AU Outlook on Education Report

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Economic Community of West African States

CEDEAO
ECOWAS

AU Outlook on Education Report
Economic Community for West African States (ECOWAS)

Acknowledgements

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Views and opinions expressed in this publication are the responsibility of the authors and should in no way be attributed to the institutions to which they are affiliated.

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Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le développement de l'éducation en Afrique
Associação para o Desenvolvimento da Educação em África

Preface

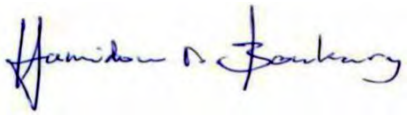
As the African Union's lead technical agency in monitoring the implementation of the Plan of Action for Education in the Second Decade, the Association for the Development of Education in Africa, ADEA, is pleased to provide this report which assesses national, regional and continental progress in the key priority areas of the Plan.

ADEA advocates a vision of Africa as a continent with high quality education and training geared towards promoting its much-needed critical skills for accelerated and sustainable development. Its mission is to serve as an open and flexible pan-African organization that informs and facilitates the transformation of such a system in the continent. We have working groups, task forces and inter-country quality nodes (hosted by member countries) focusing on key areas in education and training, all of whom work with the AU's Plan of Action in various ways. Governed by the a group of Ministers, which includes the Bureau of the Conference of Ministers of Education of the African Union (COMEDAF) and key development partners, we are proud of our achievements in ensuring that the African Union's Priority Areas in its Plan of Action are increasingly realized.

We believe that the frank and open exchanges among African ministers of education, senior education officials, stakeholders from civil society and the private sector are essential in promoting common understandings of the challenges and solutions for progress towards achieving our continental goals. The availability of relevant information is a sine qua non for informed decision-making and public discourse, and the development of information systems is an essential part of the transformation of our Ministries of Education into responsive learning organizations capable of solving the critical developmental issues in Africa. Building national, regional and continental capacity in this area has been a major contribution on our part to Africa's development.

This report is produced in partnership with the AU's Restricted Technical Committee on EMIS under the leadership of the continental body's Human Resource, Science and Technology Division. Key contributors to this assessment include the UNESCO Institute for Statistics which provided the essential performance indicator data on the member states to facilitate in monitoring the member states' progress in implementing the Plan of Action for the Second Decade of Education for Africa. This report will assist African ministries of education and training, development partners and other key stakeholders in charting the way forward post-2015 as the Second Decade comes to a close. Lack of quality up-to-date data for effective monitoring, evaluation and evidence based policy development remains a very big challenge for Africa. Where data is available, there is a need to be aware that statistics may hide significant national/regional variations in resources, performance and achievement.

We commend this report to you as essential reading in preparation for the Conference of Ministers of Education of the African Union meeting in April 2014 in Yaoundé, Cameroon.



Hamidou Boukary

Acting Executive Secretary, ADEA

Foreword

The Economic Community of West African States (ECOWAS) Commission greatly welcomes the present report, produced at a time when the region is involved in numerous initiatives to ensure greater access to relevant and high quality education and training. Produced by a team of experts from the ADEA Working Group on Education Management and Policy Support together with the ECOWAS Commission, the report provides the Commission and its member States with insights on areas where the region is performing strongly – and where momentum should be maintained – and also on areas that require greater attention. It is our belief that the report will inform the formulation of initiatives that strengthen the region's capacity to monitor and evaluate the implementation of its plans and programmes. From the sixth ordinary session of the Conference of Ministers (COMEDAF VI) and beyond, we are confident that the report will play a role in gauging attainment of the goals of the African Union's Plan of Action for the Second Decade of Education for Africa (2006–2015).

The report reviews the progress made by ECOWAS member States in implementing the priority areas of the Plan of Action. It scrutinizes evidence of girls' and women's access to education, noting in particular the limited access that results in high illiteracy rates among women. In addition, the status of Education Management Information systems (EMIS) is well articulated as a tool for educational planning and administration in the region using generally agreed indicators. In addition, the status of various activities leading to the development of teachers with pedagogical and cognitive skills for effective teaching as envisaged in the Plan of Action is evaluated. The implementation status of higher education and technical and vocational education and training (TVET) as sources of knowledge, skills and attitudes that support sustainable development in the ECOWAS region, is also presented to the reader.

Finally, with a view to determining the extent to which the goals of Education for All and the Millennium Development Goals will have been met by the year 2015, the report presents the performance of ECOWAS member States in terms of curriculum development and the provision of teaching and learning materials that meet the needs of learners and the community; the status of sound quality management systems and the progress made in early childhood development as key in preparing young children for school.

We hope that the report will prove to be a useful reference for member States and partners in informing the discourse on how best to advance the development of all subsectors of education and training in the ECOWAS region as we approach the end of the Second Decade for Education in 2015 and answer the question of "what comes next?" in the post-2015 agenda.

Kadre Desire Ouedraogo

President of the ECOWAS Commission

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Acronyms

AU	-	African Union
ADEA	-	Association for the Development of Education in Africa
COMEDAF	-	The Conference of Ministers of Education of the African Union
ECD	-	Early childhood development
ECE	-	Early childhood education
ECOWAS	-	Economic Community for West African States
EMIS	-	Education management information systems
GER	-	Gross enrolment ratio
GPI	-	Gender parity index
NER	-	Net enrolment ratio
PPP	-	Purchasing power parity
PTR	-	Pupil-teacher ratio
REC	-	Regional economic community
SADC	-	Southern African Development Community
TTISSA	-	Teacher Training Initiative for Sub-Saharan Africa
TVET	-	Technical and vocational education and training
TVSD	-	Technical and vocational skills development
UNICEF	-	United Nations Children's Fund
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNESCO-IICBA	-	UNESCO-International Institute for Capacity-Building in Africa
USD	-	United States dollars
WGEMPS	-	Working Group on Education Management and Policy Support

Key highlights

Gender and culture

Considerable progress has been made in mainstreaming gender issues and attaining parity in the education sector but challenges remain. In its endeavour to integrate gender issues in all its frameworks and initiatives, the region has a gender policy in place which is being implemented by a specialized agency. In terms of ensuring universal access, participation across all the levels of education is increasing, but is still limited and unequal. The region has made some strides with enrolment, which has increased by as much as one fifth in four countries – Benin, Burkina Faso, Côte d'Ivoire and Niger. As of 2012 only five countries had a gross enrolment lower than 90 per cent. Girls' enrolment in the region remains generally lower than that of boys. Access for girls is improving, however, at a faster rate than it is for boys.

Availability of data and levels of access to the educational system worsen as the educational levels rise. Progress at secondary levels has been much slower, with only two of the six countries reporting in 2012 having a gross enrolment ratio (GER) higher than 40 per cent. A huge proportion of those who should be in tertiary education are out of education altogether, with all but one of the reporting countries reporting a single digit GER in 2012. The ECOWAS region is progressing towards the attainment of gender parity in primary education, with most countries having attained parity or having negligible differences. The highest inequality levels in the region were in Guinea, with a gender parity index (GPI) of 0.84. At secondary level six countries reported in 2012, however there was no meaningful improvement from the 2006 regional GPI of 0.75.

Tertiary education in the ECOWAS region remains the preserve of men; the highest levels of inequality were reported in Togo, which had 27 female students for every 100 male students. Guinea, Mali and Niger were marginally better with GPIs ranging from 0.34 to 0.43. There has been negligible improvement in women's participation during the period under review. Efforts to enhance women's access to institutions of tertiary learning have to be doubled. In 2006, the ECOWAS region had 14.4 million children of primary age out of school; from the limited data available, there are signs of a decline in the out-of-school population at primary level. Eight out of the nine reporting countries reported a decline in the out-of-school population over the six-year period, notable is the 60 per cent decline in Benin. Children entering primary school in the ECOWAS region often have a short stay in the schooling system, as most are at risk of dropping out before completing primary level. Comprehensive data are not available; among the reporting countries three out of five primary students make it to the last grade; countries with a survival rate of four out of five learners are an exception.

EMIS

The EMIS priority areas aim to reverse the phenomenon of 'data blanks' and facilitate planning based on sound information, and rigorous monitoring and evaluation of the performance of education systems. In 2012, countries recorded school census return rates in excess of 96 per cent, however data are limited to public institutions. Data availability is weakest; lower than 40 per cent, for the priority areas of higher and tertiary education, TVET and quality management. Availability worsened across all priority areas during the six-year period under review. The strength of EMIS systems across the region vary – Guinea-Bissau, Liberia and Nigeria can be classified as having weak systems in terms of providing

data for international reporting with up to four fifth of data required not available. On the extreme end of the spectrum are countries such as Burkina Faso, Cape Verde and Ghana that provided more than 80 per cent of the internationally required data.

Teacher development

The ECOWAS region has recorded significant levels of success in enhancing teacher supply. By 2012, the supply of teachers had almost doubled in Niger, an increase of more than 88 per cent in comparison to 2006, huge gains were also recorded in Burkina Faso and Côte d'Ivoire. Although men continue to outnumber women, the new entrants to the profession are predominantly female. The levels of inequality grow as one moves up the education levels. For example, in 2006, at the primary level 41 per cent of teachers were female while at the secondary level only 25 per cent were female. Pupil-teacher ratios improved during the period – by 2012, teachers in Senegal had to attend to up to eight learners less than in 2006, declines of four to five learners per teacher were also recorded in Côte d'Ivoire and the Gambia. A higher pupil-teacher ratio was reported by Burkina Faso with an increase of 2.5 and a negligible 0.5 rise was recorded by Benin. The pupil-teacher ratio at secondary level is also on the decline.

The availability of trained teachers is improving, with five out of six countries having reported a higher percentage of qualified teachers in 2012. Notable is the improvement of 15 percentage points in Senegal and a 13 percentage point increase in Cape Verde. However, some member States are facing challenges with Guinea and Sierra Leone reporting 52 per cent and 54 per cent, respectively, of their staff to be trained. The situation at the secondary level deteriorates with lower percentages of teachers being trained. Challenges to the supply of qualified teachers include attrition, migration, poor treatment of teachers and low country training capacities. These challenges coupled with poor remuneration and work conditions mean that teachers are in vulnerable employment situations and subsequently a state of precariousness. Countries need to develop a separate comprehensive teacher policy to form the basis for planning strategies, establish a framework for teacher professional development, and enable countries and regions to harmonize qualification frameworks and teacher careers.

Curriculum, teaching and learning materials

Efforts are under way in the ECOWAS region to ensure that the curriculum reflects the uniqueness of the regional environment, characterized by ethnic diversity, poverty, the HIV/AIDS pandemic and the problem of development. During the period under review, various initiatives on curriculum reform were undertaken in Nigeria, Rwanda and Sierra Leone. Provision of adequate teaching and learning materials is key; the availability of mathematics textbooks varied across countries, in Burkina Faso and Mali there were more mathematics textbooks than learners, with a pupil-textbook ratio lower than 1:1. The availability of reading texts was also approaching a situation where each learner had their own text; however in Ghana close to two learners shared a single reading text. The next frontier would be to guarantee sufficient numbers of books as well as ensuring that the learning material is appropriate and that the gender dimension permeates all the curriculum development processes.

