



WHAT CAN HIGHER EDUCATION CONTRIBUTE TO  
DEVELOPING SKILLS FOR THE KNOWLEDGE ECONOMY?

# **2iE, an International training and research center driven by quality and accountability**

September 17 2012

# To train engineers in West Africa

14 founding  
member states

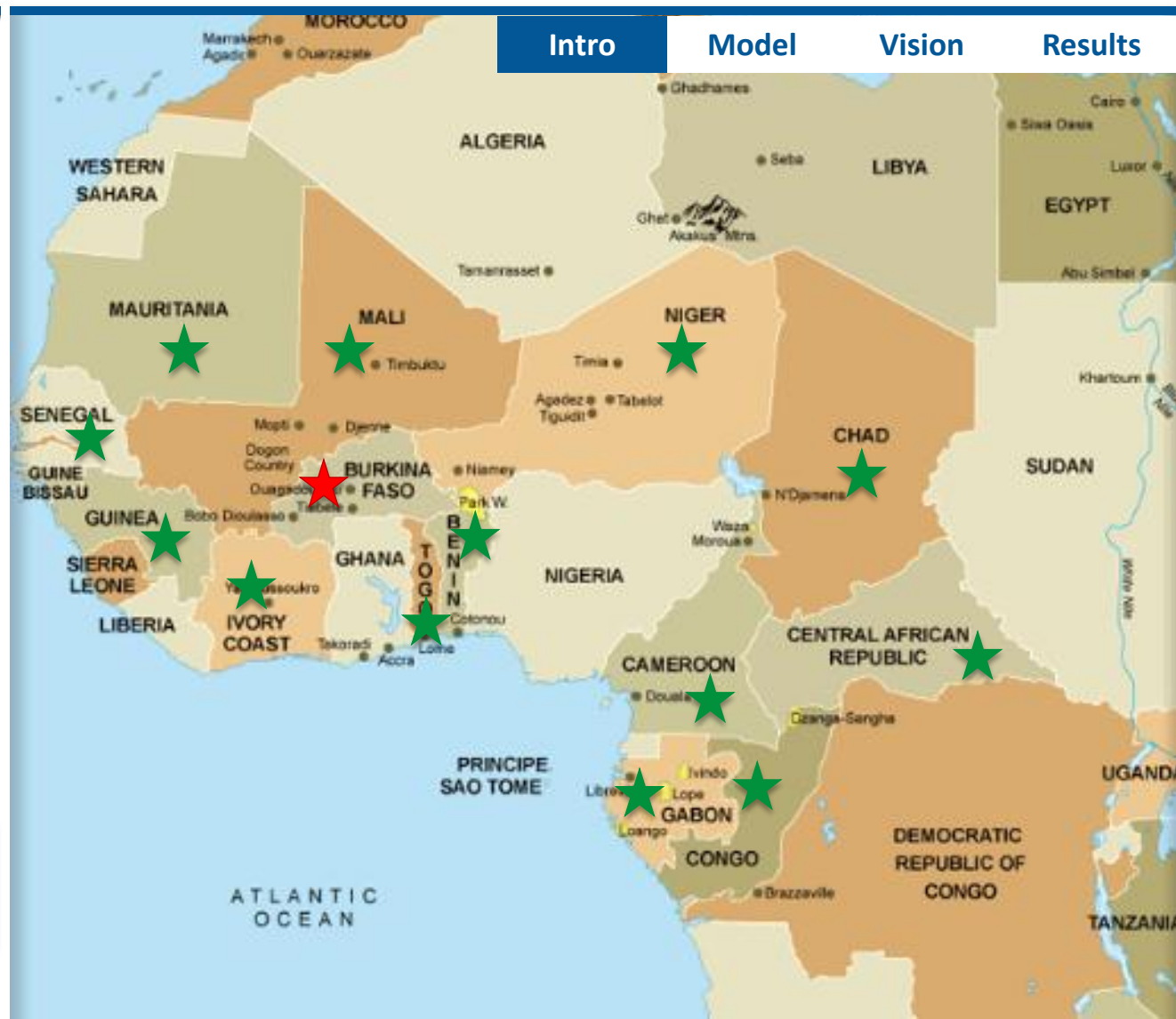
1968: EIER

1970: ETSHER

Group EIER-  
ETSHER



Need to change  
strategic priorities



# From EIER-ETSHER to 2iE

To meet modernization needs



Intro

Model

Vision

Results



Significant reforms led to the creation of a new model

- ➔ 1. A new system of governance
- ➔ 2. Financial sustainability
- ➔ 3. A Strategic Orientation Program
- ➔ 4. Evaluation mechanisms based on international criteria

