

I&P Education to Employment Impact Report

NOVEMBER 2024



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Foreword



Jean-Michel Severino

Chairman of I&P Advisory Board

Education is a fundamental pillar of development. Yet, it remains a sector often overlooked and underfunded in Africa. With support from the **Mastercard Foundation**, the **European Union**, and the **Government of Monaco**, and through collaboration with partners such as **Catholic Relief Services** and **60 Decibels**, Investisseurs & Partenaires has chosen to take on this challenge. The I&P Education and Employment program, whose impact is highlighted in this report, was driven by the conviction that targeted support for educational institutions can transform the human and economic potential of the continent.

This report reflects our commitment to funding this strategic sector and strengthening the resilience of educational institutions, particularly in the post-COVID context.

Beyond financial support, we aimed to assist these institutions in their digital transformation, enabling them to adapt to the demands of an increasingly digital economy. It was essential that these institutions equip students with high-quality skills aligned with the expectations and needs of African SMEs, the true engines of local growth..

By placing social inclusion and employability at the core of our approach, we strove for education that is accessible, tailored to Africa's socio-economic realities, and a driver of tangible opportunities. The program sought to ensure that every young person has the skills necessary to actively contribute to the continent's economy and development.

The results of this program demonstrate its great success. They provide optimism about tackling the complex challenges of education and professional training. They also call for sustained long-term efforts to benefit African men and women, businesses, and sustainable growth.

I would like to express my deep gratitude to the Mastercard Foundation, the International Cooperation Directorate of the Government of Monaco, the European Union, and all partners, collaborators, and educational institutions for their unwavering support and commitment to this demanding and essential mission. **Together, we are paving the way for more inclusive, innovative, and Africa-focused education.**

Introduction

Building Resilience and Inclusivity in Higher Education: The I&P Education to Employment Program in West Africa



Koumba Anouma
I&P Education to
Employment, Director

The I&P Education to Employment program, a collaborative initiative with the Mastercard Foundation and the Government of Monaco's Development Cooperation policy, was launched to enhance youth access to better higher education training in order to bridge the training-employment gap in Africa. Over a three-year period, the program provided targeted grant funding and technical assistance to 30 higher education champions and ancillary education businesses across Ghana, Senegal, and Côte d'Ivoire. The core mission was to address critical challenges after the Covid-19 crisis in the education sector while fostering long-term improvements that benefit students and institutions alike.

This program was designed with ambitious impact objectives, aiming to **enhance the higher education sector resilience, drive digital transformation, and promote a greater social inclusion—particularly for students and especially girls from rural communities.**

By providing institutions with essential resources and expertise to meet changing educational needs, the program aimed to guarantee that students received a quality education and are adequately equipped for future employment opportunities.

Furthermore, a key component of the program focused on improving student employability through specialized training programs, career center initiatives, and business incubators. In addition, student safeguarding was prioritized to create secure and supportive environments that promote physical, mental, and emotional well-being.

This report outlines the significant achievements of the I&P Education to Employment program, highlighting the transformative impact on institutions and students in Ghana, Senegal, and Côte d'Ivoire. **Through its strategic interventions, the program has laid the groundwork for a more resilient, inclusive, and innovative education sector in the region.**



Bénédicte Schutz
Director of Monaco's Department
of International Cooperation

The Cooperation de Monaco would like to congratulate Investisseurs et Partenaires on the results of I&P Education and Employment, which have exceeded expectations. In just three years, the scheme has had a decisive impact on 30 educational SMEs and thousands of learners from all backgrounds. IP2E has definitively moved the yardsticks towards a more inclusive education rich in opportunities. The Coopération de Monaco salutes the efforts of I&P Education and Employment team led by Koumba Anouma and hopes to see the fruits of this pioneering and unprecedented initiative grow.

The Case for Investing in Private Post-Secondary Education in Africa

According to the World Bank, 450 million young women and men are expected to enter Africa's job market by 2050*. This unprecedented challenge requires a massive effort to build a highly skilled and adaptable human capital across the continent.

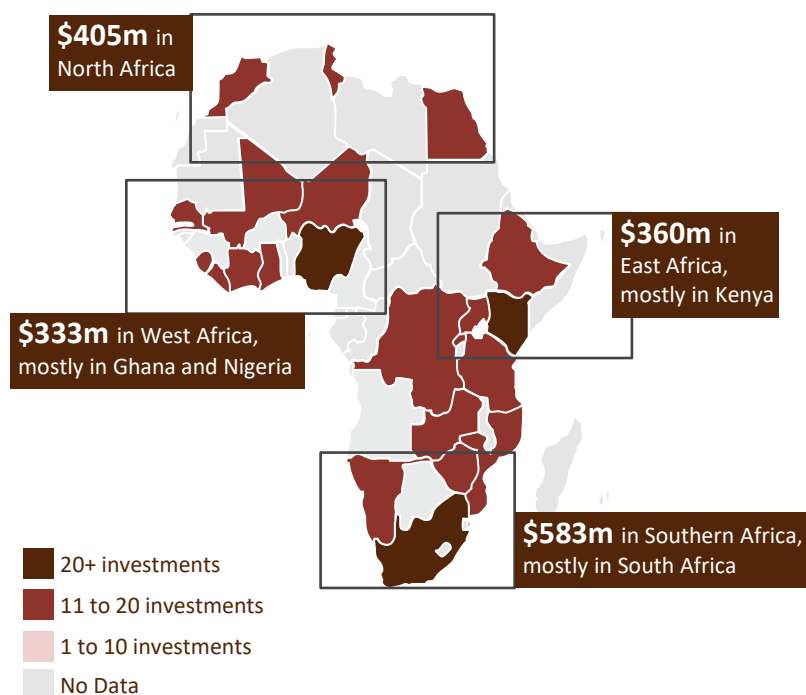
Over I&P's twenty years of investment experience, we have consistently observed that the shortage of skilled young women and men is one of the main challenges faced by African entrepreneurs. Indeed, while the public post-secondary education system has improved due to efforts by governments and international agencies, a mismatch remains between education and employment. This has resulted in the paradox of an increasing number of graduates struggling to find jobs.

It is also demonstrated that girls, young women and vulnerable populations have limited access to education and training, particularly in emerging countries and rural areas.

The continent's growth rate heavily depends on the ability to provide accessible, high-quality, and purpose-driven education and training to the greatest number. Despite a few impact investments in education, the sector lacks attractiveness, likely due to its perceived lack of profitability.

At I&P, we are entrepreneurs who strongly believe in the potential of other entrepreneurs. By launching this initiative focused on the education sector, we aim to address the gap in Africa's investment landscape. Our goal is to prepare these SMEs to become more attractive to investors, ultimately contributing to job creation for future generations.

GEOGRAPHICAL DISPERSION OF INVESTMENT IN PRIVATE EDUCATION BETWEEN 2012 AND 2020 *



Sources:

[AfDB](#), [Caerus Capital](#), [World Bank](#), [African Development Bank](#), [Feasibility Study \(Ferd, 2019\)](#)

* World Bank, 2017

01 The Education to Employment Initiative



The Education to Employment Initiative

A unique program to support the private education sector

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 for young people. IP2E finances and supports companies in the education ecosystem.

