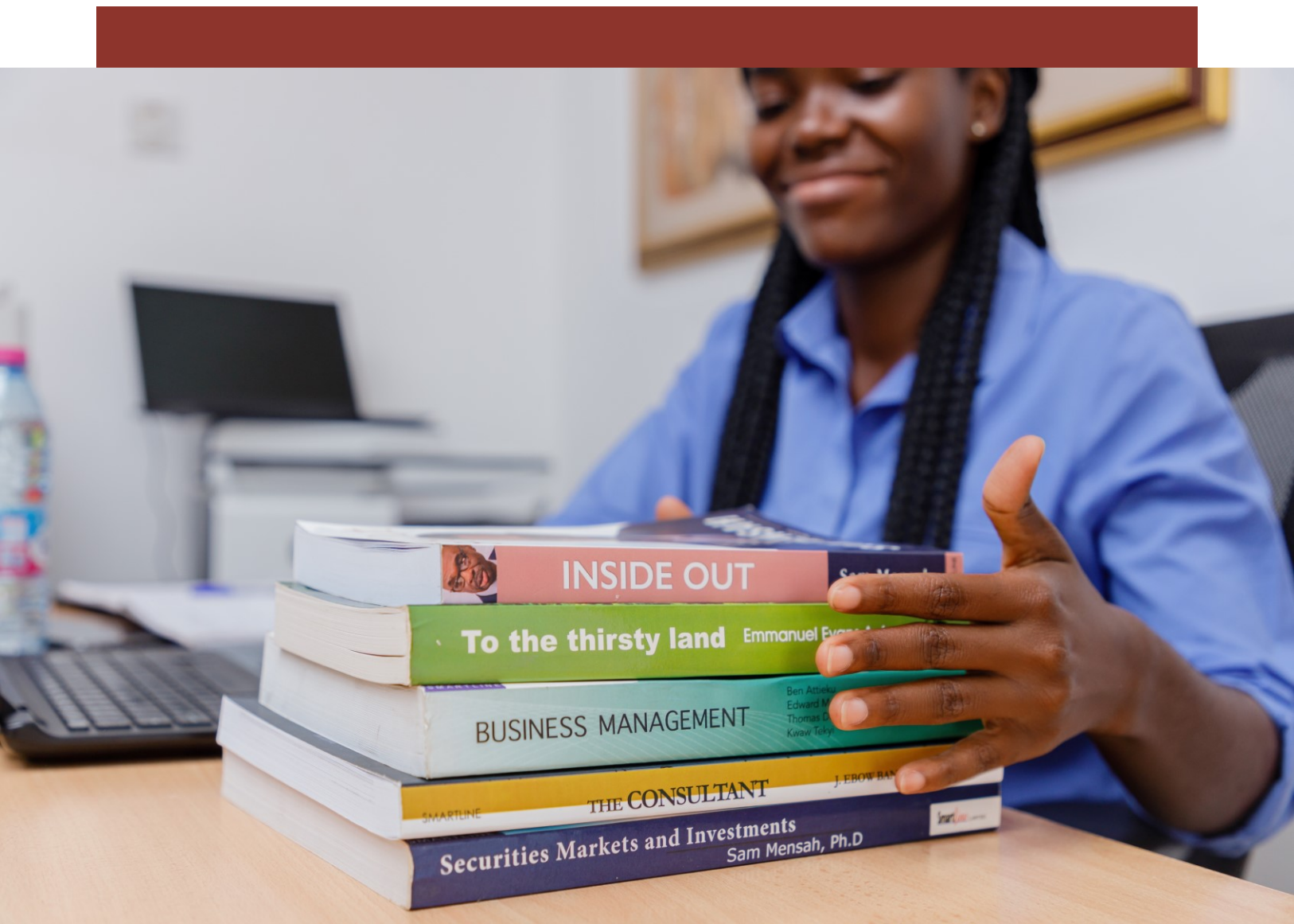
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01

Research Overview



About the report

About the 60 Decibels Methodology

Investisseurs et Partenaires (I&P) partnered with 60 Decibels (60dB) to measure the impact of the I&P Education to Employment (IP2E) program.

60dB is an impact measurement company that helps organizations better understand their beneficiaries. They specialize in phone-based surveys in local languages, hearing directly from people who matter most.

While the IP2E program targets five African countries, we focused on three countries for these impact measurement studies: Côte d'Ivoire (CI), Ghana, and Senegal. Between 2021 and 2023, 60dB completed 23 studies with 18 post-secondary education institutions. 60dB-trained researchers conducted 5,448 phone interviews with the institutions' alumni. These alumni were randomly selected from databases compiled and shared by each institution.

Where possible, 60dB targeted a sample size of 200 – 250 alumni per institution, to ensure a 90% confidence level and 5% margin of error.

Countries	Côte d'Ivoire, Ghana, Senegal
Mode	Phone
Respondents	Alumni
Studies	23 (18 baseline + 5 follow-up)
Interviews	5,448
Response Rate	67%
Languages	5 local languages
Survey Length	36 questions
Survey Length	16 mins
Confidence Level	90%
Margin of Error	5%

About the Analysis in this Report

Alumni were interviewed with a standardized survey designed by 60dB and I&P, covering three themes: demographic profile, employability impact, and alumni experience. This report is divided into these three sections ([Profile](#), [Impact](#), [Experience](#)), plus a section ([Inclusion](#)) on how impact differs by key segments.

In the Impact and Experience sections we mainly present results by country and training type: Higher Education (HE) or Technical and Vocational Education and Training (TVET). We also call out significant differences by other relevant segments, such as gender, age group, graduation year, campus location, scholarship status, poverty profile, disadvantaged background, among others.

For simplicity, we focus only on the baseline studies: 4,381 interviews across 18 institutions. This ensures assigning a similar weight to each institution, and removing any bias from sample selection in follow-up studies.

Looking Into the Future

This research study provides reliable impact measurement data in a market that has been previously unserved. Each participating West African post-secondary education institution received a detailed impact report, which enabled them to make strategic operational decisions.

It does not provide a comparative outlook on employability before and after IP2E intervention, but rather a comprehensive view on the impact of the selected SMEs on their alumni.

As I&P continues to invest and support educational institutions across Africa, it is critical to continue these measurement efforts to understand and improve their impact.

Key Insights

1 The demographic profile varies across countries, which may drive key trends

The average alumni profile changes significantly across countries. Alumni in Côte d'Ivoire are younger and mainly live in urban areas. Those in Ghana are mostly female, older, and studied in a TVET institution. Those in Senegal are young and generally come from disadvantaged backgrounds*.

Other variables, such as campus location, graduation year, and scholarship status also play a role in explaining certain results.

See page 14.

3 Vocational training is outperforming higher education in employability.

A higher degree is not a guarantee of better job insertion. Employment rates among vocational training institutions are significantly higher than among higher education ones.

While vocational training graduates have access to lower wages and less social benefits on average, they report being more satisfied with the job and wage, and a more significant improvement in their quality of life.

See pages 19 and 20.

5 Poorer alumni report significantly lower satisfaction with their jobs and wages.

While poorer alumni report similar employability than their counterparts, they are significantly less satisfied with their employment and compensation. In addition, they earn around 30% less.

Consequently, poorer alumni report lower improvements in their quality of life due to their professional insertion. This underscores the need for targeted support to address economic inequalities among alumni.

See pages 19, 25, 26 and 38.

*For a definition of 'disadvantaged background', head to the [Appendix](#).

2 Employability and impact performance is significantly better in Ghana.

Ghana boasts a significantly higher employment rate than Côte d'Ivoire and Senegal. However, alumni in Ghana take longer to obtain this employment. They are also significantly more satisfied with their employment and wage.

Despite this, quality of life improvement in Ghana is comparable to that of Senegal (both significantly above Côte d'Ivoire), potentially because Senegal reports the highest wages.

See pages 19, 20, and 27.

4 Gender, campus location, and scholarship status play a key role.

These inclusion variables are critical when determining the speed of professional insertion. Men, alumni who studied in rural areas, and scholarship holders are more likely to obtain a job within six months of graduation, compared to their counterparts.

However, this doesn't translate into employment and wage satisfaction based on gender and campus location. In contrast, satisfaction is higher among women and alumni from urban areas.

See pages 37.

6 Alumni satisfaction is strongly driven by perceived program quality.

Program quality is a key driver to alumni satisfaction. The higher the program quality, as reflected by the quality of teachers and resources, the higher the satisfaction and loyalty among alumni.

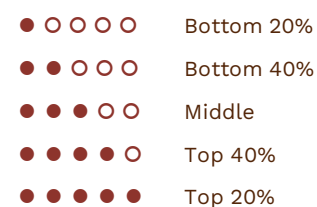
Alumni from vocational training institutions report higher satisfaction than higher education ones. A more hands-on approach and stronger connection with students might be leading to higher perceived program quality and general satisfaction.

See pages 30 and 33.

Performance Snapshot

The table below compares the portfolio performance indicators between the lowest, the highest and the average, and with 60 Decibels Benchmarks in the Education sector. For example, an average of 56% of female inclusivity means that IP2E portfolio performance is in the middle of 60 dB benchmark.

Performance vs 60dB Benchmarks



Benchmark Overview

Education sector focus
 39 companies included
 9,798 voices listened to

Portfolio Performance	Lowest	Highest	Average	Benchmark
Profile				
Gender Inclusivity (% female)	13%	94%	56%	● ● ● ○ ○
Inclusivity Ratio*	0.16	1.48	0.51	● ● ● ○ ○
% with scholarship	1%	56%	22%	N/A
Impact				
% with employment	46%	52%	61%	N/A
Insertion Rate* (within 6 months)	19%	63%	39%	N/A
% 'very confident' with technical skills	42%	94%	74%	N/A
% 'very confident' with soft skills	40%	94%	69%	N/A
% 'very much improved' quality of life*	16%	72%	49%	● ● ● ● ○
Experience				
Net Promoter Score*	7	67	39	● ● ○ ○ ○
Average quality of program rate	7.4	8.7	8.1	N/A

*For a definition of Insertion Rate, Net Promoter Score, Inclusivity Ratio, and Quality of Life head to the [Appendix](#).

Methodology

Calculations and Definitions

For those who like to geek out, here's a summary of some of the calculations we used in this report.

Inclusivity Ratio

The Inclusivity Ratio is a metric developed by 60 Decibels to estimate the degree to which an organization is reaching less well-off clients. It is calculated by taking the average of Company % / Country %, at the \$1.90, \$3.20, and \$5.50 lines for low income and low-middle income countries, or at the \$3.20, \$5.50 and \$8.00 lines for middle income countries. The formula is:

$$\sum_{x=1} \frac{([\text{Company}] \text{ Poverty Line } \$x)}{([\text{Country}] \text{ Poverty Line } \$x)} / 3$$

Net Promoter Score®

The Net Promoter Score (NPS) is a common gauge of client satisfaction and loyalty. It is measured by asking clients to rate their likelihood to recommend a product/service to a friend or family member on a scale of 0 to 10, where 0 is least likely and 10 is most likely. The NPS is the % of clients rating 9 or 10 out of 10 ('Promoters') minus the % of clients rating 0 to 6 out of 10 ('Detractors'). Those rating 7 or 8 are considered 'Passives'.

Quality of Life

This metric looks at how transformative or meaningful the education program is to the general wellbeing of students or alumni. The question text is intentionally open as we want to capture the alumni's perception and opinion on wellbeing. It is a chance for allow alumni to define what impact means to them, explaining or describing any changes the program has brought about in their life. Of course, wellbeing can include various aspects, such as happiness, relationships, work, hobbies, and comfort, and depends on cultural and socioeconomic contexts, as well as the alumni's expectations, experiences, and opinions. The open-ended follow-up question aims to uncover the specific outcomes that the alumni have experienced, in their own words.

Insertion Rate

For the purpose of this study, the Insertion Rate is the proportion of alumni who report being currently employed, and report finding their job within 6 months of graduations. It excludes those alumni who had already secured employment when starting the program (i.e. going back to their jobs).

Disadvantaged Level

I&P seeks to know if students come from disadvantaged backgrounds, looking at key variables: if they live in rural areas, study in areas with low indicators of socioeconomic development, and need social inclusion mechanisms (i.e. scholarships) to pursue studies. Each institution then reports the percentage of students from disadvantaged backgrounds. For this report, institutions with more than 80% students from disadvantaged backgrounds are classified as having a 'high' disadvantaged level. The rest are classified as having a 'lower' disadvantaged level. Segmentation analysis is made with these two groups.

Institutions

While the IP2E program targets five African countries, this study focused on three countries for these impact measurement studies: Côte d'Ivoire (CI), Ghana, and Senegal. Between 2021 and 2023, 60dB completed 23 studies with 18 post-secondary education institutions

Institution	Country	Year of Creation	Alumni (Total)	Sector	Type of Training
[Institution 1]	Côte d'Ivoire	2006	6,300	Agriculture, Social Sciences, Other	TVET & Higher Education
[Institution 2]	Senegal	2003	8,086	Fashion, Catering and Hospitality	TVET
[Institution 3]	Senegal	1988	4,032	Technology, Other	TVET
[Institution 4]	Ghana	2017	500	Technology	TVET
[Institution 5]	Côte d'Ivoire	1992	3,200	Social Sciences, Technology	Higher Education
[Institution 6]	Côte d'Ivoire	2003	3,594	Social Sciences, Technology	TVET & Higher Education
[Institution 7]	Côte d'Ivoire	1985	1,378	Social Sciences, Agriculture, Other	TVET & Higher Education
[Institution 8]	Senegal	2001	4,936	Social Sciences, Technology	Higher Education
[Institution 9]	Ghana	2001	8,229	Health, Social Sciences	TVET & Higher Education
[Institution 10]	Côte d'Ivoire	2002	10,000	Health, Technology, Other	TVET
[Institution 11]	Senegal	1994	1,593	Social Sciences, Technology	TVET & Higher Education
[Institution 12]	Senegal	2006	2,027	Social Sciences	Higher Education
[Institution 13]	Ghana	1993	5,000	Fashion	TVET
[Institution 14]	Ghana	2009	16,601	Social Sciences	Higher Education
[Institution 15]	Senegal	2006	3,010	Catering and Hospitality	TVET
[Institution 16]	Ghana	1999	2,593	Technology	TVET
[Institution 17]	Ghana	2010	1,250	Fashion	TVET
[Institution 18]	Côte d'Ivoire	2010	710	Social Sciences, Technology	Higher Education

Alumni Voices

IMPACT STORIES

87% shared how IP2E funded education institutions have improved their quality of life

“Before, I was unable to express myself in front of the public, mainly due to a lack of self-confidence. During my years at the institution, I learned to master the art of oratory, which allowed me to express myself better and to speak today without any difficulty.”