Higher and tertiary education

Generally, higher education in West Africa has gone through some expansion over the past six years, with increased learner access. One fourth of the 8.6 million students enrolled in tertiary institutions globally in 2006 were in the ECOWAS region. It is also worth mentioning that the highest concentration of graduates is in Cape Verde, which reported a 166 per cent increase from 2006. Data from the three reporting countries, however, point to a situation where women's participation in tertiary education

remains subdued. Less than one third of tertiary graduates in Burkina Faso and Guinea are female, with Ghana faring slightly better with 39.4 per cent of graduates being females. It is evident that the bulk of higher and tertiary education students in the region are studying social sciences, business and law, with more than half of learners in Burkina Faso and Cape Verde, and a third in Niger, enrolled in these fields.

Technical and vocational education and training (TVET)

TVET programmes and capacity development are a priority for many member states and regional economic communities. A major challenge is establishing a common understanding of the term 'TVET' across countries and agencies. The general trend in the ECOWAS region is one of a growing supply of TVET teachers. During the six years under review, TVET teachers at the secondary level in Ghana increased by 281 per cent, while Guinea also recorded strong gains. The teaching profession, however, remains male dominated.

TVET enrolments in the region remain very low; 20 per cent of secondary programmes were of a TVET nature in Mali in 2012, with the remaining countries having less than 10 per cent being TVET. Women generally accounted for a minority of enrolments in TVET education. This is possibly fuelled by lower participation rates of girls at the lower levels, higher levels of illiteracy and higher dropout rates. Women's participation in TVET is weakest in Ghana at 37 per cent in 2012.

The role of skills development programmes is particularly important in African countries with rapidly increasing populations that include a high proportion of young people, or a 'youth bulge'. A third of the 30 million illiterate youths (15–24 years) in Africa are in the ECOWAS region. Young women still constitute 60 per cent of all illiterates in this age group. TVET is a viable response to the challenge of high levels of illiteracy; the provision of skills for employability should take into consideration the diverse realities of learners.

Quality management

There were fewer appropriately aged learners enrolled in ECOWAS primary education in 2006 with a figure of 65 per cent, which falls behind the continental average of 75 per cent. Limited data available for 2012 paints a picture of an increase in the proportion of appropriately aged children at primary level. Challenges remain in Niger with an NER of 63 per cent. The NER at the secondary level is significantly lower than at the primary level, with the highest in 2012 reported by Cape Verde. At the regional level, the male and female survival rate to the last grade of primary is the same, however there are huge disparities between the different countries. Fewer girls make it to the last grade of primary in five countries while Burkina Faso and Senegal are an exception. Learners in Côte d'Ivoire and Gambia have the greatest chance to reach the last grade – four out of every five make it. In Burkina Faso, Mali and Senegal slightly more than three learners out of every five make it to the last grade of primary.

The general trend shows improvement in the transition from primary to secondary, although at a very slow pace. Challenges persist with one out of every two learner's making the transition from primary to secondary in Burkina Faso, Côte d'Ivoire and Niger. There are some ECOWAS member States who reported high transition rates, in excess of 88 per cent. Of concern is the situation in the Gambia and Ghana where fewer learners were transitioning to secondary school in 2011 as compared to 2006

Public expenditure on education as a percentage of total government expenditure in the ECOWAS region is varied, ranging from 27 per cent to 8 per cent. The limited data available show a higher allocation to the education sector. Annual public expenditure per primary pupil ranges from USD 82 in Guinea to USD 348 in the Gambia in 2012 in terms of purchasing power parity. The spending increases as the levels of education rise; in some cases public expenditure per pupil at primary level is 11 per cent of what is spent on a tertiary student.

Early childhood development

Most ECOWAS member States are increasingly looking to nationalize their facilities for early childhood development (ECD), away from private institutions, religious groups and individuals. The ECOWAS average annual population growth rate is on the decline but remains high. Fertility rates remain high in the region, up to seven children per woman. The demand for early childhood development is projected to be high. One out of every ten live births in Sierra Leone will die before their first birthday. Other countries reporting high infant mortality rates are Guinea-Bissau, with a rate of 94 deaths per 1,000 births, and Mali, with 87 deaths per 1,000 births. Despite these high figures, the region has made some progress in lowering the infant mortality rates.

There is strong evidence to suggest that malnutrition exists in most of the ECOWAS member States. In Benin, Liberia, Niger and Sierra Leone, more than two out of every five children under the age of five suffer from moderate or severe stunting. Large sections of the under-five population are also underweight, the problem once again being most acute in Niger, with a figure of 36 per cent. In addition, more than one fifth of the children in Benin, Burkina Faso, Nigeria and Sierra Leone are moderately or severely underweight.

Member States have been increasing their focus on ECD but progress has been slow. Ghana has a GER in excess of 100 per cent for the pre-primary level. The remainder of the reporting countries had a GER under 20 per cent, suggesting pre-primary remains the preserve of a few in these countries. The region has achieved gender parity at the pre-primary level. The quality of the ECD systems in various countries is mixed with different repetition rates for grade 1, ranging from 16 per cent in Côte d'Ivoire to 0.1 per cent in Niger. Repetition rates have been on the decline over the five-year period under review.

Methodological and historical considerations

The methodology for producing the AU Outlook on Education reports for the Conference of Ministers of Education of the African Union (COMEDAF) has evolved over recent years with the assistance of the AU's Restricted EMIS Technical Committee, led by the AU Observatory with assistance from ADEA and other partners, in particular the UIS, UNICEF, the regional economic communities namely SADC, ECOWAS and COMESA, as well as representatives of Member States. Since 2008, this AU-led initiative has created a framework for monitoring the implementation of the Plan of Action, identified, piloted and elaborated the properties of key performance indicators for the priority areas, designed reporting templates, and developed the AU Outlook on Education database on time series education indicator data.

Over 40 Member States, through a series of workshops, were introduced to and encouraged to domesticate the Second Decade goals in their national strategies. They were involved in reviewing the key indicators of the AU framework and trained on their reporting requirements for COMEDAF, which included the capacity to extract information from the AU Outlook on Education database. Despite this effort and allocation of resources, the country responses in producing national reports were generally weak. SADC and ECOWAS regions were the most responsive but fewer than half of all African countries supplied the required information. Nevertheless, these national reports feed into the regional economic community reports, which were structured upon the AU monitoring and evaluation framework.

A key challenge facing the production of the regional and continental reports is the comparability of achievements of countries and regions. The issue manifests itself where quantitative indicators measuring performance are not equivalent. It is essential that there is harmonisation of definitions of indicators, programmes, and education cycles so that like is compared with like. Subsequently, despite the desire to use nationally reported statistics, it has been unavoidable not to use international comparable data, sourced largely from UIS, as the basis for this comparison. Apart from UIS, other sources including UNICEF, the United Nations Population Division, the Southern and Eastern African Consortium for Monitoring Education Quality (SACMEQ), the Program on the Analysis of Education Systems (PASEC), MDGs Database from the UN Statistics Division and the United Nations Inter-agency Group for Child Mortality Estimation were also used. Countries filled the remaining gaps with national data, where appropriate.

Assessing EMIS performance indicators

This priority area is measured by a number of proxy measures which approximate whether a Member State has comprehensive education management information systems (EMIS) for all its formal levels of education, pre-primary, primary, secondary and tertiary. One of these measures is the availability of international data (sourced by the UNESCO Institute for Statistics) for the eight African Union priority areas in education.

In order to establish a country's comprehensive coverage of performance indicators, a comparison is made of the expected number of indicators required against the actual number of indicators reported for each priority area of the Plan of Action.

Methodology for the calculation of weighted regional and continental averages

In calculating regional averages for the AU education indicators, an assumption is made that there are generally missing data. In these cases, the regional average is an approximation of the unknown real value.

At UIS, regional averages are derived from both “publishable” and “imputed” national data. Publishable data are the data submitted to the UIS by Member States or the result of an explicit estimation made by the Institute based on pre-determined standards. In both cases, these data are sent to Member States for review before they are considered publishable by UIS. When data are not available for all countries in the region, UIS “imputes” national data for the sole purpose of calculating regional averages.

In sum, the data informing the report relies considerably on the inputs from various partners, and in particular UIS, ADEA, as well as regional economic communities and countries. The evaluation of performance nevertheless, is informed by the framework of indicators developed by AU for monitoring the implementation of the Plan of Action.

Gender and culture

> **Investing in girls and women is not only the right thing to do, it is also the smart thing to do. It is a solid investment that brings high returns.**[1]

The AU Plan of Action states that the goal of this priority area is to reduce gender disparities and ensure gender equality, girls' and women's empowerment throughout the education system, while enriching the system with the positive aspects of our cultures, from early childhood development to higher education, and through non-formal to lifelong learning.

Mainstreaming human rights

The concepts of educational equity and access are embedded in universal human rights, thus meeting the needs of all learners is key.[2] There is a human rights imperative for all people to have a reasonable opportunity to develop their capacities and to participate fully in society.[3] Ending extreme poverty and hunger, improving women's and children's health, combating HIV/AIDS, and ensuring universal education all depend largely on the progress that is made by and for women and girls.[4] Low participation of women in all spheres of public life limits the economy's potential to employ its human talent effectively. Attaining an education is a matter of justice as much as it is a matter of sustainable development – higher levels of education are associated with almost every positive life outcome.[5] An education system devoid of gender disparity is key for the integration and prosperity of ECOWAS.[6]

Ensuring equity and access is an integral principle in the Plan of Action for the Second Decade of Education. ECOWAS aims to integrate gender issues in all its frameworks and initiatives.[7] In pursuit of this goal, the region formed a specialized agency called the ECOWAS Gender Development Centre and adopted a gender policy in 2004. The gender policy seeks to promote the gender parity principle, strengthen institutional frameworks for the promotion and protection of all human rights for women and girls and actively promote the implementation of legislation to guarantee women's rights in education and other sectors.[8]

Ensuring universal access to education

The gender and culture priority areas also aim to ensure universal access to basic and secondary education and a significant reduction in the number of out-of-school children and young people, with special focus on persons with disabilities, situations of conflict and marginalized groups. Improving access to education is dependent on a combination of factors. These factors and their application and

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[1] http://www.unwomen.org/en/news/stories/2011/9/sustaining-responses-on-gender-equality-in-the-ecowas-region
[2] http://www.iojes.net/userfiles/Article/IOJES_174.pdf
[3] http://www.oecd.org/education/school/38692676.pdf
[4] http://www.unwomen.org/en/news/stories/2011/9/sustaining-responses-on-gender-equality-in-the-ecowas-region
[5] http://www.oecd.org/education/school/38692676.pdf
[6] Jagne F S (2010) Nation-states and the Challenges of Regional Integration in West Africa: The Case of the Gambia. Karthala Editions.
[7] http://makeeverywomancount.org/index.php?option=com_content&view=article&id=3377:economic-community-of-west-african-states-ecowas&catid=77:monitoring-african-regional-organisations-&Itemid=200
[8] http://www.unwomen.org/en/news/stories/2011/9/sustaining-responses-on-gender-equality-in-the-ecowas-region#sthash.XVO98V4P.dpuf

effects will differ across countries and situations. The factors include enrolment drives, lowering the cost of education, expanding existing and providing new schooling facilities, keeping children in school and providing and retaining teachers.[9]

Participation across all levels of education in the region is increasing, but is still limited and unequal. The ECOWAS region has made some strides towards attaining universal access to primary education with enrolment increasing by up to a fifth in four out of 11 countries (Benin, Burkina Faso, Côte d'Ivoire and Niger). In 2012, five countries had a gross enrolment rate of less than 90 per cent, down from eight countries in 2006. Niger lags behind its peers in the region with 71 per cent of the eligible official school-age population in school, despite a 20 per cent increase from the 2006 enrolment levels. Benin, Cape Verde, Sierra Leone and Togo could be facing challenges of repeaters, over-aged or under-aged learners, evidenced by a GER in excess of 100 per cent. The Gambia and Cape Verde are exceptions in the region, reporting declines in GERs for primary education. Girls' enrolment in the region remains generally lower than that of boys; in Côte d'Ivoire and Guinea the GER for girls is as many as 15 percentage points lower. Access for girls, however, is improving at a faster rate than it is for boys.

