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AN INVENTORY OF IVORIAN TRAINING INSTITUTIONS:
WITH SPECIAL REFERENCE TO MUNICIPAL EMPLOYEES

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CONTENTS

Categories of Municipal Employees	1.
Municipal Administration 1960-1980	2.
The Present Staffing Situation	3.
Ivorian Training Institutions: With Special Reference to Municipal Employees	5.
Les Ecoles Nationales	
Ecole Nationale d'Administration (ENA)	5.
Ecole Nationale Supérieure Des Travaux Publics (ENSTP)	7.
Institut National Supérieur de l'Enseignement Technique (INSET)	8.
Office National de Formation Professionnelle (ONFP)	9.
Other Public/Private Upper & Middle-Level Training Institutions	10.
Centre Africain de Management et de Perfectionnement des Cadres (CAMPC)	11.
Centre Universitaire de Formation Permanente (CUFOP)	12.
Centre Ivoirien de Gestion des Entreprises (CIGE)	15.
Institut National du Perfectionnement Permanent (INPP)	17.
Private Upper and Middle-Level Training Institutions	19.
Centre Gama Formation (GAMA)	20.
Centre Ivoirien Pour La Formation Integree du Personnel (CIFIP)	21.
Societe Africain de la Formation des Etudes et des Conseils en Cote d'Ivoire (SAFEC-CI)	22.
Public Technical and Professional Lycees	23.
Public/Private and Private Lycee-Level Institutions	25.
Cours Professionnels de la Chambre de Commerce Pigier	25. 26
Driving Schools	26.
Conclusion	27.
Appendix A.	List of ENA Courses for Municipal Agents
Appendix B.	List of Recognized Public and Private Professional and Technical Institutions
Appendix C.	Questionnaire Used in Survey

AN INVENTORY OF IVORIAN TRAINING INSTITUTIONS-
WITH SPECIAL REFERENCE TO MUNICIPAL EMPLOYEES

Categories of Municipal Employees

Ivorian municipal employees can generally be grouped into four general categories. The first and highest category consists of those individuals who have a post-baccalaureat level (university or equivalent) of education. These are the people who head the different departments or "services" of the nation's municipalities and include the Secretary Generals of the communes and Chiefs of the Administrative, Financial, Technical, Archival and Socio-Economic services.

The second category are those employees who hold intermediate positions. These individuals have had from three to seven years of secondary education and on occasion have obtained some post-secondary training. As a rule the last three years of secondary training is in a specialized field and results in the receipt of a professional or technical diploma. Accountants, executive secretaries and trained technicians fall within this category.

The third category of municipal workers are those with minimal skills. These include people with primary education who may or may not have had some additional training. These employees function as messengers or file clerks or assorted aides in offices. They can also be found working as drivers or mechanics in the technical services.

The final category of workers would include those individuals who have little or no formal education. They work as simple laborers- guards, gardeners, cleaners etc. for the commune.

Municipal Administration 1960-1980

Before the wholesale creation of new communes in 1980 and 1985, most Ivorian cities and towns were run by administrators from the Ministry of the Interior. It was usually the sub-prefects who, in effect, functioned as the mayors of the nation's towns, and the majority of municipal services-administrative, financial, archival were supplied by the prefectural or sub-prefectural staff. Important technical services for municipalities were furnished by the Regional Office of the Ministry of Public Works. The number of Regional Offices did not correspond exactly to the number of Departments. As a rule two or more Departments were serviced by the Regional Offices. At the sub-prefectural level, two or three sub-prefectures would be serviced by the subdivisions of the Regional Offices.

The last twenty-five years has witnessed a significant evolution in the quality of the personnel responsible for administering municipalities. Both the Ministry of Interior and the Ministry of Public Works have gradually upgraded the level of training required to hold upper echelon administrative jobs. Typically, in the period directly following Ivorian Independence, jobs within the Ministry of Public Works which should have been filled by engineers were often held by high level technicians. Top territorial administrators for the Ministry of Interior were assigned to their posts with minimal experience. The reason for this situation was a shortage of trained manpower.

As Ivorian training institutions became established (ENA for administrators and ENSTP for engineers) and began turning out graduates, these positions were systematically filled by people with the required level of training. In some instances, the new graduates were given the highest positions and the underqualified incumbents down graded to subordinate posts. When it was possible, the incumbents were sent back to school for further training so that they could maintain their position.

The Present Staffing Situation

The paramount staffing problem presently facing Ivorian municipalities or communes is that of a drastic shortage of trained personnel. The lack of trained municipal staff is a function of the Ivorian Government's recent decision to create 98 new communes thereby increasing the number of communes in the Ivory Coast from 37 to 135.

The circumstances surrounding the creation of these new communes is of significance. In effect, none of the central governmental departments concerned with the administration, supervision or training of communal personal had anticipated such a precipitous increase in the number of communes. The prevailing belief had been that about two dozen new communes were to have been created in 1985- bringing the total to about sixty. The decision to create such a large number of new communes was a political decision. It was taken in response to the demands of participants in the PDCI Party Congress held in September of 1985. Thus the transformation of 98 cities and towns and large villages into independent communes came as a rude shock to the above agencies. It also resulted in a situation where some communes existed in name only. There were communes possessing an elected mayor and municipal council but lacking the most basic facilities and personnel needed to function effectively.

It is difficult to specify the exact parameters of the problem of lack of qualified municipal employees. This is so because the shortages that exist are caused by two very different factors. In some instances, shortages can be attributed to improper distribution and coordination of manpower needs rather than to a lack of trained personnel. A typical example of this situation is the plight of recent engineering graduates of ENSTP. Many of them find themselves underemployed in desk jobs at the Ministry of Public Works. Meanwhile over at the Ministry of Interior, there is a shortage of engineers to head the Technical Services of the newly created communes. Discussions with the Personnel Department and the people in charge of Technical Services at the DCL reveal that for the last three years Interior has been deluged with requests from engineers assigned to the Ministry of Public Works asking to be transferred to Interior. Their motivation is simple. As the head of the Technical Service of a Municipality they would be housed, given a special indemnity of

75,000 CFA per month to augment their base salary of 135,000 CFA and perhaps assigned a car. In addition, the cost of living in the interior cities is substantially lower than that of Abidjan. Unfortunately, until Public Works agrees to authorize these transfers there are not enough engineers available at Interior to head the existing municipal Technical Services.

A similar situation appears to exist at the lower technical levels. An assistant Director from the Ministry of Public Works who went on mission with Henri Levy to some Ivorian secondary cities recounts meeting unemployed skilled and semi-skilled technicians who could be working for the communes. At the same time, mayors are pleading with the Ministry of Interior to assign them technicians to man their understaffed technical services. Again, the problem appears to be one of lack of inter-ministerial coordination and planning rather than a simple shortage of trained personnel.

Lack of coordination, however is only one aspect of present communal manpower problems. The second is a genuine shortage of properly trained municipal agents. In the case of municipal secretary generals for example a real shortage exists. This is attested to by the present efforts of ENA to transform three hundred recent university graduates into functioning municipal secretary generals by means of an intensive two month course. At the middle and lower end of the scale of communal administration, observers find that communes are frequently administered by unqualified or poorly trained individuals. On the other hand, the Ivorian authorities are cognizant of the fact that the present state of most municipal administrations is unacceptable, and that something must be done to rectify the situation. In sum, a way must be found to guarantee a regular supply of well trained municipal agents in response to projected needs.

Ivorian Training Institutions:
With Special Reference to Municipal Employees

Les Ecoles Nationales

There are two Ivorian institutions which are the primary suppliers of top-level territorial (including municipal) administrators: (ENA) L'Ecole Nationale d'Administration (Abidjan) and (ENSTP) Ecole Nationale Supérieure des Travaux Publics (Yamoussoukro). A third Ecole Nationale- (INSET) Institut National Supérieur de l'Enseignement Technique (located at the University of Abidjan Campus) is also tangentially involved in supplying municipal personnel of a fairly high level.

L'Ecole Nationale d'Administration (ENA)

Creation: ENA was created in 1969.

Function: ENA is responsible for training higher level civil servants in the Ivory Coast- those designated Category A1, A2, and B. These individuals are designated respectively as "agents of conception" or "agents of supervision or 'encadrement'" and "agents of execution".

Target Population: Depending on the cycle- Individuals with a high school level education, two years of university, four years of university/ or any of the above years of education in combination with a number of years administrative experience. All applicants must submit to a direct competitive examination.

Training Modules/Cycles: Upper and Upper Middle level cycles leading into category A1 & A2 of the civil service. A middle level cycle leading to entry into Category B of the civil service. A Preparatory Center which prepares students for the entry examinations into the three upper cycles and the Continuous Training Center or CFCC (Centre de Formation Continue des Cadres).