Côte d'Ivoire, Female, 22

“I used to be a stay-at-home mom. Now I work in a clinic. I participate in the household expenses. I support my husband. I can also provide for my two children without always waiting for my husband's help.”

Côte d'Ivoire, Female, 32

“My level of self-confidence has increased, and I have dared to be the candidate to now become the president of the youth of my village.”

Senegal, Male, 29

OPINIONS ON INSTITUTIONS

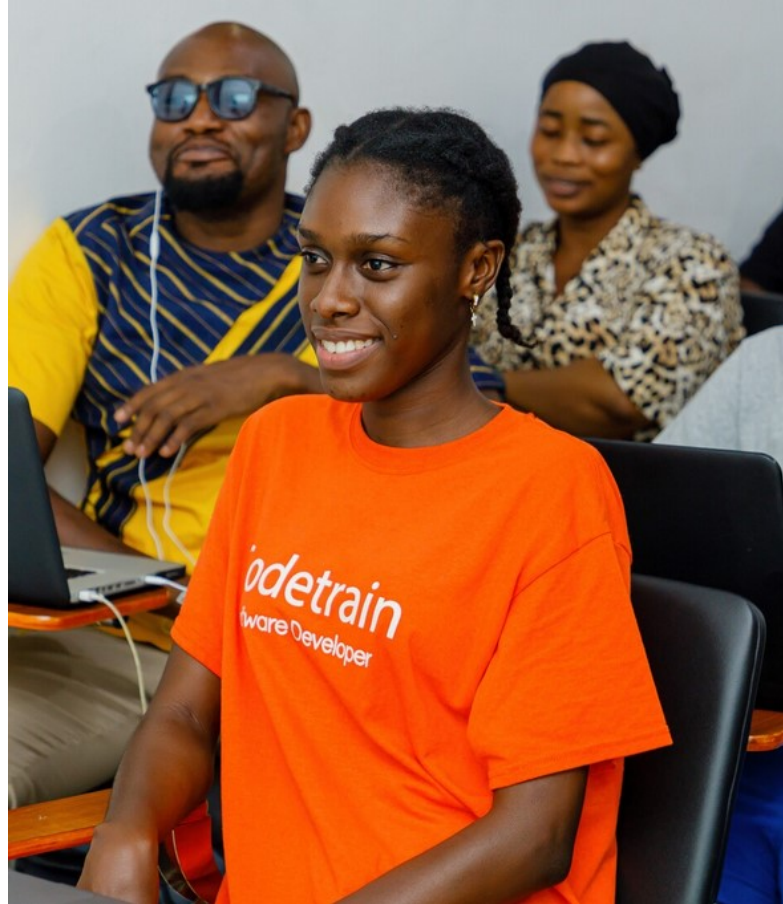
52% were Promoters and were highly likely to recommend IP2E funded institutions

“The institution is a platform for the hopeless to have a source of hope just like I did. They have the best of systems to integrate those who in one way or the other fell short of making the grades that most tertiary institutions will admit into the tertiary system and still get them perform very well.”

Ghana, Female, 27

“Teachers encourage us to learn, develop and achieve through their teaching. The institution helps us create an atmosphere of respect, rigor and collaboration that promotes learning.”

Côte d'Ivoire, Male, 30



At first, I was not respected at my workplace because of my low educational background. But because of my degree from the institution, I am now treated with respect at the workplace.

Ghana, Female, 35

POTENTIAL NEW SERVICES

88% had a specific suggestion for improvement

“The administration should try to connect students with companies after graduation for internships or jobs. In addition, it should organize graduation ceremonies, which would be a good thing.”

Senegal, Male, 30

“That the institution gives students the opportunity to practice what they learn in class. Because afterwards, in business, it becomes a little complicated. You have a degree in secretarial work but you don't know how to operate a computer! It's not easy.”

Côte d'Ivoire, Male, age undisclosed

02 Profile

This section illustrates the demographic profile of the alumni who were interviewed, their economic profile at the time of studying, as well as their access to financial support.

Having a detailed profile of alumni is key to understand how certain factors are affecting their employability, experience, and impact. We use many of these profiling factors to do segmented analysis in subsequent sections.

The key indicators in this section are:

- **Inclusivity Ratio:** are institutions reaching alumni under the country's poverty line? How representative are the alumni bases of those national populations?
- **Access to Scholarship:** what proportion of alumni had access to scholarships or financial support for their program?
- **Gender Inclusivity:** what proportion of alumni are female?



Top Insights

1 More than half of alumni surveyed are female, most live in cities, and did not receive a scholarship.

The survey was completed by nearly 1,500 alumni in each of the three countries. For each country, alumni from six different institutions were surveyed. 42% are from a TVET institution, 29% from a HE institution, and 29% from an institution offering both.

56% of respondents were female and the average age was 28 years old. Most respondents report living in cities (85%), graduating during the pandemic years between 2020-21 (49%), and did not receive a scholarship or financial support (78%).

See pages 11, 13 and 14.

3 Gender and age are determinant variables of alumni's profiles.

Women are more likely to have studied in urban campuses (58%), compared to men (34%). They are also more likely to have pursued a TVET degree (47%), compared to men (36%).

In addition, younger alumni are more likely to have pursued a HE degree (37%), compared to older alumni (30%). They are also significantly more likely to have received a scholarship (32%), compared to older alumni (18%).

See pages 11, 13 and 14.

2 The average alumni profile changes significantly across countries.

Côte d'Ivoire alumni are the least likely to have studied in an institution offering only TVET (14%). The Ivorian alumni population is the most urban, with 97% reporting they live in cities. It is also the youngest, with 74% under 28 years old.

Ghana alumni are the least likely to have studied in an institution offering only HE (22%). Ghana has the highest female population (63%), and the oldest population, with 69% above 28 years old.

Senegal alumni are the least likely to have studied in an institution offering only HE (22%). Most Senegalese alumni also come from a disadvantaged background, as classified by institutions.

See pages 11, 13 and 14.



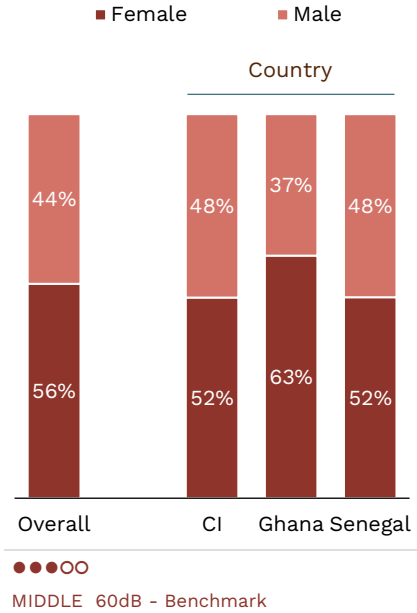
“Before I enrolled in the school, I used to learn how to sew from learn from ‘road side’ small scale seamstresses. After enrolling and graduating, when I compare the two learning experiences, there is a big difference. My creativity has improved. My skill and technique, everything has changed for the better. So going through their program has really helped me.” - Female, 32, Ghana

DEMOGRAPHICS [1/2]

56% of alumni surveyed are female, 57% are aged 27 or younger. Ghana has the highest female alumni population, and Côte d'Ivoire has the youngest.

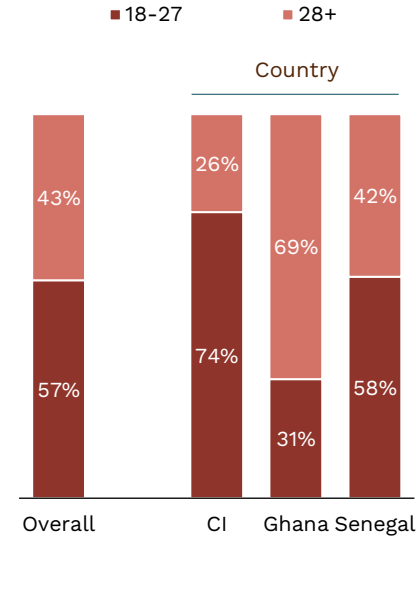
Gender Breakdown

Data recorded by enumerators. (n = 4,377)



Age Distribution

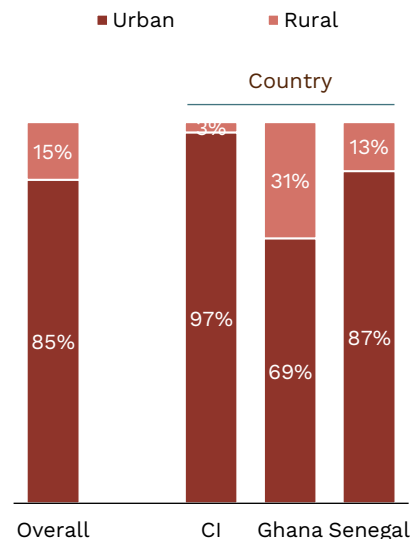
Q: Would you mind sharing your age with me? (n = 3,521)



Most alumni live in urban areas, and around half of the institutions have campuses exclusively located in urban areas, primarily large cities.

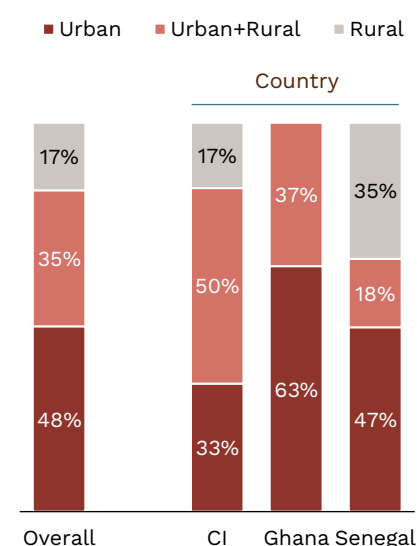
Alumni Residence

Q: Do you live in a city or a town, village or countryside? (n = 4,364)



Campus Location

Data provided by I&P. (n = 4,381)

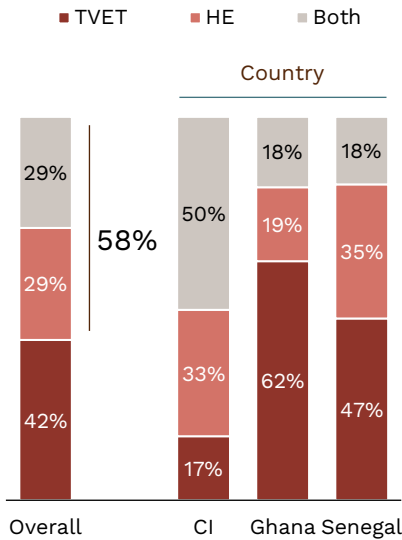


DEMOGRAPHICS [2/2]

58% of alumni went to schools offering higher education trainings. Around half graduated between 2020 and 2021, during the COVID-19 pandemic.

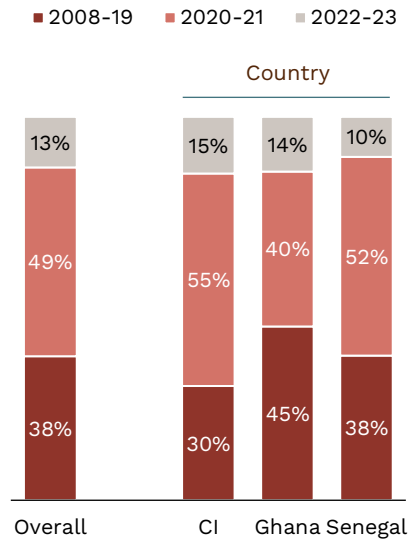
Training Type

Data provided by I&P. (n = 4,381)



Graduation Year

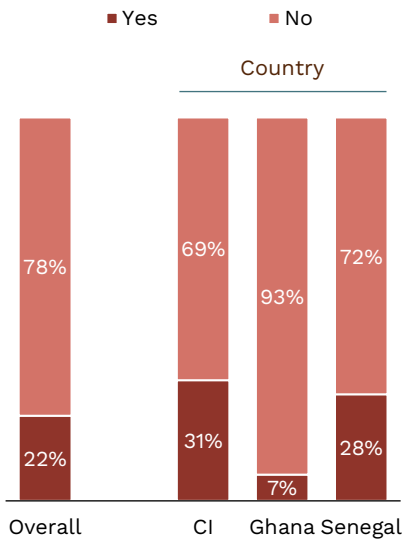
Q: When did you graduate? (n = 4,381)



78% of alumni did not receive a scholarship or financial support of any kind. More than half come from highly disadvantaged backgrounds.