Country	GER Primary								
	Female		Percentage Change	Male		Percentage Change	Total		Percentage Change
	2006	2012		2006	2012		2006	2012	
Benin	87.8	115.9	28.1	109.8	129.5	19.7	98.8	122.8	24.0
Burkina Faso	55.8	82.6	26.8	68.2	87.3	19.1	62.1	85.0	22.9
Cape Verde	110.6	107.0	-3.6	116.5	116.9	0.5	113.5	112.0	-1.6
Côte d'Ivoire	66.0	86.6	20.6	82.8	101.8	19.0	74.4	94.2	19.8
Gambia	90.8	87.0	-3.8	86.8	83.4	-3.4	88.8	85.2	-3.6
Ghana	94.5	106.3	11.8	96.2	113.4	17.2	95.3	109.9	14.6
Guinea	74.2	82.7	8.5	89.8	98.8	9.0	82.1	90.8	8.7
Guinea-Bissau	...	...	...	...	...	...	119.9	...	...
Liberia	88.8	...	...	96.1	...	...	92.5	...	...
Mali	74.6	82.9	8.4	91.2	93.8	2.6	83.0	88.5	5.4
Niger	42.6	64.9	22.3	58.3	77.1	18.8	50.6	71.1	20.5
Nigeria	94.2	...	...	108.8	...	...	101.7	...	...
Senegal	80.0	87.0	7.0	81.3	80.6	-0.6	80.6	83.8	3.2
Sierra Leone	...	130.8	...	...	132.2	...	...	131.5	...
Togo	108.7	127.4	18.7	126.4	138.2	11.7	117.6	132.8	15.2
Regional weighted average	85.8	...	...	99.4	...	...	92.7	...	...
Continental weighted average	92.7	...	...	102.7	...	...	97.7	...	...

Source: AU Outlook database (2014)

Comprehensive data on the secondary GER are only available from six countries, making it difficult comprehensively to evaluate the region's progress at this level. The limited data available show, however, very marginal improvements in access, with a 20 per cent increase reported by Mali. In 2012, a huge chunk of learners were out of school in Burkina Faso, Guinea and Niger, with public secondary school enrolments of only 25 per cent, 38 per cent and 15 per cent respectively. From the limited data available, the countries facing the largest challenges have expanded access by less than 10 per cent over a six-year period. Cape Verde has no disparity in male and female enrolments and is approaching universal access at the secondary level. The disparity between male and female gross enrolment in the

[9] http://www.undg.org/docs/11421/MDG2_1954-UNDG-MDG2-LR.pdf Accessed 21 February 2014

other countries with data, however, remains skewed in favour of males, with the gap being much wider when contrasted with the situation at the primary level.

Country	GER Secondary								
	Female		Percentage change	Male		Percentage change	Total		Percentage change
	2006	2012		2006	2012		2006	2012	
Benin	...	...	...	...	...	...	...	...	...
Burkina Faso	12.6	23.2	10.6	17.4	28.6	11.2	15.0	25.9	10.9
Cape Verde	90.9	100.9	10.0	78.0	84.7	6.8	84.4	92.7	8.4
Côte d'Ivoire	...	...	...	...	...	...	...	...	...
Gambia	...	...	...	...	...	...	...	...	...
Ghana	44.9	54.9	10.0	53.1	61.3	8.2	49.1	58.2	9.1
Guinea	22.5	30.0	7.5	43.0	47.4	4.5	32.8	38.8	6.0
Guinea-Bissau	...	...	...	...	...	...	34.5	...	...
Liberia	...	...	...	...	...	...	...	...	...
Mali	22.8	42.6	19.9	36.3	58.3	22.0	29.7	50.6	21.0
Niger	8.9	12.8	3.9	14.2	19.1	4.9	11.5	15.9	4.4
Nigeria	30.9	...	...	37.3	...	...	34.2	...	...
Senegal	21.0	...	...	27.6	...	...	24.3	...	...
Sierra Leone	...	...	...	...	...	...	...	...	...
Togo	33.2	...	...	60.8	...	...	47.0	...	...
Regional weighted average	27.5	...	...	36.7	...	...	32.2	...	...
Continental weighted average	36.8	...	...	43.8	...	...	40.3	...	...

Source: AU Outlook database (2014)

Availability of data and levels of access are worse in tertiary education. In 2006, across Africa, only 10 per cent of tertiary education-aged students were enrolled; the ECOWAS region had a marginally lower figure of 8 per cent of its population enrolled. Among the countries with data, only Cape Verde, Ghana and Togo reported gross enrolments higher than 10 per cent. Cape Verde reported the highest proportion of 21 per cent, and also had the biggest improvement in access, an increase of 12 percentage points. The rest of the reporting ECOWAS countries had single digit GERs, with Burkina Faso and Niger both having ratios below 5 per cent.

Gender parity in enrolments

The ECOWAS region has set out to increase the number of girls attending school, reduce the number of dropouts and improve the quality of learning for those enrolled. On this score, the ECOWAS region is progressing towards attaining gender parity in primary education, and the regional average GPI stood at 0.9 in 2006. The highest levels of inequality can be found in Côte d'Ivoire, Guinea, Mali and Niger which reported GPIs ranging from 0.84 to 0.88. Burkina Faso, the Gambia, Senegal and Sierra Leone have attained gender parity at this level. Most changes in the gender composition at primary level from the base year 2006 to 2012 remain negligible, largely because the region had already made significant progress in this area.

Regionally, with a GPI of 0.75 at the secondary level in 2006, there were higher levels of inequality compared to the rest of the continent whose GPI stood at 0.84. Only six countries provided GPI data in 2012 compared to 2006. The data show worsening levels of inequality and no meaningful change in the level of participation for young women. Cape Verde however, is in a unique situation as girls outnumber boys, while Ghana is on the brink of achieving parity at this level. Girls in Niger and Guinea face huge challenges of accessing secondary education with a gender parity index of 0.63 and 0.67 respectively.

Tertiary education in the ECOWAS region remains the preserve of men; the highest levels of inequality were reported in Togo, which had 27 female students for every 100 male. Niger, Mali and Guinea were marginally better with gender parity indices ranging from 0.34 to 0.43. Cape Verde is, again, an exception in the region with seven females enrolled for every five males. There has been negligible improvement in women's participation during the period under review. Efforts to enhance women's access to institutions of tertiary learning have to be doubled.

In addition, it would be worthwhile for the ECOWAS region increasingly to look at gender parity beyond enrolment. The conditions under which males and female are expected to learn have to come into focus. Eliminating targeted violence in schools, improving the curricula and teaching and learning materials are actions that can enhance equality and bring down gender stereotypes.

Children out of school

The region had more than 14 million children of primary age out of school in 2006, and more than half of these (7.4 million) were in Nigeria. There are no data on the Nigerian and regional total population of out-of-school children in 2012. The problem of out-of-school children is also significant in Burkina Faso and Niger, which had more than 400,000 children out of school in 2012. The limited data available, however, signal a drop in the out-of-school population at the primary level, with eight of the nine reporting countries showing declining numbers over the six-year period. Notable is the 60 per cent decline in Benin, while Cape Verde also reported a reduction of up to 54 per cent. While Mali and Senegal managed an 11 per cent decline, of concern is the rise in the number of children out of school in the Gambia, a figure of 42 per cent. Out of the nine reporting countries, there were more girls out of school than boys. It also appears that the out-of-school population for boys is declining at a faster rate than it is for girls.

The out-of-school indicator presents the out-of-school population as a percentage of the population eligible for that level of education. In the base year 2006, one third of the primary-aged children in the ECOWAS region were out of school, compared to one fourth of the primary-aged children out of school across the rest of Africa. Burkina Faso, Liberia and Niger had the highest rates of 50 per cent, 65 per cent and 56 per cent, respectively, of school-age children being out of school. In 2012, the region made major gains to reduce the magnitude of the out-of-school children, even though the problem persists. Significant declines have been realized in Niger (19.6 per cent), Burkina Faso (17.1 per cent) and Ghana (15.3 per cent). Despite this, Burkina Faso and Niger still had more than one third of their children out of school.

Survival rate to the last grade of primary education

A huge number of children entering primary schools in the ECOWAS region are often at risk of dropping out before completing primary level. Low survival rates lower returns on the huge investment made towards improving access. Often, learners leave school before acquiring key skills, thereby diminishing their chances in life, particularly that of their employability and economic participation. This makes a strong case for a greater focus on strategies to enhance retention and progression, some of which may have to address issues at the household level.

Less than half of the member States provided data for this indicator in 2011, while only three countries provided data for the base year and the current reporting year. These three countries signal a mixed record in the region. Guinea-Bissau recorded a lower survival rate to the last grade of primary; an 18 per cent decline over the six years. Burkina Faso's rate also fell by 3 per cent while the odds of

completing primary education in Côte d'Ivoire improved, courtesy of a 7 per cent increase in its survival rate. The highest survival rates were reported in Côte d'Ivoire and the Gambia where 82 per cent of learners made it to the last grade of primary education. The other member States, namely Benin, Guinea, Mali and Senegal, recorded a survival rate of around 60 per cent in 2011.

Enhancing literacy and cultural industries

The objective is to promote cultural industries, along with functional literacy, for the economic empowerment of women and men. UNESCO defines cultural and creative industries as "sectors of organized activity whose principal purpose is the production or reproduction, promotion, distribution and/or commercialization of goods, services and activities of a cultural, artistic or heritage-related nature."[10] Cultural industries are becoming important components of today's economy, propelling innovation and development. Evidence suggests that cultural industries contribute to gross domestic product and employment, and can improve a country's foreign trade position and competitiveness.[11] Most developing countries are slowly discovering the economic value of the sector. This is why the AU Plan of Action sees the infusion of national languages, folklore and other cultural modes of transmitting information in the school as key benchmarks in improving this thematic area. ECOWAS countries initiated some projects with the intention of mapping the significance of cultural industries but due to funding constraints, some of the initiatives had limited impact. There is a need for countries to exploit cultural industries by including it in literacy programmes, since literacy rates are improving.

