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Union - Discipline - Labour

MINISTRY OF PLANNING AND DEVELOPMENT

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**WORLD BANK AFRICAN CENTRE OF EXCELLENCE (ACE)
PROJECT**

Draft presentation at the October StatCom session

August 2018

Introduction

Created in 1961, the Institute of Statistics and Applied Economics (*Editor's note: 'Ecole Nationale Supérieure de Statistique et d'Economie Appliquée d'Abidjan (ENSEA)'*) is a National Public Higher Education and Research Institution whose vocation is to train statisticians for African countries. Decree N° 91-642 of 9 October 1991 specifies the missions and activities of ENSEA. Thus, the main purpose of ENSEA is the training of senior statistical managers and the organisation of studies and research.

Within the framework of its sectors of activity, ENSEA is called on to carry out:

- initial training of statisticians in the public, para-public and private sectors;
- vocational training activities, whether qualifying or continuing;
- consulting, expertise and production services for the benefit of external public or private partners;
- research in statistics, economics, demography and computer science.

ENSEA Strategic Plan identifies five (5) major strategic objectives that will contribute to making the institution an attractive and internationally recognized centre of excellence. In 2015, the World Bank awarded ENSEA the "African Centre of Excellence (ACE)" label in the field of statistical training.

The activities of the African Centre of Excellence (ACE) are in line with ENSEA's Strategic Plan. The ACE project was proposed by ENSEA, in partnership with the other schools of the statistical training network in Africa (ISSEA of Yaoundé and ENSAE of Dakar) and AFRISTAT, to the World Bank in 2015 under the theme "Strengthening the offer of higher statistical training in Africa".

ENSEA ACE project is structured around four axes:

- Carrying out a pedagogical renovation to increase the quality of the continuing and initial training offer and obtaining international recognition;
- Revitalizing research activities, through the creation of a doctoral school, to better promote expertise and strengthen links with universities in the sub-region;
- Improving the training environment to make it more attractive, especially for women and English-speaking countries;
- Ensuring good governance and management of the project to achieve greater empowerment of the ACE.

Brief Presentation of the Centre of excellence

The ACE project is undertaken by ENSEA, with the support of ISSEA, ENSAE and AFRISTAT. The vision of the project is to make RESA (Network of African Statistical Schools) an internationally renowned centre of excellence for training and research in statistics and applied economics for economic and social development in Africa.

The ACE is inspired by values that guide its action and the behaviour of all members of its community:

- Professionalism, ethics and the pursuit of excellence in teaching and research activities;
- Social responsibility with sustained attention to the needs of students and staff, rewarding merit in equity, and promoting female talent;
- The spirit of openness and innovation in a climate of tolerance and respect for cultural diversity

Three bodies have been created within the framework of ACE governance:

- A Steering Committee including 8 members, chaired by Mr Pali Lehola
- A Technical Committee including 6 members, chaired by the Director of ENSEA
- A Scientific Council including 16 members, chaired by Prof Issouf Soumare of Laval University

The Project funding is based on the achievement of outcome indicators. The various indicators giving rise to disbursements as well as the funding associated with each indicator were adopted within the framework of an agreement. One has to bear in mind that the subsidy granted by the World Bank is a credit awarded to the State of Côte d'Ivoire in the context of the IDA schemes. This project management complies with the World Bank procedures with a specific apparatus of financial management.

Furthermore, a call for proposals was launched in July and August to select new African Centres of Excellence.

In the wake of this presentation, I would like to provide more details concerning the pedagogical renovation who may have a significant impact on African National Statistical Institutes. Next time, I will keep you abreast with progresses we made concerning the continuing training and doctoral school which happen to be two activities initiated as part of the ACE.

Pedagogical renovation

To best meet the objectives and requirements of both the strategic plan and the ACE label, ENSEA has committed itself as a leader in a process of pedagogical renovation of the African Statistical Schools (ESA).

Two consultants were recruited for this purpose and produced a preliminary report following an initial consultation. These initial results were presented on 29 June 2018 during the ACE Steering Committee session

The steering committee would like to submit the pedagogical renovation scenarios to the international statistical community and collect the opinions and recommendations for a quality statistical training.

<p>SCENARIO 1 : Bachelor degree instead of Senior Statistical Technician (TSS) and Assistant Statistical Officer (AD)</p> <ul style="list-style-type: none"> - Schooling duration: 3 years. Admission through national entrance examination with Baccalaureate level/12th Grade/A-level. - Content: supplement one additional year to the syllabus of technicians (specialisation field?) <p>Engineer instead of Senior Statistician (ITS) and Senior Statistician-Economist (ISE). - Schooling duration: 5 years (<i>following the model of Integrated Engineers Schools of INSA</i>) Admission through CAPESA entrance examination. Double entrance with Baccalaureate level/12th Grade/A-level and Baccalaureate level/12th Grade/A-level + 2 or + 3 years of advanced studies (Preparatory Class for admission to the 3rd year).</p>	<p>SCENARIO 2 : Bachelor degree instead of Senior Statistical Technician (TSS) and Assistant Statistical Officer (AD)</p> <ul style="list-style-type: none"> - Schooling duration: 3 years. Admission through national entrance examination with Baccalaureate level/12th Grade/A-level. - Content: supplement one additional year to the syllabus of undergraduate statisticians, including if necessary a theme specialisation. <p>Senior Statistician (ITS) and Senior Statistician-Economist (ISE) with option for ITS students to integrate level 3 ISE class through specific entrance examination. Last year of specialisation with <i>avec</i> Internship. The same recruitments methods still apply in this model</p> <p>Specialised Master. Schooling duration : 1 or 2 years</p>	<p>SCENARIO 3 : Senior Statistical Technician (TSS) and Assistant Statistical Officer (AD)</p> <ul style="list-style-type: none"> - Schooling duration: 2 years. Admission through national entrance examination with Baccalaureate level/12th Grade/A-level. <p>Professional Degree/Licence instead of Senior Statistician (ITS) - Schooling duration: 3 years. Admission through national entrance examination with Baccalaureate level/12th Grade/A-level. Content: cutting one year the Senior Statistician (ITS) syllabus (specialisation field?)</p> <p>Engineer. - Schooling duration: 3 years. Admission through CAPESA entrance examination with Baccalaureate level/12th Grade/A-level + 3 years of advanced studies. Content: Senior Statistician-Economist (ISE) syllabus. Last year of specialisation with <i>avec</i> Internship. Differentiation from "<i>public policy or statistical engineering</i>" oriented</p>
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<p>- Content: Combining Senior Statistician (ITS) and Senior Statistician-Economist (ISE). Last year of specialisation with Internship.</p> <p>Specialised Masters. Schooling duration : 1 or 2 years Admission through specific entrance examination.</p>	<p>Admission through specific entrance examination.</p>	<p>engineering courses, to learn in the 3rd year or to possibly start from the 2nd year.</p> <p>Specialised Master. Schooling duration : 1 or 2 years Admission through specific entrance examination.</p>
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