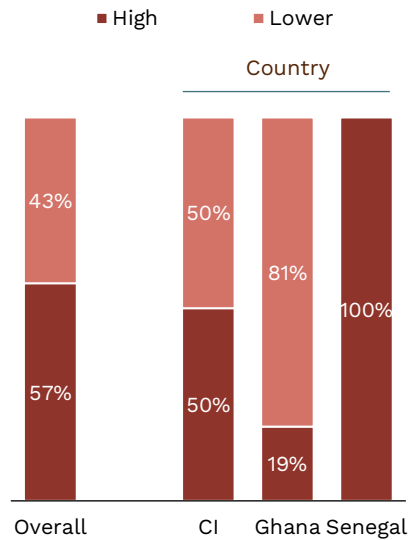
Scholarship Status

Q: Did you receive a scholarship or any other financial support, from the or any external organization, for this education program? (n = 4,381)



Disadvantaged* Level

Data provided by I&P. (n = 4,381)



*Note: disadvantaged level depends on students' social background. A high level is for institutions where >80% of students come from a disadvantaged background.

INCOME INCLUSIVITY

The Inclusivity Ratio is a metric developed by 60 Decibels to estimate the degree to which an organization is reaching less wealthy clients.

Institution	Country	Inclusivity Ratio Country Average	Inclusivity Ratio Institution	% of Student from Disadvantaged Background	% of Student Benefiting from Social Inclusion Mechanism
[Institution 1]	Côte d'Ivoire	0.68	0.62	74%	71%
[Institution 2]	Côte d'Ivoire	0.68	0.61	77%	77%
[Institution 3]	Côte d'Ivoire	0.68	0.89	100%	48%
[Institution 4]	Côte d'Ivoire	0.68	0.64	100%	48%
[Institution 5]	Côte d'Ivoire	0.68	0.43	40%	1%
[Institution 6]	Côte d'Ivoire	0.68	0.33	10%	10%
[Institution 7]	Senegal	0.46	0.37	100%	–
[Institution 8]	Senegal	0.46	0.53	100%	35%
[Institution 9]	Senegal	0.46	0.42	100%	85%
[Institution 10]	Senegal	0.46	0.45	71%	71%
[Institution 11]	Senegal	0.46	0.60	89%	24%
[Institution 12]	Senegal	0.46	0.39	90%	0%
[Institution 13]	Ghana	0.48	0.18	100%	35%
[Institution 14]	Ghana	0.48	0.40	100%	14%
[Institution 15]	Ghana	0.48	0.16	100%	6%
[Institution 16]	Ghana	0.48	1.48	12%	12%
[Institution 17]	Ghana	0.48	0.48	100%	4%
[Institution 18]	Ghana	0.48	0.20	34%	36%

03 *Impact*

We believe that the best way to understand the social impact that institutions are having is to simply ask alumni whether their quality of life has changed as a result of accessing the education programs or trainings, and if so, how.

This section shows the degree to which the institutions are impacting the quality of life of alumni, and what outcomes, if any, they are experiencing, in their own words.

We dive into employability, job sourcing, insertion rate, employment satisfaction, and wellbeing improvements. We display mainly differences by country and training type.

The key indicators in this section are:

- **Insertion Rate:** to what extent are alumni able to find a job within the six months after graduation or completion?
- **Employment Satisfaction:** to what extent are alumni satisfied with the money earned and social benefits at their jobs?
- **Quality of Life:** to what extent has the quality of life of the alumni changed as a result of the program or training?



Top Insights

1 61% of alumni are currently employed. 39% of those who found their job after graduating did so within six months.

29% of alumni are formally employed, and 14% are self-employed. 65% work at private companies.

Over 4 in 10 alumni sourced a job within 6 months of graduation. Most rely on a combination of friends and family, or external networks to source the same.

See pages 20, 22.

3 The institutions had a significant positive impact on the alumni, with improvements in quality of life, increase in wages and high job satisfaction reported.

49% of alumni report their quality of life has 'very much improved' due to the institutions.

There has been an increase of 21% in average wages from alumni's first job to their current jobs. Close to 9 in 10 are satisfied with their current job, and over 7 in 10 are satisfied with their wages.

See pages 24 and 27.

5 Alumni from Ghana have a relatively different employment profile.

Alumni from Ghana are far more likely to be civil servants than those from Côte d'Ivoire and Senegal. Consequently, they are more likely to receive social benefits such as pensions, and report higher job satisfaction.

They also have different drivers of employment. Ghanaian alumni are strongly motivated by alignment with personal mission while choosing their formal jobs / deciding to start their own independent ventures. Notably, very few self-employed alumni from Ghana cite lack of alternatives as the driver of their employment status.

See pages 20, 21 and 25.

2 Close to 2 in 5 alumni are unemployed.

29% of alumni were looking for employment at the time we surveyed them, and 10% were continuing studies. The unemployment rate is highest in Senegal.

Alumni cite lack of job opportunities in a competitive landscape, administrative issues with their institutions and career transitions for the same.

See pages 20, 21.

4 Institutions offering only TVET degrees have the highest insertion rate, at 46%.

Alumni with vocational degrees are most likely to be self-employed, or engaged in informal employment.

They are more likely to independently enter the workforce, and hence have the highest average insertion rate, at 46%.

Overall, these alumni report more positive impacts – they are more likely to report quality of life improvements, and report the highest average increase from their first salary to their current salary. They are also most confident in the technical skills they learnt at the institutions, and are most likely to use the same in their current jobs.

On the flipside, due to the informal nature of their businesses, they are least likely to receive social benefits, and their average current wage is slightly lower than the average wage of all alumni.

Since 63% of TVET alumni are female, there are similar gender-based trends in most of the above metrics.

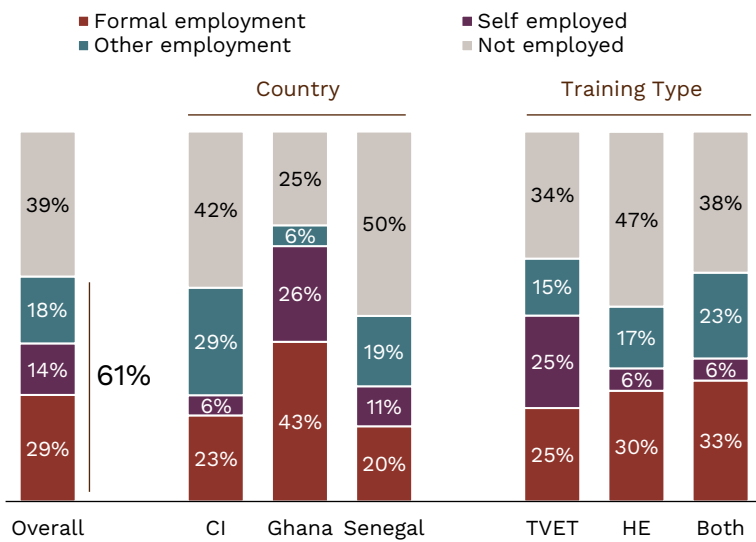
See pages 20, 23, 24, 25 and 27.

EMPLOYMENT [1/2]

Around 3 in 5 alumni report securing a form of employment. Alumni with TVET degrees are the most likely to be employed, formally or otherwise.

Employment Status

Q: What is your current employment status? (n = 4,380)



Note: formal employment refers to jobs with a formal contract. Other employment includes jobs without a contract, internships, self-employed, contractor, or consultant roles. Not employed includes those currently unemployed, looking for a job, or continuing studies.



Of the 39% of alumni who are not employed, 29% are looking for a job, and 10% are continuing studies. Unemployment is highest in Senegal (42%), followed by Côte d'Ivoire (33%), and Ghana (14%).

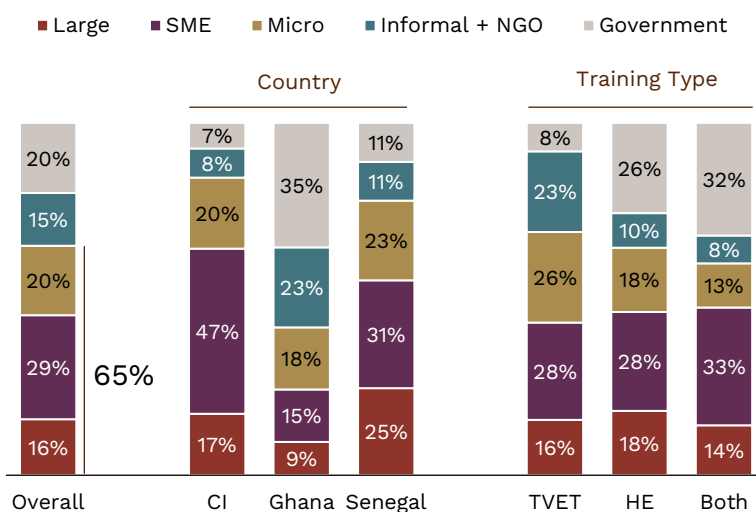
There are key differences by gender: male alumni are more likely to be formally employed (50%), than female alumni (44%). Female alumni are more likely to be self-employed or unemployed, while male alumni are more likely to be continuing studies.

Age also plays a vital role, with alumni aged 28 or older having higher significantly higher formal employment rates (41%) than younger alumni (18%). Since alumni from Ghana are more likely to be older, this trend also contributes to Ghana having the highest rate of formal employment.

65% of alumni are employed in the private sector, mostly by SMEs. Government employment is much more common in Ghana.

Type of Employer

Q: Which of the following best describes the type of organization where you're currently working? (n = 2,556)



Alumni from institution offering only vocational degrees are more likely to be working informally, than their peers with higher education or hybrid degrees.

Male alumni are more likely to be working in the private sector (71%), compared to their female peers (61%).

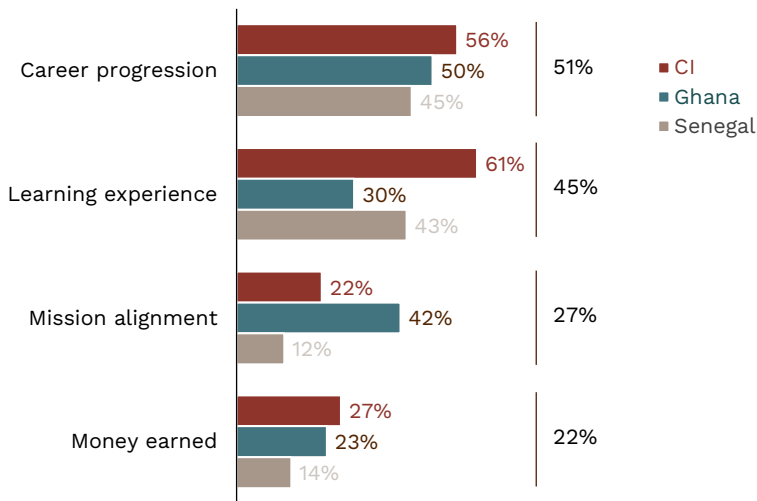
The older their graduation, the more likely alumni are to be civil servants: 27% of pre-2019 graduates work for the government compared to 15% of post-2019 graduates.

EMPLOYMENT [2/2]

Half the alumni say they chose their job to progress in their careers. Others cite learning, alignment in mission, and earning money as top reasons.

Drivers of Employment

Q: Why did you choose your current job? Select all that apply. (n = 2,776)



Top drivers vary by country – alumni from Côte d'Ivoire value learning experiences the most, while those from Ghana and Senegal are motivated by career progression. Alumni from Ghana are also highly motivated by mission alignment more than those from Côte d'Ivoire or Senegal.

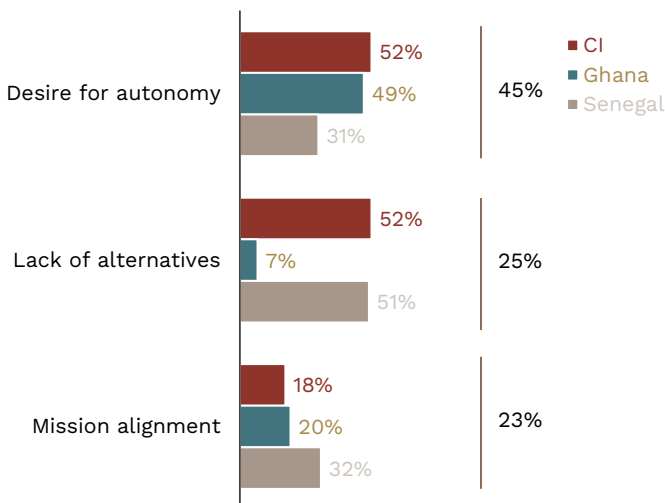
Ghanaian alumni also have different drivers for self employment and unemployment. They are driven to self employment due to a desire for autonomy and alignment in mission.

Notably, very few of them cite lack of alternatives for the same. In a similar vein, they are driven to unemployment due to lack of opportunities or career transition. Few cite institutional issues for the same, compared to alumni from Côte d'Ivoire and Senegal.

Self-employed alumni are motivated by a desire for autonomy. Unemployed alumni mostly battle with lack of job opportunities in the market.