The CFCC (created in 1969) is the section of ENA which is of the greatest relevance for a possible RHUDO training program. It is the center which has assumed the task of supplying the new Ivorian communes with upper level administrators- e.g. municipal secretary generals and heads of the different municipal services. The task of CFCC is to supply specific training to people who are already working in the field. If there is a highly defined training need, they are supposedly equipped to supply it.

In 1980 when the state created over thirty new communes it was the CFCC which set up an emergency training program to produce 100 category A1 & A2 and 70 category B administrators. Trainees under this program were given 450 hours of training over a four month period and then placed in the new communes as secretary generals and heads of communal services..

According to the director of CFCC, Mr. Kouassi Yao, there was at that time a move afoot to create a standard ENA cycle to service municipalities. This meant creating a program that dealt with the tasks and problems peculiar to municipal administration. However, uncertainties concerning the number of new municipalities to be formed prevented them from finalizing their plans.

The creation of an unexpectedly large group of new communes has forced the CFCC to set up a second emergency training program involving 300 students- 220 recent graduates of the University of Abidjan and 60 civil servants. The latest program lasts two months and is a general initiation for all levels of administrators. The courses are being taught by people presently working in the communes- many of them graduates of the 1980 crash course in communal administration. There is minimal theory and the entire program is geared to dealing with practical problems encountered on the job. (See attached Annex A for a copy of the Curriculum)

ENA is also concerned about the low quality of the middle and lower-level municipal agents. These are individuals who in the normal course of events would not be their principal concern. According to the results of a survey ENA recently performed, the majority of the agents currently employed at the municipal level are not sufficiently well informed about matters and techniques directly related to the proper performance of their jobs. In an effort to address this problem, ENA -with the financial aid of a German foundation (Hanns-Seidel)- is presently undertaking a series of five week-long regional seminars for municipal agents of all level. The seminars cover the five major regions of the nation- North, South, Center, East and West and will concentrate on the problems and issues encountered by municipal agents on a daily basis- different types of taxes, administrative decrees etc.

Staff: ENA has few permanent professors. Ninety-five percent of its staff consists of part-time lecturers. CFCC itself has two permanent staff members. The rest of its staff are specialists from ministries and local communes who teach according to the needs of the Center.

Cost: ENA is a state owned and financed institution under the control of the Ministry of "Function Publique". All ENA students are on full state scholarships and upon graduation,

they automatically become civil servants.

Plant: ENA has modern well equipped campus capable of servicing several hundred students. On the other hand, emergency courses such as the one set up to train 300 municipal administrators places a definite strain on its facilities.

Comments: It is difficult to see how RHUDO could mount any type of training program for high-level (and possibly middle-level) municipal employees without some sort of collaboration with ENA. ENA's mandate from the Government gives it a virtual monopoly on the creation of Ivorian administrators and it is anxious to guard this monopoly. At the same time, it is quite clear that its present programs are not yet capable of supplying the necessary number and types of municipal administrators. Room therefore exists for supplementary programs which could be supplied by other institutions. It should be feasible to separate out the different types of municipal agents, identify the specific tasks that they must perform and create simple short-term programs for training such individuals.

Ecole Nationale Supérieure des Travaux Publics (ENSTP)

Creation: ENSTP was created in 1963.

Function: ENSTP is designed to train the top level engineers and technicians in the Ivory Coast.

Target Population: All ENSTP students are holders of High School Diplomas- usually the BAC C, D and E. This means that they have majored in math or science. ENSTP students are selected by a competitive examination. The school presently has about 350 students enrolled in all of its departments.

Training Modules/Cycles: ENSTP has four present cycles:
 - A five year cycle designed to produce "engineers de conception"
 -A four year cycle designed to produce "engineers des techniques"
 -A two year cycle which produces top level technicians "techniciens supérieurs".
 -A continuous education center. (presently not very active)

~~Prior to 1977 the ENSTP also produced lower level technicians. The lowest level was the "agents de maîtrise" who entered with three years of secondary education (BEPC) and received two years of additional training. The second level "conducteurs de travaux" were selected by competitive examination from among the "agents de maîtrise" who had five years of professional experience. According to Mr. Ecra- head~~

of the ENSTP Annex in Cocody, these two programs were eliminated because jobs could not be found for all those who were being trained. It was later discovered that other institutions had been given the task of training this level of technician reserving ENSTP facilities exclusively for the top levels.

ENSTP has the option of doing specialized courses for technicians and engineers with professional experience through its "continuous training program". At this point however, its principal activities seem to be restricted to the three cycles described above.

Staff: The ENSTP has a large permanent staff of about 170 professors. About 100 of them are expatriates.

Cost: ENSTP is a state financed institution under the control of the Ministry of Public Works. All students attending ENSTP are on full government scholarship. In principle, graduates of ENSTP go to work for the Ministry of Public Works.

Plant: ENSTP has all the equipment and facilities that an Engineering School or Institute of Technology could want to have. The problem in fact seems to be one of underutilization of its superb modern facilities.

Comments: ENSTP is clearly the school responsible for producing potential heads of the technical services of the nation's municipalities. It would appear that it is producing a significant number of engineers on a yearly basis. Whether or not these engineers finally end up working in Ivorian cities is determined by other forces- such as the relationship between the Ministry that supervises the municipalities (Interior) and that which supervises ENSTP (Public Works). A second important factor is the level of demand for engineers in the private sector. If there is a need for engineers in the private sector then the public sector loses out because of the higher rate of pay in private firms.

Institut National Supérieur de l'Enseignement Technique
(INSET)

Creation: INSET was created in 1975.

Function: It is designed to produce individuals highly trained in a variety of technical fields.

Target Population: INSET only accepts students with a high school diploma. Students are selected by means of a highly competitive examination. Presently there are about 400 students at INSET.

Training Modules/Cycles: INSET has five divisions:

- An Institute of Accounting which has accounting programs lasting between five and seven years and culminating in a CPA.
- An Institute of Computer Science which has a three year program for computer engineers
- A School of Commerce with a five year program
- An Institute of Tertiary Technology which has a two year program in management science
- An Secretarial Institute which offers a two year program in secretarial skills. There is a plan to upgrade and specialize this program and concentrate on producing only legal, medical or bilingual secretaries.

Staff: INSET has a large permanent staff of approximately 84 Professors. About a quarter of which are expatriates. INSET also uses part-time professors when the need arises.

Cost: INSET was formerly under the control of the Ministry of Technical Education, today it is under that of the Ministry of National Education and Scientific Research. All students at INSET are there on full government scholarships. The exceptions are a small number of students being sent to INSET from Togo or Benin and who are financed by their own governments.

Plant: INSET has large modern buildings and adequate facilities.

Comments: INSET has two programs that impinge directly upon the supply of municipal personnell: the program designed to train accountants and the one for secretaries. Graduates of both these programs take a state examination and hold a state issued diploma the BTS. They can therefore choose to go and work for the civil service or for private firms. According to one informant, due to the present state of the economy, the demand for executive level secretaries and accountants in the private sector has decreased significantly. This has forced many graduates to accept work in the civil service. It was also learned that some members of the class of 1984 had been assigned posts in the communes, and that quite probably this tendency would increase in the years to come.

Office National de Formation Professionnelle (ONFP)

An institution which is of major importance in financing professional training in the Ivory Coast is the Office National de Formation Professionnelle (ONFP). This is true for both public/private and private training institutions. ONFP was established in 1977 by a law pertaining to the financing of professional training. It was created to improve the educational level of Ivorian professionals thereby allowing them to take over posts that were being occupied by non-nationals. It was also designed to allow young college graduates with a purely theoretical background to receive some practical professional training.

ONFP manages a fund to which all Ivorian enterprises are required to contribute. The rate of contribution is a tax amounting to 1.2% of the total amount paid by the firm annually in salaries (the annual mass salary). Half of this sum is placed in AICI-INTERFORM which is composed of the AICI- the inter-professional association of Ivorian Employers and INTERFORM- an institution which promotes training projects and reimburses firms directly for whatever training they provide for their employees -provided it is not in excess of 0.6% of their annual mass salary. The other half of this sum is placed in the Fonds National de Regulation (FNR). This fund is the source which allows companies to recuperate money spent in excess of 0.6%- contingent upon the agreement of the Conseil de Gestion of the FNR.

ONFP via the FNR and AICI-INTERFORM is a major source of financing for all of the public/private and private institutions that will be discussed in this survey. One could even say that it has been partly responsible for the proliferation of this type of institution in the Ivory Coast because it (1) encourages companies to spend money on professional training for its employees and (2) guarantees that the company will be repaid at least 0.6% of its annual mass salary.

