

## Economic Community of West African States - ECOWAS (CEDEAO)

Founded	1975	Abuja, Nigeria
Member Countries	15	Benin, Burkina Faso, Cape Verde, Côte d'Ivoire, The Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone and Togo
Education Programme	2003	Regional Protocol on Education; related Action Plan covering HIV&AIDS preventive education, girls' education, teacher training through distance learning, promotion of science and technology and TVET; Convention on the Recognition and the Equivalence of Degrees, Diplomas and other Qualifications. REC-wide qualifications framework for higher education institutions.

Source: [www.ecowas.int](http://www.ecowas.int)

## Education for All (EFA) - Global Status

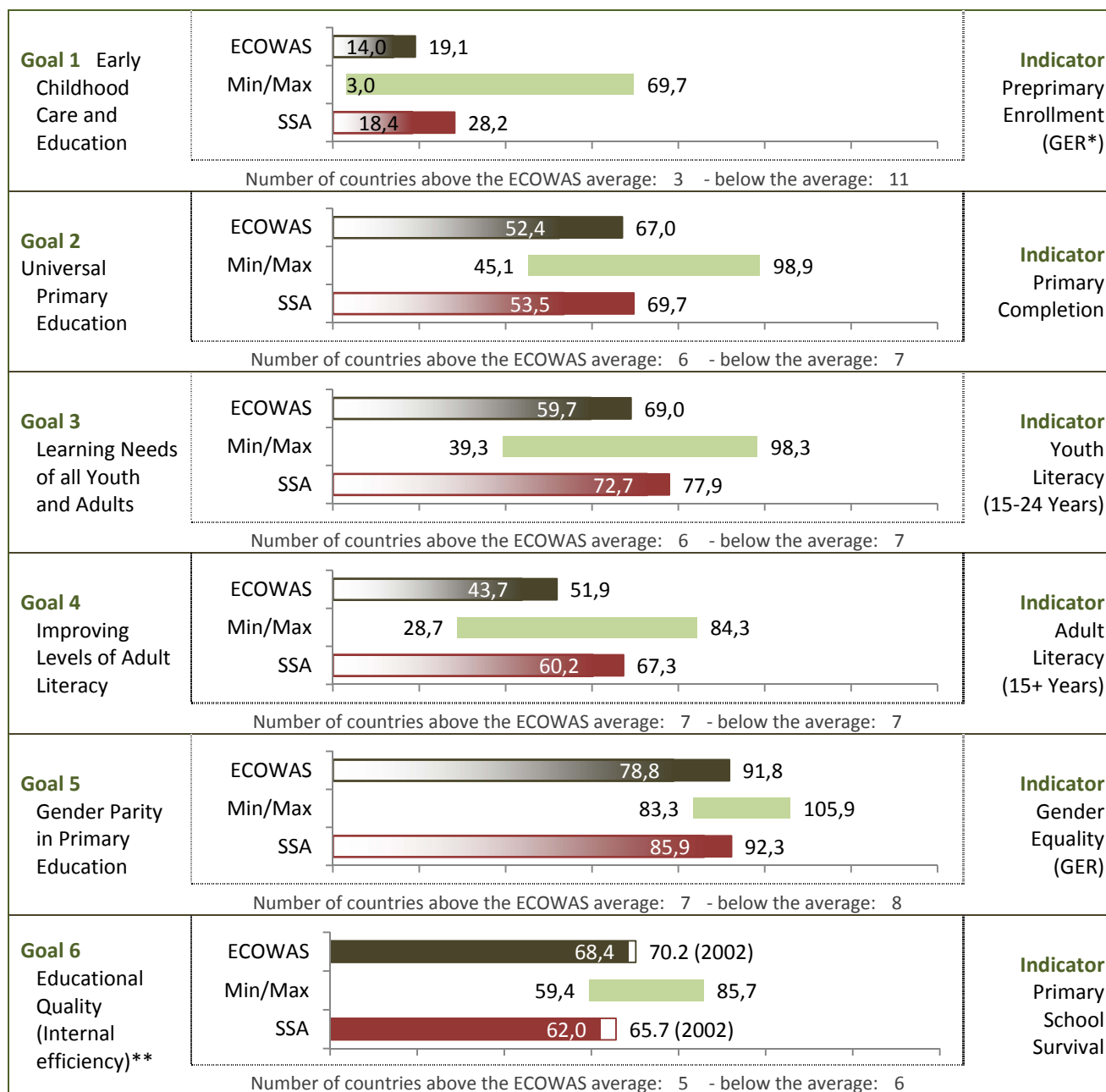
ECOWAS member countries have made considerable progress towards primary access (the share of children completing the cycle has increased from 52% to 67% over the 2002-11 period), and gender equality has improved considerably at the primary level, and is now in line with the SSA average. Despite this progress, the region has some of the lowest average literacy rates (only 69% for youth and 52% for adults, against 73% and 67% for SSA respectively), with the majority of illiterates being girls and young women (ADEA). Furthermore, the level of learning outcomes is poor. But the greatest gap to overcome to reach EFA is universal primary education, which remains out of reach for many countries. Indeed, over 35% of West African children are out-of-school, more than 17 million in total.