The initiative currently articulates two ongoing programs: The education component of the generalist program 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 from the education sector and impacted 40,000 learners.

The partnership between I&P and the Mastercard Foundation offers a blend of catalytic funding and technical assistance to support SMEs in their recovery and growth strategies.

The program focuses on businesses (SMEs, and start-ups) operating in higher education, technical and vocational training, as well as on ancillary businesses providing goods and services to the education sector (edtech, publishing, etc.). These companies are based in three countries: Ghana, Ivory Coast, and Senegal.

I&P aims to identify and invest in high-potential local education structures through a rigorous due diligence process, with a strong focus on investment additionality.

The eligible education SMEs receive direct funding in the form of grants and technical assistance in key thematic areas: **supporting the resilience and growth of the education sector; accelerating their digital transformation; expanding access to quality trainings for disadvantaged students;** with a focus on women and girls; promoting **impact measurement.**

This study highlights the key impacts and learnings of the program in partnership with the Mastercard Foundation.



The key components

The partnership between I&P and Mastercard Foundation has **four main objectives** :

SUPPORT RESILIENCE AND GROWTH OF THE EDUCATIONAL SECTOR



- Strengthen and **support economic models** educational companies affected by the Covid crisis
- Prepare the **additional fundraising**

PROMOTE SOCIAL INCLUSION, WITH A FOCUS ON GENDER



- Test **new social inclusion mechanisms** (income sharing agreements, scholarship programs) to expand access to vulnerable youth, especially young women
- Implement effective **learner protection policies** and practices ("*safeguarding*")

ACCELERATE DIGITALIZATION



- **Technical assistance resources** to support companies in the digitalization of their models (distance / virtual education)
- Promote the effective implementation of **e-learning platforms**

IMPROVE SYSTEMS IMPACT MANAGEMENT



- Implement "**lean data**" surveys to monitor and improve the employability of graduates from each partner company
- Advocacy to improve knowledge sharing and **promote dialogue** between key players in the education sector

Funding tools

The program implemented funding in terms of subsidy, ranging from **€60,000 to €200,000** per project, delivered in installments (depending on the different stages completed by the company).

Technical assistance missions are organized to strengthen the skills of companies, particularly in the areas of digitization, social inclusion and impact measurement. I&P relies on the expertise of four players to deliver this technical assistance :

The target

Local education businesses operating in tertiary education and TVET as well as ancillary services, le geographic coverage..

The key components

Technical assistance

Technical assistance missions are organized to strengthen the skills of companies, particularly in the areas of digitization, social inclusion and impact measurement. I&P relies on the expertise of four players to deliver this technical assistance :

IMPACT MANAGEMENT

60 Decibels

60 dB

60 Decibels is involved in the **definition and implementation of an impact measurement system with a "lean data" approach.**

60dB will send and collect surveys from graduates of each partner company, and will be able to assess their quality and speed of integration into the labor market.

SOCIAL INCLUSION & ADVOCACY

Catholic Relief Services and Chancén International



Catholic Relief Services provides leadership and technical support **in inclusive education, training and advocacy.** It helps to design **inclusion plans social** more relevant and to support the most vulnerable learners.

CHANCEN International designs agreements innovative student loans called **revenue sharing (ISA) for partner companies.** These loans allow students to access schools at a lower cost and will be reimbursed once their professional integration is effective.

DIGITALIZATION

etudesk

Etudesk helps educational structures to develop and / or strengthen their **online learning capabilities.**



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 200 companies in some 20 African countries and operates in various sectors (health, education, agri-food, microfinance, etc).



02

Executive Summary



Key Impact Metrics

The table below presents the portfolio key indicators:

The portfolio

30 educational SMEs supported

86% of gender-friendly SMEs

+70 technical assistance engagements conducted

4,582 jobs sustained in the SMES

The beneficiaries

36,391 students enrolled

58,3% of female students

28,276 students from rural areas

271,764 end-beneficiaries

The impact

11,489 students benefitting from social inclusion mechanisms

112% increase in campus computer availability

19,067 students benefitting from e-learning opportunities

65% increase in partnerships between education institutions and the industry

Methodology

IP2E Company Selection Methodology

The company selection process involved a thorough analysis to identify high-potential local education providers. It began with an initial screening to ensure alignment of the company with the program's impact objectives and ticket sizes.

The IP2E team then conducted a comprehensive financial and ESG/Impact due diligence to:

- Provide a detailed diagnosis of the company's structure, governance, financials, and development project.
- Identify and assess the risks associated with the business and the proposed development.
- Validate the company's growth potential through the analysis of its development project.
- Develop a tailored action plan that enables the company to achieve its growth targets and expected impact, ensuring that the investment accelerates both financial and social outcomes if pursued.

For educational structures, this due diligence was supplemented by focus groups with students, offering valuable insights into their well-being and satisfaction with the institution.

Impact Report Methodology

This report assesses the key outcomes of the IP2E program, aiming to illustrate how the program empowers education entrepreneurs or "edupreneurs" and significantly contributes to improve access to quality education, particularly for women and vulnerable communities across West Africa.

The analysis draws on both quantitative and qualitative data collected over three years from 30 education companies across Côte d'Ivoire (10), Ghana (10) and Senegal (10).
















The report *impact performance* section covers impact outcomes of the main program objectives: resilience of the education sector, digitalization, social inclusion and transition from education to employment. Additionally, two cross-cutting themes are explored: quality of trainings and safeguarding.

The report highlights lessons learned from the program, aiming to enhance the impact of similar initiatives in the education sector.

Countries	Côte d'Ivoire, Ghana, Senegal
Methodology	Quantitative and Qualitative
Companies	30
Education sectors	Higher education, Technical and Vocational training (TVET)
Duration of collection	3 years












IP2E portfolio snapshot (1/2)

Since 2021, the I&P Education to Employment program has supported 30 educational institutions in enhancing the quality of their training, digitalization efforts, social inclusion, and student employability.

	Company	Year of Creation	Type of Training	Sector	Campus location
Côte d'Ivoire	 COFF CESA	2001	Higher Education	Social Sciences, Technology	Main urban cities
	 EDHEC	2003	TVET & Higher Education	Social Sciences, Technology	Main urban cities & outside
	 ESSECT Poincaré	1985	TVET & Higher Education	Social Sciences, Agriculture	Outside main urban cities
	 Groupe Bowl	1996	TVET	Health, IT	Main urban cities & outside
	 IIT	2019	Higher Education	IT & Management	Main urban cities & outside
	 Mink'a	2022	Ancillary	Libraries and e-learning	Main urban cities & outside
	 Université des Lagunes	2010	Higher Education	Social Sciences, IT	Main urban cities
	 Yarani	1990	TVET	Education-Catering, hospitality, nurse aid	Main urban cities
	 TG Master	2013	Higher Education	IT, Social sciences	Main urban cities & outside
	 ZIAE	2006	TVET & Higher Education	Agriculture, Social Sciences	Main urban cities & outside
Ghana	 Codetrain	2017	TVET	IT	Main urban cities
	 FC Beauty College	2003	TVET	Beauty Therapy, Cosmetology, Hairdressing	Main urban cities
	 Garden City University College	2001	TVET & Higher Education	Health, Social Sciences	Main urban cities
	 JACCD Design Institute Africa	1993	TVET	Fashion	Main urban cities
	 Jackson College of Education	2009	Higher Education	Social Sciences	Main urban cities & outside

IP2E portfolio snapshot (2/2)

Since 2021, the I&P Education to Employment program has supported 30 educational institutions in enhancing the quality of their training, digitalization efforts, social inclusion, and student employability.