Inquiries made as to whether or not the funds collected by the ONFP could be given to the nation's municipalities to reimburse training expenses received provisional responses. In principle, only those companies or institutions that pay the 1.2% tax are eligible to be re-paid. So only those municipalities that pay the tax can benefit from the fund. At the same time, circumstances exist under which non-contributing institutions can be aided by the ONFP. This would occur in instances where the training program being undertaken was presented in the form of a "sectorial dossier"- meaning the training was applicable to an entire economic sector or in a "national dossier" meaning that the training being considered would be of benefit to the nation. In these conditions, it is possible for the Permanent Commission of the Conseil de Gestion of the FNP to decide to make funding available to the entities proposing the training. In any event, most Ivorian municipalities are new creations and their relationship with the ONFP is just one of many arrangements that will have to be thought through.

Public/Private Upper and Middle-Level Training Institutions

The Ivory Coast has a significant number of upper and middle-level training institutions in the public/private domain. These institutions receive some measure of public support- usually in the form of teachers salaries, but must still generate funds to cover their remaining expenses. Hence they actively recruit clients from both governmental and

private institutions and charge substantial fees for their services. Except for the fact that they receive some form of government subsidy, they function in the same manner as the private institutions do and are indistinguishable from their private counterparts in most respects.

Centre Africain de Management et de Perfectionnement des Cadres (CAMPC)

Creation: The CAMPC was founded in 1970 by eight African States who were members of OCAM: Benin, Burkina Fasso, Ivory Coast, Niger, Togo, Senegal, Central African Republic, and Gabon. Although OCAM was dissolved, the CAMPC was retained because its creators felt that it was a valuable institution which filled a pressing need in West Africa.

Function: The principal function of CAMPC is to ameliorate the performance of managerial level staff by offering them specialized courses of training.

Target Population: The courses are geared to individuals who are working as managers or administrators in public and private enterprises. The vast majority of those who use the CAMPC possess some university level training; however, this is not a prerequisite to admission. The criteria for entry is simply to be functioning as a manager in an enterprise. The majority of CAMPC's clients come from private companies rather than governmental institutions.

Training Modules/Cycles: There are two principal modules available- the Long and the Short Cycles:

Long- This is a fourteen month cycle. It consists of:

- a. A four month correspondence course
- b. A four month residence/study period
- c. A six month application cycle where the participant returns to work to apply what he or she has learned
- d. The presentation and defense of a memoire.

Graduates of the Long cycle receive a "Professional" Diploma.

Short- This is a seminar which varies in length according to topic being covered. The average length of a seminar is between one and three weeks. Participants usually reside at the campus during the seminar. Typical topics include: personnel management, internal audits, budgeting etc.

Graduates of the Short cycle receive a certificate or "attestation de stage".

In the course of an average year CAMPC will run one long cycle and at least three short cycles.

CAMPC offers "general" courses in management and finance but they are capable of responding to more specific needs. They can develop special courses that are tailored to resolve a certain set of problems or produce a particular type of agent if asked to do so.

Staff: CAMPC has a well qualified permanent six-man staff. They also have access to a pool of temporary professors according to their needs. Their staff (permanent and temporary) are international, coming from all over Africa and Europe.

Cost: CAMPC is subsidized by the member states each of which contributes to its yearly budget. At the same time, these contributions do not cover all of the center's costs. CAMPC is obliged to actively recruit clients. A team from CAMPC regularly visits member states to assess existing needs and develop seminars in response to these needs. The seminars are then offered to different firms which are experiencing similar types of problems. CAMPC also charges fairly high fees for its courses. For clients who are from the eight founding "member" countries the long cycle costs 800,000 CFA. The same cycle costs non members 2,000,000, CFA. For short residential cycles three weeks costs members 560,000 CFA. Shorter cycles of one and two weeks are cheaper and negotiable- according to the content and number of students.

Plant: CAMPC is located on the Campus at the University of Abidjan. It has a dormitory which can sleep and feed 30 people. It has a Large lecture room which holds forty and two other rooms which can accomodate up to thirty students.

Comments: CAMPC has the capacity to provide training for upper level municipal level employees. The major limitations that I envision are the following: (a) cost (fairly high) (b) limited familiarity with local Ivorian institutions (this is an international organization primarily concerned with corporate management). On the other hand, it has a professional air and a good reputation. The CAMPC has also already worked with International Organizations (CCCE, IDA, BAD etc.) in the past.

Centre Universitaire de Formation Permanente (CUFOP)

Creation: CUFOP was created in 1981. Its creation was a direct response to the criticism that the University of Abidjan was creating a large body of highly educated but unemployable graduates- individuals who could not function successfully in the real work-a-day world.

Function: Its mandate is to produce people with "practical" as opposed to "theoretical" training. It is therefore primarily interested in responding to precisely defined training needs.

Target Population: CUFOP like CAMPC is not created to service "students" but "professionals". Its clients are almost exclusively managers or "cadres" already working in the private or public sector. It can and does however work with individuals below this level if it is requested to do so.

Training Modules/Cycles: CUFOP has pre-designed modules in eight principal areas:

- a. Transportation- Shipping- International Commerce
 - insurance/use of containers/expeditors/importation
 - /Ivorian customs/ maritime law/exportation procedures/
 - improving foreign sales
- b. Finance- Accounting- Management Control Systems
 - end of year financial statements/financial
 - analysis/creation of letters of credit
 - multiplan as a management tool/ /auditing
 - /accounting/pricing/
- c. Sales Management and Marketing
 - sales/marketing/publicity/promotion/
- d. Management Issues Applicable to the Rural Milieu
 - PME/ rural projects /planters and product
 - commercialization/cooperative management/
 - creation and use of cooperatives by rural groups
- e. Computers- Information Management
 - multiplan/basic/word processing/
 - database/personal computers
 - introduction and use of computers in PMEs
- f. Legal and Fiscal Techniques
 - tax statements/business insurance/
 - Ivorian TVA/property taxes/labor laws
- g. Human Resource Management
 - training/workforce motivation
 - quality circle/job analysis/recrutement
- h. Communication in Business
 - management training/training needs/
 - communication-written and spoken/
 - audio visuals.

Each module is designed according to the following criteria: (a) the group it is destined for, (b) training objectives, (c) content (d) teaching techniques. Modules vary in length between two and twelve half days.

CUFOP does not issue diplomas. Like CAMPC, it gives certificates or "attestations" to those who have successfully completed its courses. According to CUFOP's director- Mr. Coulibaly, the Center's next major undertaking is the elaboration of a program for "following-up" on its courses. The plan is to train then check to see that the training is being properly utilized.

In addition to the standard training modules, CUFOP is able to develop courses in response to specific needs. In fact, many of its standard offerings were outgrowths of courses designed at the request of companies and government departments. To date, CUFOP estimates that it has conducted about 150 training sessions and worked with about 130 clients from the public and private sector.

Staff: CUFOP has a staff of fifteen full time professors all of whom possess top diplomas from Management Training Institutions. More importantly, they require that this education be combined with a significant number of years of practical experience. CUFOP also makes use of temporary professors if necessary. They also claim to be able to bring specialists in from France and the United States if the circumstance warrants it.

Cost: CUFOP is part of the University of Abidjan Complex and under the control of the Ministry of Education and Scientific Research. It is in part subsidized by the ministry since the University absorbs such costs as rents, utilities and maintenance. It also receives 2.5 million CFA from its supervising Ministry per year. On the other hand, it has many other expenses which are not covered by this small subsidy and is therefore obliged to charge a fee for its courses.

The cost of CUFOP's training modules are a function of their length and content. The shortest modules (two half-days) can cost as little as 35,000 CFA. Longer modules (twelve half-days) cost up to 150,000 CFA. In general these prices are about average. They compare favorably with those asked for comparable courses in the private sector.

Plant: CUFOP consists of a low U-shaped building. At present its facilities are being expanded. When I visited the site a large library and computer room were being built and furnished. There are also about half a dozen other classrooms and lecture rooms.

Comments: CUFOP is a good possible training institution for upper-middle and middle-level communal agents. First, it has the capacity to design courses to order. Secondly, it is familiar with the Ivorian legal and fiscal system and has already had the experience of developing courses of instruction on the details of the system.

The only problem that I can foresee arising out of working with CUFOP would be that associated with setting up any form of collaboration between ENA and CUFOP. The two institutions appear to be competitors in some areas. CUFOP has unpleasant memories of designing a program for a client which involved a considerable investment of time and money and then seeing the course "taken-over" by ENA. The take over was justified on the grounds that it was a course for training public administrators- a domain in which ENA feels it holds a monopoly.