## Demographic and Macroeconomic Context

Total Population (w)	2011	308.7 million
Growth Rate (w)	2010-11	2.61%
Primary School-Aged Population (Share of Total) (w)	2011	15.7%
Growth Rate (w)	2010-11	2.55%
Total GDP (w)	2010	US\$ 303.4 billion
GDP per Capita (w)	2010	US\$ 982.8
Range of Country Values (min/max)	2010	US\$ 244.6 / US\$ 3,171.4
Rural Population (Share of Total) (w)	2010	55.4%
HIV&AIDS Prevalence (15-49 years)	2009	1.9%
TVET Enrollment (Share of Total Upper Secondary) (w)	2011 or MRY	4.4%

*Note:* (w) Throughout this profile, indicates that figures presented are weighted averages for ECOWAS and Sub-Saharan Africa. All other figures are computed with simple averages.

Key EFA Indicators - 2011 or MRY (Baseline circa 2002)



Legend –

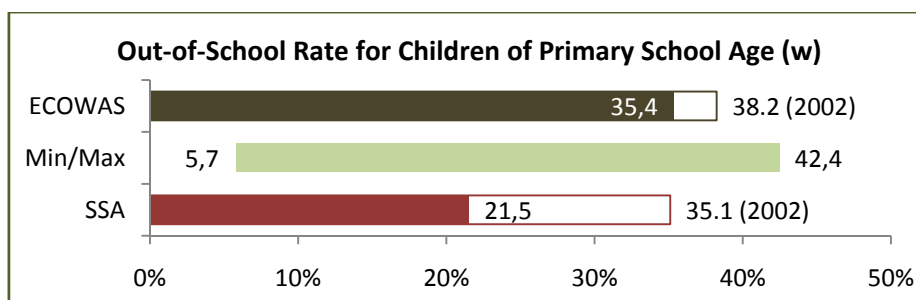
Baseline (circa 2002):

Current (2011 or MRY):

Although Cape Verde and Ghana have high primary completion levels (over 90%), in most ECOWAS countries over 30% of children do not complete the cycle (and more than 50% in Burkina Faso and Niger). With the exception of Cape Verde and Ghana, the ECOWAS region also reports low preprimary access levels. Literacy rates are improving, but remain below SSA averages (for seven countries fewer than 70% of youth can properly read and write).

Note: \* GER – Gross Enrollment Rate. \*\* Although the primary survival rate is not a quality indicator as such, it is used in the Global Monitoring Report to monitor Goal 6; the PTR and other quality indicators are presented on page 4. MRY – Most recent year with data available. Detailed information on indicators and sources is provided in an accompanying explanatory note, available at <http://bit.ly/QVH92M>

## Primary Enrollment: Out-of-School - 2011 or MRY (Baseline circa 2002)

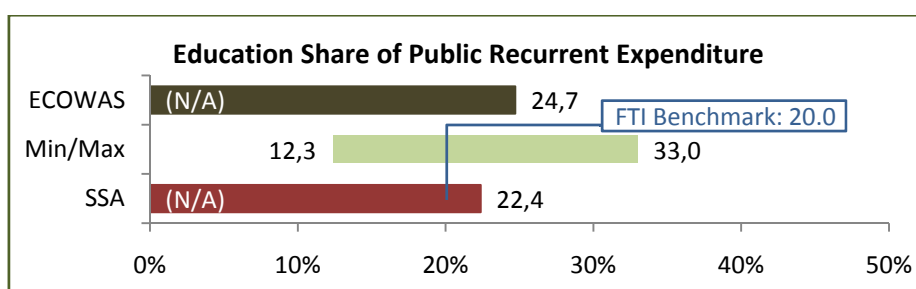


Legend – Baseline (circa 2002):  Current (2011 or MRY):

Number of countries above the ECOWAS average: 4 - below the average: 9

In ECOWAS, out-of-school affects a mighty 35% of primary school-aged children on average (39.7% for girls), well above the SSA average of 21.5%. Indeed progress over the decade has been marginal in comparison to the region (the rate has dropped by just 3 percentage points in ECOWAS, against 13 percentage points for SSA), and primary pupil retention is generally low and has marginally receded, in line with the SSA trend. The variation by country is considerable however: only about 6% of primary school-aged children are out-of-school in Benin, Cape Verde and Togo, whereas the rate is above 15% in all other countries, and over 36% in Burkina Faso, Côte d'Ivoire, Niger and Nigeria. For the ECOWAS region as a whole, this figure means that **17 million primary school-aged children are yet to be enrolled**, way above the figures for SADC and EAC, of 2.8 million and 2 million children respectively.