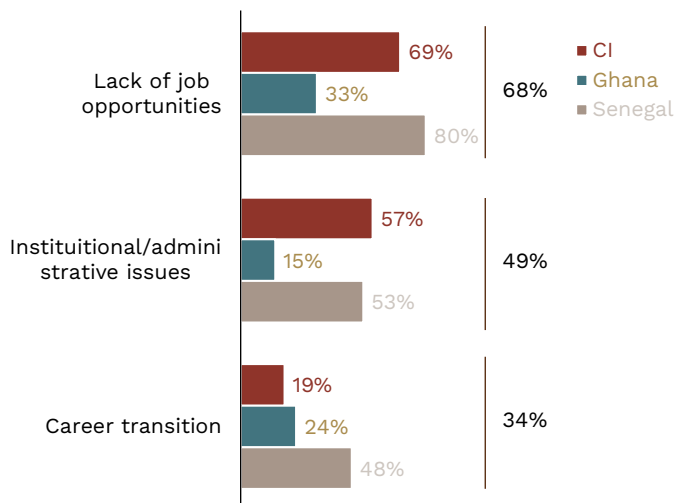
Top Drivers of Self-Employment

Q: What motivated you to become self-employed / contractor / consultant? (n = 610)



Top Drivers of Unemployment

Q: Could you please explain why you are currently unemployed / looking for a job? (n = 1,295)

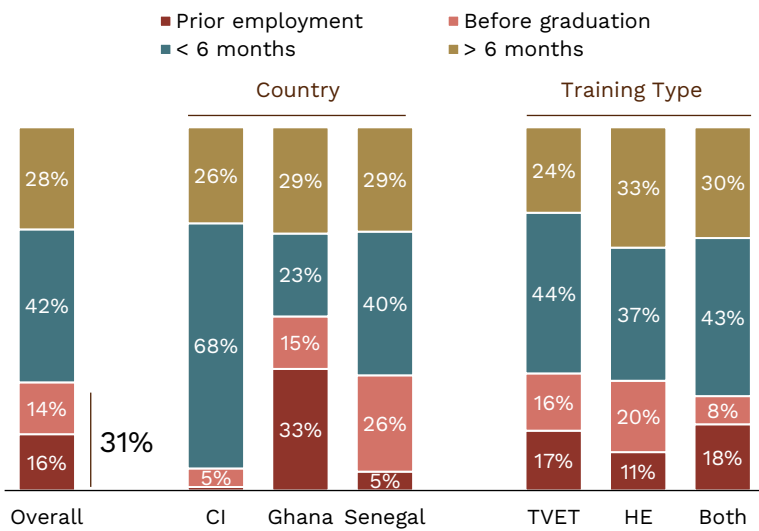


SOURCING EMPLOYMENT

Over 2 in 5 alumni secured employment within 6 months of graduating. 3 in 10 either continued their pre-university job, or sourced one before graduation.

Period to First Employment

Q: How long after graduating from [Institution] did it take you to obtain your first job? (n = 2,553)



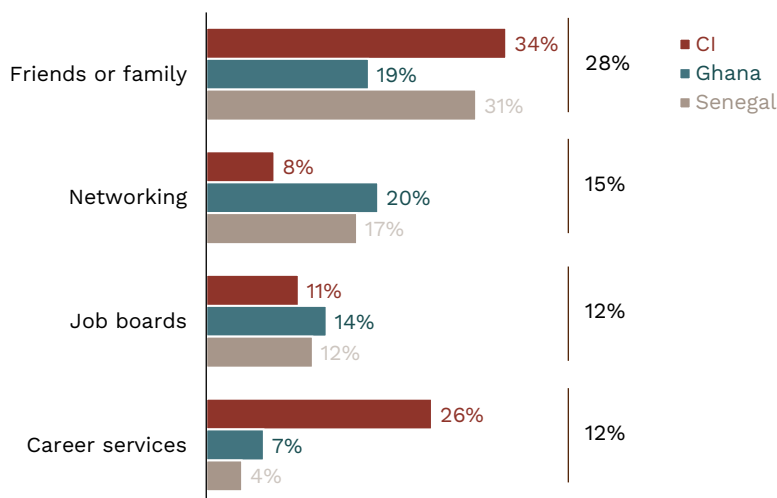
Alumni in Ghana are most likely to have employment prior to studying at institutions, and revert back to the same after the completion of their degree.

This is in part due to the relatively higher average age of alumni from Ghana – since older alumni are also more likely to have jobs before starting their education at the institutions.

Almost 3 in 10 alumni rely on their friends or family to secure a job. 15% also pursue external networking to do the same.

Source of First Employment

Q: How did you obtain or source your first job after graduating from [Institution]? (n = 2,342)



Alumni from Ghana are equally likely to rely on friends or family and external networking to source jobs.

Alumni who graduated from urban campuses are least likely to rely on career services (5%), compared to those from rural (15%) or mixed campuses (23%).

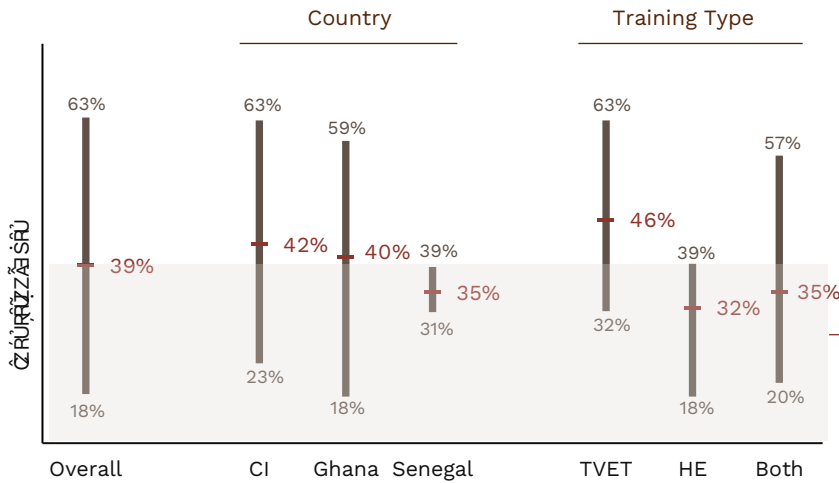
Notably, alumni who sourced jobs using friends or family are most likely to secure the same after 6 months of graduation. In contrast, those pursuing external networking themselves are more likely to find jobs before graduation.

INSERTION RATE & SKILLS UTILISATION

The average insertion rate, which captures the proportion of employed alumni who find employment within six months of graduation, is 34% on average.

Professional Insertion Rate

Metric calculated by 60 Decibels, see Appendix for details. (n = 4,381)



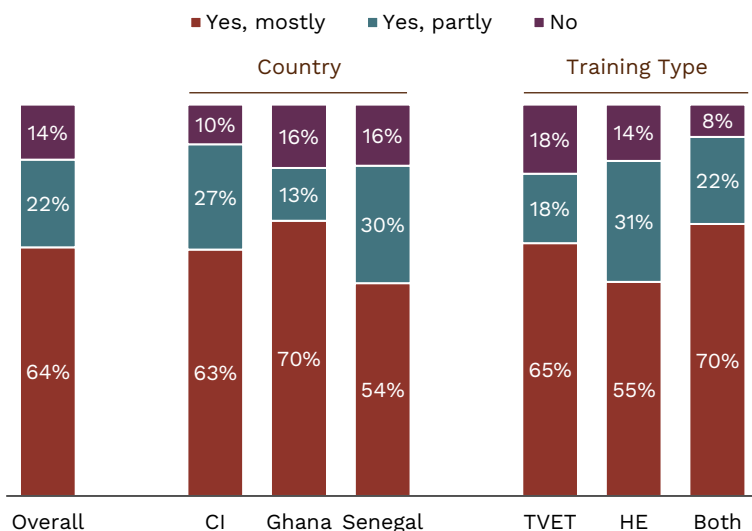
Alumni who only followed a vocational training have the highest average insertion rate. This indicates that vocational training offers a more direct avenue for alumni to enter the workforce, due to the independent nature of the fields related to vocational training. These alumni are able to start their own businesses instead of relying on employers.

39%
Average Insertion Rate

Almost 2 in 3 alumni report using most of the skills they learnt at university in their jobs.

Utilization of Skills in Job

Q: In your current job, are you using the skills you learned at [Institution]? (n = 2,658)



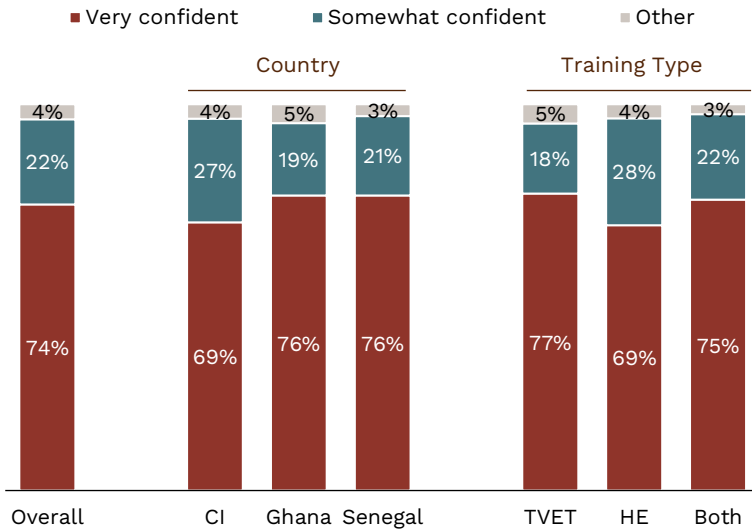
Alumni who only followed a vocational training are more likely to report using most of their learnt skills at their current job (65%), compared to those who only got a higher education degree (55%). Since most TVET alumni are female, they are consequently more likely to report using most of their learnt skills at their current job (68%) than their male peers (58%).

SKILLS GAINING

Three quarters of the alumni are ‘very confident’ in the technical skills they learnt at institutions funded by IP2E.

Confidence in Technical Skills

Q: How confident are you with the technical skills you gained at the [Institution] [education program]? (n = 4,381)

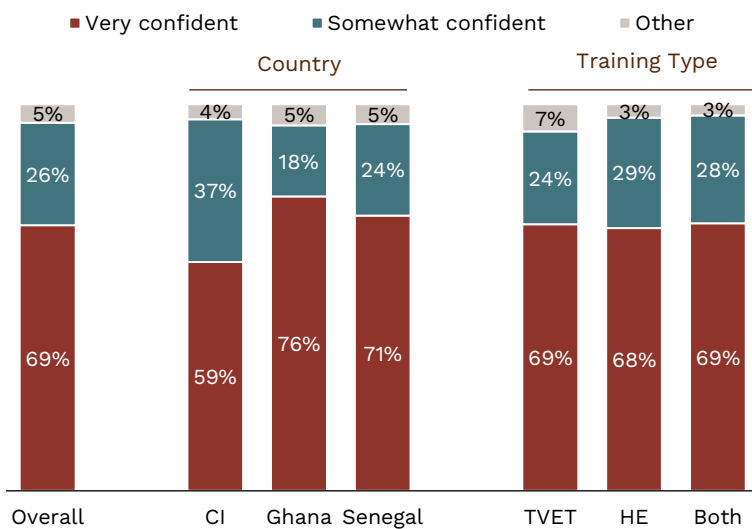


Alumni who only followed vocational training are more likely to report being ‘very confident’ with technical skills (77%) compared to those who only obtained a higher education degree (69%).

7 in 10 alumni are ‘very confident’ in the soft skills they learnt at institutions funded by IP2E.

Confidence in Soft Skills

Q: How confident are you with the soft skills you gained at the [Institution] [education program]? (n = 2,342)



Older alumni (above 28 years old) are more likely to report being ‘very confident’ with soft skills (74%) compared to their younger peers (64%).

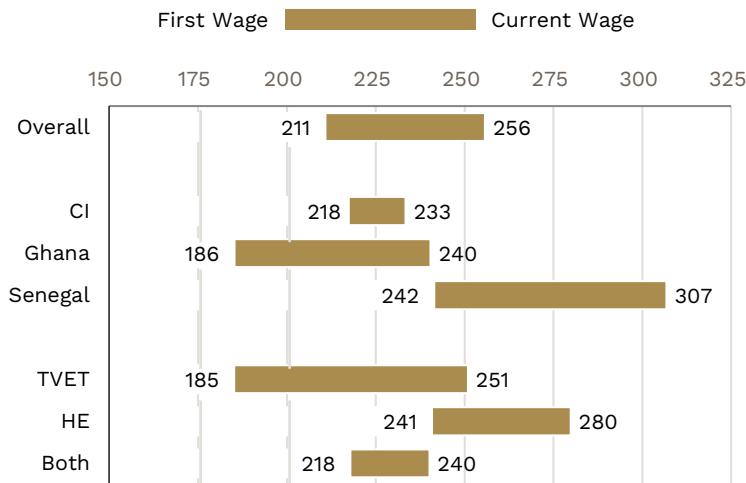
COMPENSATION

There is a 21% increase in the average wage of alumni from their first jobs to their current one. The current average monthly wage is 256 USD.

Current Wage vs. First Job Wage

Q: If you feel comfortable, can you tell me how much money you currently earn per month? (n = 3,200)

Q: If you feel comfortable, can you tell me how much money you earned per month in your first job? (n = 1,200)

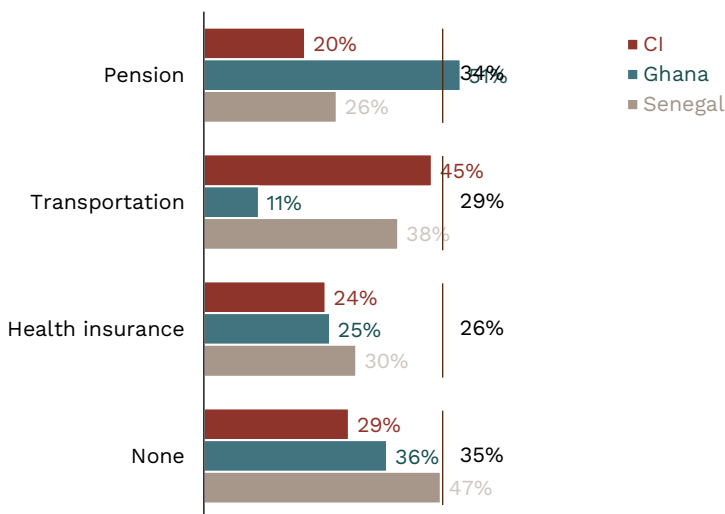


Alumni with higher education degrees report the highest current wages (280 USD). However, the bigger salary progression from first to current job occur with alumni who followed vocational training.