# Building a new model

2iE: a centre of excellence

Intro

Model

Vision

Results



# 1. Innovative system of governance

## Public Private Partnership



Intro

**Model**

Vision

Results

### General Assembly

African States

Institutional and Financial Partners

Scientific and Academic Partners

Private Sector



### 7 Committees

⇒ Strategic, Audit, Risk, Ethics, Academic, Student Life, Employment

**Board**



General Management



Scientific Council

# 2. Accountability and financial sustainability



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- ⇒ Compliance with international standards
- ⇒ Annual Audit
- ⇒ Governance audited each two years by international law firm

- ⇒ **Student fees:** a real alternative to studying away from the African continent
- ⇒ **Private sponsorships**
- ⇒ 40% of students receiving a **scholarship**; 2/3 of ZiE's students are middle class
- ⇒ **Student loans** (ZiE, AFD, BOA)

Budgetary support 100% in 2005  
0 % in 2011

Annual cost per student at ZiE:  
3 times less than that in North  
For a quality education in the South

# 3. Strategic Orientation Program

To achieve objectives and implement change



Intro

**Model**

Vision

Results

**2011-2015**

## 1 main goal

**Increasing ZiE's positive impact on sustainable development in Africa and reducing poverty with education, research and innovation**

**8 specific objectives**

**80 indicators**

20 measured on a bi-annual basis

**A guiding common tool devised by the Board with partners**

# 4. Evaluation

## International recognition of quality of training



Intro

**Model**

Vision

Results

**A Quality Management System**



**Labeled Centre of Excellence**



**Accredited degrees**



**Academic network**





# Vision

Building Entrepreneurial Engineers

Intro

Model

Vision

Results



# Building Entrepreneurial Engineers



Employment as the keystone of ZiE's model

Intro

Model

**Vision**

Results

## 2iE Students

Training highly-skilled graduates to guarantee their employment

## Companies

Building Engineers able to show initiative and entrepreneurship and start their own business

## Labour Market

A real culture of entrepreneurship

More than **95%** of ZiE students recruited less than 6 months after graduation

## Technopole

- Business Enterprise Days
- Junior Business Enterprise
- Business Incubator
- Training on business start-ups

# Building Entrepreneurial Engineers

Including responsible decision-making

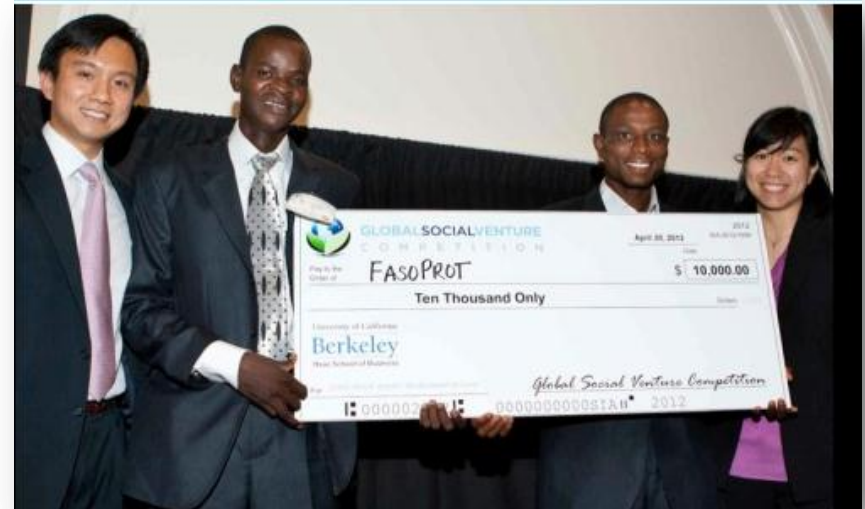


## Global Social Venture Competition Success in international competitions



### Beti Halali - 2011

Eco-friendly building materials combined with an innovative system of financing



### FasoProt - 2012

Developing a national agribusiness with caterpillars, contributing to preventing malnutrition in rural areas