## Education Financing - 2011 or MRY (Baseline circa 2002)



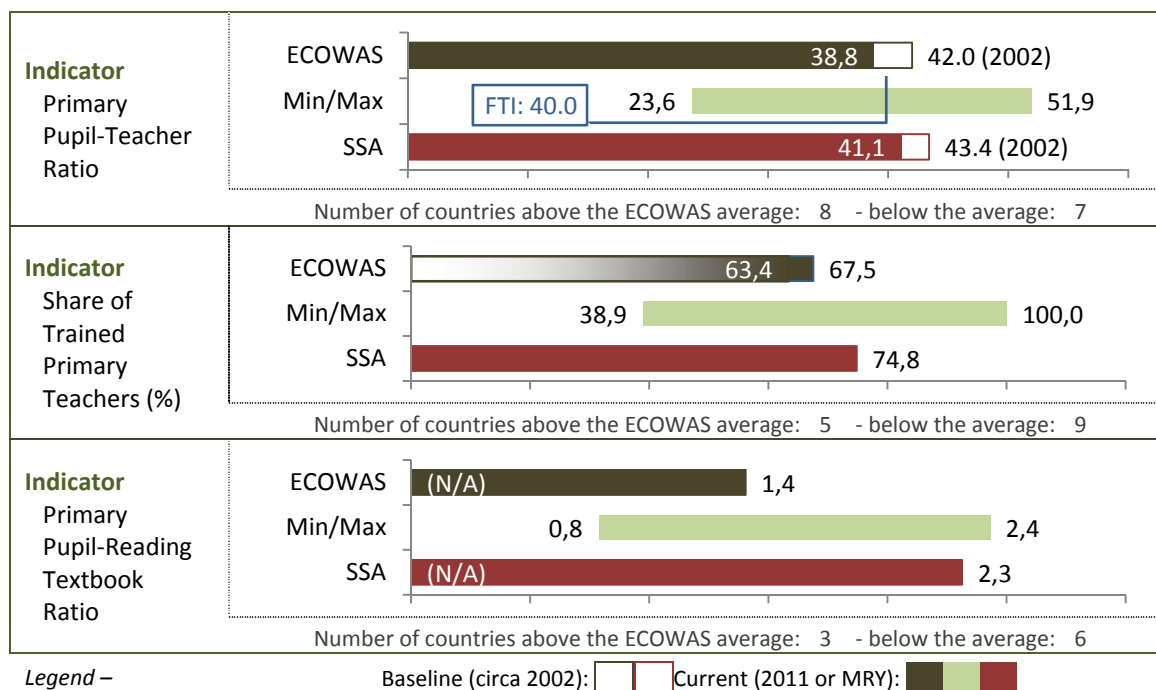
Legend – Baseline (circa 2002):  Current (2011 or MRY):

Number of countries above the ECOWAS average: 5 - below the average: 6

ECOWAS member states generally devote more of their recurrent budget to education (24.7%) than the SSA average (22.4%), suggesting that efficiency in the use of public resources should be analyzed to formulate informed policy recommendations. Whereas some countries (Benin, Burkina Faso, Ghana Mali, Niger and Togo) have significantly stepped-up their budgetary commitment to the sector (over 27%), Liberia is the only country to allocate less than 20%, at just 12% of the recurrent budget.

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## Quality Inputs and Learning Outcomes - 2011 or MRY (Baseline circa 2002)



The provision of teachers in sufficient numbers is progressing well within the ECOWAS region, with an average pupil-teacher ratio having fallen from 42:1 to 39:1. The majority of member states report a decline, and 10 out of 15 countries offer average class sizes of fewer than 45 pupils. Challenges do however remain in Burkina Faso, Côte d'Ivoire, Guinea Bissau and Mali, where overcrowding is more common. Despite the apparent progress in the provision of qualified teachers (at 67%, their share is up four percentage points) this share is still below the SSA average, and in Guinea Bissau and Togo rates are stagnant below 40%. Although the availability of textbooks is reasonable in regional context, few countries (Benin, Cape Verde, Guinea, Mali and Niger) provide almost all pupils with both a reading and a math book. Learning outcomes clearly suffer as a result.

### PASEC

Five ECOWAS countries participated in the evaluations carried out by the Programme d'analyse des systèmes éducatifs de la CONFEMEN (PASEC) between 2005 and 2010: Benin (2005), Burkina Faso and Senegal (2007), Côte d'Ivoire (2009) and Togo (2010). Given the value of the evaluation results to orient quality-focused education policies, other countries may also wish to participate in the future. Overall, indicators of performance for the period are poor. Only **35.0% of 5<sup>th</sup> year primary school pupils achieved the minimum level (level 3, equivalent to 4/10) in reading, and 42.6% in math.** This compares unfavorably to the average for all 13 PASEC participants over the period: 43.6% of pupils achieved the minimum level in reading, and 52.8% in math.

Sources: UIS, 2012; GMR Report, 2011; IMF, 2010; UNAIDS, 2009; Synthèse des résultats PASEC VII-VIII-IX; ADEA Outlook on Education Report, 2012. Detailed information on indicators and data sources is provided in an accompanying explanatory note, available at <http://bit.ly/QVH92M>