Centre Ivoirien de Gestion des Entreprises (CIGE)

Creation: CIGE was created in 1971 by the Ivorian government and the Union Patronale de Dote d'Ivoire (UPACI). It is a private non-profit association. Its sixteen man Board of Directors is composed of five representatives of the public sector, three from the private sector and four observers from such organizations as the Ivorian Chambers of Commerce and Industry.

Function: CIGE's principal function is to give additional training to professionals working at the managerial and skilled level in a wide variety of fields. It also undertakes socio-economic research, studies and publications.

Target Population: The majority of CIGE's clients are companies in the private sector. Others are departments and divisions of the public sector or individuals. CIGE estimates that it has worked with over five hundred different clients since its 1971.

Because of the diversity in its clientele and course offerings, there is a tremendous variety in the educational level of those using CIGE's services. However, the majority of the people participating in their training programs or courses have had at least four years of secondary education.

Training Modules/Cycles: CIGE has a number of modules which vary in location, length and cost. It also offers services other than training. In general there are four types of offerings:

Internal Counseling: CIGE works within the enterprises-analyzing their operations, diagnosing problems and suggesting solutions in terms of changes in methodology, personnel and/or training.

Upper-Level Management Training: Long-term training programs designed to improve the performance of high-level staff.

Middle-Level Management Training: Short-term training programs designed to acquaint lower level management and skilled workers with fairly specific techniques.

Studies: CIGE does general socio-economic studies as well as studies of a more specific nature eg. studies of ~~organizations, projects, regions, or entire economic sectors.~~

CIGE has the capacity to develop specialized courses in response to specific demands. According to them they can formulate programs for an entire economic sector or for a single individual if the desired objectives are clearly stated. They say that they are presently working on a training program for municipalities.

CIGE delivers a certificate (attestation) to those who complete its courses. For longer programs which require a final paper or memoire, CIGE awards a diploma. Finally, CIGE has courses of study lasting from one to three years for individuals who wish to take a state examination and obtain a Professional Diploma. There most recent addition to programs of this sort is a one year module in computer science which trains systems analysts and engineers. Graduates of this program take a state examination and receive a degree.

Staff: CIGE has 24 multi-disciplinary full-time professors. All are qualified to instruct at the secondary or post-secondary level. If specialists are needed in a particular field, CIGE can hire them from a local pool of specialists.

Cost: CIGE is under the control of the Ministry of National Education and Scientific Research. It is subsidized by the government because its permanent staff are all civil servants who are paid by the state. Until last year, CIGE also was awarded a yearly cash subsidy by the Ivorian state. According to them, they have asked that the cash subsidy be suppressed since the subsidy is accompanied by a great deal of governmental control which restricts their ability to react quickly in response to client demands. They believe that they will be able to break even without the government subsidy. But more importantly, they feel they will have increased freedom of operation- resulting in an improved program- if they are more economically independent.

The cost of CIGE's courses vary according to the length and complexity of the program being proposed. Set courses taught on the CIGE campus ("inter") are generally cheaper than those that are taught within an enterprise ("intra"). The average price per day for the services of a professor working within a company is between 100 and 113 thousand CFA per day for a class of fifteen students.

Most CIGE students have their fees payed the companies for which they work. Some are also given scholarships by the governments.

Plant: CIGE has an charming little campus located in ZONE 4 on the Boulevard de Marseilles They have two large conference rooms that can hold about 50 people, five class rooms, a fairly well stocked library and an administrative block. They also have a small canteen.

There is an annex on the Plateau consisting of three classrooms.

Comments: CIGE is a good prospect for training municipal agents. It has the resources, personnel, and experience necessary for both short and long-term courses. It also appears to have already begun grappling with some of the issues involved in staffing the nations municipalities.

Institut National du Perfectionnement Permanent (INPP)

Creation: INPP was founded in 1971. It was subsequently reorganized in 1975 and again in 1982.

Function: INPP is dedicated to providing practical/technical training to individuals in a wide variety of fields. Their principal objective is to furnish people with a skill or profession that they can use immediately.

Target Population: INPP's target population is fairly large since it services individuals who have had no formal education up through those who have some post-secondary training. It does not offer training for top-level management. It also has a wider target population geographically speaking because it has regional centers located outside of Abidjan.

Over eighty percent of INPP's clients are private companies. The remainder are departments of the national government or municipal governments. INPP appears to have the largest number of clients of any institution in the nation. During the year 1983-1984 they claimed to have dealt with over two thousand different public and private enterprises.

Training Modules/Cycles: There are ten establishments which are grouped together to form INPP. All but one are located in Abidjan:

Five Technical Centers which provide training in the following areas-

- (a) Carpentry
- (b) Electricity
- (c) Machinery
- (d) Construction/Building Maintenance
- (e) Auto Mechanics

Three Functional Centers which provide training in-

- (a) Literacy
- (b) Audio Visual Skills & Reception Skills
- (c) Technical Skills (low level management training)

Two General Promotion Centers dedicated to :

- The promotion of Industry
- The promotion of Commerce

The centers all have basic pre-prepared training modules; however they can create modules which are tailor-made to the demands of a client.

In addition to the ten centers listed above, INPP has Two specialized Cells:

A. An Electrical Cell which provides training in the use and maintenance of electrical apparatus eg. telephones, photocopiers.

B. A Regional Cell which is designed to promote vocational development all over the Cote d'Ivoire. Trainers from the Regional Cell can be sent by INPP to work in any part of the country.

INPP's classic program is one which offers basic training "formation initial". This lasts for ten months and is designed for groups of between ten and twenty individuals. In principle, program participants are people who have never worked before. The initial months of instruction cover basic skills, while the latter months offer specialized training.

INPP offers certificates at the end of most of its modules. It does however have a secondary cycle in the Centers for Industrial and Commercial Promotion which prepares students to take the examination for the BP (Brevet Professionnel) and the BTS (Brevet Technique Superieure). At present there are two hundred students being prepared for these examinations.

At present INPP is performing some of the functions that were earlier done by ENSTP; specifically, it produces the "agents de maitrise" which are no longer included in ENSTP's program."

Staff: INPP has a staff of over three hundred. There are one hundred and fifty administrators and one hundred and sixty-two teachers. All have the appropriate level of qualifications. In general, teachers have post-secondary training and five to ten years of experience in their field of specialization.

All INPP staff are civil servants who are paid by the Ivorian government.

Cost: INPP is under the control of the Ministry of Technical Education and Professional Training. Since its staff is composed of civil servants who are paid by the government, this is the principal manner in which it is subsidized. It also has a small percentage of students who receive government scholarships- which constitutes another form of government aid. At the same time, these subsidies do not cover its normal operating costs, so INPP is obliged to generate additional revenues.

INPP, like the other public private institutions, charges a fee for each training program it offers. The fee is based upon such factors as the qualifications of the professor, the length of the program, the number of students, the location of the course etc. It estimates however, that its fees are a third to a half lower than that charged by CIGE for similar offerings.

Plant: INPPs training centers each have their own campus. The centers which offer very specialized training- carpentry, automobile-mechanics, electricity etc. are furnished with the necessary equipment.

Comments: For middle and lower-level training INPP would appear to be the most versatile and best equipped of all the available institutions. This is particularly true for technical training.

It would however, be necessary to do a thorough check of its equipment and facilities before considering setting up a program there. The visits made to two of the centers allowed only a superficial check; and, although things seemed to be in order, this is not necessarily the case.

Private Upper and Middle-Level Training Institutions.

If the Ivory Coast has a significant number of public and public/private training institutions, it has an even greater number of purely private ones. It is not practicable to discuss them all in this survey for several reasons.

First, many of these institutions are of dubious quality. Their founders/proprietors are more interested in questions of profit than in the quality of the training being delivered. These institutions seek out underqualified uninformed students who are anxious to receive any sort of diploma. They provide them with inadequate training at a disproportionately high price. They are notorious for employing unqualified, underpaid, professors and for having phenomenally high failure rates. The phrase used by serious educators to describe places of this sort is "boite de fric" or "money boxes".

A second reason for limiting our field of inquiry is that many private institutions are highly specialized and their field of specialization is not directly applicable to the training of municipal agents. Our discussion will therefore be limited to those institutions which are deemed to be of potential use to a RHUDO training program either because of their level of professionalism or their course offerings.

In general the private institutions are very much alike. The course offerings are almost identical and the price range is the same. The similarity in prices is a function of the existence of an official price range within most Ivorian ministries. It is also due to the influence of the Office National de Formation Professionnelle (ONFP) which also regulates the rate of repayment for professional training.