Increasing synergy between culture and education

Culture and education enjoy a symbiotic relationship where both are and can be used as a conduit for the other. Given that most West African countries inherited the education systems of their former colonizers, a large part of the cultural function of education has been made subservient to Western ideas. Reforms in education can be used to strengthen cultural systems. In his paper on education and culture, Obanya (2005) recommends the development of educational materials in local languages, the development of other cultural industries that can have an impact on education, the mobilization of other societal resources (cultural events and practices, crafts, farms, workplaces) for enriching teaching and learning and the building of strong school–community ties.

Language can be considered as a conduit for the transmission of cultural knowledge and values. Language represents a vital means for the shaping of the world around us and the creation of personal and social identity. Furthermore, language plays a central role in education as the communication between students and teachers is effected through the use of language. Africa's cultural renaissance charter for African States should prepare and implement reforms for the introduction of African languages into the education curriculum. To this end, each State should extend the use of African languages, taking into consideration the requirements of social cohesion and technological progress, as well as regional and African integration

Conclusion

Despite the huge gaps in data availability, it is evident that the ECOWAS region has made some notable improvements in improving access to education, particularly at the primary level. Challenges remain in

[10] ADEA (2012) AU Outlook on Education Continental Report
[11] Measuring the economic contribution of cultural industries: A review and assessment of current methodological approaches 2009

some countries and more efforts have to be channelled to these countries. More girls are now in school, especially at the lower levels, but gender disparities still persist at higher levels of education. The out-of-school population remains sizeable and those who get into the school system often do not stay long enough to complete a cycle or proceed to the next level. The aspect of developing cultural industries needs to be closely examined, as very little progress has been made in this area, so that member States may tap into the economic potential of the sector.

Education management information systems (EMIS)

Accurate, relevant and comprehensive statistical data is essential for monitoring and evaluating policy implementation[12]

The EMIS priority area aims to reverse the so-called "data blank" phenomenon and facilitate planning based on sound information and rigorous monitoring and evaluation of the performance of education systems. It is assessed by a number of indicators which measure proxies of effective EMIS.[13] These include the response rate from the annual school census and coverage of EMIS for all key levels of education.

Regional EMIS initiatives

As a result, the education and statistics divisions of the ECOWAS Commission, in partnership with their technical and financial partners – ADEA, UNESCO, the African Development Bank and the AU Observatory and member States – undertook a number of actions and activities for strengthening the capacity of ministries of education and training to establish robust and reliable education statistics production systems.

Building on the EMIS awareness-raising workshop in Lome 2010, which produced a status report, identified common challenges and made recommendations, the ECOWAS region conducted an EMIS assessment survey in 2010 with support from the ADEA Working Group on Education Management and Policy Support. The study evaluated the capacity of research and planning directorates of ministries of education to produce comprehensive and timely data. Some of the obstacles that the assessment identified included a weak institutional arrangement, inadequate skills and a lack of coordination among the different ministries in charge of education and training, involved in the production of education statistics.

In order to ensure that all ECOWAS member countries can produce comparable and adequate statistics and indicators at both national and international levels in an effective manner, ECOWAS norms and standards were developed and adopted in 2011. The norms and standards set minimum levels to guide countries in improving their EMIS in order to contribute to regional and continental EMIS networking. The ECOWAS EMIS norms and standards document was validated by the ECOWAS ministers in charge of education and training at their fourth conference, which took place in Abuja in October 2012. A capacity-building strategy was developed and validated in 2012 with the assistance of the ADEA Working Group.

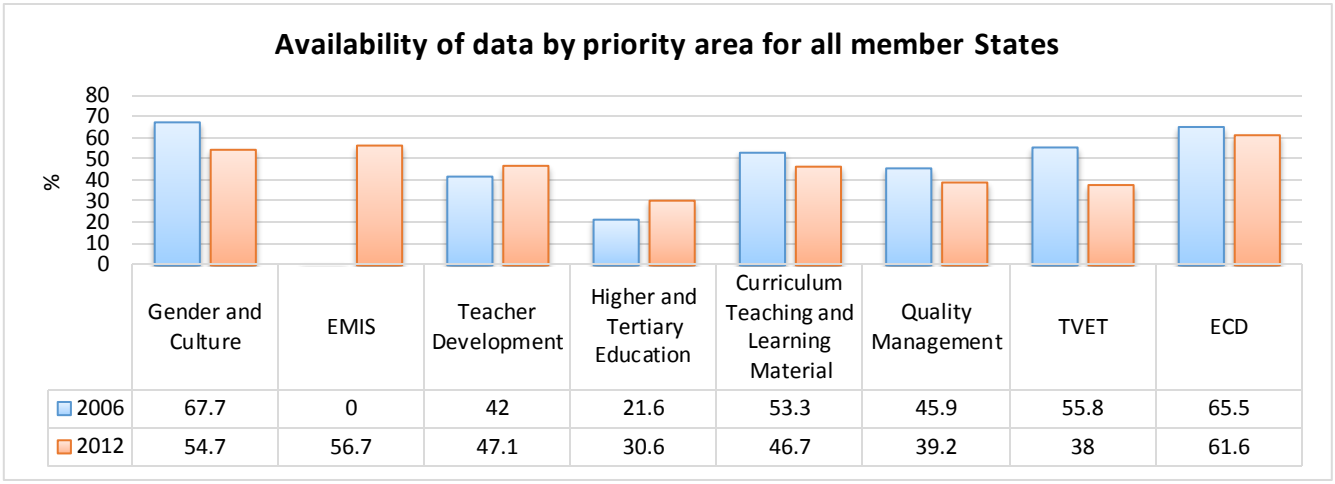
School census return rate (public institutions)

The school census return rate is the number of questionnaires completed and returned from educational institutions expressed as a percentage of the total number of institutions expected to return the questionnaires. The indicator assesses the comprehensiveness and accuracy of national educational statistics. Education ministries are expected to collect nearly 100 per cent of submitted public and private institutions' questionnaires, although this is normally a challenge with private institutions. On the whole, the percentage indicates how well the data collection system is working. Data from 2006 were unavailable from all countries for primary and secondary education. In 2012, eight countries reported on this indicator, recording return rates in excess of 96 per cent for public institutions.

[12] ADEA (2012) AU Outlook on Education Report, Economic Community of West African States (ECOWAS)
[13] African Union (2006) Second Decade of Education for Africa (2006-2015) Plan of Action.

Regional data availability by priority area

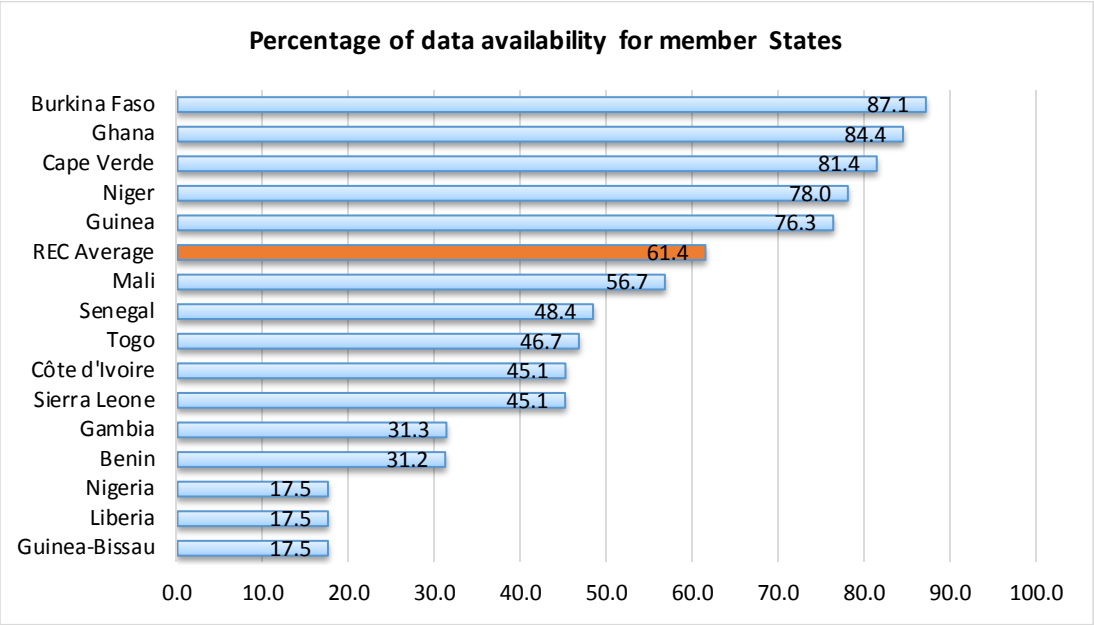
The region's record over the six-year period is a mixed one in terms of reporting across the various priority areas. Data availability for the teacher development priority area improved by five percentage points while higher and tertiary education improved by nine. While progress was made in these areas, the number of data blanks increased for the gender and culture, curriculum teaching and learning material, TVET quality management and ECD priority areas.



A comparison of the individual member States reveals a similar pattern of mixed performance. In 2006, across all priority areas, member States provided 65 per cent of the required international data. Over a six-year period, the region's reporting rate had declined to 61.4 per cent, driven by a lower rate of reporting by six countries. The largest declines were reported by Nigeria (20 percentage points lower). The remaining nine countries reported some improvements in the effectiveness of their EMIS systems. Burkina Faso, Ghana and Sierra Leone registered huge gains in excess of 30 percentage points.

Country	**Percentage of data on AU priority areas in the ECOWAS region by member countries**		
	Percentage coverage 2006	Percentage coverage 2012	Difference
Benin	42.7	31.2	-11.5
Burkina Faso	55.9	87.1	31.2
Cape Verde	63.0	81.4	18.4
Côte d'Ivoire	27.0	45.1	18.2
Gambia	39.4	31.3	-8.1
Ghana	47.0	84.4	37.5
Guinea	69.1	76.3	7.2
Guinea-Bissau	17.1	17.5	0.4
Liberia	25.7	17.5	-8.1
Mali	46.9	56.7	9.9
Niger	74.7	78.0	3.3
Nigeria	37.5	17.5	-20.0
Senegal	51.9	48.4	-3.6
Sierra Leone	10.0	45.1	35.2
Togo	51.7	46.7	-5.0
REC average	**65.5**	**61.4**	**-4.1**

The strength of EMIS across the region varies. Guinea-Bissau, Liberia and Nigeria can be classified as having weak systems in terms of providing data for international reporting, with up to four fifths of data required not being available. At the far end of the spectrum are countries such as Burkina Faso, Cape Verde and Ghana, which provided more than 80 per cent of the internationally required data.



A notable quality assurance mechanism developed under the wing of the African Union is the roll-out of policy on EMIS norms and standards in the ECOWAS region, spearheaded by the ADEA Working Group on Education Management and Policy Support. Adopted by ECOWAS, these norms and standards detail 17 principles of best practice in EMIS legislative framework, methodology, resource utilization and dissemination of information. Countries assess their EMIS using the framework and teams composed of member State technical experts, who, supported by international resource persons, peer review the self-assessment.