	Company	Year of Creation	Type of Training	Sector	Campus Location
Ghana	 Knutsford University	2007	Higher Education	Social sciences, Technology	Main urban cities
	 Openlabs	1999	TVET	IT	Main urban cities & outside
	 Rioh's College of Design	2010	TVET	Fashion	Main urban cities
	 Smartline Publishers	1997	Ancillary	Publishing	Main urban cities
	 2nd image	2000	TVET	Beauty, Hair and Fashion	Main urban cities & outside
Senegal	 ASAFIN-IFPT	1981	TVET	Science & Technology	Main urban cities & outside
	 CAIF	2003	TVET	Fashion, Catering and Hospitality	Main urban cities
	 CIFOP	1988	TVET	Handicraft	Outside main urban cities
	 ESTM	2001	Higher Education	Social Sciences, Technology	Main urban cities
	 IASS MDB	2000	TVET & Higher Education	Health Sciences	Main urban cities & outside
	 ISI Group	1994	TVET & Higher Education	Social Sciences, Technology	Main urban cities & outside
	 ISM Ziguinchor	2006	Higher Education	Social Sciences	Outside main urban cities
	 Les Marmitons	2006	TVET	Catering and Hospitality	Main urban cities
	 Perform	2015	TVET & Higher Education	Automotive training	Main urban cities & outside
 USSD	2016	Higher Education	Health Sciences	Main urban cities & outside	

03 Impact performance



Strengthening the resilience of the education sector

Education SMEs, herein broadly defined as private universities, TVET centers, and ancillary businesses to the education sector, have a significant role to play in providing quality education, contributing to expanding youth employment prospects. **The economic crisis resulting from COVID-19 put great pressure on education SMEs, which need even more support.**

The IP2E Initiative aims to strengthen the resilience of this sector and most importantly sustain jobs in these SMEs.

Supporting decent jobs



4,582

Jobs created and maintained. The companies have increased in average 3 times the number of recruitment for career services.

20%

increase in the number of female employees.

Due to financial constraints, education SMEs often struggle to hire specialized staff for key roles, such as career management and communications, which are critical for staying competitive and maintaining strong connections with the private sector. Since the launch of the IP2E program, recruitment of qualified employees has increased by **7%**, with a significant number of top-level positions created.

Recovering businesses

36,391

Students enrolled in IP2E education SMEs.

22%

Of students' population growth in IP2E education SMEs.

The smallest institutions experienced the fastest student population growth, that was doubled.

Student registrations being the main (if not the only) revenue source, it was essential to succeed in increasing their numbers. Thanks to targeted investments such as campuses renovation and security, staff recruitment, the improvement of equipment for student's practical work and the marketing strategies and campaigns, educational SMEs have succeeded in becoming more attractive among students. Between the start and end of the program, the enrolment rate increased by **22%** within companies supported by IP2E. All these activities helped educational SMEs to impact their turnover, to be more resilient and to think about long-term strategies.

Strengthening the resilience of the education sector

Expand ancillaries' businesses capabilities

Ancillary companies are businesses providing products and services that enhance the educational experience or infrastructures, such as student book publishers and edtech.

IP2E facilitated the growth of two ancillary businesses in Ghana and Côte d'Ivoire, contributing to provide students with access to locally produced books and e-learning platforms, regardless of their location.

By investing in equipment, content rights, digitalization, and human resources, essential for providing training programs aligned with local market demand, IP2E has strengthened these businesses' resilience and helped them expand into new markets, particularly in the TVET sector. By improving their distribution capabilities, the program enables them to reach a broader student base, including those in remote areas. These companies are now more robust and play a crucial role in spreading knowledge, helping to bridge the educational gap between urban and rural communities.

271,764*

Youth beneficiaries trained, educated, graduated or directly impacted by ancillaries

* Data as June 2024



Smartline Publishers

Scaling up to build Resilience

Smartline Publishers is an ancillary business that offers book publishing, distribution for other publishers, library consulting, and educational resource supplies. It was established in 1997 by Elliot Agyare, who is one of the well-known players in Ghana's Educational Publishing Landscape.

Smartline has published over 350 titles since its establishment. Genres published include picture books and textbooks for kindergarten, primary, junior high school, senior high school, tertiary, biographies, fiction, and non-fiction.



The publishing industry : a challenging sector

In Ghana, publishers generally focus on Basic education textbooks. This has left the secondary and post-secondary education levels short of the material required in certain key subjects such as TVET. For these levels, the book market is dominated by imported and outdated books, sometimes culturally inaccessible to Ghanaian students.

Smartline Publishers showed willingness to explore these unattended sectors. The team had conducted a survey on reading and comprehension levels of students that helped them to have a better understanding of how it should be considered in the publishing of textbooks.

A need to expand and diversify to remain competitive

The IP2E Program supported the execution of Smartline's overall strategy, which involved shifting its focus from the Ministry of Education to a broader, more open market approach. Smartline purchased equipment that now allows them to print on demand. It permitted more efficient distribution of resources to books with the most demand and was a shift from their model of large print runs and storage (sometimes for year) before sale. Smartline had also acquired the rights for new books in different categories, for instance Tertiary, TVET, etc.

Gaining a leading position in an emerging market

IP2E enabled Smartline to recognize the potential of accessing new markets by scaling up and integrating new distribution networks. The TVET sector is currently growing in Ghana, and Smartline was able to become the first publishing company in the country to have so many book references in this field. This Ghanaian production makes it possible to better meet the training and learning needs of young people, by adapting content and teaching methods to local realities. In addition, IP2E encouraged Smartline to strengthen the diversity of their distribution channels, through the digitalization of content, which makes the books more economically and geographically accessible. The company also signed agreements with different platforms providing e-books. Being a pioneer in the field of TVET has also allowed Smartline to considerably strengthen its network of partners.

ISI Group

Adaptability and excellence at the core of educational mission in the Senegal's regions

Since its creation in 1994, ISI Group has been led by Mr. Abdou Sambe. Over the years, the institution has developed 9 campuses, including 7 in Senegal and 2 in Mauritania. ISI Group offers Bachelor degree (3 years program) and Master degree (2 years program) in computer science, networks and systems and management.

The promoter has a very social vision of access to quality education for all, hence the decentralization of its campuses across Senegal for better social inclusion and participate in the revitalization of Senegalese regions.



A strong impact of the Covid crisis on regional campuses

ISI Group was impacted by the Covid-19 health crisis through a decline in student enrollment and an increase in student receivables. This is mostly the case for regional campuses, given the greater socio-economic impact of the health crisis in the region. This makes it difficult for families to meet tuition fees, resulting in lower student enrollment and higher dropout rates.