The top benefits alumni receive from their employer are pension, transport expenses and health insurance. Notably, 35% receive no benefits.

Employment Benefits

Q: What types of social benefits do you receive in your current job? (n = 2,606)



Alumni with only vocation degrees are most likely to not receive any benefits (30%), compared to those with higher education degrees (17%), or hybrid degrees (14%).

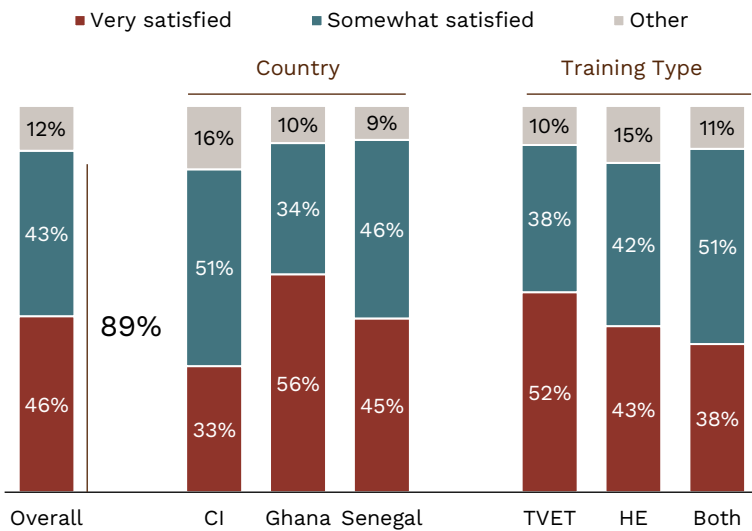
Alumni with government employment are far more likely to receive pension (74%) than those engaged in different types of employment (25%). Since Alumni from Ghana are most likely to be engaged in government jobs, they are also consequently most likely to report receiving a pension.

SATISFACTION

Most alumni are satisfied with their current employment, with 46% being 'very satisfied' with the same.

Employment Satisfaction

Q: Overall, how satisfied are you with your current job? (n = 2,656)

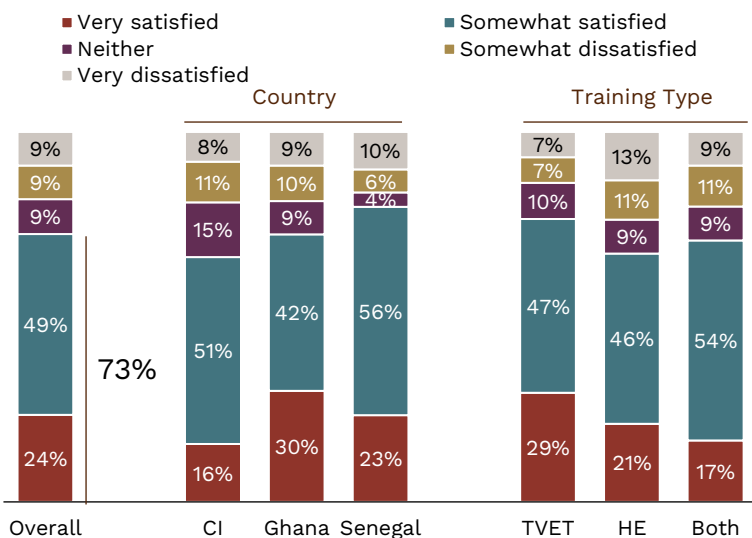


Alumni engaged in government jobs are most likely to be 'very satisfied' with their job (53%), followed by those in informal jobs (49%), and finally those in private company jobs (42%). This contributes to alumni from Ghana having higher satisfaction levels. Further, female alumni are also more likely to be 'very satisfied' with their jobs (50%), than their male peers (40%).

Almost 3 in 4 alumni are satisfied with their current salary, with 24% being 'very satisfied' with the same.

Wage Satisfaction

Q: How satisfied are you with the amount of money earned at your current job? (n = 2,639)



Unsurprisingly, satisfaction with wages is strongly correlated with average current wage – with those reporting they are 'very satisfied' with their current salary, also reporting the highest average wage.

QUALITY OF LIFE

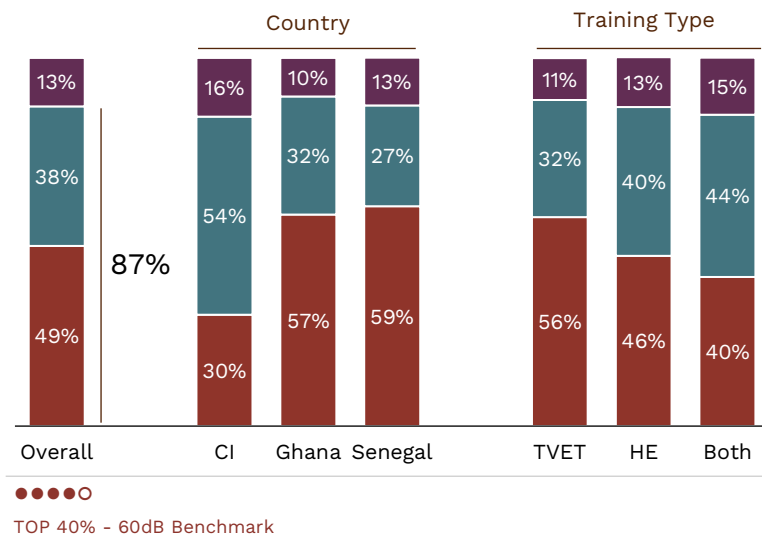
Most alumni report an improvement in their quality of life due to their time at an IP2E funded institutions.

Quality of Life Change

Q: Has your quality of life changed because of [Institution]? (n = 4,363)



■ Very much improved ■ Slightly improved ■ No change ■ Got worse



Alumni who followed vocational training report the most significant improvement of their quality of life. Consequently, female alumni are more likely to report their quality of life has ‘very much improved’ (51%), compared to their male counterparts (46%).

Older alumni (above 28 years old) are more likely to report a significant improvement (57%) compared to their younger peers (42%).

Top three self-reported outcomes for 87% of alumni who say their quality of life improved due to the institution.

Open-ended question, responses coded by 60dB.

- 80%** talk about personal and professional growth (69% of all alumni)

“Now I have improved confidence in my skills, doing a top job, and my employability has increased because of the certificate I hold.” – Female, 25
- 72%** mention increased access to career growth opportunities (62% of all alumni)

“I now have easy access to the job market thanks to the institution.” – Male, 27
- 65%** report ability to make better life decisions (56% of all alumni)

“The knowledge I got from my degree helped guide my decision making process concerning things for my business, and it has contributed to its success.” – Male, 45

QUALITY OF LIFE AND FORMAL EMPLOYMENT

Overall, there is a modest relationship between formal employment and quality of life improvement. It is particularly strong in Côte d'Ivoire.

Quality of Life vs. Formal Employment

Relationship between deep impact on quality of life and rate of formal employment.



- | | | | |
|---------------|----------------|----------------|----------------|
| 1 Institution | 6 Institution | 11 Institution | 16 Institution |
| 2 Institution | 7 Institution | 12 Institution | 17 Institution |
| 3 Institution | 8 Institution | 13 Institution | 18 Institution |
| 4 Institution | 9 Institution | 14 Institution | |
| 5 Institution | 10 Institution | 15 Institution | |



➔ Quality of life impact is modestly driven by formal employment across all countries.

Correlation measures how two variables change together, indicating strength and direction of their relationship. Overall, the correlation between these two metrics is 0.32, showing a modest positive relationship. However, if we exclude institutions from Senegal, the correlation is 0.71, a relatively strong positive relationship. This is particularly driven by the high positive correlation in Côte d'Ivoire (0.87).

➔ Quality of life improvements in Senegal are significant despite lower formal employment.

On average, Senegal institutions serve more alumni from disadvantaged backgrounds, compared to Ghana and Côte d'Ivoire. Formal employment among Senegal institutions is not as high, but alumni still report significant quality of life improvements. This suggests that there's room for deeper impact in Senegal by increasing formal employment among alumni.

➔ 5 out of 18 institutions outperform the benchmarks in both metrics.

These results show that these institutions are placing most of their alumni at formal jobs, which then greatly improve the alumni's quality of life.

➔ There are other factors driving quality of life improvements across all institutions.

On average, quality of life improvements are higher among older alumni (aged 28 or older), those in rural areas, and those who graduated in 2019 or before. Generally, older alumni are more qualified and have more work experience, which leads to significantly more formal jobs. Quality of life improving with time since graduation suggests impact deepens over time.

04 Experience

This section uses the Net Promoter Score ® to understand the level and drivers of alumni satisfaction and loyalty.

Additional insights on the quality of the certificate program and suggestions for improvement highlight areas you can improve.

Finally, this section also details alumni's satisfaction with the career services provided by IP2E funded institutions..

The key indicators in this section are:

- **Net Promoter Score:** How likely are alumni to recommend an Institution to a friend?
- **Rate of Quality of Education:** How do the alumni rate the quality of Institution's certificate program and why?
- **Potential New Services:** What other services do alumni like Institution to offer?



Top Insights

1 Alumni's employment status influences their satisfaction levels with the institution they studied in.

The Net Promoter Score (NPS), a common gauge of client satisfaction and loyalty for currently employed alumni is 42, which is higher than the NPS for unemployed alumni 33. Employed alumni are more likely to be satisfied with career services (68%) compared to their unemployed peers (62%).

This is consistent with Ghana having the highest employment rate (74%) compared to Côte d'Ivoire (58%) and Senegal (50%), but also the highest rate of high satisfaction with career services (50%), compared to Côte d'Ivoire and Senegal (33%).

See pages 19, 31 and 33.

3 Alumni rate the quality of their training programs evenly across most segments.

The average rating given by alumni mostly changes from 0.2 around 8 on a scale from 0 to 10.

See page 30.

2 The NPS for Senegalese institutions is the highest.

The NPS for Senegalese institutions is 49, which is more than 10 points above the NPS for Côte d'Ivoire (35) and Ghana (34).

This is consistent with the Senegal having only alumni from disadvantaged background, and the NPS for alumni from disadvantaged background being the highest (44) compared to the others (33).

The NPS for alumni from rural campuses is also the highest (53) compared those from urban campuses (35), which is consistent with Senegal accounting for the largest alumni population who studied in rural campuses (35%), compared to Côte d'Ivoire (17%), and Ghana (0%).

See pages 14 and 31.



“When I started working in a company, I used the skills I had acquired in computer science, marketing or accounting. Concerning the teachers, for the most part, they master their fields and explain the courses very clearly.” - Male 32 , Senegal

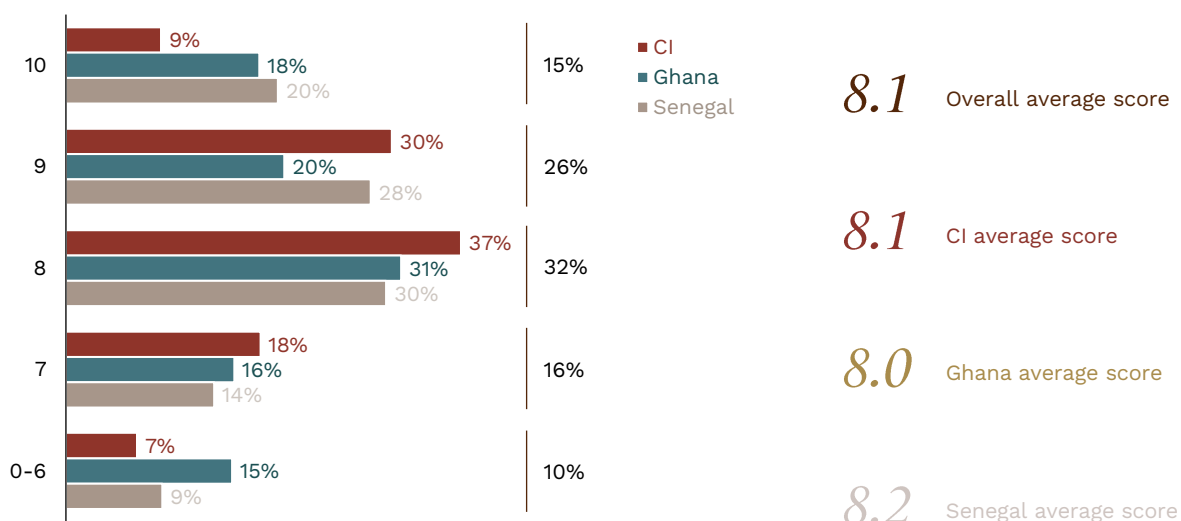
“Even though I have not been employed yet, my confidence in communication has really improved due to the numerous presentations we did while we were in school.” - Female, age undisclosed, Ghana

PROGRAM QUALITY

On average, alumni give the education program they received a positive ranking of 8 out 10.

Program Quality

Q: On a scale of 0-10, how would you rate the quality of the education program offered by , where 0 is very low quality and 10 is very high quality (n = 4,375)



The top drivers of this positive ranking are quality of teachers and education, relevance of the training, and a positive learning environment.

