



TVET COUNTRY PROFILE CÔTE D'IVOIRE



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Introduction

TVET plays a valuable role by offering a wide variety of skills to improve employability thereby contributing to the productive capacity of business organisations and industries.

This paper highlights a county-level overview of the TVET system in Côte d'Ivoire, looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for implementing TVET to improve TVET reform and quality.

Policies

The country's skills development policy is aligned with the TVET reform initiated in 2007 as a result of poor linkages between training institutions and businesses. Côte d'Ivoire has developed several employment policies and strategies, which include the National Strategy for Youth Employment in 2016. The country has also developed and adopted a ten-year strategic plan (2016-2025) with the vision of developing an efficient TVET system that offers various skills that will help improve the economy of Côte d'Ivoire as an emerging country.

The following documents provide contextual information on the education system and economic indicators in Côte d'Ivoire as they relate to the TVET implementation and policy.

National Action Plan 2020-2022 - The third National Action Plan emphasises the consolidation of

achievements, in particular the participatory budget, through the development and promulgation of a law making it applicable to all local authorities.

National Development Plan (PND 2016-2020) grants the education sector a driving role in its strategic axis no 2, namely, "accelerating the development of human capital and social well-being".

Education/training sector plan 2016-2025 vision is to have productive human resources through quality education aligned to the labour market needs.

Decree No 2005-40 of February 3, 2005 concerns the creation, organisation, and operation of the National Institute for Judicial Training (INFJ).

Decree No. 2004-564 of October 7, 2004 concerns the organisation of the Ministry of National Education.

Law 2015-635 of September 17, 2015, amending Law No. 95-696 of September 7, 1995, relates to education, and inserts new provisions relating to compulsory education "for all children of both sexes aged between six and sixteen."

Governance

TVET is currently under the supervision of the **Ministry of National Education, Technical Education, and Vocational Training**. In contrast with general education which enjoys a stable institutional frame and ministerial continuity, TVET is poorly grounded institutionally and is very unstable.



Implementing Structures

There are **five main TVET supervisory entities** in Côte d'Ivoire:

1.	The Teaching Institute for TVET Tuition (IPNETP) is in charge of pedagogical research as well as of trainers' and supervisors' initial and continuing training.
2.	The National Agency for Vocational Training (AGEFOP) is a consultancy in vocational training design tasked with researching and analysing vocational training needs and meeting them through the implementation of projects.
3.	The Vocational Training Development Fund (FDFP) funds initial and continuing training with revenue from the training tax (0.4% of the private sector payroll) and the additional tax for continuing vocational training (1.2% of the private sector payroll).
4.	The National Agency for Vocational Training (AGEFOP) is a consultancy in vocational training design tasked with researching and analysing vocational training needs and meeting them through the implementation of projects.
5.	The Ivorian Centre for the Development of Vocational Training (CIDFOR) is in charge of promoting vocational training in Côte d'Ivoire using information technology and documentation;
6.	The Joint Steering Committee for the Vocational and Technical Training Partnership (CPP) is chaired by the minister in charge of vocational training, with the president of the Employers' Group and the president of the Chamber of Commerce and Industry of Côte d'Ivoire as vice chairs. Its main mandate is to provide guidance and monitor the implementation of the partnership framework agreement between the state of Côte d'Ivoire and the productive private sector.
7.	The National Council of Occupational Sectors (CNBP) is a coordination and regulation entity between the state authorities and various economic and social stakeholders. It is responsible for coordinating the activities of the Occupational Sectors Committees (CBP). In addition, it advises the government on TVET matters, in particular by proposing directions and policies to provide a better match between training and employment and to facilitate trainees' access to the permanent job market.
8.	The National Coordination Body for Advisory Vocational Commissions (CN-CPC) is the federation of all the Occupational Sectors Committees (CBP). Its mandate is to outline the characteristics of each sector based on the CBPs and to provide all information on each sector and its development.
9.	The Examinations Directorate (DECOB) is responsible for examinations held on completion of training.



TVET Institutions

Technical and Vocational training institutes in Côte d'Ivoire provide the following certifications:

- **Professional Qualification Certificate (CQP)** at level ISCED 2 is open to young people in primary education. The two-year course is conducted in vocation training centres.
- **Technical and vocational education (CAP)** programmes cover 97 specialties divided into 13 professional branches. The duration of this level is three years.
- **Technical and vocational education (BEP)** takes place in vocational high schools, professional improvement centres, and certain technical education colleges and lasts for three years.
- **Technician Diploma** takes place in technical education colleges, vocational high schools, skills training centres, sectoral vocational training centres and is a two-year course.

TVET types

- Public TVET institutions - 62
- Private TVET institutions - 680

Public establishments include:

- Office automation, communication and management centres (CBCG), preparing for BT and BTS. (4)
- Center for electronics and applied computing (CELIA), preparing for BT and BTS. (1)
- Multisectoral vocational training centre (CMFP) (1)
- Vocational high schools (12)
- Skills training centres (6)
- Technical education colleges (10)
- Vocational training centres (CFP) (28)
- School of jewellery and related trades (1).

Funding sources

While the private sector contributes to the funding of vocational training, the main source of TVET funding is the state. However, the share allocated to TVET is very small compared to the total government budget for the education sector.