As part of a drive to strengthen the resilience of its regional campuses, ISI group has formulated concrete actions to relaunch and sustain activities.

Implementing a practical resilience plan

ISI Group, with the support of the IP2E program, has implemented an ambitious resilience plan centered around several key areas to attract and retain students. It involved acquiring high-quality equipment for practical training, upgrading infrastructure at regional campuses (Kaolack, Kaffrine, and Diourbel), establishing a library to support research and study, and creating short courses with high employability potential at regional campuses that offer specialization certificates (CS).

Maintaining access to education and qualitative learning

The results achieved to date illustrate the positive impact of these initiatives. **The company's revenue increased by 75%.** The completion of the building on the Kaolack campus, alongside the installation of a multimedia room, represents a significant advance in infrastructure improvement. In addition, nine certificates of specialization (CS) have been developed, with three professional integration spaces created and the necessary equipment put in place to attract young people to the regions. The installation of four physical libraries on regional campuses has also been completed, offering enriched resources for research and learning. Students' enrollment in rural campuses **increased by 208%, from 270 to 835.**

These achievements reflect the success of the ISI Group's resilience plan and its commitment to improving the quality of education across its regional campuses.

Supporting the digitalization of higher education

As a reaction to the COVID-19 crisis, many education SMEs attempt to develop digital offerings. Digitalization is highly correlated to internal and external factors such as the level of local infrastructure, the socio-demographic profile of the students, the level of digital learning, financial availability and a strong will to embark into digitalization. The IP2E program aims at supporting the SMEs with enhancing the prerequisites for digitalization, designing and implementing –when possible- a strategy to primarily facilitate e-learning or support them in enhancing their program offerings with the use of new technologies.

Improving towards digitalization



19,067

students currently benefitting from e-learning opportunities, i.e. **an increase of 25% between the launch and end of the program.**

112%

increase in the number of computers **accessible to students** within educational SMEs.

The Educational SMEs expressed a strong interest in digitalization, particularly for teaching and learning. Thanks to the IP2E program support, the number of students benefitting from e-learning opportunities within supported companies has increased by 25%. This growth can be attributed to several factors, including the digital infrastructure improvement of the professional training centers and universities.

IP2E input

IP2E funded equipment improving the connectivity of educational SMEs, recording studios, as well as technical assistance aimed at facilitating the development of online training content for students. One of the main issues was that some companies did not have enough computers for entire classes to take courses simultaneously. IP2E has increased the number of computers within the institutes (and accessible to students) to reach a total number of 2,610, while 2,190 students benefited from support in purchasing computer equipment. This support is essential for students from vulnerable backgrounds who cannot afford a computer, so that they can follow distance learning courses and carry out research as part of their work at home.

Garden City University College

Digitalization to enhance health training

Garden City University College was founded by Albert Acquah, a Ghanaian entrepreneur, in 2001. He established the school so he could give back to his community and offer opportunities to the youth. Garden City University College (GCUC) offers programs in Applied Sciences, Business, and Health Sciences.

GCUC has trained more than 6,000 students since inception. Majority of students are enrolled in nursing and midwifery courses. In addition, GCUC has a satellite campus model with a presence in Northern Region, Upper West Region, Eastern Region and Western Region.



A strong will and requirements to engage in digitalization

Digitalization was clearly defined as one of the priorities of GCUC. The institution had already been using a digital platform but wished to reinforce its digital capacity. The due diligences carried out by the programme revealed that there was a need for quality content creation for training, ameliorate network and internet connectivity, but also equip both the company and students in digital tools and literacy.

A tailored action plan

Consequently, the action plan co-developed with IP2E included to strengthen their digital capacity with an e-learning video setup, to aid in developing content and to make the program accessible for students and the acquisition of equipment. The institution also benefitted from a technical assistance to train lecturers for blended-learning. To have access to e-learning, students also needed to be equipped. The program established a revolving fund, to help students acquire laptops under preferential conditions.

The school raised awareness to onboard the lecturers, so that they could understand that digitalisation “was one of the only ways to succeed”, especially after Covid-19 crisis.

Digitalization to enhance access and quality of the training

The digitalization enabled to continue the academic delivery, even after the challenges brought by the Covid 19 crisis. **Today, 8 out of 10 students follow a course online.** The regular students use e-learning as a support for learning with quizzes, assessments, and access to some courses. The students are also trained on applications that will be useful for their professional career. Digitalization also enabled to increase enrolments. It made the training accessible to students located outside in rural areas, outside of main urban cities. The school combines a model of distance-learning coupled with practical courses in clinical training centers, accredited by the Ministry of Education.

To go further with digitalization, the program has helped the school to launch a revolving fund to help students acquire their own laptop.

Improving quality of trainings

The higher education market presents a wide training offer, especially in the big cities with different types of program qualities that significantly vary. Quality education is defined by the level of innovative teaching practices that need to adapt regularly its content to meet labor market needs and scientific advancements, thereby effectively preparing learners for future challenges.

Better infrastructures and equipment



\$ 3,000,000

invested in upgrading of practical laboratories and equipment

+400

Permanent academic staff in IP2E SMEs

+2,000

Books acquired for on-site libraries

Through the IP2E program, educational SMEs have optimized their educational infrastructure and equipment to bridge the gap between the skills acquired by the students and the needs of employers. As a result of these actions, the school has registered higher success rates at national exams. For example, EDHEC Group in Côte d'Ivoire students have scored 12 points higher than the national success rate. Students also express greater satisfaction with the quality of training. The companies also report enhanced preparation and results for national and international accreditations and certificates.

Ancillary businesses to enhance the quality of trainings

There is a lack of local training material offer for post-secondary education. The program has also supported two ancillary businesses, one in the publishing sector, and the second offering book distribution and edtech services. These companies enables to enhance the quality of training, by developing qualitative and locally relevant training contents for students. As an example, Smartline Publishers in Ghana has developed the country's first textbooks line, dedicated to tertiary and TVET.

Testing innovative pedagogical methods to meet the demands

Companies in the portfolio has benefitted from tailored technical assistances to implement new pedagogical methods.

As an example, USSD, a Health and Sciences school, has conducted a pilot project to implement telemedicine. Telemedicine is the use of technology, particularly telecommunications and digital communication tools, to provide medical care, especially for individuals in remote or underserved areas, people with mobility issues.

Teachers from Yarani, a catering and hospitality school, has also, benefited from an immersion in a Swiss company, to reinforce dual training, a pedagogical system combining theoretical training on campus twice a week and part-time employment in companies during three-days a week.

Rioh's College of Design

Enhancing student's learning experience and workspace to improve the quality of education

Rioh's College of Design was founded in 2020 by Richard Ohene Sika, who has worked with several fashion schools and nurtured the top tier of designers Ghana can boast..

The school equips students with the necessary skills in fashion design and illustration after 6 months of training. Over the years, the training company has strengthened the skills of many creators who have established their brand in Ghana and West African countries, especially Côte d'Ivoire, Nigeria, Liberia and Togo.