The uniformity in the quality of the teaching is due to the fact that the same pool of professors and researchers serve all of these institutions on a consultant or part-time basis. As a point of fact, this same group of consultants also teach in the public/private institutions that have been mentioned e.g. CUFOP, CIGE, CAMPC. Since standard hourly and daily rates prevail in the Ivory Coast, any institution can have access to good well-qualified teachers and researchers provided it maintains a reputation for prompt payment. The differences that do exist among these institutions are usually found in the domain of size- number or clients, years of experience, available facilities and the quality of management.

Centre Gama Formation (GAMA)

Creation: Gama was founded in 1983 by the director/proprietor Mr. Sinsin.

Function: It provides additional training for professionals currently employed in private or public enterprises. It also undertakes specific studies

Target Population: Its clients are mostly private companies. It is presently working with seven companies including EECI, SODECI and Fraternite Matin.

Training Module/Cycle: Gama offers a longe list of short-term courses which it has the capacity to conduce. They are divided among the following areas:

- Sales and Marketing
- Human Resource Management
- Information Management
- Law
- Commerce and International Trade
- Production Control
- Industrial Techniques
- Financial Management and Accounting.

Gama has done extensive studies on adult literacy and developed a program to deal with the problem.

Gama has no programs which culminate in a diploma or degree. Like all comparable institutions, it offers certificates to those who complete its courses.

Staff: Gama has a permanent three-man staff. It also has twelve consultants who are available on a contingency basis. The staff covers a fairly wide array of disciplines and have a lot of experience. One member of the permanent staff is particularly recommended for her socio/economic studies.

Cost: The fee charged for each module is dependent upon the length and the subject. Modules vary in length between four and ten days and fluctuate in cost between 115,000 CFA and 350,000 CFA

Plant: Gama is located in the World Trade Center. It has two classrooms at its disposal and the option of renting conference rooms in the building if the need arises.

Comments: Gama appears to be a small-scale operation and is fairly new and untried in comparison to others that were contacted. On the other hand, an informant at the ONFP had positive things to say about it offerings- above all its research activities.

Centre Ivoirien pour la Formation Integree du Personnel
(CIFIP)

Creation: CIFIP was created in 1978 by the director/proprietor Mr. Pinetti- a professional educator.

Function: It provides training for professionals currently employed in private or public enterprises.

Target Population: Over 90% of its clients are in the private sector. They include firms in the agro-industrial, commercial and service sector. Since 1978 the number of firms which it serves have increased from eleven to over ninety-five.

There is no fixed educational level required for its students since most are the employees of firms. In general however, most have had some high school education. CIFIP estimates that it trains approximately 500 individuals per year.

Training Modules/Cycles: CIFIP has two principal types of training:

-courses of study developed in response to a particular problem which occurs within a company. CIFIP usually does a diagnostic study within the company and then creates a training program designed to solve the problem.

-Courses which deal with a particular theme. These are usually the outgrowth of programs developed during the first type of training. At present there are courses offered in the following areas:

commerce- administration- management
computer science
production- sales
personnel management
transportation

CIFIP has no courses geared towards state diplomas or degrees. It offers a certificate at the end of each course of study.

Staff: CIFIP has a permanent staff of eight. It has twenty-five associate instructors who work as the need arises. Its staff is generally well-qualified.

Cost: As is usual, the cost of each course is a function of the length and subject matter. Courses are either proposed as a unit to a company at costs ranging between 1.4 million and 2.8 million CFA.; or billing is done per participant at fees ranging from 140,000 to 250,000 CFA per head.

Plant: CIFIP is located in Residence Atta. It has four classrooms which hold between eight and fifteen students. It also has working audio-visual equipment and a library of teaching materials. Most of its classes however, are held on the premises of its clients.

Comments: CIFIP is capable of delivering short structured training courses on demand. It would appear to be neither better nor worse than the other private companies of this type.

Societe Africain de Formation d'Etudes et de Conseils en Cote d'Ivoire (SAFEC-CI)

Creation: SAFEC was founded in 1981 by its director proprietor Mr. Koffi Kouassi.

Function: It provides supplementary training for individuals working in companies as well as both initial and supplementary training for people in government programs.

Target Population: In general SAFEC's clients are private companies (SITRAM, SICOGI) or ministries and governmental departments with specific training needs (i.e. Ministry of Rural Development). SAFEC also does a lot of training with PME's with the Chamber of Commerce.

Due to the wide diversity among its clients, SAFEC's students are individuals with all levels of education.

Training Modules/Cycles: There are no pre-established courses of study proposed by SAFEC and no programs preparing candidates for diplomas or degrees. All training is a function of the demands and objectives of the clients. Most of their training programs have been done within private companies and bear close resemblance to the programs of studies that we have already encountered in other training institution. SAFEC has done quite a bit of work in the rural milieu however and feel that this as well as their work with PME's is their true forte.

SAFEC is presently preparing a program for municipal training that is linked to their activities in rural/regional development. It is designed to deal with major nation-wide issues such as decentralization, rural exodus, unemployment, and alimentary self-sufficiency at a regional level. The program consists of two parts: first- training municipal employees to perform their assigned tasks more efficiently, then working with them to set up local programs that can use underemployed or unemployed rural youth.

Staff: SAFEC has a permanent staff of five. It requires that its permanent staff have a minimum of five years of post high school level training. SAFEC employs specialists from outside the Ivory Coast if needed. Presently they have conventions with French and Belgian organizations to use their consultants.

Cost: SAFEC's prices are subject to the type of program required or desired by its clients. In general the cost of one of their trainers is between 110,000 CFA and 150,000 CFA per day.

Plant: SAFEC is located on the fourth floor of a building in ZONE 4. It has eight offices and a large conference room that seats twenty. Most of its work is done either within private enterprises or out in the field so it rarely uses all of the available space.

Comments: It would appear that SAFEC is moving in a direction that could be of interest to a RHUDO municipal training project. However, there is some question about the reliability of the enterprise. First, the director promised to send to RHUDO a copy of their proposal for municipal training in March. More than two months later it has not arrived. Secondly, INPP spoke of a joint project which it was undertaking with SAFEC and added that things were not getting off the ground because of the failure of SAFEC to send in their part of the proposal. They also commented that SAFEC suffered from a lack of resources that occasionally made it difficult for them to deliver as promised.

Public Technical and Professional Lycees

There are a number of public technical and professional high schools in the Ivory Coast. (See Annex B for a complete listing). Their courses of studies are completely standardized. All teachers in these establishments are civil servants and all students who attend these courses have to pass a competitive examination. Students at these schools are the recipients of government scholarships.

In general these schools prepare students to take state examinations and receive the following diplomas:

Certificate d'Aptitude Professionnelle (CAP)- requiring two or three years of secondary school and three years of professional training.

Brevet d'Etudes Professionnelles (BEP)- requiring four years of secondary school and two years of professional training

Brevet de Technicien (BT)- requiring four years of secondary school and three years of professional training. This is the equivalent of the Baccalaureat (BAC) G1 and the BAC G2 .

Brevet Professionnelle (BP)- requires the BEP and two additional years of training.

Brevet Technicien Supérieur (BTS)- requires a BAC plus two additional years of training at an institution such as INSET.

These degrees are of interest to municipal agents because they are obtained by students who have studied to be accountants or secretaries.

All of these high schools are under the control of the Direction de la Formation Professionnelle of the Ministry of National Education and Scientific Research. In the Abidjan area the two well-known schools of this type are the Lycee Technique de Cocody and the Lycee Technique Professionnelle et Commercial de Yopougon. There is also a recently constructed very well equipped Lycee Technique in Gagnoa.

As possible candidates for the provision of courses to municipal agents these public lycees have several drawbacks. First, they are not very flexible institutions. They exist for the unique purpose of preparing students in the under twenty-one age group to take a state examination. Their teaching staff and curriculum is therefore accustomed to doing only this. They are not designed to prepare special courses of study for specific purposes. This does not mean that they are incapable of doing this. It merely means that this is not something that they are in the habit of doing. Another source of inflexibility comes from the fact that they can make no decisions about preparing courses or using their facilities for other types of training without getting the approval of the Ministry of Education. In the case of private lycee-level institutions these types of decisions can be taken independently.

A second drawback of public lycees is the condition of their equipment. Although all the public lycees are situated on a large campus with many buildings, they sometimes have equipment that is old and non-functional. The principal of the Lycee at Yopougon complained that he did not see how he was going to prepare his students in the secretarial section because the majority of the type writers did not work. He bemoaned the fate of his school and compared it to the newly constructed lycee in Gagnoa which, he said, was furnished with latest in all types of equipment- including computers.