The Vocational Training Development Fund (Fonds pour le Développement de la Formation Professionnelle - FDFP) was established in 1991 (Law No 91), has its own legal entity with financial autonomy, but is attached to the Ministry of State and Ministry of Employment, Social Affairs, and Vocational Training.

The FDFP is financed by two employer levies: an apprenticeship tax (la taxe d'apprentissage), and an additional tax on continuing vocational training (la taxe additionnelle à la formation professionnelle).

Private sector engagement

To address the lack of a link between training institutions and business, two partnership agreements were signed between the private sector (including trade chambers) and the Ministry for Higher Education and Scientific Research (MESRS) in 2007 and the Ministry for Technical Education and Vocational Training (MET-FP) in 2009. The main objective of the agreements was to establish a structured dialogue between schools and businesses. Several implementing entities were created in parallel.

Under the partnership agreement between TVET and the private sector, skills identification and anticipation is allocated to the National Council of Occupational Sectors (CNBP), with the support of the National Coordination Body for Advisory Vocational Commissions (CN-CPC).

Between 2011-18, with the support of the private sector through the Vocational Training Development Fund (FDFP) and technical and financial partners (TFPs),



the state has undertaken projects for renovations and equipment for technical and vocational education and training schools.

The private sector contributes to TVET through two taxes: the initial tax for apprenticeship vocational training (0.4% of the private sector payroll) and the additional tax for continuing vocational training (1.2% of the private sector payroll), both of which are collected and managed by the FDFP.

Private sector associations

- **The General Confederation of Côte d'Ivoire Companies (CGECI)** is the most representative employers' organisation of the private sector in Côte d'Ivoire. CGECI brings together professional groups, business associations, and companies from all sectors of activity (industry, commerce, agriculture, and services).
- **Federation of Small and Medium Enterprises (FIPME)** facilitates dialogue between the state and small and medium enterprises.
- **Chamber of Commerce and Industry of Côte d'Ivoire (CCI-CI)** is responsible for representing the interests of commercial, industrial, and service companies, ensuring training entrepreneurs, and providing business support.

Teacher training

National Pedagogical Institute for Technical and Vocational Education (IPNETP) provides ongoing training for trainers from public or private training organisations.

Teachers for the first cycle of secondary school must hold the baccalauréat degree and follow a three-year programme of study at the Higher Teacher Training College (Ecole Normale Supérieure), leading to the Certificate of Aptitude for Teaching in Secondary

Education Colleges. Those wishing to teach in the second cycle of the secondary school system must study for an additional year and pass the CAPES (the Certificat d'Aptitude au Professorat de l'Enseignement Secondaire).

Informal TVET systems

There are 13 public training delivery units operating in rural areas, with 10 mobile training units offering non-formal training and three application and production workshops to develop the skills of craftspeople and provide logistical support to young graduates.

There is no generalised system of recognition of prior learning (RPL), although the social partners are in favour of its introduction. An RPL pilot project is in progress for three sectors: vehicles and machinery (automotive mechanics, electricians and painters), construction and public works (electricians-installers) and quality management systems (QMS).

Statistics

This section presents an overview of key metrics in the Côte d'Ivoire.



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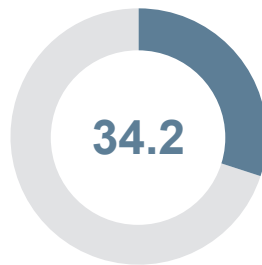


TVET-COUNTRY LEVEL OVERVIEW CÔTE D'IVOIRE

YOUTH POPULATION



NEET



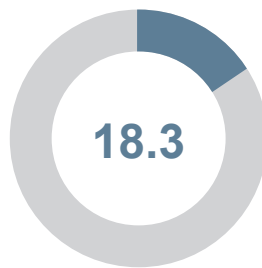
UNEMPLOYMENT RATE



YOUTH POPULATION
MEN



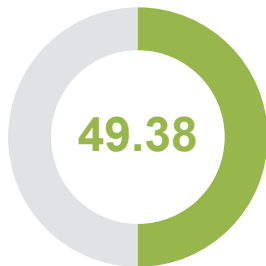
NEET
MEN



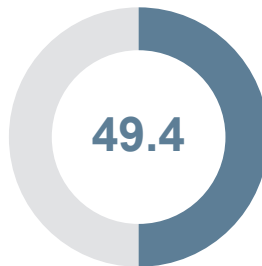
UNEMPLOYMENT RATE
MEN



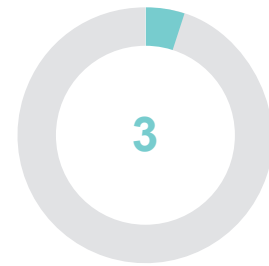
YOUTH POPULATION
WOMEN



NEET
WOMEN



UNEMPLOYMENT RATE
WOMEN



YOUTH IN TVET

66,799

WOMEN 31,632

MEN 35,167



GOOD PRACTICES

Lessons learnt, resources and skills associations

<https://aspyee.org/page/good-practices>



Sources

State of Skills ILO

UNESCO UNEVOC

Ministry of National Education and Literacy

ILO Stat

Private sector backs quality education in Côte d'Ivoire, 2018

National Action Plan (2020-2022)

Education/Training Sector Plan (2016-2025)

Statistical Year book

Global Change Data Lab



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