A lack of financial resources to make necessary investments

As Rioh's College of Design maintains relatively affordable tuition fees to allow students to enroll, the training center had limited financial resources to make essential. The school had modernized practical work as well as renovate the workspace, which improved students' learning experience and quality.

A precise strategy to familiarize students with current technology and improve learning environment

With the support of IP2E, Rioh's College of Design developed a plan to improve the quality of education, which included the replacement of some outdated domestic sewing machines with new industrial ones to give students the skills that are currently demanded by the employers. The school also engaged in renovation work to lead the center to reach modern standards and foster student learning and engagement. The learning center is now invigorated with an ultra-modern look, thanks notably to the buying of a projector, tablets and screens.

Better quality of education that stimulates student creativity

Before the program, the school had only one industrial sewing machine for all students. Now, with 50 industrial machines, production time has significantly decreased, and the quality of the students' work has improved. Since most students aspire to become entrepreneurs, it is crucial for them to master new technologies that help save time and enable them to offer innovative products to consumers.

Students have also observed improvements in their learning environment. Feeling more comfortable at school, they now enjoy spending more time there and actively use the equipment and studio.

Most importantly, thanks to the efforts made during the program, the school has successfully met the eligibility standards required to apply for TVET accreditation in Ghana.

Promoting broader social inclusion

The IP2E Initiative aims to support SMEs with **designing innovative mechanisms, including Income Share Agreements, or scholarship programs**, to promote broader access for disadvantaged students. IP2E has put in place a robust gender policy. The program especially seeks to **promote women and girls' access to programs** (e.g. through measures that specifically target discrimination against this group, or through preferential access programs, etc.).

The program also fostered greater access **for vulnerable students** (e.g. metrics such as programs seeking to increase the share of students from rural, low-income families, students with disabilities, or the existence of tailored social support mechanisms).



6,671

Women benefiting from social inclusion mechanisms

28,276

students from rural areas

1,052

Scholarship awarded

Inclusive education is an approach that aims to ensure all students, regardless of any perceived differences or abilities, have an equal opportunity for academic and social achievement. Equity is an issue at all levels of the educational system, across the three (3) project countries: Senegal, Ghana and Côte d'Ivoire.

Effective targeting of the most vulnerable such as disadvantaged populations, rural youth, females and persons living with disabilities remains a challenge in the educational sector specifically in TVET and higher education.

Using Technical assistance to enhance social inclusion

IP2E partnered with Catholic Relief Services, in order to promote greater social inclusion policies within the institutions. Prior to CRS engagement with SMEs under the IP2E project, social inclusion was not prioritized in most of the SMEs in the 3 countries.

CRS facilitated an equity assessment processes with the SMEs. Following the assessment, CRS analyzed the completed assessment tools and produced a diagnostic report of the strengths and gaps of each SME in relation to social inclusion.

Findings from the analysis formed the basis for the discussions at the workshops for the development of the social inclusion action plans for each SME.

Matching Funds

To raise scholarship funds, IP2E introduced a pilot matching fund—a tripartite funding mechanism involving IP2E, a company, and a donor. For every amount donated by the donor, twice that amount is contributed to finance a student's education. This approach incentivizes promoters to secure funding from local sponsors, such as large companies addressing skill needs or fulfilling CSR strategies, foundations, and private donors within their network. It also aims to sustain sponsorship efforts beyond the duration of IP2E funding. In return, sponsors gain visibility and recognition alongside other university partners.

Income Sharing Agreements

Income Sharing Agreements (ISAs) are an innovative financing tool where students receive money for their education by agreeing to pay the ISA provider a percentage of their monthly income for a set period once they become employed. Repayments are tailored to each student's career path and start once they earn above a defined threshold. This model, implemented by Chancen International, offers ethical and fair financing to help young Africans access quality tertiary education. Through the program, IP2E launched two ISA pilots in Ghana with Codetrain and Openlabs, benefiting 59 female students in coding and IT from these institutions.

Dormitories

The establishment of dormitories for students within educational institutions addresses their needs by facilitating their access to education. This initiative is particularly advantageous for young girls from rural areas and low-income families, as it removes barriers to learning associated with the long and often perilous journeys between their homes and schools.

Initiatives

In Côte d'Ivoire, two higher education institutions in the tertiary and industrial sectors have received grants through the IP2E program to set up dormitories for students facing social difficulties. These dormitories are primarily intended for girls and are part of the process of reducing inequalities in education through social and gender inclusion.

COFE CESA received funding to enhance the capacity of its dormitories. As a result, the dormitory's capacity has expanded from 28 to 50 beds.

At ESSECT POINCARE, a grant helped renovate an existing building to create girls-only dormitories to improve their access to education in the rural Gbêkê region.

*Georgina Lamptey,
Codetrain Income Sharing Agreement
beneficiary*

“Study now and pay later”

“Growing up, I’ve always enjoy doing difficult stuff, building things to make life easier for people. When I did my research on Codetrain, I realized that the money they were taking was too much for me. So I almost gave up on the application because I didn’t have the money to pursue this career.

And I heard about Chancen which give the option **to study now and then pay later**. It helped me not give up on my career. So far, my experience has been both challenging and very good at the same time. Very good in the sense that now I do things I couldn’t do, now I can build a full website on my own. It’s challenging because it requires to be very consistent with my learning.

After completing the program, I want to be a full stack developer, because I like to do difficult things and I think Codetrain is going to help me get there.

I would advise young ladies like me not to give up because there are programs out there as ISA that would help you to pursue your career in software engineering or any tech field that you want to pursue.”

*Ndeye Astou Ngom,
Deaf-mute scholarship student at Les
Marmitons school. The interview was
realized with an interpreter, who is also the
safeguarding champion of the institution.*

“People are beginning to understand that I’m capable of doing something.”

“Before the training, I used to stay at home all the time, doing nothing. It was boring, but also stressful: everyone was working, earning money, except me. A friend told me about the training at Les Marmitons and scholarship opportunity for disabled students. I didn’t even hesitate.



I’ve always enjoyed catering. When I was 4, my mother used to cook for a lot of people. I used to help her cooking before going to school.

I am 26. Before studying at Les Marmitons, I couldn’t find a school adapted to my disability and accessible to my financial means.

Teachers explains step by steps every activity. The school has put in place everything to help us understand. We have a facilitator. He discussed prior to the course the topic of the day, and he assist us during the courses.

We also have mixed classes with the other students, and tutoring sessions with the facilitator. At first it was complicated, because people didn't know about our disability. But when we started the practical classes, it helped us to integrate, to get to know each other and for everyone to understand us too.

It also helps me at home. When I come back from school, I give back what I’ve learnt, with new recipes. **People are beginning to understand that I’m capable of doing something.** I finally feel fulfilled.

We learn how to use computers, write a CV. I’ll to do an internship during my 2nd year. The school will help me find it and the facilitator will assist me the first days. They also raise awareness with the employers.

After graduating, I will look for a job. If I can’t find a job in a company, I’ll set up my own business.”

Safeguarding students

To improve education quality and promote social inclusion,, it is essential to ensure the physical, mental and emotional safety of students. Safeguarding is a key priority for I&P within the IP2E program. Safeguarding students involves putting in place prevention, response and follow-up mechanisms to strengthen the capacity of SMEs in the education sector to ensure the safety, protection and well-being of the young people they serve.