Public/Private and Private Lycee-Level Institutions

Alongside the public lycees there are a great many public/private and private lycee-level institutions in the Ivory Coast. These schools have been created to fill the high demand for professional and technical training- a demand not being met by the small number of government lycees. There is insufficient place to discuss all of these institutions in this survey. We will therefore only select two "typical" institutions, one public/private and one private.

Cours Professionnels de la Chambre de Commerce

Creation: This is one of the oldest institutions in the Abidjan area dating from well before Ivorian Independence.

Function: The school provides professional and technical training lycee level training to interested individuals.

Target Population: The institution attracts two types of clients: young non-working students who attend day courses, and older working students who take night courses. There are presently about fourteen hundred students registered at the school half of this number are day-students and the rest are night-students.

Training Modules/Cycles: The Chambre de Commerce offers a standard curriculum which prepares students to take the CAP the BEP the BP and the BTS. It offers no other types of courses.

Staff: The school has a large well trained staff of teachers. Eighty-four teachers are permanent staff members. Their number is augmented by a small number of temporary employees.

Cost: The Chambre de Commerce is subsidized by the government in several ways. First, half of its operating costs are paid by the Ivorian government. Secondly, about half of its students are there on a government scholarship. The rest of its students are private students who pay the following rates: 177,000 CFA for the CAP and BEP and 200,000 CFA for the BP (these are day rates, night rates are much lower.)

Plant: The school is located in a large four storey building in the center of Abidjan directly behind the Chamber of Commerce. It has twenty-three classrooms which are all permanently in use.

Pigier

Creation: Pigier was founded in the Ivory Coast in the 1960s. It is a branch of the well-known French institution.

Function: It provides professional and technical training to interested individuals.

Target Population: Anyone interested in obtaining professional and technical training and who can afford to pay for such training. It presently has about one thousand night students and approximately nine hundred day students.

Training Modules/Cycles: Pigier offers a complete selection of preparatory programs for all of the professional degrees including: CAP, BEP, BAC G1 & G2 and BTS. It also gives short courses in "speed writing" and English. It is also equipped to offer computer training- featuring the the use of BASIC and other well-known types of software.

Staff: Pigier has a qualified staff composed of twenty-seven permanent and twenty-seven temporary teachers.

Cost: Pigier, as a private institution is expensive. It costs about 225,000 CFA to prepare for the BAC, 275,000 to prepare for the BTS, and between 100,000 and 500,000 to learn the use of different types of software. Almost all of its students pay their own fees; there are however about three hundred students who have some percentage of their fees paid by the government.

Plant: Pigier is located in a two-storey building in the middle of the Plateau next to the Hotel Tiama. It has twenty-four large, air-conditioned rooms. It also features modern functional equipment.

Comments: Pigier has the best reputation of all the private schools. A respectable percentage of its students succeed in passing the state examinations in any given school year. This compares favorably with institutions where less than five percent of the students sitting for an examination manage to pass. The Director of Studies claims to be able to set up specialized courses on demand based upon the quality of the staff and their facilities. At the same time, their normal function is to offer the courses featured in their brochures.

Driving Schools

A number of driving schools were visited with a view to finding out if they could be used as training institutions for municipal agents. The conclusion drawn is that they are driving schools which teach one how to drive- nothing more nothing less. For any sort of specialized course, one would have to seek elsewhere.

Conclusion

The Ivory Coast (especially in the Abidjan area) is blessed with a large number of training institutions. These institutions make available an interesting selection of training programs designed to satisfy almost any imaginable training need. In both the public/private and the private sector, there exist a number of institutions which are capable of tailoring courses to the specific demands of their clients. Hence one can find courses designed for individuals who have had no formal education up through those who have obtained the highest scholastic degrees.

Although this survey has not dealt with the available training resources in the interior of the country, the point must be made that there are regional training centers which offer professional and technical training. It should also be noted that many Abidjan based enterprises are capable of supplying training in the interior of the country.

In sum, if one has a clear understanding of ones needs and can specify the objectives of the kind of training one desires, then there is no reason why one should not be able to find an institution which can provide exactly what one wishes.

ECOLE NATIONALE
D'ADMINISTRATION



Abidjan, le19.....

Boulevard André Létrille Cocody-les-Deux-Pisotons

BP 120

TEL 41 82 26 & 41 82 3

PROGRAMME DU STAGE DE RECYCLAGE
des Secrétaires généraux de Mairies

I - L'Etat et la commune

- Droit administratif	15 heures
- Administration départementale et communale	15 h
- Aménagement du territoire et développement communal	15 h
	<hr/>
	45 heures

II - Techniques de l'Administration

- Rédaction administrative	10 heures
- Conduite de réunions	10 h
- Gestion du personnel	15 h
- Gestion et conservation des archives	10 h
- Organisation et méthodes	10 h
	<hr/>
	55 heures

III - Finances publiques et communales (4 semaines)

- Finances publiques	20 heures
- Finances locales et budget communal	40 h
- Gestion financière des communes	20 h
- Comptabilité-matière	25 h
- Législation domaniale et foncière	20 h
- Marchés publics	15 h
	<hr/>
	140 heures

28

IV - <u>Etat-civil</u> (1 semaine)	
- Droit civil	15 heures
- Actes	20 h
- Enregistrement et transcriptions	<u>35 heures</u>
V - <u>Services techniques</u> (2 semaines)	
- Aménagement de l'espace urbain ; lotissement, permis de construire	30 heures
- Organisation des services techniques	20 h
- Assainissement et équipements des communes	<u>20 h</u>
	70 heures
VI- <u>Services sociaux</u> (1 semaine)	
- Hygiène, santé publique et vétérinaire	15 heures
- Education populaire, sports et loisirs	10 heures
- Action féminine et sociale	10 h
	<u>35 heures</u>
VII- Protection civile-sécurité-ordre public	35 heures
VIII- Conférences et visites (1 semaine)	35 heures
TOTAL GENERAL	<u>450 heures</u>

29

Objet : Etablissements d'Enseignement Secondaire
Général, Technique et Professionnel autorisés
et reconnus pour l'année scolaire 1985 - 1986.

Le Ministre de l'Education Nationale et de la Recherche Scientifique porte à la connaissance des parents d'élèves et des élèves que les Etablissements d'Enseignement Secondaire Général, Technique, et professionnels Privés suivants sont autorisés et reconnus pour l'année scolaire 1985 - 1986.

Les Etablissements reconnus sont ceux qui reçoivent les élèves affectés à l'entrée en 6^e et orientés en classe de Seconde Général et Technique. Ils sont précédés ici d'un astérisque.

DREN/LOCALITE	ETABLISSEMENTS	CYCLES, PREPARATIONS ET DIPLOMES AUTORISES	ADRESSE	
			B.P.	TEL.
I. - ABENGOUROU				
<u>CONFESSIONNELS</u>				
Abengourou	* C. KIRMANN	1 ^o C	158	91-31-19
Agnibilékrou	* C. CATHOLIQUE FILLES	1 ^o C	92	4E
<u>LAIQUES</u>				
Abengourou	* C. KACOU JOSEPH	1 ^o C + 2 ^o C	660	91-34-47
"	* C. REINE NOUFAN	1 ^o C	683	91-37-9E
Agnibilékrou	* C. EKRA MATHIEU	1 ^o C	102	64
Bondoukou	* C. DIA KOBENA	1 ^o C	425	92-50-96
"	* C. HONORE DE BALZAC	1 ^o C	432	92-54-16
Toussaint/AMBA	* Centre Mixte Rural Féminin	Promotion Générale de la Femme en milieu Rural		
<hr/>				
II. - ABIDJAN-NORD				
<u>CONFESSIONNELS</u>				
Abidjan	* Cours Secondaire Privé de Yopougon-Kouté	2 ^o C	04.306	45-46-15
"	* C.N.D. DE LA PAIX D'ABADJIN KOUTE	1 ^o C	01.3900	
"	* C.N.D. DU PLATEAU	1 ^o C + 2 ^o C	01.1788	32-10-22
"	* Collège PROTESTANT de Cocody	1 ^o C + 2 ^o C	01.1282	22-57-24
"	* I.S.C.A. D'ADJAME	1 ^o C	03. 244	37-10-20
"	* Cours de Secrétariat Foyer de Jeunes			
"	* N.D. du PLATEAU	LAP - BEP - SO	01.3146	22-71-29
Bingerville	* Cours Secondaire Catholique	1 ^o C	12	30-30-14
<u>LAIQUES</u>				
Abidjan	* Centre Mixte de Formation Com. TOKPONTO: (C.M.F.C.) d'Adjame	CAP - BEP - 1 ^o C	04. 432	
"	* C. Aimé Césaire de Yopougon	1 ^o C	01.1160	45-43-19
"	* C. JEAN-FERMOZ de Cocody	1 ^o C + 2 ^o C	01.1203	46-18-06
"	* C. LEMANIA de Cocody	1 ^o C + 2 ^o C	08.1627	41-50-35
"	* C. SEPI de Yopougon	1 ^o C + 2 ^o C	08. 47	45-16-75
"	* C. Auguste DENISE D'Adjame	1 ^o C		37-19-37
"	* C. CLEMENCEAU de Yopougon	1 ^o C	08.1160	45-14-42
"	* C. COFFI GADEAU d'ABOBO	1 ^o C	14. 108	39-01-81
"	* C. LE DESTIN D'ABOBO	1 ^o C	08. 508	
"	* C. MAKAN TRADRE	1 ^o C	03. 241	37-14-99
"	* C. MONTHERLANT D'Adjame	1 ^o C	09 556	37-01-33
"	* C. St JOSEPH d'ABOBO	1 ^o C	13. 981	39-03-05
"	* C. St PIERRE de WILLIAMSVILLE	1 ^o C	02 200	37-02-45
"	* C. St SIMON D'Attécoubé	1 ^o C	01.3889	37-45-41
"	* C. St THOMAS de Yopougon (C.S.T.C.)	CAP - 1 ^o C	04.1140	
"	* C. SEGBE de Yopougon	1 ^o C	02. 15	45-18-26
"	* C. VICTOR-FRUCO d'Adjame	1 ^o C	01.2045	37-17-75
"	* C. LES PHALENES de Yopougon	1 ^o C	01.3971	
"	* C. WILLIAM PONTY de Yopougon	1 ^o C	05. 671	32-63-47
"	* Cours CASTAING du Plateau	CAP - BEP - BAC G1 et G2 - 1 ^o C	01.2617	
"	* Cours AKE LOBA d'Adjame	CAP - BEP	03. 52	37-15-56