Conclusion

Despite the various efforts already made, there are indications that most countries of the region lack adequate, reliable and updated education data at various levels and spheres, largely owing to institutional, organizational, human, material, technical and financial challenges in their respective statistical production chains. In order to put the necessary institutional framework in place at the regional level, it is expedient for ECOWAS to get actively involved in member States for a more meaningful impact. There is need to solicit the buy-in of ministers for the establishment of EMIS units where they do not exist, deployment of relevant personnel, capacity-building of personnel and funding for effective use of the regional EMIS norms and standards towards addressing challenges confronting the EMIS subsector. The ECOWAS Commission has made budgetary provision to implement devices of the various strategies.

Teacher development

No other measured aspect of schools is nearly as important in determining student achievement as the quality of the teacher[14]

The goal of the teacher development focus area is "to ensure the provision of sufficient teachers to meet the demands of education systems and to ensure that all teachers are properly qualified and possess the relevant knowledge, skills and attitudes to teach effectively. Teachers should also be properly supported and adequately remunerated, to ensure high levels of motivation".[15]

Quality of teaching raises academic achievement and is critical to student success. Highly effective teachers can have an enriching effect on the daily lives of children and their lifelong educational and career aspirations. A certain level of experience and teacher qualification has a statistically significant positive effect on learning outcomes.[16] Although teacher supply and teacher quality are not the only factors that affect student achievement,[17] they are estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership,[18] in most instances at a lower cost.

Teacher supply

Attaining the goal of providing universal access to education depends in a large part on the availability of an adequate supply of well trained and highly motivated teachers.[19] Changes in participation and an increase in enrolments require an increase in the number of teachers; this has placed national systems for teacher provision and management under increased stress. Countries have struggled to recruit sufficient numbers of qualified teachers, to deploy them to where they are needed, and to provide the management and support structures to ensure that quality education is delivered.[20]

Although the ECOWAS region has recorded significant levels of success in enhancing teacher supply in recent years, shortfalls in teacher supply still persist. The region had 970,000 teachers in 2006, of these, 58 per cent were found in Nigeria, which has the largest teacher force at primary level numbering 565,000. The remaining member States have a teacher workforce ranging from 88,000 in Ghana to 3,000 in Cape Verde. In 2012, the supply of teachers grew significantly with the number of teachers almost doubling in Niger, which saw an 88 per cent increase. Huge gains were also recorded in Burkina Faso and Côte d'Ivoire, reporting 60 per cent and 53 per cent increases respectively.

In five of the nine reporting countries in 2012, the number of female teachers joining the teaching profession outnumbers that of males. Despite this growth, male teachers continue significantly to outnumber females in eight out of eleven countries with data. This masculinization of the teaching profession could point to a situation of limited professional employment opportunities. The gender

[14] http://hanushek.stanford.edu/publications/valuing-teachers-how-much-good-teacher-worth
[15] ADEA WGEMPS (2012) AU Outlook Report
[16] http://www0.gsb.columbia.edu/faculty/jrockoff/rockoff_teachers_march_04.pdf
[17] http://hanushek.stanford.edu/publications/valuing-teachers-how-much-good-teacher-worth
[18] http://www.rand.org/education/projects/measuring-teacher-effectiveness/teachers-matter.html
[19] http://www.col.org/progServ/programmes/education/teachEd/Pages/default.aspx
[20] Mulkeen A (2010) Teachers in Anglophone Africa Issues in Teacher Supply, Training, and Management. The World Bank

situation worsens at secondary level, with women constituting a much lower proportion of the teacher workforce.

There are limited data to draw conclusions on the total teacher force at secondary level compared to primary level. From the four countries that have data for both years there is a significant increase, however, in the number of teachers, ranging from 137 per cent in Burkina Faso to 56 per cent in Cape Verde.

Gender balance

For both primary and secondary levels, the gender imbalance remains, with male teachers far outnumbering their female counterparts. Gender inequality in the teaching and education management workforce presents barriers to girls' access, retention and learning outcomes. A gender gap in the teacher corps will lead to performance gaps between the genders and different promotion rates.[21] In the ECOWAS region women were outnumbered by men across all levels – women's participation is slightly higher in lower-skilled, lower-paid early childhood education roles and primary-level teaching roles, while the dominance of men is more pronounced in secondary and higher education teaching roles.

The regional percentage of female primary-school teachers was similar to the continental percentage by a difference of less than 5 per cent in favour of the continent. Less than one fifth of the primary school teachers in Benin, Liberia and Togo were female. During the period under review modest gains were recorded in Burkina Faso, with a 7 percentage point increase in the proportion of female teachers, while Ghana regressed, reporting 7 per cent fewer female teachers. In 2012, six out of the ten reporting had less than one third of their primary-school teachers being female. In contrast, 68 per cent of the teachers in Cape Verde were female, while Niger had the second highest percentage of female teachers at 46 per cent.

In 2006, one fourth of the secondary teachers in the ECOWAS were female. There is no equal representation of female teachers in all the reporting countries; the inequalities are most pronounced in Guinea and Togo, where fewer than 7 per cent of the teachers are female. Data on the percentage of female teachers at secondary level for 2006 and 2012 were only available from three countries which did not report any changes in the representation of female teachers. Cape Verde reported the highest percentage of female teachers at the secondary level in 2012 of 41 per cent.

Measuring the demand for teachers

Using pupil-teacher ratios to measure teacher demand is fraught with challenges of interpretation as national, regional and continental averages hide all kinds of ranges and variations at school level. Nevertheless, until more detailed statistics are available, it remains a proxy of the supply and demand equation of teacher provision. The pupil-teacher ratio is the average number of learners per teacher at a specific level of education in a given school year. A high pupil-teacher ratio suggests that each teacher is responsible for a large number of pupils.

[21] http://www.vso.org.uk/sites/vso_uk/files/rwanda_gender-equality-in-teaching-and-education-management_summary_0.pdf

The 2009 ECOWAS primary pupil-teacher ratio average is close to the AU Plan of Action objective of 40 primary learners to a teacher. This average, however, masks the huge variations that exist within the region. Guinea-Bissau and Mali have high pupil-teacher ratios of 62:1 and 52:1. On the other extreme is Cape Verde, which reported pupil-teacher ratios of 25:1, a rate significantly lower than the regional average. The situation improved in 2012 with teachers in Senegal having classes with up to eight fewer pupils than in 2006; declines of four to five learners per teacher were also recorded in the Gambia and Côte d'Ivoire. A higher pupil-teacher ratio was reported by Burkina Faso, with an increase of 2.5, and a negligible 0.5 rise by Benin.

At the secondary level it was not possible to calculate a regional average, owing to the poor reporting rate by ECOWAS member States, where fewer data were available in 2012 in comparison to 2006. It is noteworthy, however, that the four countries which provided data for both years reported a declining pupil-teacher ratio. Most notable are Cape Verde and Guinea, whose pupil-teacher ratios were lower by nine and five pupils respectively. The highest pupil-teacher ratio in 2012 was reported by Burkina Faso with a ratio of 26:1.

Teacher supply, seemingly, is improving in most countries, even if not at the pace needed to attain the EFA and AU Plan of Action goals by the 2015 target date. The challenge, however, if ECOWAS is to achieve quality education and learning outcomes, remains for teachers to be adequately qualified.

Teacher qualifications

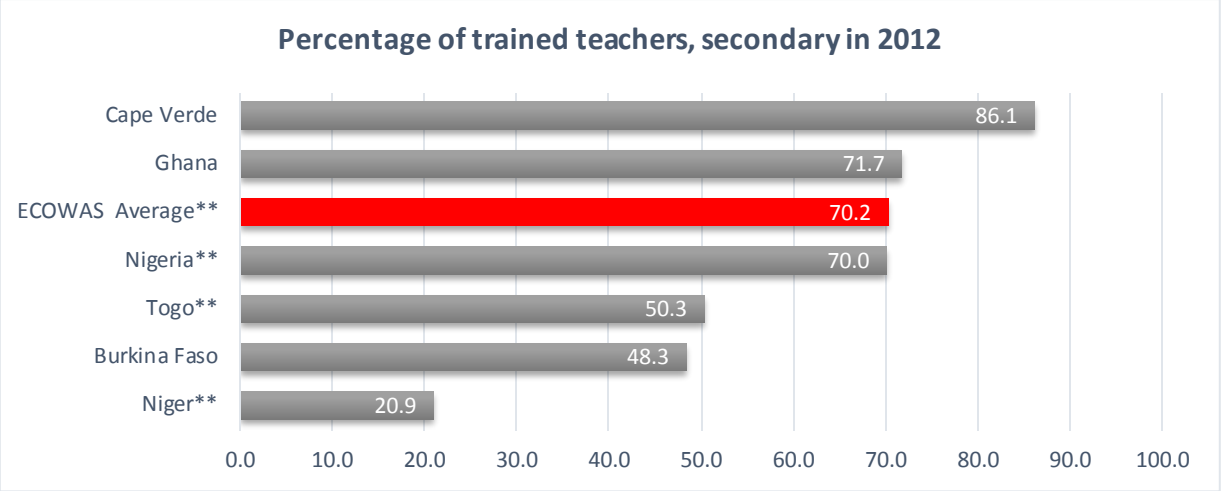
From the onset, it is important to make a clear distinction between the concept of "trained" and "qualified" teachers. The notion of "trained teacher" should be used with prudence. Given the diversity of training programmes, and their varying content and length, not all trained teachers on the continent possess the necessary knowledge and professional skills to be seen as qualified. Indeed, a common pattern in most African countries is that a trained teacher may not be qualified for the grade or level at which he or she is teaching. This section's analysis refers to data on teachers that are recognized as qualified to teach according to national standards.

Pre-service teacher training and having the requisite level of teacher qualification according to national standards raise student achievement. Training can improve subject knowledge and provide the pedagogical skills to deliver the knowledge which improves learner outcomes,[22] as what students achieve in school is heavily influenced by classroom practices and teachers' skills.[23]

In the base year 2006, 58 per cent of primary-school teachers in the ECOWAS region were trained, compared to 81 per cent across the continent. Limited data available show a trend where the availability of qualified teachers has improved. In Burkina Faso, Cape Verde, Côte d'Ivoire and Niger more than 94 per cent of primary-school teachers were trained. Five out of six countries reported higher percentage of qualified teachers in 2012. Notable is the improvement of 15 percentage points in Senegal and a 13 percentage point rise in Cape Verde. Some member States are facing challenges, however, with Sierra Leone and Guinea reporting that 54 per cent and 52 per cent, respectively, of their staff are trained.

[22] http://www.heart-resources.org/wp-content/uploads/2012/04/Impact-of-Teacher-Training-on-Learning-Outcomes-October-2011.pdf
[23] Education For All, UNESCO GMR 2010

The situation at the secondary level deteriorates with lower percentages of teachers being trained: thus, across the region an average of 70 per cent of secondary teachers were trained. In all the reporting countries for 2006 and 2012 the percentage of trained female teachers was higher than that of males at the primary and secondary levels.