Setting up high safeguarding standards

With the support of the IP2E program, **all portfolio companies have implemented a safeguarding policy** and develop grievance mechanisms. They include:

- Risk prevention, through the appointment of a safeguarding referent, the implementation of procedures and awareness-raising.
- Incident response through the implementation of confidential complaint reporting systems and grievance mechanisms.
- Monitoring and evaluation to optimize student safeguarding.



45

Safeguarding champions were appointed and trained in the institutions

87%

Of the companies have reinforced their first aid services

55%

Of the companies have developed additional Staff code of Conduct and Sexual harassment policies

Improving the physical learning environment

By creating spaces that meet the practical needs of students, the program fosters a more supportive, inclusive, and engaging educational experience, ultimately contributing to the success and retention of students in higher education. These efforts included:

- **Refurbishment of Gender-Differentiated and Well-Equipped Toilet:** recognizing the importance of hygiene and privacy, the program renovated restrooms to meet modern standards. Separate facilities for male and female students were provided, ensuring that all students feel comfortable and safe.
- **Refurbishment of Infirmaries:** the program upgraded school infirmaries to ensure they are properly equipped to handle medical needs. These improvements not only provide immediate care for minor injuries and illnesses but also create a safe space for students to receive proper medical attention.
- **Installation of Canteens:** recognizing that nutrition is key to students' ability to learn and focus, IP2E supported the installation of modern canteens on school premises. These canteens offer healthy, affordable meals, ensuring that students have access to proper nutrition throughout the day.

Through these infrastructure enhancements, IP2E not only improved the physical learning environment but also demonstrated a commitment to students' health, safety, and well-being.

SAFEGUARDING

Reinforcing mechanisms for students' protection

The program implemented different actions to foster students' safeguarding throughout the partnership with the institutions :

Prior to the partnership: students focus group

To reinforce the safeguarding risks identification, focus groups were organized with the students during the due diligences.



The safeguarding officer and IP2E portfolio manager organized discussions with groups from 6 to 12 students per company. They ensured diversity of gender, academic level and socio-economic conditions among participants.

These moments enabled to gather valuable information about students' wellbeing and needs, either academical and emotional. The results were then used to enhance the action plans.

Training and tailored technical assistances throughout the program

As part of the safeguarding activities, the IP2E program commanded tailored technical assistances.

For educational institutions, the program has launched a sexual harassment prevention technical assistance. This assistance aimed at reinforcing companies training in order to prevent and respond to sexual harassment and gender-based violence incidents.

Beyond training of the staff, the technical assistance partner also conducted awareness and listening sessions with the students and produce two guide to help them have access to information.

Safeguarding is also integrated for ancillary activities. A publishing company received a tailored technical assistance to assess the inclusion of gender and diversity in its textbooks.

This resulted in better integration in these issues, to reduce gender biased, especially in sciences and TVET training.

IP2E also took advantages of digital tools by developing West-Africa's first safeguarding e-learning for higher education. This 4-hour training course covers the fundamentals of safeguarding, using real-life situations and case studies to ensure a clear understanding of the concepts involved.

Improving transition from education to employment

450 million young people (15-24 years old) will be of working age in Africa by 2050. Yet, youth is more likely to work in low-quality jobs in the informal labor market, with limited socio-economic security and mobility. Paradoxically, the private sector encounters difficulties in recruiting staff and managers, in all areas.

IP2E aims to increase the employability and the professional integration of students from the various companies in the portfolio, by strengthening the capacities of career services and entrepreneurship support systems, by intensifying relations with potential employers (through internships, apprenticeships, etc.), but also by supporting training establishments to obtain national and international accreditations.



144%

Of evolution of staff working for career services from 14 to 83.

300

New partnerships have been created between the educational SMEs and the private sector.

10

Additional soft skills and leadership trainings have been developed during the partnership.

Between the start and end of the IP2E program, the number of partnerships between institutes and the private sector increased by **67%** on average, which can be explained by the structuring or establishment of a career service for students. These partnerships are win-win: students benefit from a first professional experience and recruiting companies find a qualified workforce more quickly and that meets their expectations.

Testing new mechanisms

The program enabled educational institutions to conduct projects pilots that could enhance students professional insertional .

Three entrepreneurship revolving funds were implemented in ESSECT Poincaré (Côte d'Ivoire), CIFOP and ASAFIN (Senegal). 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. Students received seed funding for entrepreneurial projects and startup kits.

New courses with faster professional integration perspectives were also tested. In Senegal, Groupe ISI especially design short-term training for students in rural, as they manage to afford regular 2-years courses. These courses focused on practical skills in IT, such as screen printing and digital marketing.

Improving transition from education to employment

MEASURING IMPACT

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.

(I&P) has partnered with **60 Decibels (60dB)*** to measure the impact of eighteen (18) private educational institutions on the career paths of their alumni. This initiative has enabled the institutions to gain a better understanding of their role in the professional journeys of their alumni.

Alumni, main survey target were randomly selected from databases compiled and shared by each institution. Trained researchers from 60dB conducted 5,448 telephone interviews with alumni in local languages, using a standardized survey designed by 60dB and I&P. The survey addressed themes including demographic profile, employability impact, and alumni experience.

These studies revealed that **employment rates among vocational training institutions are significantly higher than among higher education ones.**

61%

of alumni (2017 – 2021 cohorts) from IP2E portfolio institutions were employed

39%

found a job within six months of their training.

This research study provided 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.

For more details, consult Report: [The impact of Private Educational companies on Youth Employability in Africa](#)

*60 Decibels is a global, tech-enabled impact measurement company that brings speed and scalability to social impact measurement and customer insights. They provide genuine benchmarks of impact performance, enabling organizations to understand impact relative to peers and set performance targets.

I&P Education to Employment

IMPACT EMPLOYABILITY REPORT

APRIL 2024



60__decibels

2iE Technical assistance: reinforce career services to support transition from education to employment

Career services play a vital role in bridging the gap between education and employment, equipping students with the tools, resources, and connections they need to succeed in their careers. Several edupreneurs have indicated a need for training and personalized advice to establish or enhance their career services, strengthen relationships and partnerships with employers and other public and private stakeholders in their ecosystem. I&P has launched a tailored technical assistance for 12 institutions, with the **International Institute for Water and Environmental Engineering (2iE)**. **Sarah Ouedraogo**, the Head of the External Relations, Cooperation, and Professional Integration Service at 2iE, explains below their approach to employability.

An African partner for African youth employability

I&P has partnered with a structure capable of providing tailored training and advice to companies in its IP2E portfolio, to enhance employability practices. The International Institute for Water and Environmental Engineering (2iE), established in the late 1960s and officially recognized as an institute in 2018, is based in Burkina Faso. Its mission is to train entrepreneurial engineers and qualified professionals to contribute to African development. 2iE offers two intakes per year, with approximately 1,400 students per semester, and has trained nearly 12,000 graduates, 95% of whom remain in Africa initially. The institute also collaborates with the MasterCard Foundation and provides online training to around 2,800 professionals

As an African institution that developed a robust employability framework for its students, 2iE was selected to support IP2E companies.