DREN/LOCALITE	ETABLISSEMENTS	CYCLES, PREPARATIONS ET DIPLOMES AUTORISES	ADRESSE	
			D.P.	TEL.
II. - ABIDJAN-NORD (SUITE)				
Abidjan	• Cours Pigier du Plateau	CAP - BEP - BAC G1 et G2 - BTS	01.1585	32-24-03
"	• Cours NOGUES d'Adjamé	CAP - BEP	01.2650	22-85-74
"	• American Lady Beauty Institut des Deux Plateaux	Institut de Beauté et de Mode	06. 591	41-36-91
"	• G.S. Les Dauphins des Deux Plateaux	1° C	08 2052	41-35-40
"	• G.S. LA FARANDOLE des Deux Plateaux	1° C	01.3114	41-46-10
"	• G.S. LA RIVIERA	1° C	08. 264	43-04-04
"	• G.S. St LOUIS de Yopougon	1° C	05 1712	45-43-54
"	• IHST d'Adjamé	CAP - BEP - BAC G2 - 1° C + 2° C	01.2262	37-16-75
"	• Institut de Beauté Abidjanaise (I.B.A.) Route du Lycée Technique	CAP Coiffure et Esthétique		
"	• Institut Ivoirien d'Electro-Radio de WILLIAMSVILLE	Formal. Dépanneurs BEP Electro- CAP: BEP		
"	• Institut LORNG d'Adjamé	CAP - BEP	01 2421	37-19-07
"	• Institut SAMAKE d'Adjamé	1° C	09. 262	30-13-42
"	• Centre de Formation en Couture (ex SINGER d'Adjamé)	Formation Artisanale (Couturiers)		
"	• Cours de Coupe et de Couture TIDJANE d'Adjamé	Formation Artisanale (Couturiers)		
"	• Ecole de Dessins Bâtiment, Architecture et Urbanisme d'Adjamé	Intégration Sectorielle en relation avec la profession CAP		
"	• Rapid Language School du Plateau	Perfect Secrétariat - Anglais		
Anyama	• C. St Michel d'Anyama	1° C + 2° C	406	31-73-45
"	• C. GAUSSOU TOURE d'Anyama	1° C	11 379	35-55-17
"	• C. Ste CLAIRE D'EBIMPE	1° C Formation Technique et Prof.	273	
Bingerville	• C. St CYRILLE de Bingerville	1° C	330	
III. - ABIDJAN-SUD				
<u>CONFESIONNELS</u>				
Abidjan	• C. NOTRE DAME D'AFRIQUE,	1° C + 2° C	01.1752	36-81-44
"	• C. St JEAN BOSCO de Treichville	1° C	01. 806	35-69-92
<u>LAIQUES</u>				
Abidjan	• C. AJAVON de KOUASSI	1° C	05. 554	36-10-29
"	• C. ALFRED NOBEL de Marcory.	1° C	11.1372	35-72-10
"	• C. BERTHE de Marcory	1° C	05. 140	35-24-69
"	• C. BOUGAINVILLE	1° C	10. 275	36-27-60
"	• E.Ste JEANNE D'ARC (Ex Ecole des Petites)	1° C	01.1029	35-74-41
"	• C. DESCARTES	1° C + 2° C	10. 224	36-83-50
"	• C. HONORE DE BALZAC II	1° C		
"	• C. LAMARTINE de Marcory	1° C + 2° C	04. 526	35-70-71
"	• C. MONTAIGNE de Marcory	1° C	01.3964	35-29-53
"	• C. PASCAL de Koumassi	1° C + 2° C	10 339	35-10-80
"	• C. St ELYSEE de Marcory	1° C	11. 447	35-94-61
"	• C. St MAURICE d'ALICOT de Koumassi	1° C	05. 1179	36-11-36
"	• C. Ste THERESE de Koumassi	1° C + 2° C	10. 590	36-17-21
"	• C. TREICH-LAPLENE	1° C	05. 670	35-40-16
"	• C. VOLTAIRE	1° C + 2° C	05.1252	35-43-16
"	• Cours de Formation Prof. Com. LOKO Marcory	CAP - BEP - BAC G1 et G2 BTS	05. 671	35-37-06
"	• CEGT de Koumassi	CAP - BEP - BAC G1 et G2 BTS 1° C		
"	• Collège d'Enseignement Technique Féminin (Notre Dame de la Paix Treich.)	CAP-Sanitaire et Social		
"	• Centre de Formation et de Perfect. en TRANSIT de Treichville	Intégration Sectorielle en relation avec la Profession		
"	• EBRELEC, Zone AC	Formation en Electronique		
"		BEP, électronique		
"	• G.S. LES FAUETTES de Marcory	1° C	11.1215	35.67.07
"	• Institution Afric. d'EDUCATION et de Formation (IAEF-KYPINTEC)	BEP-BTS - 1° C + 2° C	18.252	35.43.74
"	• Institut FROEBEL, Marcory	1° C	11.277	35.62.43
"	• SOCIETE Afric. de Form. Profession. (S.A.F.O.P.)	CAP - BEP	05.614	35.59.32
Aboisso	• C. JOSEPH ANOMA d'Aboisso	1° C	152	53.01.44
Bonoua	• C. Ste RITA	1° C	27	30.08.41
"	• G.S. MINBI DE Bonoua (ex. GS. MUNICIPAL)	1° C	227	
"	• Centre d'Apprentissage et de Form. Professionnelle de Bonoua	CAP. Industriel		
Grand-Bassam	• C. LEON ROBERT	1° C + 2° C	222	30.13.42