Alumni Top Reasons for Ratings

Q: Please explain your answer. (n = 4,381) Open-ended question, coded by 60dB

Top outcomes	Total	CI	Ghana	Senegal
Quality of Trainings	74%	89%	56%	76%
Quality of Education Curriculum	71%	81%	50%	81%
Relevance of Trainings	69%	77%	55%	75%
Positive Learning Environment	59%	72%	49%	55%
Student Support	36%	40%	20%	49%

ALUMNI SATISFACTION

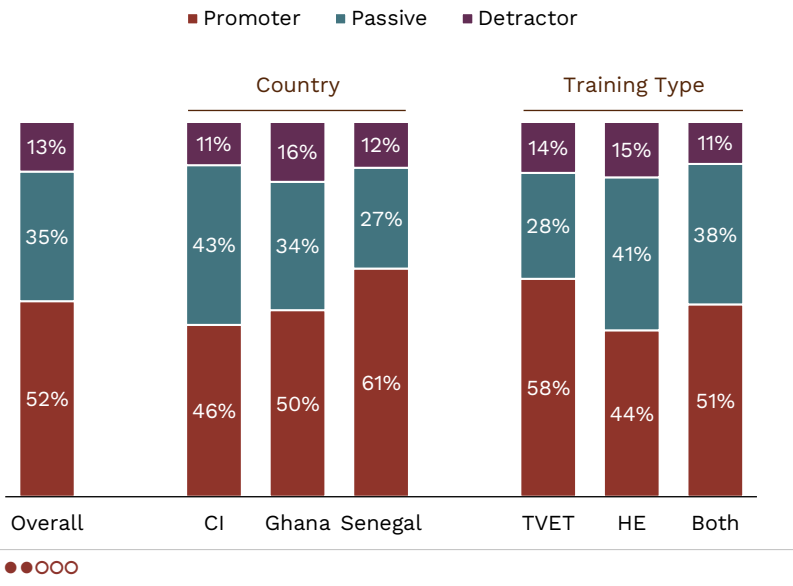
The average NPS of IP2E funded institutions is 39, which is good, but in the bottom 40% of the 60dB Education Benchmark.

Net Promoter Score® (NPS)

Q: On a scale of 0-10, how likely is it that you would recommend the [Institution] to a friend, where 0 is not at all likely and 10 is extremely likely? (n = 4,380)



The Net Promoter Score® (NPS) is a gauge of respondent satisfaction and loyalty. The NPS is the percent of alumni rating 9 or 10 ('Promoters') minus the percent rating 0 to 6 ('Detractors'). Those rating 7 or 8 are 'Passives'. The score can range from -100 to 100.



●●○○○ BOTTOM 40% - 60dB Benchmark

Segments	NPS
Overall	39
CI	35
Ghana	34
Senegal	49

Promoters value quality teachers, training relevance, and adequate training material. Detractors would like to have a better learning environment.

52%

are Promoters

They love:

1. Quality of Teachers (74% of Promoters / 39% of all respondents)

2. Training Relevance (41% of Promoters / 22% of all respondents)

3. Adequate Learning Materials (41% of Promoters / 21% of all respondents)

35%

are Passives

They like:

1. Quality of Teachers (66% of Passives / 23% of all respondents)

2. Good Course Delivery (49% of Passives / 17% of all respondents)

3. Good Infrastructure and Administrations (15% of Passives / 27% of all respondents)

13%

are Detractors

They want to see:

1. Better Education Quality (50% of Detractors / 7% of all respondents)

2. Better Learning Environment (45% of Detractors / 6% of all respondents)

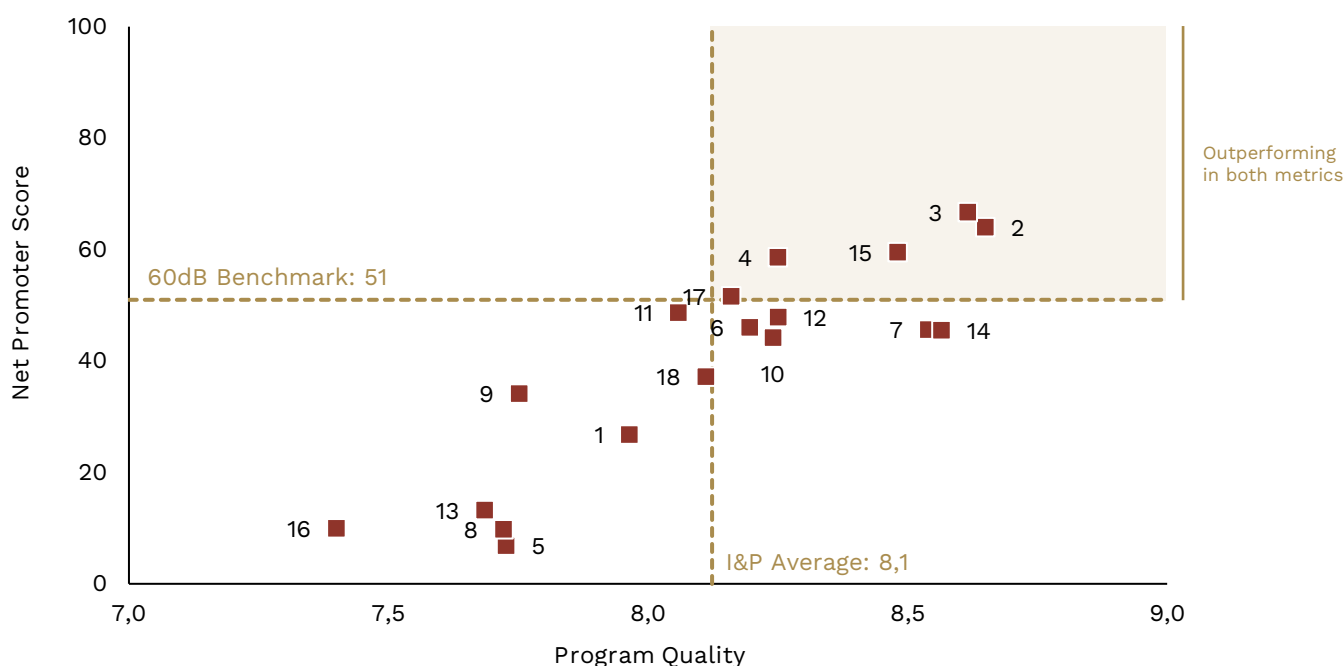
3. Better Access to Resources (34% of Detractors / 5% of all respondents)

NET PROMOTER SCORE AND PROGRAM QUALITY

Overall, there is a strong relationship between program quality and alumni satisfaction, as indicated by the Net Promoter Score.

Net Promoter Score vs. Program Quality

Relationship between alumni satisfaction and perceived program quality.



- | | | | |
|-------------|-------------------|--------------------|-------------------|
| 1 2IAE | 6 EDHEG | 11 Groupe ISI | 16 Openlabs |
| 2 CAIF | 7 ESSECT Poincaré | 12 ISM Ziguinchor | 17 Rih's College |
| 3 CIFOP | 8 ESTM | 13 JACCD | 18 U. des Lagunes |
| 4 Codetrain | 9 GCUC | 14 Jackson College | |
| 5 COFE CESA | 10 Groupe Bowl | 15 Les Marmitons | |



➔ **Alumni satisfaction is strongly driven by perceived program quality across all countries.**

Overall, the correlation between these two metrics is 0.88, showing a strong positive relationship. The relationship is the strongest in Senegal (0.94), followed by Côte d'Ivoire (0.89) and Ghana (0.84). Generally, when it comes to keeping alumni satisfied and loyal, program quality plays a key factor. Higher satisfaction might also lead to better word of mouth and higher reputation among potential students.

➔ **TVET institutions generally perform better than HE institutions across satisfaction metrics.**

On average, programs focused on vocational training report higher satisfaction and program quality than those in higher education. TVET's more hands-on approach might foster a stronger connection between students and institutions, leading to higher satisfaction. Additionally, the focus on specific skill needs might lead to a higher program quality.

➔ **4 out of 18 institutions outperform the benchmarks in both metrics.**

These results suggest that these institutions are maintaining particularly high alumni satisfaction by offering high quality programs.

➔ **There are other factors driving alumni satisfaction across all institutions.**

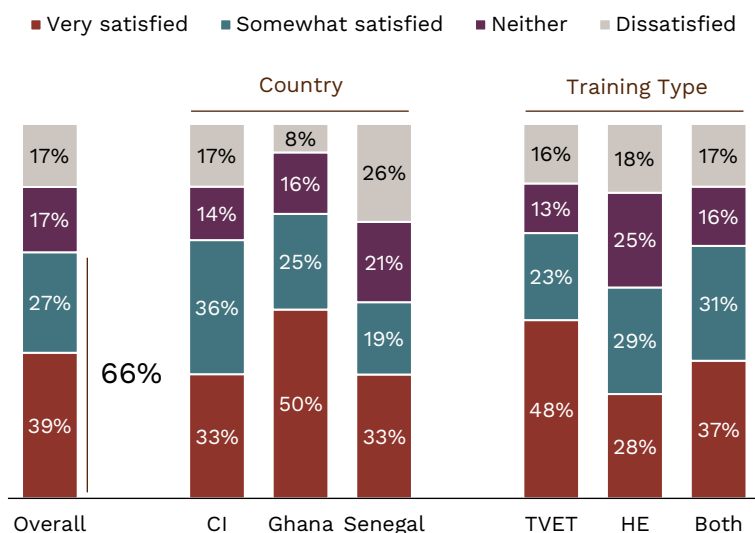
On average, alumni satisfaction is higher among alumni who studied in rural areas, those who received a scholarship, and those coming from disadvantaged backgrounds. These results show that students coming from a relatively more difficult situation are generally more satisfied and loyal than their counterparts. Institutions can increase their impact and experience by targeting these students.

CAREER SERVICES AND SUGGESTIONS FOR IMPROVEMENT

Two thirds of alumni report being satisfied with career services. Ghana and Vocational Training alumni report the highest levels of satisfaction.

Career Services Satisfaction

Q: How satisfied are you with the [career services] of [Institution]? (n = 4,275)



Alumni from Senegal and those from institutions only providing Higher Education training report the lowest levels of satisfaction with career services.

Alumni currently employed are slightly more likely to be 'very satisfied' with career services (43%) compared to those currently unemployed (33%).

The top suggestions for improvement are developing career services, diversifying training programs, and improve course contents and delivery.

Potential New Services

Q:What other services would you like [Institution] toto offer? (n = 3,275)

Open-ended, coded by 60 Decibels

Top suggestions	Total	CI	Ghana	Senegal
Develop Career Services	33%	47%	16%	39%
Diversify Training Programs	31%	29%	36%	28%
Improve Course Content and Delivery	16%	22%	7%	20%
Enhance Facilities and Resources	16%	28%	9%	11%
Increase Online Learning Opportunities	16%	12%	28%	7%

05 *Inclusion*

This section explores how impact performance and employment inclusion differs across different segments, specifically gender, campus location, scholarship status, and poverty profile.

To holistically assess impact performance, we designed the I&P Education Impact Index, a tool that considers the most critical metrics across impact on alumni.

Generally, this is a deeper dive into the metrics and factors that we already explored in the Impact section before.



INCLUSION OVERVIEW

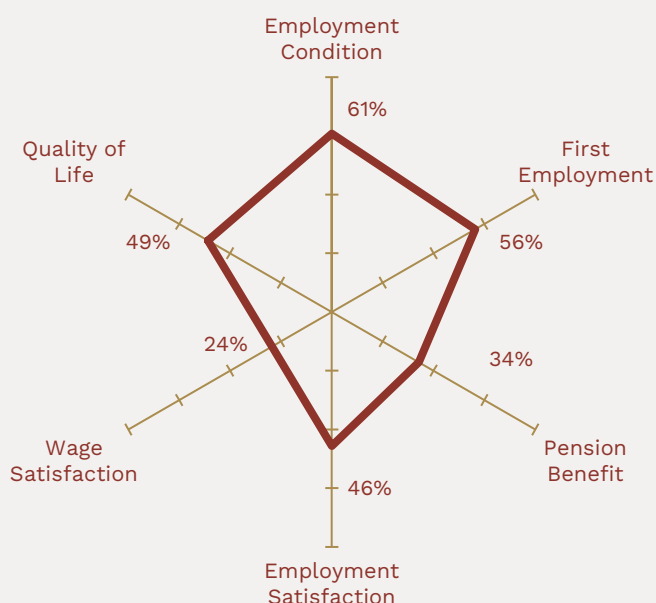
To holistically assess how impact experience differs by segments, we created the I&P Education Impact Index. Here's why and how we designed it.

Impact experience is multi-faceted. While quality of life is an overarching metric, alumni wellbeing depends on other factors as well. In this report, we have looked at multiple factors, including employment insertion, skills utilization, confidence in skills, earned wage and social benefits, as well as employment and wage satisfaction. The I&P Education Impact Index includes what we consider the most critical factors.

- **Employment Condition:** the most fundamental factor is having employment in the first place, be it formally, informally, or through self-employment or advisory roles.
- **First Employment:** obtaining your first employment within six months of graduation is also a key factor into the effectiveness of employment insertion.
- **Pension Benefit:** pension is the top reported social benefit, and acts as a proxy for formal employment. It is a sign of accessing a basic and critical benefit.
- **Employment Satisfaction:** the type of employment also plays a key role, reflected in the alumni's satisfaction with their current employment.
- **Wage Satisfaction:** similar to the above, beyond being satisfied with the job itself, wage satisfaction is also important as it covers the financial upside.
- **Quality of Life:** improvements in general wellbeing, as perceived by the alumni themselves, is an overarching impact metric.