** Data from 2006 were used as data for 2012 were unavailable

It is evident that, in some member States, teacher qualifications are an acute challenge and this makes a case for strengthening conventional face-to-face training, as well as exploring other modalities for training personnel. The focus of teacher training must shift to providing recurrent in-service programmes of professional learning as well open and distance learning.[24]

Challenges to the supply of qualified and competent teachers[25]

Labour choice is a key determinant in the decision to enter the teaching profession. There are numerous factors at play in the decision to become a teacher, such as sociological aspects, which include social perception of the profession. Teacher supply therefore consists of new teachers from institutions of higher learning, untrained teachers who are being recruited and former teachers who are being recruited back into the profession. Reasons for teacher outflow also include resignations, retirement, death and temporary absence.[26]

Despite all the improvement as far as the supply of adequate numbers of qualified and competent teachers is concerned, some challenges persist. Although the supply of teachers is progressing in the right direction, country-training capacities are perceived to be low and do not meet the demand. Regional teacher migration also affects the demand and supply of teachers. Teachers often migrate to regions or neighbouring countries where the standards of living are higher than in their country of origin. Some studies reveal, however, that teachers are not treated well in destination countries because of the difficulties associated with recognizing their qualifications and a lack of understanding to their rights and obligations as teachers. The teacher brain drain from many countries is particularly severe in the area of mathematics and science. There is a need for innovative in-service interventions to

[24] http://www.col.org/progServ/programmes/education/teachEd/Pages/default.aspx
[25] Section adopted from ADEA (2012) AU Outlook on Education Continental report
[26] http://www.sace.org.za/upload/files/A%20review%20on%20teacher%20demand%20and%20supply%20in%20South%20Africa.pdf

strengthen teacher skills in the area of mathematics and to bring about better teacher attitudes which affect their pedagogical preparedness and classroom practices.

Regional strategies on teacher policy[27]

Few African countries have developed a separate comprehensive teacher policy, although many countries have national teacher provision plans to tackle the teacher gap. A recent global strategy is one driven by UNESCO's Teacher Training Initiative for Sub-Saharan Africa (TTISSA), whose country and regional activities are geared towards promoting teacher-development long-term policies via the diagnosis tool that it has developed.

Using the TTISSA tool, the UNESCO International Institute for Capacity-Building in Africa (UNESCO-IICBA) has been contributing to this process with the diagnosis of teacher issues in some countries to allow them to define a holistic policy for teachers. It has, furthermore, conducted a study on teacher policy development with a gender perspective which was carried out in three West African countries – Ghana, Nigeria and Senegal. On the basis of the research output, a training module has been developed and is being used by UNESCO-IICBA to build the capacity of policy makers making gender-sensitive teacher policies.

The TTISSA methodological tool has been implemented in ten countries, of which three (Benin, Burundi and Lesotho) have completed the whole process and submitted their reports. With the support of the Pôle de Dakar, a platform for expertise in education policy analysis within the UNESCO Dakar Office, Benin is the first country to have undergone a thorough diagnosis exercise aimed at developing its teacher policy, the results of which have been recently published. Other countries are encouraged to do the same and several have already manifested their interest, hoping to derive the benefits accruing from such policy formulation in terms of, for example, career path definition and policy financing.

Such policies would form the basis for planning strategies, establish a framework for teacher professional development, and enable countries and regions to harmonize qualification frameworks and teacher careers.

Teacher working conditions[28]

Country strategies to cope with the rise in education demand have led to a variety of teacher statuses (civil servants, community, contract, qualified and unqualified), some of which push teachers into vulnerable employment situations and subsequently a state of precariousness. Key reforms need to be made to address issues pertaining to recruitment and training and the management of career paths in terms of opportunities for advancement, social protection guarantees, and the rights and obligations of contractual teachers. The long-term goal, however, should be to phase out the recruitment of untrained teachers, the integration of contractual teachers into the public service and the recognition of all categories of teachers serving in formal and non-formal settings, as well as in the different subsectors of education, and support for them in their professional and career development.

In the majority of countries, teacher salaries have increased in such a way that, compared to other economic sectors and factoring in similar levels of education and academic qualifications to enter the job, absolute teachers' salaries are even perceived as being high. They are often well above the Fast

[27] Section adopted from ADEA (2012) AU Outlook on Education Continental report
[28] Section adopted from ADEA (2012) AU Outlook on Education Continental report

Track Initiative (now the Global Partnership in Education) indicative framework of 3.5 times GDP per capita. Yet, despite this fact and because of the high cost of living in the majority of countries, teachers have suffered losses in purchasing power in real terms. These purportedly unattractive salaries are one of the reasons for the high absenteeism and attrition rate, leading to a perception of the teaching force having a low level of motivation.

Given that pupil-teacher ratios and teacher salaries are two of the most powerful adjustment variables in education planning and bearing in mind their weight in the budget, these average shares of teacher salaries are factors that cannot be ignored, especially in countries facing severe financial constraints and intersectoral competition for resources. The question is to be analysed in terms of the sustainability of these levels of teacher salary in absolute terms, of intra-sectoral trade-offs which are unfavourable to other education quality inputs, of equity, and also in terms of decent work and salaries as defined by the International Labour Organization – a difficult equation.

Conclusion

Improved access to education has led to higher demand for teachers and this has subsequently put the national systems for teacher provision and management in member States under increased stress. The ECOWAS region has recorded significant levels of success in enhancing teacher supply in recent years; however shortfalls in teacher supply still persist. Pupil-teacher ratios and the percentage of trained teachers have been improving. Women remain in the minority but more of them are trained compared to men and their numbers are increasing at a faster pace. Challenges in teacher supply are compounded by factors such as teacher attrition, particularly as a result of regional teacher-migration. There is a need for member States to develop separate teacher policies that improve contractual status, remuneration and conditions of service for teachers

Higher and tertiary education

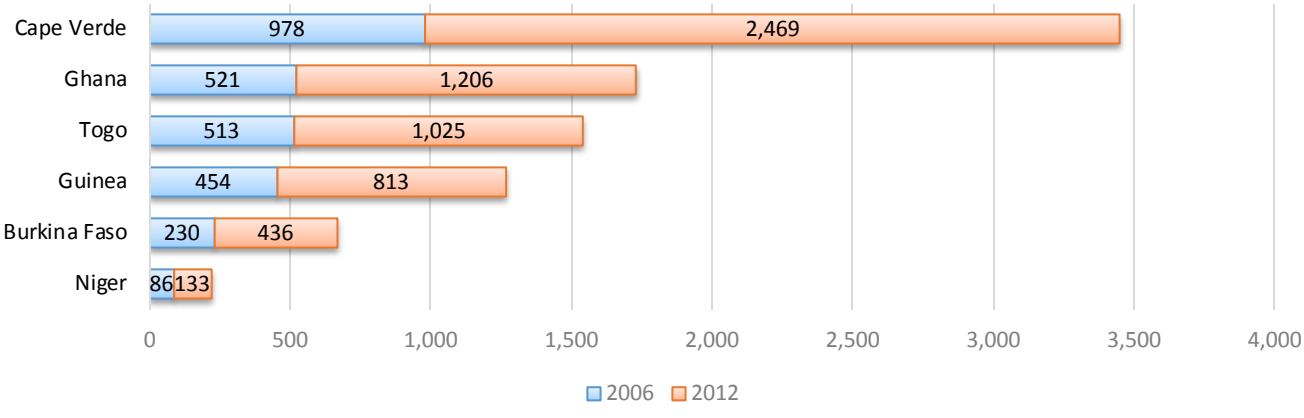
Higher and tertiary education is a major driver of economic competitiveness in an increasingly knowledge-driven global economy, which has made high-quality tertiary education more important than ever before[29]

Completely revitalizing higher education in Africa through vibrant learning and research-oriented institutions which provide knowledge and innovation remains the main goal of this priority area. The AU Commission embarked on a harmonization strategy to bridge the gap between disparate educational systems, promote student and academic mobility and facilitate the comparability of qualifications awarded across the continent.

There has been an expansion and diversification of tertiary education systems. The imperative for countries is to ensure higher-level employment and employability skills needed to sustain a globally competitive research base and improve the dissemination of knowledge for the benefit of society.

Total enrolment in tertiary

The ECOWAS region accounted for one fourth of the 8.6 million students enrolled in tertiary institutions globally in 2006. This figure must be treated with caution, however, as it excludes Nigeria which has a significant tertiary enrolment. Levels of access to tertiary education vary among the member States. Enrolments ranged from 110,000 in Ghana to 3,600 in Guinea-Bissau. During the six-year period under review the region recorded significant growth in tertiary enrolment. Six countries have comprehensive data and they reported growth in enrolments ranging from 94 per cent in Niger to 168 per cent in Ghana. The highest concentration of graduates was in Cape Verde, which reported 24 graduates per 1,000 inhabitants in 2012, a 166 per cent increase from 2006. Ghana and Togo also reported high ratios of learners to inhabitants, with more than 10 students per 1,000 inhabitants in 2012. It is evident that the region has made successful interventions to retain students in tertiary education going by the rising number of learners per inhabitants. In Niger, few learners reach tertiary education, with 1 student per 1,000 inhabitants, the lowest reported in the region.

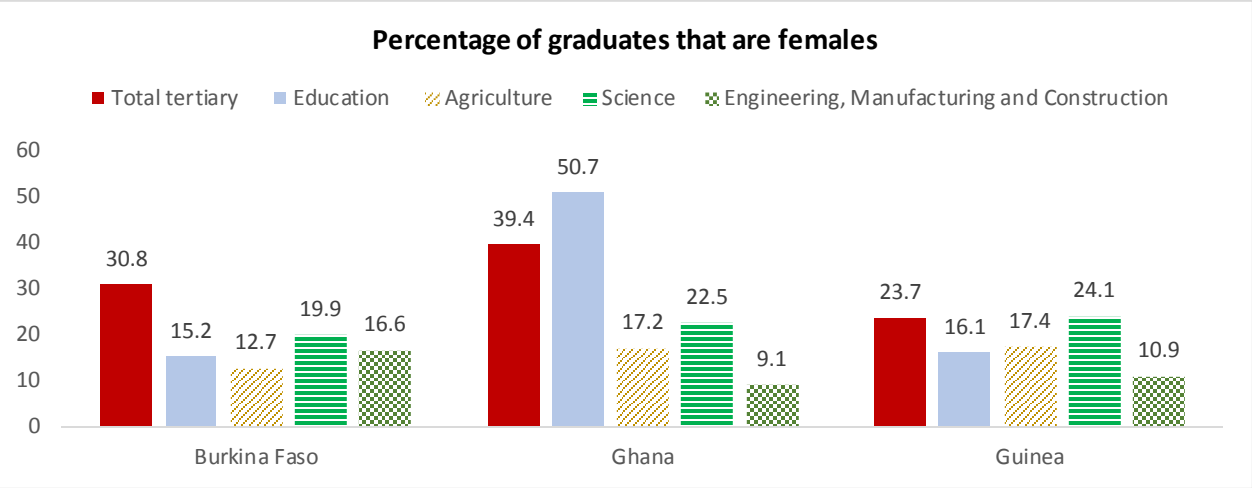


[29] http://www.oecd.org/edu/skills-beyond-school/tertiaryeducationfortheknowledgesocietyvolume1specialfeaturesgovernancefundingquality-volume2specialfeaturesequityinnovationlabourmarketinternationalisation.htm#1

Inbound mobility rate – the number of students from abroad studying in a given country as a percentage of the total tertiary enrolment in that country – tracks the inflow of foreign students into national tertiary institutions. Available 2012 data for Burkina Faso, Cape Verde, Ghana and Niger show rates ranging from 1.1 per cent in Cape Verde to 5.4 per cent in Niger.