FROEBEL

ORON/ CALITE	ETABLISSEMENTS	CYCLES, PREPARATIONS ET DIPLOMES AUTORISES	ADRESSE	
			D.P.	TEL.
IV. - ABOVILLE				
CONFESSIONNELS				
Debou	C. CHARLES DE FAUCAUD	1° C	342	30-21-13
"	C.S. PROTESTANT de Debou	1° C + 2° C	330	30-21-49
LAIQUES				
Adzopé	C.O.M.P.A. d'Adzopé	1° C + 2° C	223	54-00-77
Agboville	C. DECROLY (ex DIOP)	1° C	138	51-73-09
"	C. EYEMON NIANGORAI	1° C + 2° C	507	51-73-01
"	C. JACQUES AKA	1° C	211	51-71-94
Aloupe	C.E.S.T. du KEYTIN	1° C	277	
Abou	C. CHATEAU Briand	1° C + 2° C	57	30-21-01
"	C. LA NOUVELLE ATLANTIDE	1° C	311	30-22-44
Tissané	C. St MICHEL	1° C	507	
Sikensi	C. KRAFFA ADAGRA de SIKENSI	1° C	55	
V. - BOUAKE				
CONFESSIONNELS				
Béoumi	C. CATH. FILLES	1° C	30	54
Bouaké	C. ADVENTISTE	1° C + 2° C	1270	63-24-70
"	C. St VIAEUR	1° C + 2° C	610	63-22-11
Katiola	C.S.P. CATH de Katiola	1° C	140	65-47-69
LAIQUES				
Béoumi	C. Privé ALANI	1° C	19	
Bouaké	C. CHARLES DE GAULLE	1° C + 2° C	1169	63-31-82
"	C. HENRI POINCARÉ	CAP - BEP - BAC G1 et G2 1° C + 2° C	1284	63-36-63
"	C. JEAN-JAURES	1° C	1222	63-23-18
"	C. LA MAISON DE BAMBI	1° C	306	63-34-67
"	C. QUEZZIN KONILIBALY	CAP - BEP - 1° C	503	63-23-62
"	C. SAINT JACQUES	1° C + 2° C	2504	63-24-33
"	C. LESHEURES CLAIRES	1° C	570	63-36-17
"	C. VICTOR HUGO	1° C	767	63-33-91
"	C. YAMOUSSO M. THERESE	1° C	1382	63-21-61
"	Centre de Formation et de Recherche en :			
"	Animation Rurale	Intégration en Milieu Rural		
"	Cours BOSSON BOSSIN (ou BOISSON)	CAP - BEP - 1° C	1167	63-30-45
"	R.S. L'ESPERANCE	1° C + 2° C	526	63-36-18
Katiola	C. ADESKA DE KATIOLA	1° C	148	65-43-39
VI. - DALOA				
CONFESSIONNELS				
Delos	C.N.D. DE L'ASSOMPTION	1° C	156	78-22-32
"	Collège PROTESTANT	1° C	664	78-30-09
LAIQUES				
Delos	Collège FADIGA	CAP - 1° C + 2° C	1406	78-22-83
"	C. LES ACACIAS	1° C	1052	78-36-82
"	C. TOURE	1° C	873	78-31-67
Issie	C. LE ROCHER	1° C	350	
Savéla	C. LE MORODOUGOU	1° C	238	84-01-48
Zéngoulé	C. LA PASSELLE	1° C	48	
VII. - DIBOKRO				
LAIQUES				
Azrah	C. PAUL VI	1° C	21	77-24-68
Bongouanou	C. ABOUSSOUAN	1° C	118	61-07-67
"	C. HOUPHOUET FATAI	1° C	140	61-04-78
Dibokro	C. KOFFI ACKANT	1° C + 2° C	14	62-52-14
"	C. LA PROVIDENCE	1° C + 2° C	54	62-56-24
M'Batto	C. DE KOUADIO	1° C	12	
Toumodi	C. JEAN DELAFOSSE	1° C	56	69-00-00
VIII. - GAGNA				
CONFESSIONNELS				
Gagnoa	r. Saint DOMINIQUE SAVIO	2° C	21	77-24-68
"	C. ENFANT JESUS	1° C	360	77-22-40
"	C.S.P. CATHOLIQUE	1° C	326	77-24-64
"	C. SAINT JEAN	1° C	565	77-22-AB
Gané	C. CATHOLIQUE	1° C	40	

DEPT./LOCALITE	ETABLISSEMENTS	CYCLES, PREPARATIONS ET DIPLOMES AUTORISES	ADRESSE	
			B.P.	TEL.
VIII. - GAGNOA (SUITE)				
<u>LAIQUES</u>				
Divo	C. EHOUE JAMES	1° C	812	58-04-65
"	C. RACINE	1° C + 2° C	103	58-01-34
"	C.S. DOUGO	1° C	814	58-02-03
Gagnoa	C. AJAVON	1° C	93	77-25-22
"	C. DOMORAUD	1° C	601	77-21
"	C. GUEDE	1° C	862	77-21
"	C. ZADY	1° C	357	
Guiberos	Centre Rural et Artisanal	Intégration Artisanale et Rurale	83	3
"	C. GAEBALO	(Agriculture-mécanique-maçonnerie-menuiserie)		
Hire (Divo)	C. DE L'AMITIE	1° C	1014	
Lakota	C. AHIANDI	1° C	273	
"	C. DEPRI - DCDI	1° C	663	
San-Pédro	C. GBAD	1° C		71-29-74
"	C. LA RUCHE	1° C	12	71-19-91
San-Pédro	C. LES LUTINS	1° C	310	71-17-27
Soubre	C. WARA	1° C	741	
Dume	C. LEON GUEFIE	1° C		
Gagnoa	C. LADJI FADIGA	1° C A'L		
"	EPEC GAGNOA	CAP - EB	821/273	
IX. - KORHOGO				
<u>CONFESIONNELS</u>				
Ferkessedougou	C. CHARLES LWANGA	1° C	127	
Korhogo	C. DON BOUO	2° C	29	86-01-3E
"	C. Ste ELISABETH	1° C	10	86-01-77
<u>LAIQUES</u>				
Boundiali	C. DRISSA BALLO	1° C	87	82-06-86
Ferkessedougou	C. KIYALI	1° C	105	88-01-77
"	Ecole Arts Ménagers	Promotion Sociale de la Femme en Milieu Rural	113	
Korhogo	C. BEMA COULIBALY	1° C		
"	C. KIMOU M'BRA	1° C	78	86-05-70
"	C. NANLO BAMBA	1° C	471	86-01-64
"	I.F.G.P.	CAP - BEP - 1° C	89	86-05-53
Odienne	G.S. MAMADOU COULIBALY	1° C	555	80-02-16
X. - MAN				
<u>CONFESIONNELS</u>				
Man	C. JEAN DE LA MENNAIS	2° C	454	
"	C. CATHOLIQUE FILLES	1° C	402	79-05-26
"	C. CATHOLIQUE GARCONS	1° C	448	79-02-54
<u>LAIQUES</u>				
Bin-Houye	C. LANZENI COULIBALY	1° C		
Biankouma	C. GUE PASCAL	1° C	52	79-02-37
Danané	C. ROUSSEAU	1° C	113	35
ékoué	C. GUIDY	1° C	46	78-32-75
iglo	C. PRIVE DOH VALENTIN	1° C		
"	C. PRIVE "SEKALA"	1° C	372	
Kouibly	C. KOUI SA-D-SON	1° C	14	
Logouvie	C. TOGBA MAMADOU	1° C	55	
Man	Centre Technique Féminin	Promotion Sociale de la Femme en Milieu Rural		
"	C. PRIVE BLOU	1° C	714	79-01-64
"	C. DOMORAUD	CAP - BEP - 1° C + 2° C	483	79-02-82
Touba	C. KONE MAMADOU	1° C	51	
Youlépleu	C. GADE	1° C	168	
XI. - YAMOUSSOUKRO				
Bouafilé	C. FADIGA	1° C	639	78-22-83
"	C. St RAPHAEL	1° C	626	
Kossou	Ecole Technique de Formation	Intégration Artisanale (Maçonnerie - Menuiserie)		
Sinfra	I.M.S.	1° C	208	
Yamoussoukro	C. KONAN	CAP - BEP 1° C	1750	64-01-06
"	C. LE PEDAGOGUE	1° C	799	64-01-06

89

QUESTIONNAIRE SUR LES INSTITUTIONS DE FORMATION

Nom de l'Institution:

Adresse (site géographique):

Adresse Postale:

Numéro de téléphone:

Titre du répondant:

1. Quels sont vos programmes de formation? Veuillez les indiquer ci-dessous.

2. Quel est le contenu ou la structure des cours de formation et combien de temps dure un cycle. (Veuillez joindre les documents y afférents)

3. D'où vous viennent vos étudiants? Sont-ils recommandés par des compagnies, le gouvernement, ou des individus?

4. Quel est le niveau d'étude requis pour être admis dans votre établissement?

24

5. Avez-vous des moyens d'initier des programmes pour des categories specifiques de travailleurs, par exemples les employes municipaux.

6. Depuis combien de temps êtes-vous fonctionnel?

7. Etes-vous accredités ou officiellement reconnus par le gouvernement ivoirien?

8. quels sont les degrés de qualifications de vos enseignants?

9. Delivrez-vous des diplômes ou des certificats?

25

10. Préparez-vous vos étudiants pour un examen d'Etat? Si oui combien d'étudiants avez-vous préparé pour les différents examens l'an dernier, et quel était votre taux d'admis?

11. Quel est le coût de chaque formation?

12. Recevez-vous une subvention directe ou indirecte du gouvernement ivoirien? Si oui quel en est le montant ou le pourcentage.

13. Avez-vous déjà travaillé avec des ministères, des départements ministériels ou des organisations internationales? Si oui, décrivez nous en quelle circonstance et si l'expérience de coopération a été un succès.