Below you can find further details on the metrics and calculations, as well as the I&P index average. More importantly, the index allows us to carefully answer critical questions. Do women have the same opportunities as men? Are alumni trained in rural areas as successful as those trained in urban areas? Do scholarship holders have the same success on the labour market as non-scholarship holders? Are the most inclusive institutions having the most challenges in inserting graduates? In the next pages, we dive deep into these questions.

I&P Education Impact Index

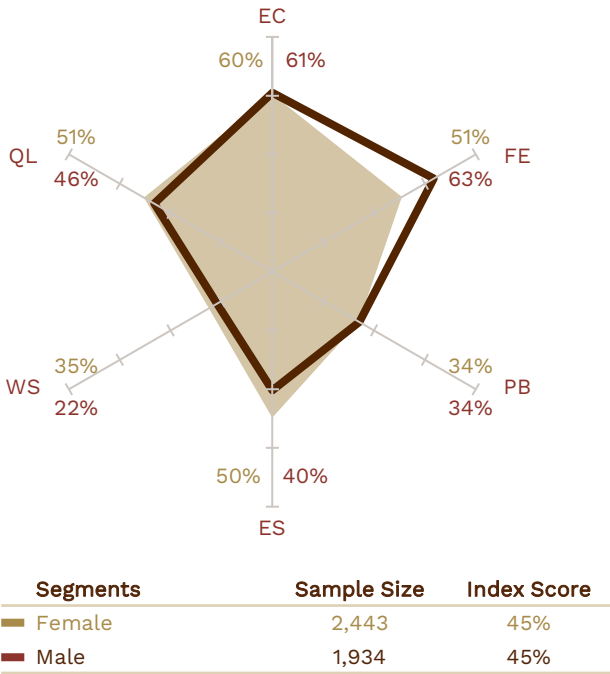


(EC) Employment Condition	61%
% employed, formally or otherwise	
(FE) First Employment	56%
% employed within six months of graduation	
(PB) Pension Benefit	34%
% receiving pension as a social benefit	
(ES) Employment Satisfaction	46%
% 'very satisfied' with employment	
(WS) Wage Satisfaction	24%
% 'very satisfied' with wage	
(QL) Quality of Life	49%
% 'very much improved' quality of life	
I&P Education Impact Index	45%
Simple average of all indicators above	

GENDER AND LOCATION

Overall, impact is similar across men and women. While men are getting jobs faster, women are more satisfied with their jobs.

I&P Education Impact Index – By Gender



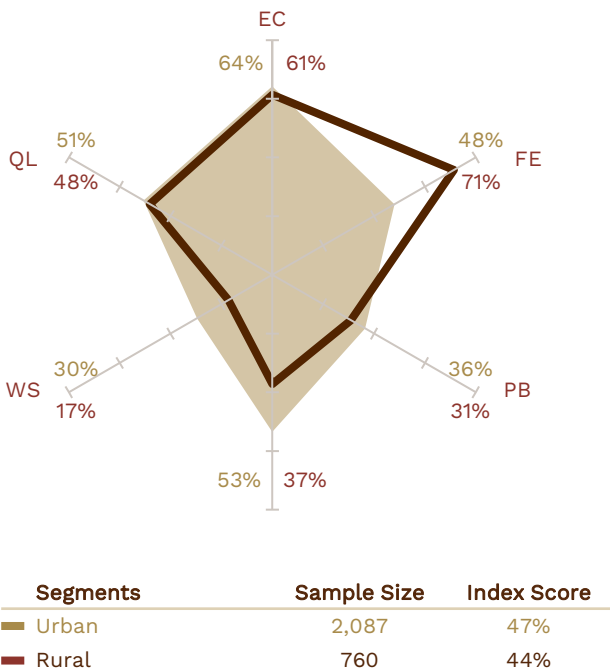
Overall, men and women perform equally under the Impact Index. However, there are some differences across specific dimensions.

Men are more likely to find a job within six months of graduation (63%) than women (51%). Yet, women report slightly better outcomes than men: they are generally more satisfied with their job and wage, and they report higher quality of life improvements.

While women seem to have the same opportunities as men (i.e. similar employment rate), these results suggest that they prioritize job and wage satisfaction over obtaining employment quickly. This then seems to lead to better wellbeing in the long-term, as shown by the higher quality of life improvement (51%), compared to men (46%).

Alumni trained in rural areas tend to find a job faster, but those trained in urban areas are more likely to be satisfied with their jobs.

I&P Education Impact Index – By Location



While overall employment rates are similar across those trained in urban (64%) and rural (61%) areas, those trained in rural areas are more likely to find a job within six months of graduation (71%), compared to those trained in urban areas (48%).

However, urban alumni generally report better outcomes than rural ones. They tend to have better social benefits and are significantly more satisfied with their job and wage, perhaps a reflection of the availability of jobs in the respective areas.

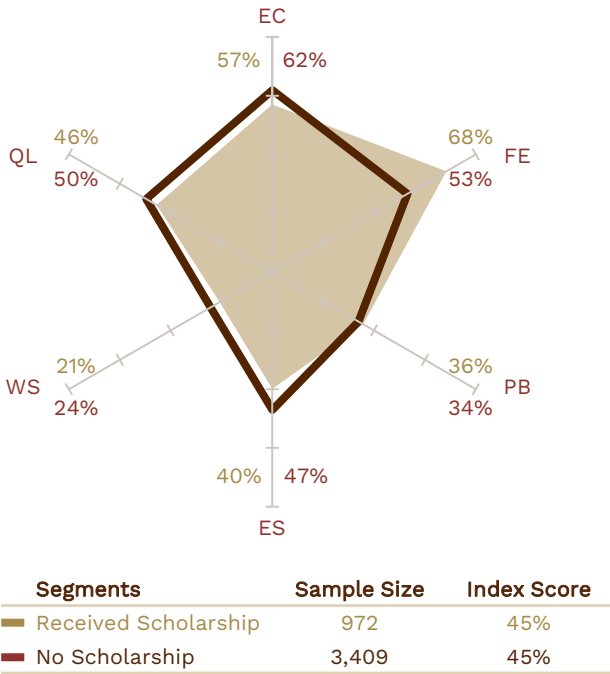
Despite these differences in satisfaction, the impact on wellbeing, as reported by quality of life improvements, is relatively similar among urban (51%) and rural (48%) alumni.

Note: For simplicity, this analysis excludes alumni from institutions with campus locations in both urban and rural areas (equivalent to 1,534 responses).

SCHOLARSHIPS AND POVERTY PROFILE

Scholarship holders have a slightly lower employment rate, but they generally obtain jobs faster than their counterparts.

I&P Education Impact Index – By Scholarship

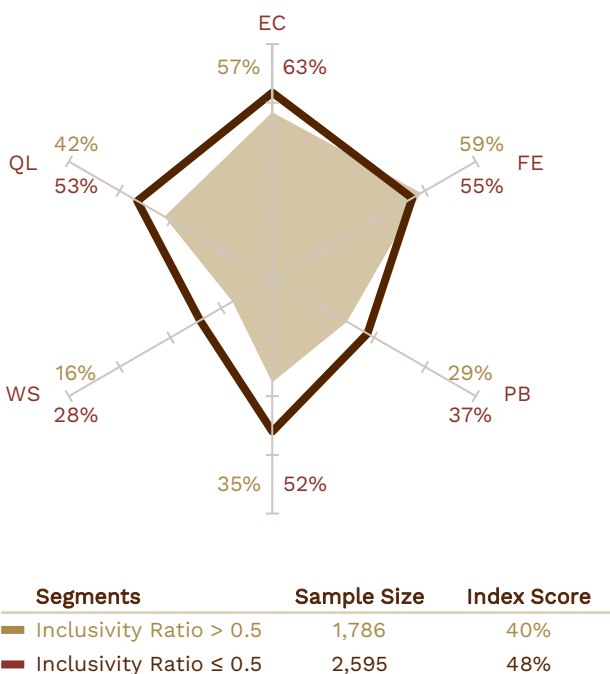


Scholarships seem to have little effect on employment rates – in fact, scholarship holders have a slightly lower employment rate (57%) than non-holders (62%). However, they are much more likely to obtain a job within six months of graduation (68%) compared to their counterparts (53%). This might be a reflection of scholarship-holders being more attractive in the job market.

Nevertheless, satisfaction with employment and wage is relatively higher among non-holders. It could be that non-holders, despite taking a bit longer to find employment, may perceive these jobs and wages more favourably due to job fit, alignment with career goals or financial expectations.

Overall, poorer alumni report similar employability than their counterparts, but they have significantly lower satisfaction with their jobs and wages.

I&P Education Impact Index – By Poverty Profile



We classified alumni into poorer or otherwise according to the Inclusivity Ratio, which measures the poverty profile of alumni compared to the national populations where the institutions operate.

A lower proportion of poorer alumni report receiving a pension (29%), compared to their counterparts (37%). Moreover, significantly less poorer alumni are satisfied with their employment (35% vs. 52%) and wages (16% vs. 28%). This is also reflected in a lower proportion of poorer alumni reporting improvements in quality of life (42%), compared to their counterparts (53%).

Differences across poverty profiles suggests these groups might be accessing different types of jobs, and underscores the need for targeted support to address economic inequalities among alumni.

Note: Inclusivity Ratio is a metric designed by 60 Decibels. The higher the ratio, the higher the proportion of relatively poor alumni the institution is reaching.

Snapshot on Codetrain

Codetrain is a coding bootcamp school designed to provide aspiring software developers with the technical skills that will allow them to have a career in the software development industry. The founder, Richard Brandt, first thought about setting up a coding school when he had trouble finding interns with hands-on experience. The school offers two curricula: full stack web development and mobile app development. The program focuses on practical teaching and interactive learning.

Through its I&P Education and Employment program, I&P has committed to Codetrain to:

- Support the quality of training through the relocation to a new campus, the purchase of equipment and the organization of career fair and demo events.
- Strengthen the employability rate of students and graduates by recruiting a professional in charge of relations with international and local companies to assist them in their search for internships and jobs.
- Support the implementation of a scholarship program, especially for young women, and ensure sustainable funding

IP2E added- value

Codetrain has also enacted a strategic shift in their curricula, offering now a 2-year program to students. The first year has a focus on training in software development. While the second year narrows down on career services that are aimed at helping you launch your career in the best way. It consists of interview prep, technical interview workshops, an innovation challenge, a mega Demo Day and internships.

Mentorship

The company has developed partnerships to enable students and alumni get access to mentors in top global software companies like Spotify, Uber, Microsoft, etc.

Enhanced impact on employability and beyond

IP2E conducted 2 impact studies for Codetrain, in 2022 and 2023. The studies revealed that Codetrain graduates' employment rate rose from 75% for 2022 survey to 81% for 2023 new cohort. The percentage of students sourcing jobs from Codetrain also increased from 32% in 2022 survey to 45% for 2023 new cohort. Students' satisfaction with the school also increased by 5 percentage points for the new cohort. 58% of students also declares that their quality of life has very much improved.



06 *Expert Analysis*



Insight from Ibrahima Diallo

Ibrahima Diallo is an integration and employment expert at the Africa Office of Unesco's International Institute for Educational Planning (IIEP). In his role, Mr. Diallo supports partner countries in the operationalization of their national vocational training policies.

Defining employability to better understand its challenges

According to the International Labour Organization, employability encompasses the ability to find, keep, progress in and adapt to a job throughout one's working life. There are two types of employability: relative (linked to individual characteristics) and absolute (macroeconomic context and labor market conditions). At present, the focus is often on relative employability, but it is crucial to also consider the macroeconomic context.

Young Africans face two major challenges. The first concerns a change in mentality towards the job market, moving away from the idea of a job-providing state to the reality of active job-seeking and, in some cases, job-creation. The second challenge lies in the need for constant adaptation to changes in the labor market, characterized by successive temporary jobs rather than long-term careers. Young people need to develop the ability to change companies, sectors and jobs to thrive in this new paradigm.

Aligning national vocational training policies with economic realities

Many African countries have adopted strategies for the development of vocational training, including approaches such as dual training and the skills-based approach. Despite their appeal, the local economic fabric is often not conducive to these approaches, requiring strong corporate commitment and a robust economy. The formal economic sector is underdeveloped, making it difficult to accommodate all vocational training learners, and private sector involvement is limited, with the exception of certain areas.

A relevant solution could be to place greater emphasis on apprenticeships in the informal sector, which offers many young people an opportunity for integration, unlike conventional training centers with their often-limited capacities. Pilot projects, such as those run by the Agence Française de Développement in Senegal, have explored this avenue, but have been hampered by a lack of funding, limiting their impact after the programs have ended.

Strengthen data collection on professional integration

By 2050, half of Africa's population will be under the age of 25, requiring effective management of demographic and labor market data. Although some sectors in Africa have mastered data production, the lack of communication between organizations is an obstacle. A potential solution would be to integrate training and employment into national statistical questionnaires, enabling more comprehensive data collection.

Data collection on training can be carried out in collaboration with educational institutions, but data collection on employment is more complex due to the reluctance of companies to share their data. It is crucial that the State reassures companies about the use of data, particularly with regard to tax and social security concerns. A major awareness-raising effort is needed to establish the trust required for complete and accurate data collection.

Vision for the future of youth employment in Africa

The future employment of young Africans is no longer limited to a linear career, requiring a new awareness on the part of policies, educational institutions and young people themselves. Adapting to market realities requires preparation for a succession of careers.

Governments need to foster employability by strengthening the economic fabric to stimulate job creation by the private sector, and by investing in training for young people. Supporting entrepreneurship is crucial, but it is essential to target specific audiences rather than train all young people, recognizing that not everyone is entrepreneurially inclined.