Challenges and Issues

The educational SMEs face several challenges regarding the employability of its graduates. There is no miracle solution, and it is necessary to understand each student's identity and continuously update strategic mechanisms. An empirical approach to training, based on hands-on experience, is essential to save time. The institutions must also improve their resources to ensure that employability is well-integrated into its organizational structures.

Current teachers are not always equipped to manage relationships with companies, highlighting the need to involve non-teaching profiles, particularly for developing soft skills;

Supporting graduates is crucial but requires time and well-organized human resources. Additionally, the institutions must be agile and willing to test new methods to better meet the evolving needs of younger generations.

Soft Skills

2iE helped portfolio companies to instill soft skills in students, for example, by organizing mock interviews with professionals to improve communication, stress management, and the ability to deliver a convincing pitch. Emphasis is also placed on the importance of punctuality, politeness, and accountability toward an employer.

Internships are viewed as valuable learning opportunities, allowing students to recalibrate their professional trajectory. The institute also promotes the importance of social and managerial sciences as part of engineers' training.

Alumni Network Engagement

Educational institutions were also trained on how to use social networks to engage its alumni. To maintain engagement, they must share relevant content such as training opportunities, job offers, and HR advice.

Empowerment of Young Women

Education companies should strive to overcome the constraints associated with TVET (Technical and Vocational Education and Training) by offering pathways tailored to the specific needs of female students. They must address limiting mindsets, particularly among girls, and encourages discussions and the development of personal finance management skills.

04 Lessons Learned



Lessons learned from the program

1 IP2E support enhanced companies' resiliency to external shocks

In the wake of the COVID-19 pandemic, companies have had to show resilience, exploring new strategies to make their businesses sustainable. As employers, they helped to create and maintain decent jobs. The program has also strengthened the gender equity focus of the teams.

The companies report a faster recovery thanks to the IP2E program and are better prepared to overcome future shocks.

3 Education SMEs are well positioned to initiate a wide set of social inclusions mechanisms to enhance vulnerable communities' access to trainings

Students from low economic background, rural areas and women students face difficulties to pursue post-secondary trainings. Strategies such as decentralizing educational offerings to rural areas and leveraging digitalization can effectively extend educational access to remote regions.

The program supported companies in adopting innovative social inclusion mechanisms, including Income Sharing Agreements and matching funds, to provide more opportunities for vulnerable students. These initiatives also enable the purchase of essential goods like personal laptops and startup kits. They tend to be sustainable, as they create a cycle of replenishment over time: funds are utilized, repaid, and then reinvested, ensuring ongoing support for future students.

5 Safeguarding measures are a key dimension of a qualitative and inclusive education.

To enhance the quality of education and promote social inclusion, ensuring the physical, mental, and emotional safety of students is paramount. This requires comprehensive staff training, the development of robust safeguarding policies and mechanisms, and awareness-raising initiatives within the educational community.

2 Private higher education SMEs play a critical role in expanding access to quality education for youth.

Driven by entrepreneurial innovation, supported companies are able to provide training and education products that align with market needs and extend into underserved rural areas. However, their ability to achieve greater social impact at scale is often hindered by operational capacity challenges.

4 To successfully leverage the benefits of digitalization, companies must first reach a certain level of digital maturity.

Successful digitalization of the education sector requires pre-requisites, including adequate quality and availability of digital equipment and infrastructure. Furthermore, the digital literacy of administrative staff, academic personnel, and students is crucial for effective digital integration.

6 Investing in Employability and Innovation Initiatives is key for student professional integration.

There is a pressing need to secure additional funding for employability initiatives, such as career center training and incubators, which significantly enhance access to decent jobs and create a supportive environment for innovation and entrepreneurial growth.

Companies must align their training offerings with industry needs by fostering collaboration among stakeholders. Certain educational fields, particularly Technical and Vocational Education and Training (TVET), tend to provide students with quicker pathways to career opportunities.

Furthermore, educational institutions should regularly assess their social impact on students. This evaluation should include data on not only the rates and pace of professional integration but also their impact on students' well-being.

Closing Words

The IP2E program has made significant strides towards achieving its impact objectives. The program has contributed to enhancing the resilience of the education sector, particularly in the wake of the Covid-19 crisis.

The educational institutions of the program has made improvements through focused efforts on digitalization, we have seen marked improvements in the accessibility and quality of higher education. The integration of digital equipment and platforms has not only facilitated accessibility to training with remote learning but also enhanced the overall learning experience for students and educators alike.

I&P commitment to social inclusion has yielded positive outcomes, especially for girls and students from rural areas. Targeted initiatives have ensured that these students have better access to educational opportunities, bridging gaps and fostering a more inclusive learning environment.

In terms of employability, the program has supported career center training, incubator and entrepreneurship projects in order to equip students with vital skills and knowledge, significantly improving their prospects in the job market. The initiatives have also fostered a culture of innovation and entrepreneurship, empowering students to pursue diverse career paths.

Finally, the program has prioritized student safeguarding, ensuring that the physical, mental, and emotional well-being of students is protected. This holistic approach has created a safer and more supportive educational environment, conducive to learning and personal growth.

Overall, the program has not only met, but exceeded its impact objectives, setting a robust foundation for sustained improvements in higher education across Ghana, Senegal, and Côte D'Ivoire. The collaborative efforts and shared commitment to excellence will continue to drive positive change, benefiting students, institutions, and the community as a whole, to improve the employability and professional integration of young Africans.



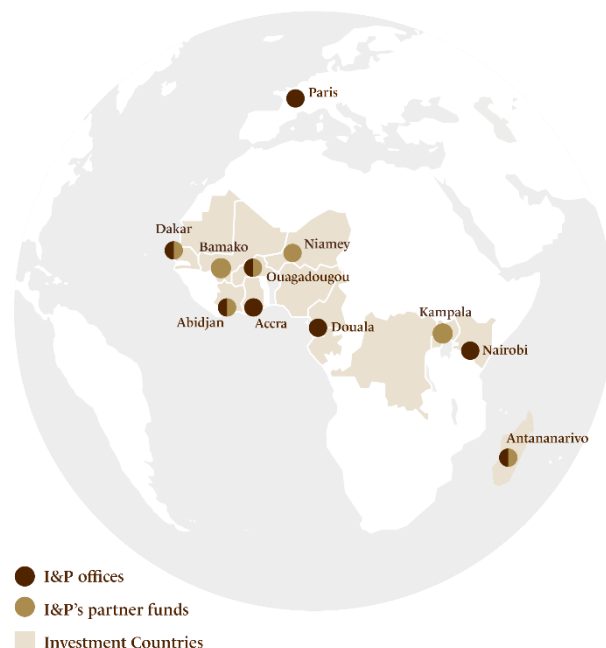
I&P: an overview

Launched in 2002, Investisseurs & Partenaires (I&P) is a pioneering impact investment group entirely dedicated to financing and supporting small and medium-sized enterprises (SMEs) and start-ups in Sub-Saharan Africa.