# Results

Investing in Education to better serve Africa

Intro

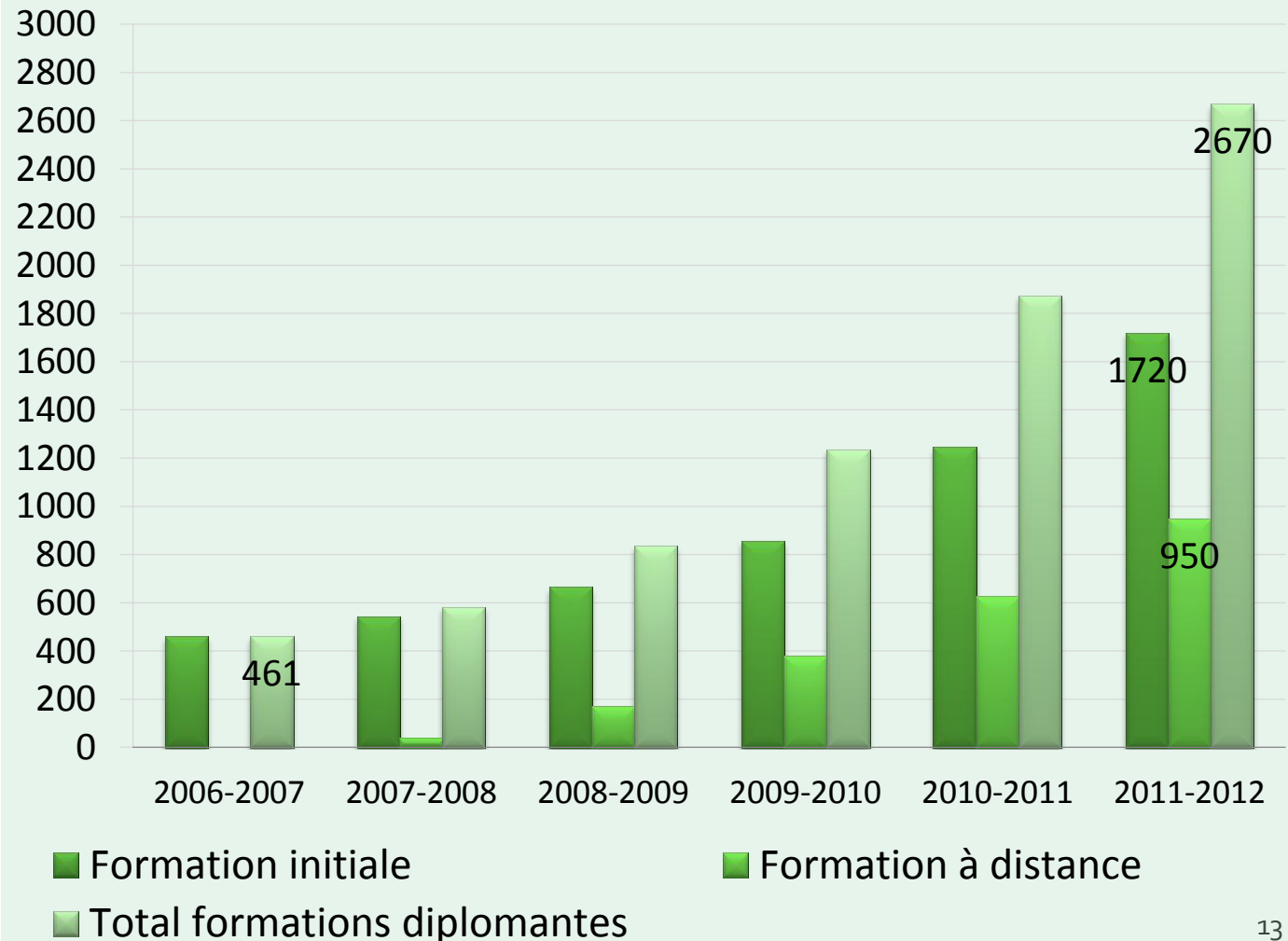
Model

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# 1. Graduates are key economic players for Africa's development

Quality of training  
+  
Perspectives on the  
labour market  
↓  
A successful  
demand-driven  
strategy



## 2. Graduates are key economic players for Africa's green growth



Intro

Model

Vision

Results

Reversing brain drain



**98 %** of graduates working in Africa  
**38** PhD students in 2iE Labs

Helping achieve MDGs



Graduates working in **key economic growth** sectors: **38%** in Civil engineering&Mining, **29%** in Environment, **19 %** in Water field and **14%** in Energy

Building entrepreneurial engineers



**2** Business Enterprises onsite, **3** Junior Business Enterprises in the incubator, **5** Business created by 2iE students since 2005

Building innovation & research capacities



An **Eco-campus** including **2 Common Research Centres** (Energy&Sustainable Habitats, Water&Climate), **5 laboratories**

Promoting diversity



**1720** onsite students of **27 nationalities**, **950** distant learners of **35 nationalities**, **25 % of women**

Conclusion

# Investing in higher education to faster sustainable growth



**International  
recognition**

**Quality of education**

**Private partners**

**Innovation**



**Building  
entrepreneurial  
engineers**

**Active academic and  
scientific partnerships**

**Training & working  
in Africa**

**Sustainability**

**Higher Education & Research in the South and for the South**



**THANK YOU**

[2ie-edu.org](http://2ie-edu.org)