Entrepreneurship can be a pathway to integration, especially in rural areas. Agriculture, in particular, offers employment opportunities, encouraged by the creation of added value through production and processing. Collaboration between state and international institutions and the private sector is also essential, notably to facilitate access to financing for SMEs and stimulate their participation in public procurement through national preference policies.

Technical assistance for employability (1/3)

SUPPORTING EDUPRENEURS TO STRENGTHEN THEIR CAREER SERVICES

The IP2E program aims to improve the employability practices of the educational institutions it supports. In response to a need expressed by edupreneurs for personalized training and advice, the program has defined a novel form of technical assistance, in collaboration with a pan-African institution based in Burkina Faso. Institut International d'Ingénierie de l'Eau et de l'Environnement (2iE), which specializes in training engineers and professionals, promotes the professional integration of its students and graduates. Surveys at 6- and 12-months post-graduation, as well as initiatives such as company days, the HR associations and job forums, strengthen the relationship between companies and 2iE.

At the end of this technical assistance program, edupreneurs acquire the skills they need to:

- Develop their "career services" with the aim of improving the professional integration of their students in internships and on the job market.
- Strengthen relationships and partnerships with employers and other players in their ecosystem.
- Promote entrepreneurship and provide appropriate tools to students during their training.
- Structure and animate their alumni network.
- Systematically measure the quality and speed of professional integration of their graduates, and use this data as a strategic decision-making tool.

2iE supports the companies in the IP2E portfolio with a three-phase methodology:

- Pre-diagnosis of the needs of educational players and adjustment of the program.
- 4-day training at the Ouagadougou campus, including sessions with experts and exchanges with beneficiaries (students, alumni, partners).
- Remote follow-up via Zoom and WhatsApp, with a commitment of 4 hours per edupreneur for one month, to implement personalized roadmaps.

To date, the IP2E program has enabled 23 career services to be set up and strengthened. The number of human resources dedicated to career services has increased by 74%, from 31 to 54. Educational institutions have forged more than 650 active partnerships with the private sector, and 15% report working more closely with it.



Insight from Sintia Kouame

Sintia Kouame is a corporate human resources management professional. After a 20-year career with private multinationals, she has focused her expertise on the strategic recruitment sector in Africa.

Current employability challenges facing African youth

Faced with an increasingly diversified job market, the major challenge for youth lies in the mismatch between the training provided and the real needs of companies. Many people train in fields such as accountancy and economics and social sciences, where demand is beginning to decline, creating a paradox: companies struggle to recruit talent while young people face unemployment. Where courses are aligned, teaching is often excessively theoretical, lacking practical applications to prepare students for the professional world. Internship opportunities are limited, leaving young graduates without professional experience, which complicates their integration. Universities also find it difficult to teach the necessary digital skills, especially in a context where these skills are constantly evolving. In an age of digital recruitment, some students find it difficult to use tools such as Teams or Zoom, underlining the urgent need to integrate these skills into university curricula.

The expectations of recruiters and the market in terms of recruiting young graduates

Technical skills are increasingly in demand in all sectors. Although universities provide training in commercial, financial and logistics management, companies are often faced with a shortage of human resources with speciality skills. Faced with rapid changes in the world of work, adaptability is becoming the most crucial quality for young graduates, who have to keep pace with new technologies. Behavioral skills such as communication, adaptability and teamwork, are also essential.

Recruiters may prefer the development potential of a dynamic young person with little experience, rather than someone with experience but less inclination to adapt. In interviews, young graduates need to know how to present themselves, highlighting their skills and experience, including those acquired through school and community projects, and internships. Educational institutions have a crucial role to play in preparing students for interviews, and need to assess their impact to understand the reasons why graduates don't fit in. Companies need to develop partnerships with schools to ensure that students are trained according to their real needs, and to create a pool of candidates.

Gender differences in integration

Inequalities in terms of professional integration and career development become more pronounced over the course of a person's career. On entry, recruiters notice little discrimination between men and women. The reason for these initial discrepancies may lie in the differences made during one's school career. Differences will be more evident in career development for management positions. In Africa, women are still viewed with suspicion for prioritizing their careers to the detriment of family life. In addition to their professional lives, women are responsible for raising children and running the household. As a result, they tend to limit their opportunities for advancement. The role of both parents in the family needs to be clarified, to give women the choice to develop their careers.

Actions needed to support the professional integration of young people

Africa is a continent of opportunities and an international crossroads for the global economy. To support the future employment of African youth, it is crucial to initiate real educational reform. Our educational programs must meet the needs of the job market. To achieve this, we need to encourage real partnerships between educational establishments and businesses. These programs must also be linked to the priorities of development programs in each country. It is necessary to regularly align the training and courses offered with economic needs. To keep pace with changing market needs, we also need to focus on continuing education and skills training.

This means investing in training at company level, which is often reluctant to do so. Within companies, the introduction of mentoring programs encourages young graduates to develop their skills. Entrepreneurship is also a solution that needs to be supported for young people. We need to encourage young people to set up their own businesses. This requires access to financing, support and simplified administrative procedures. Finally, young Africans need to break out of traditional thinking and employment patterns, so they can adapt to a more mobile world and open up to new opportunities.

Technical assistance for employability (2/3)

REINFORCING THE ACQUISITION OF SOFT SKILLS FOR GREATER PROFESSIONAL INTEGRATION

As part of its program activities, IP2E (Innovation for Education and Employment Enhancement) has provided funding for the organization of training workshops focused on developing soft skills. These workshops were meticulously crafted to aid students in navigating their professional journeys and easing their integration into the workforce.

One of the beneficiaries of this initiative is the Institut Supérieur d'Informatique (ISI) group, a renowned private educational institution established in 1994, boasting a student body of over 2,500 individuals. Recognizing the importance of fostering students' professional integration in digital occupations and entrepreneurship, ISI sought tailored technical assistance to support this endeavor. In collaboration with Polaris Asso, an international association headquartered in Dakar, which leverages digital technology as a platform for addressing the significant challenges faced by youth, ISI embarked on this journey.

The partnership between ISI and Polaris Asso aimed to deliver training in guidance and employability, with a particular focus on campuses located in vulnerable rural areas such as Kaffrine, Kaolack, and Diourbel. Together, they co-created three distinct workshops:

- Workshop 1 - "Getting to Know Yourself": This workshop aimed to assist young individuals in reflecting on their soft skills and understanding how to leverage their human competencies alongside their technical abilities.
- Workshop 2 - "Valuing One's Career Path": The objective of this workshop was to empower students to recognize the richness of their career journey and to effectively articulate their experiences to attain their career objectives.
- Workshop 3 - "Job Search Techniques": Through this workshop, students were equipped with strategies for job searching, leveraging digital technologies to enhance their employability prospects.

These workshops were co-facilitated by representatives from both ISI and Polaris Asso, resulting in a pilot program that positively impacted nearly 400 students. To ensure the sustainable transfer of skills, team-building activities were organized between the technical assistance partner and the educational institution.

The integration of soft skills into the curriculum reflects the commitment of ISI to provide holistic education, benefitting the entire student population. By incorporating these essential skills into their educational offerings, ISI aims to better prepare students for the complexities of the modern workforce, empowering them to thrive in their chosen fields of endeavor.



Insight from Kojo Adu

Kojo Adu is Head of Partnership and Resource Mobilization Unit at the Ghana Technical Vocational Education and training, TVET. He is emphasizing the critical importance of ongoing investments in Technical Vocational Education and Training (TVET), asserting that it serves as the cornerstone for ensuring job opportunities for future generations.

Current employability challenges facing Ghanaian youth

The current challenges facing Ghanaian youth can be classified into 4: the availability of formal jobs, the job fit skills, the rural vs urban drifts and the challenge of accessing decent jobs. Indeed, there are gaps in the formal sector. The industry remains really informal and unstructured. The second challenge is the job fit. Jobs are available, but those applying to are not qualified. The socioeconomic context also seems to disadvantage rural youth compared to their urban peers. Finally, there is a challenge for achieving decent jobs. Because of the lack of technology, especially in small towns and villages, the youth still rely on heavy manual work, making also TVET jobs unattractive to them.

TVET as a strategic choice for Job Creation

Data on Ghana's informal sector highlights its heavy reliance on Technical Vocational Education and Training (TVET), primarily characterized by hand-based and skills-focused occupations such as dressmaking, auto mechanics, and roles in hospitality and beauty industries. With Ghana's youthful population and a scarcity of formal employment opportunities relative to its size, investing in TVET presents a promising avenue for job creation. However, TVET careers often lack appeal among youth, who typically view them as transitional rather than aspirational.

To address this, the Ghana TVET institution, established in 2020 by parliamentary legislation, has worked to elevate standards and promote quality within the sector. This restructuring has yielded promising results, with a notable increase in student applications to TVET programs over the past three years, signaling positive progress. Before, 300,000 students were applying to general education, and only 17,000 for TVET institutions. After 3 years, almost 60,000 students are now applying to TVET.

Additionally, the institution has implemented mandatory workplace experience components in TVET curricula, ensuring students gain practical skills and exposure to industry practices. Beyond technical training, the program emphasizes core subjects like Maths and English, as well as soft skills such as creativity, innovation, entrepreneurship, and problem-solving. Furthermore, Ghana TVET advocates for gender equity within the sector, addressing challenges such as inadequate facilities for women (lack of bathrooms for example), and promoting inclusivity for individuals with disabilities.

Your vision of the future of employment for Ghanaian and African youth and the actions needed to support it

To envision the future of employment for Ghanaian and African youth, the first question we should ask is “what is our advantage?”. We have more people than everyone else, and the leading youthful population. Learning from nations that have navigated similar circumstances is paramount.

We have to make sure that everybody can eat and drink. We have farmlands, and space. Investment in Agriculture is a corner stone of the future of employment in Africa. To thrive, there is a need to leverage on technology.

Once those two criteria are met, we have to focus on skills acquisition for youth. Making TVET attractive to young people is key to enhance its impact. The Ghana TVET has been working with partners as the GIZ, Mastercard Foundation, in order to develop a whole communication strategy. TVET must not be seen as the last choice.

Technical assistance for employability (3/3)

REVOLVING FUNDS TO FOSTER STUDENTS' ENTREPRENEURSHIP INITIATIVES

During students focus groups in Technical and Vocational Educational Training institutions, the IP2E teams have identified that students often lack financial means to start entrepreneurship activities. To solve this problem, IP2E has decided to collaborate the 3 institutions by establishing revolving funds to foster entrepreneurship.

The revolving fund is a financial mechanism that replenishes itself over time as funds are used, repaid, and then used again. They are designed to be self-sustaining, promoting ongoing financial stability and the ability to support multiple rounds of projects or initiatives. As students repay their loans, the funds are used to finance loans for new students.

The revolving funds have been used to:

- Finance the acquisition of startup kits: These kits gather basic equipment needed to start a TVET-linked activity. For example, students in agriculture receive sickle, axe, boots, etc. IP2E has financed startup kits in agriculture, electricity, hairdressing, paving tiling.
- Support students' entrepreneurship project with seed fundings. The school will lend tickets of 500,000 cfa at zero interest. As it is a short-term investment, the financed students will repay the borrowed amount that will be used to finance other students' projects.

The education institutions establish the terms and conditions for loans or grants from the fund, including repayment schedules. They select fund beneficiaries after a rigorous selection process that analyze the viability and impact of the students' project as well as their motivation.

The institutions set up dedicated team to manage the revolving fund, both as a requirement of IP2E and as commitment to their internal processes. This enables rigorous follow-up of the mechanisms.

Students also benefit from training and mentorship programs to enhance their entrepreneurial skills. Some of the companies offer workshops on business planning, financial management, marketing, and other relevant topics.

Launched as a pilot, the companies are now developing strategies to replenish the fund over time, such as reinvesting loan repayments or seeking additional funding sources.



07 *Conclusion*



Closing Words

This study presents unprecedented data on the impact of eighteen private educational institutions in West Africa on their alumni, in a market generally marked by a lack of data. It sheds light on the key actions that the education sector, both public and private, needs to implement in order to improve the employability and professional integration of young Africans.

Matching training to employment

Education players are urged to focus on the development of technical and practical skills, more in line with economic reality and government development policies. A university degree is no guarantee of a better job placement. Vocational training offers real prospects in terms of employability for Africa's youth.

Partnerships with the private sector

Strengthening collaboration between educational players and the private sector will make it easier to align educational programs with the specific needs of the job market, thus maximizing employment opportunities for young graduates.

Entrepreneurship

Given the weakness of the formal job market, young people need to create their own employment opportunities. Educational players have a responsibility to support the development of entrepreneurial initiatives. All these actions contribute to strengthening the quality and reputation of businesses, and translate into financial spin-offs.

Strategies of educational players

Throughout their careers, educational players must work to strengthen students' individual ability to acquire and maintain the skills they need to find or keep a job, and to adapt to new forms of work. This means encouraging the development not only of knowledge, but also of the soft skills required by the professional world. Career, guidance and integration services need to be integrated into the development strategies of these institutions.

Equity and quality of life

Not all young people are equal when it comes to job opportunities. Depending on the sector in which they work, men are more likely to find employment than women. The place where the diploma was obtained (rural or urban campus) also has an impact on how quickly a young person can enter the workforce.

However, speed of integration or degree level are not synonymous with satisfaction with quality of life. Although vocational training graduates have lower wages and fewer benefits on average, they report higher levels of satisfaction than their university-educated counterparts.

It is essential to continue measuring and assessing the impact of educational players on both the quality and speed of professional integration, and on improving the quality of life of their alumni. These impact studies will ensure that they remain aligned with the ever-changing needs of the labor market, and that they remain accessible to all social strata.

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