Female students' participation in previously male-dominated fields

It is vital to track the gender balance in the strategic and economically important fields of work. Numerous interventions have been initiated across the ECOWAS region to break down barriers for women and ensure that they participate in areas previously dominated by men and also position them in strategic fields likely to drive future economic growth. Baseline data are not available to establish trends. Data from the three reporting countries, however, point to a situation where levels of women's participation in tertiary education remain subdued. Less than one third of tertiary graduates in Burkina Faso (30.8 per cent) and Guinea (23.7 per cent) are female, while Ghana fares slightly better with 39.4 per cent of graduates being female. It is evident that more has to be done to encourage the enrolment and subsequent graduation of female students.



Source: AU Outlook database (2014)

The size of the tertiary sector across the three countries is also different, with Ghana producing 72, 000 graduates per year compared to 18,000 in Guinea and 12,000 in Burkina Faso. The differences cascade across the various fields of study with agriculture, for instance, attracting a total of 71 learners in 2012 in Burkina Faso and 2,400 learners in Ghana. All reporting countries had less than 15 per cent female enrolment in agriculture. Agriculture remains a vital economic driver in most African countries. The percentage of students enrolled in agriculture in Burkina Faso, Cape Verde, Mali and Niger was, however, less than 2 per cent in 2012 and is an indication of the need for redoubling efforts to generate graduates in this field.

Science in no exception and weak female representation is evident. Burkina Faso reported only 1,500 science graduates, Ghana 6,000 graduates and Guinea 2,200 graduates. In all these countries, less than one fifth of graduates were female. Building a critical mass of female students in engineering, manufacturing and construction also remains a task to be adequately met.

Percentage distribution by field of study

The Plan of Action is also concerned with the distribution of all learners at tertiary level, beyond the gender dimension, to explore how investments in higher education are being utilized and the kind of outputs that are expected to be generated. Most ECOWAS member States reported shortages in education-related skills ranging from teachers, education leaders and planners. To illustrate this

shortage, the proportion of learners studying education-related programmes ranged from 9 per cent in Cape Verde to 3.6 per cent in Burkina Faso. During the period under review, participation in the education field increased by a negligible 2.2 per cent in Burkina Faso and 1.9 per cent in Niger.

Engineering, manufacturing and construction skills represented only a small section of all the training and skills development in the ECOWAS region. Cape Verde led with 10.5 per cent of enrolments being in this field, in contrast to only 2.4 per cent in Niger and 0.1 per cent of learners in Mali. In Burkina Faso, participation declined by 2.0 percentage points to 3.6 per cent over the six-year period under review.

It is evident that the bulk of higher and tertiary education students in the region are studying social sciences, business and law, with more than a half of learners in Burkina Faso and Cape Verde, and a third in Niger, enrolled in these fields. Mali reported 10 per cent of its tertiary students as studying social sciences, business and law. In all, 70 per cent of tertiary enrolments in the country, however, were studying towards a humanities qualification in 2012. Enrolment in the field of humanities was also high in Niger, at 23.7 per cent for the same year.

Conclusion

Higher education in Africa has gone through some expansion over the past six years, with increased learner access. The growth was from a very low base, however, and a majority of students in ECOWAS were therefore unable to gain access to this level of education. Diversification also remains a challenge in the region with the bulk of learners clustered in the fields of the humanities and social sciences. It is strategic to improve participation in other fields that offer the greatest potential for Africa's economic development. Women's participation has also been strengthened but remains in the minority; continued support and advocacy are still required.

Curriculum, teaching and learning materials

A curriculum reflects the values, attitudes and aspirations of the wider society and should therefore be grounded in culture, while being open to positive global influences[30]

Curriculum development is a continuous process of translating educational goals into practical guidelines for content, materials and methods for school and classroom-engineered activities to bring about desired learning outcomes. The AU's goal is to ensure the development and provision of balanced, relevant, responsive and culturally sensitive curricula adequately supported by appropriate teaching and learning materials, in all forms and levels of education in member States.

Relevant curricula and available and appropriate teaching and learning materials are at the heart of education and training and the attainment of learning outcomes. This priority area provides information on the availability of physical resources such as textbooks for learners. It should be used to compare established national norms on the number of pupils to a textbook.

Curriculum reform

Efforts are under way in the ECOWAS region to ensure the curricula reflect the uniqueness of the regional environment, which is characterized by issues related to ethnic diversity and conflicts, rampant poverty and the HIV/AIDS pandemic, among others. This presents formidable challenges to curriculum developers. These reforms are being undertaken in the context of limited resources, which permit the provision of only the most basic facilities.[31] Like the rest of the continent, higher-education institutions experience a growing gap between their curriculum and the demands from society, business and industry for a more flexible workforce with higher skills and competencies in problem solving, team work and project management.[32] Real curriculum development, however, is seen as a delicate process involving all elements that form the plan for learning.[33] It requires a rethinking of pedagogical approaches to teaching and learning and the issue of redefining the selection and organization of curriculum content must be addressed in such a way as to avoid excessive pressure on already overloaded, and often examination-driven, curriculum.

Learning materials

Shortages of relevant, low-cost books for use inside and outside school continue to undermine the provision of good quality education for all.[34] Uneven access to teaching and learning materials, inadequate provision of reading materials which develop vital literacy skills and unacceptable pupil-textbook ratios are some of the challenges the region continues to face. Progress on the provision of teaching and learning material is measured by the availability of textbooks and the pupil-textbook ratio, primarily for mathematics and reading. It can be assumed that a ratio of one book per pupil is adequate and ratios of higher than three pupils per textbook indicate difficulties in ensuring appropriate access for all pupils. There were no data available for ECOWAS countries in 2006.

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[30] African Union (2006) Second Decade of Education for Africa (2006-2015) Plan of Action.

[31] UNESCO/IFIP, 2000.

[32] Kouwenhoven, G.W. (2003). Designing for competence: towards a competence-based curriculum for the faculty of education of the Eduardo Mondlane university. Doctoral dissertation. Enschede: Twente University.

[33] Van den Akker (2003) mentions ten components that, like the spokes in a spider web, are interrelated: rationale, aims and objectives, assessment, content, learning activities, teacher role, materials and resources, grouping, location, and time. Changing one component will affect the others to some extent.

[34] ADEA(2012) AU Outlook on Education, Continental Report

In public primary-institutions the availability of mathematics textbooks varied across countries in 2012. In Burkina Faso and Mali there were more reading textbooks than learners, with a pupil-textbook ratio lower than 1:1. In Cape Verde, each student had their own textbook. In the remainder of the reporting countries, learners had to share mathematics textbooks; the situation varied from a pupil to textbook ratio of 1.3:1 in Côte d'Ivoire to the situation in Ghana where close to 2 learners shared a single reading textbook. There were difficulties in ensuring appropriate access to primary-school mathematics text books in Ghana, with close to two learners sharing one book. In Cape Verde, the mathematics pupil-textbook ratio was 1:1.

Science and technology

Science and technology are leading drivers in today's world-knowledge economy. The labour market requires knowledge in both fields; thus these are fundamental subjects in every child's education. The foundations of these skills and knowledge must be laid early in the educational process. Science and technology education will aid in fighting poverty, achieving sustainable development and ensuring global competitiveness, to name just a few areas. It must be stressed that, increasingly, knowledge and skills in this field are imperative for employability. Science and technology should form part of the core curriculum at all levels of education, including non-formal education and TVET.

National initiatives

Curriculum reform in Liberia is an essential part of the education reform pursued by the Government. The Ministry is introducing a new compulsory core curriculum (language and arts, mathematics, science and social studies) that will be implemented nationwide, together with an optional and complementary curriculum with regional variations. This revised curriculum includes HIV/AIDS education, peace education, human rights and critical thinking. The peace studies component is aimed at promoting social cohesion and national stability whereas the science curriculum integrates lessons on health and HIV/AIDS in particular.

Nigeria is investing in developing capacity in science teaching and seeks to use e-learning resources for the subject. In addition, Nigerian policy calls for the creation of more scientific laboratories. In Rwanda, a project on developing skills in science was initiated in 2010 and funded by the African Development Bank. Curriculum and teaching and learning materials have been overhauled and improved in Sierra Leone to ensure that curriculum at the various levels of education are relevant to the country's needs and can prepare learners for the present world of information and communication technology or knowledge economy.

Conclusion

While some progress is being made by some ECOWAS member States, others acknowledge that they still have work to do in the area of curriculum and teaching and learning materials. The pupil-textbook ratios in the region are within acceptable ranges, but more must be done to reach the 1:1 target. The next frontier is to ensure sufficient numbers of books and also to ensure the availability of appropriate learning materials. The curriculum needs to be regularly reviewed so as to meet the demands of the labour market and to be relevant to the learners' everyday lives. The gender dimension should permeate all the curriculum-development processes.

Technical and vocational education and training (TVET)

The goal of this priority area is to realign education systems in member States so that young people are provided with compulsory basic education which imparts key generic competencies, skills and attitudes that lead to a culture of lifelong learning and entrepreneurship in order to empower individuals to live in peace and harmony, engage in the world of work, alleviate poverty and pursue further learning.[35] Over the past decade, governments have become increasingly aware of the critical role that technical and vocational skills play in enhancing labour productivity and economic growth. Since the launch of the AU's Plan of Action in 2006, there has been a definite paradigm shift towards a holistic, integrated and inclusive approach to education and training, with an emphasis of reform on learning processes and outcomes that are relevant in learners' lives and in the context of sustainable development.[36]

Challenges faced in understanding the meaning of TVET

A major challenge is establishing a common understanding of the term "TVET" across countries and agencies. Definitions of TVET are often, at least practically, limited to a focus on the initial formal training of young people. There are constant debates as to whether the areas of informal and non-formal education and training are included for consideration, reflecting the huge diversity of settings in which work-related learning takes place. This makes it challenging to understand the field, given the extraordinary diversity of provision, and the particularity of cultures and traditions of TVET which are hugely different at the country and regional levels. Monitoring and reporting on TVET programmes and outcomes, which often happen across multiple ministries, private sector and informal providers that are varied and numerous, therefore represent a daunting task. The definitional and monitoring challenges make it difficult to develop sustained interventions to offer alternative education pathways to potential learners. It also makes it very difficult to report on regional progress as international data on TVET is scarce.