A COMMITTED TEAM OF 180+ STAFF

Located across **10 African countries**: Burkina Faso, Cameroon, Côte d'Ivoire, Ghana, Kenya, Madagascar, Mali, Niger, Senegal, Uganda, as well as in France.

I&P and its partner investment companies have raised **€400 million** from African and international investors.



MORE THAN 330 COMPANIES SUPPORTED

130 capital-funded companies and 200 companies benefiting from subsidized acceleration programs

With financing needs ranging from **€10,000 to €5 million**

Based or operating in **20+ African countries**

4 COMPLEMENTARY LINES OF BUSINESS

I&P's model is based on four complementary lines of business that address the needs of African SMEs : three lines are dedicated to SME financing and segmented according to the maturity of the companies and the size of their financing needs (minority equity and quasi-equity investments, seed financing, loans...), and one is dedicated to fostering the overall business ecosystems in which our partner companies operate.



I&P ACCELERATION

Scaling-up young businesses through **seed-funding and/or training programs**
[€10,000 - €50,000]



I&P DEVELOPMENT

Sponsoring a **network of African investment companies** to finance small companies with high potential
[€50,000 - €500,000]



I&P EXPANSION

Supporting and providing **equity financing** to mature SMEs and start-ups
[€500,000 - €5 million]



I&P ECOSYSTEMS

Promoting the emergence of entrepreneurs and investors in Africa and **fostering the development of a business environment** conducive to their prosperity

Contact our SMEs in Côte d'Ivoire



Company: **TgMaster University**

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Cities: Abidjan

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Company: **Université des Lagunes**

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Company: **ESSECT Poincare**

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Cities: Bouaké

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Company: **COFE CESA**

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Company: **IIT**

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Company: **2IAE**

Sector: Agriculture, Social Sciences, TVET

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Company: **Groupe Bowl**

Sector: Health, Services, IT, VET

Cities: Abidjan, Daloa, Bouaké, San Pedro

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Company: **EDHEC**

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Company: Yarani

Sector: TVET, Catering, Hospitality, Nurse aid

Cities : Abidjan

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Company : Mink'a

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Company: **OpenLabs** Sector: TVET, IT
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Company: **Garden City University College - GCUC** Sector: Health, Social Sciences
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 Cities: Accra Contact: info@jaccd.edu.gh



Company: **Knustford University** Sector: Business school, science & technology, humanities
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Company: **Rioh's College of Design** Sector: Fashion and Design
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Company: **2nd Image** Sector: Beauty, Hair and Fashion
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Company: **Jackson College of Education** Sector: Social Sciences
 Cities: Kumasi Contact: info@jackson.edu.gh



Company: **FC Beauty College** Sector: Beauty Therapy, Cosmetology, Hairdressing
 Cities: Accra Contact: support@fcbeautycollege.com



Company: **Smartline Publishers** Sector: Ancillary (Publishing)
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Companies: **USSD**

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Cities: Dakar

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Company: **ESTM**

Sector: Social Sciences, Technology

Cities: Dakar

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Company: **CAIF**

Sector: TVET, Fashion, Catering, Hospitality

Cities : Dakar

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Company : **CIFOP**

Sector: TVET, Electricity, Handicraft

Cities : Mboro

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Company: **Les Marmitons**

Sector: Catering and hospitality

Cities: Dakar

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Company: **Perform**

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Company: **IASS MDB**

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Company: **ASAFIN**

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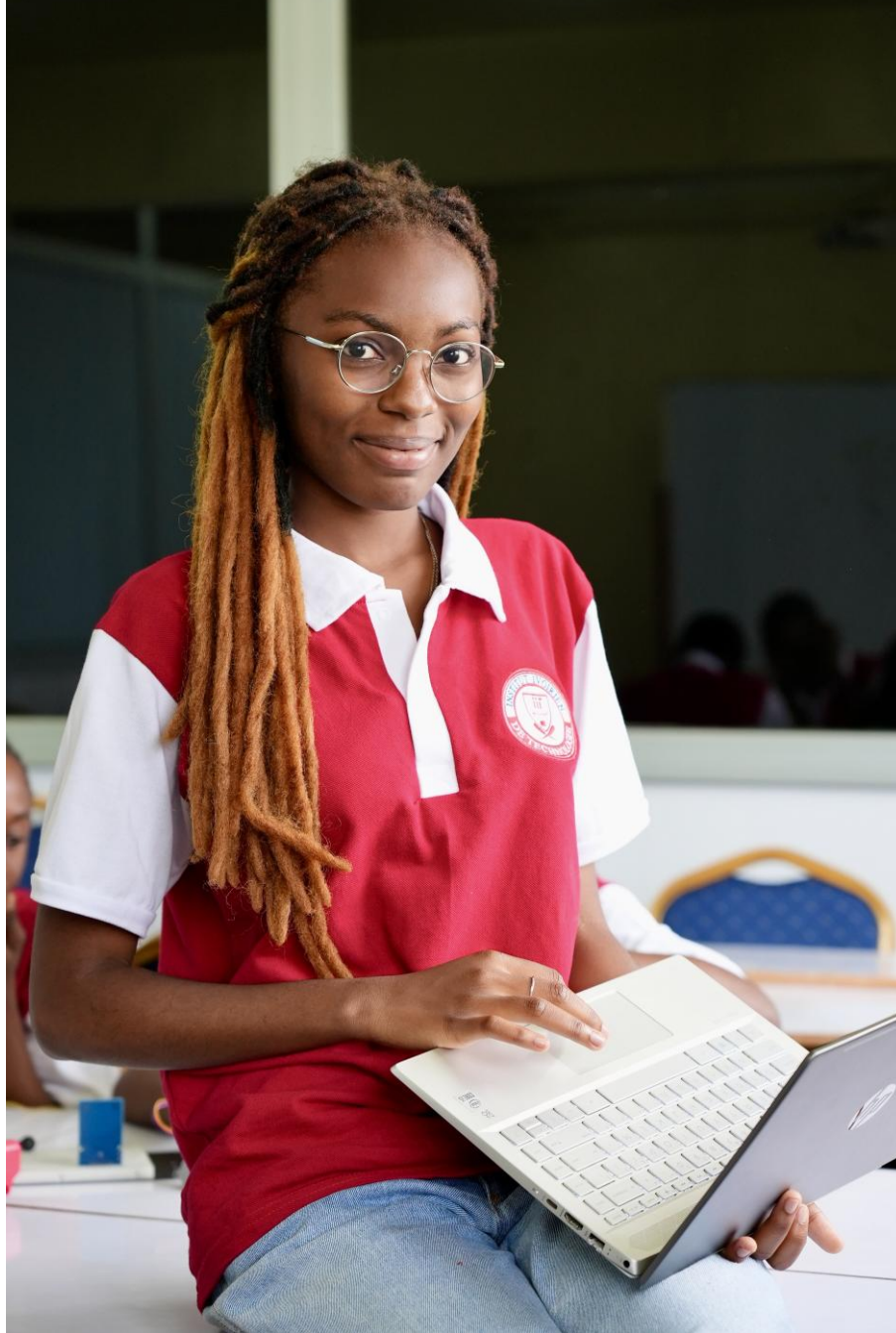
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