The ADEA Triennale on Education and Training in Africa reiterated the need for a paradigm shift in the delivery of TVET towards a more holistic and inclusive concept of technical and vocational skills development (TVSD) that is more flexible and responsive to labour-market demands than the traditional supply-driven system. TVSD recognizes the diverse needs of learners and thus recognizes all forms of training, formal and informal, as well as advocating more flexible modalities of delivery. Such a holistic approach would focus the development of pathways and a stronger focus on human-resource development in a life-long learning context.[37]

Regional economic communities' activities

TVET programmes and capacity development are a priority for many member States and regional economic communities. In the ECOWAS regional report on education submitted to COMEDAF at its meeting in 2009, TVET is set as one of the top priorities for this economic community.[38] It appears to be

[35] Second Decade Of Education For Africa (2006-2015) Draft Plan Of Action
[36] ADEA(2012) AU Outlook on Education, Continental Report
[37] ADEA (2011) Triennale Sub-theme 2: Lifelong Technical and Vocational Skills Development for Sustainable Socio-Economic Growth. Concept Note
[38] ECOWAS Regional Report on Education (2009). Fourth Ordinary Session of the Conference of Ministers of Education for the African Union. 23-25 November 2009. Mombasa, Kenya. AU/EXP/EDUC/6.

prioritized over other Second Decade goals such as gender and culture. This suggests that there has been extensive coordination and regional-level activity, including a number of meetings and workshops since 2006, mainly to share knowledge and experience between partners. ECOWAS is working in close collaboration with UNESCO on this issue and has developed 57 TVET modules with ECOWAS members.[39] ECOWAS is also applying for funding from the African Development Bank for TVET projects at secondary and post-secondary levels.[40] These are aligned with the strategies proposed under the AU's Plan of Action for Education in the Second Decade.

UNESCO and its partners worked closely with the ECOWAS Secretariat in support of the Abuja process for the revitalization of TVET. This process started with a meeting of education ministers and experts of ECOWAS member States, held in Abuja in March, 2009. The main objective of the meeting was to create a platform for the sharing of knowledge and experience in reforming, revitalizing, and expanding national TVET systems in order to improve skills delivery, employability, and the mobility of youth within the ECOWAS member States. This process includes the establishment of an inter-agency task team on TVET.

Several activities have taken place within this framework since 2009, such as the development of national quality frameworks, sharing of relevant curricula and learning materials in several trades for English-speaking countries, enhanced synergies between agencies and statistical information systems development. Since January 2010, UNESCO has been supporting English-speaking ECOWAS States through in-country workshops and in the adaptation and online sharing of identified TVET disciplines from the UNESCO-Nigeria TVET curriculum. The latter has been conducted in Nigeria (computer science), the Gambia (building and wood trades), and Ghana (electrics and electronics).

Member States' participation in TVET

Data on teaching staff in TVET programmes at the post-secondary, non-tertiary level, are very limited, with only four countries reporting. Available data show a very small TVET teaching force ranging from 63 in Cape Verde to 1,323 teachers in Burkina Faso. Data availability improves when it comes to TVET teacher supply for secondary level. The general trend in the ECOWAS region is one of a growing supply of TVET teachers. During the six years under review, TVET teachers at the secondary level in Ghana leapt by 281 per cent, while Burkina Faso and Guinea also recorded strong gains of 63 per cent and 24 per cent, respectively. The total number of TVET teachers ranged from 13,600 in Mali to 97 in Cape Verde.

The availability of trained teachers is a key determinant of quality; in the ECOWAS region, there is a paucity of data which makes it difficult to assess teacher qualification. In 2012 data were available from Burkina Faso (41 per cent trained), Cape Verde (100 per cent trained) and Ghana (51 per cent trained).

Of all the programmes at the secondary level in the region, 6 per cent focused on TVET, compared to 10 per cent across the continent in 2006. Mali offers a relatively sizeable percentage of TVET programmes with a figure of 20 per cent in 2012. The availability of TVET programmes is relatively stagnant over the six-year period under review with only Mali recording a notable increase of 10 percentage points. Less

[39] ECOWAS Regional Report on Education (2009). Fourth Ordinary Session of the Conference of Ministers of Education for the African Union. 23-25 November 2009. Mombasa, Kenya. AU/EXP/EDUC/6.
[40] ECOWAS Regional Report on Education (2009). Fourth Ordinary Session of the Conference of Ministers of Education for the African Union. 23-25 November 2009. Mombasa, Kenya. AU/EXP/EDUC/6.

than 10 per cent of the programmes on offer at the secondary level in Cape Verde, Ghana and Guinea were TVET programmes.

Country	Percentage of TVET programme in total secondary			TVET enrolment in total secondary, % of female1		
	Total		Difference	Total		Difference
	2006	2012		2006	2012	
Benin	...	...	...	...	...	...
Burkina Faso	7.2	4.0	-3.1	49.5	46.4	-3.1
Cape Verde	3.4	2.7	-0.7	42.3	48.0	5.7
Côte d'Ivoire	...	...	...	...	...	...
Gambia	...	...	...	...	...	...
Ghana	2.2	3.6	1.4	49.9	37.4	-12.5
Guinea	0.9	5.0	4.1	14.2	46.7	32.5
Guinea-Bissau	1.8	...	...	...	...	...
Liberia	...	...	...	...	...	...
Mali	9.6	20.0	10.5	40.9	41.1	0.2
Niger	2.9	5.9	2.9	48.0	53.9	6.0
Nigeria	...	...	...	...	...	...
Senegal	...	...	...	...	...	...
Sierra Leone	...	...	...	...	...	...
Togo	6.5	...	...	38.4	...	...
Regional w eighted average	6.2	...	...	44.4	...	...
Continental w eighted average	10.4	...	...	42.3	...	...

Source: AU Outlook database (2014)

Gender equality and women's empowerment in TVET

The skills gap that currently exists worldwide between men and women is the result of a number of factors, including lower literacy rates for women and social factors that put pressure on women to enter training for traditional occupations instead of training that is geared to the new demands of the labour market. Other barriers include a lack of female teachers, the assumptions and attitudes of male teachers in stereotyping girls, bias in educational materials, and the traditional transmission of skills to young men within the informal apprenticeship system.

Levels of female illiteracy in the region are high at 60 per cent, but similar to the continental average for the period 2005–2014. It is evident that the region has not made any progress in relation to female illiteracy, as the levels remain similar to those recorded for the period 1995–2004. However, some member States have recorded marginal gains, particularly for women aged 15–24 years. Cape Verde reported a 10 per cent decline in female youth illiteracy, with young women now only constituting only one fifth of those who cannot read and write. During the same period, the proportion of the illiterate population that is female in Liberia rose by 7 per cent and in Niger by 10 per cent. In 13 of the 15 ECOWAS countries, three out of five illiterate adults were female.

Female students increasingly constitute a larger proportion of the enrolments in TVET education. Niger had more female than male TVET students, while Guinea, Cape Verde and Burkina Faso were edging towards equal representation of women in TVET at the secondary level in 2012. Women's participation in TVET was weakest in Ghana at 37 per cent in 2012. In terms of the teaching profession, TVET remained dominated by men. Among those teaching, however, a higher proportion of female teachers

were trained. In 2012, 100 per cent of female teachers in Cape Verde and 57 per cent in Burkina Faso were trained, compared to 38 per cent of males in the latter.

Youth and TVET

Country	Adult literacy rate								
	Young people (aged 15–24)								
	Female			Male			Total		
	1995–2004	2005–2014	Percentage change	1995–2004	2005–2014	Percentage change	1995–2004	2005–2014	Percentage change
Benin	33.2	30.8	-2.5	59.2	54.9	-4.3	45.3	42.4	-2.9
Burkina Faso	24.8	33.1	8.3	38.4	46.7	8.4	31.2	39.3	8.0
Cape Verde	98.0	99.3	1.2	96.2	97.6	1.4	97.1	98.4	1.3
Côte d'Ivoire	52.1	62.7	10.6	70.8	72.3	1.5	60.7	67.5	6.8
Gambia	41.4	63.6	22.2	64.3	72.6	8.3	52.6	68.1	15.5
Ghana	65.5	83.2	17.7	75.9	88.3	12.4	70.7	85.7	15.1
Guinea	34.1	21.8	-12.3	59.5	37.6	-21.9	47.1	31.4	-15.7
Guinea-Bissau	45.9	67.1	21.2	74.8	79.3	4.5	59.5	73.2	13.7
Liberia	73.4	37.2	-36.2	69.1	63.5	-5.7	71.2	49.1	-22.1
Mali	…	38.8	...	…	56.0	...	…	46.9	...
Niger	14.2	23.2	9.0	13.7	52.4	38.8	14.0	36.5	22.5
Nigeria	60.5	58.0	-2.6	78.1	75.6	-2.6	69.0	66.4	-2.6
Senegal	41.0	56.2	15.2	58.5	74.2	15.7	49.1	65.0	15.9
Sierra Leone	37.4	52.1	14.7	59.6	70.5	10.9	47.9	61.0	13.1
Togo	63.6	72.7	9.2	83.8	86.9	3.1	74.4	79.9	5.4
Regional w eighted average	51.7	54.6	2.9	68.4	71.1	2.7	59.7	62.6	2.8
Continental w eighted average	63.9	67.4	3.5	77.0	78.6	1.6	70.2	72.9	2.7

Source: AU Outlook database (2014)

The general trend across the ECOWAS region is one where levels of youth literacy is on the rise and general literacy levels in the region remain lower than for the rest of the continent. Despite this progress, two out of every five young people were illiterate. Niger, the Gambia and Senegal recorded strong gains in literacy levels during the six-year period under review, all increasing literacy by more than 15 percentage points. Guinea and Liberia appeared to be regressing, however. Less than two young people in a group of five in Burkina Faso, Guinea and Niger could read and write. Fewer women are able to read in all countries, except Cape Verde.

The role of skills-development programmes is particularly important in African countries with rapidly increasing populations that include a high proportion of young people, or what is known as a "youth bulge". In many ECOWAS member States, youth account for well over 30 per cent of the population. Young people tend to have longer periods of job searching, more frequent periods of unemployment, and longer periods of lower-skill work than adults. Vulnerable groups include child labourers, illiterate young people, young women, school dropouts, and youth working in the informal sector, youth living in rural areas, refugees and war-affected youth, and youth belonging to sexual-orientation minorities.

There are 30 million illiterate youths (15 to 24 years) in Africa[41] and of these, more than a third can be found in the ECOWAS region. Since 2006, youth literacy rates in Africa increased by 2.8 per cent, with the highest improvements noted among young women. Females, however, constituted 60 per cent of all illiterates in this age group. It is a significant hindrance to the economic and social development of this region that such a sizeable number of youth are not able to functionally read and write.

Region	Youth (15-24) literacy rates and illiterate population by regions							
	April 2011 data release (reference years 2005–2010)*							
	Total	Male	Female	GPI	Total	Male	Female	% Female
ECOWAS	66.1	72.8	59.4	0.82	19 591 962	7 923 025	11 668 936	59.6
Africa	74.5	79.0	69.9	0.88	51 525 946	21 297 088	30 228 859	58.7

ADEA (2012) AU Outlook on Education, Continental Report

TVET offers a viable response to the challenge of high levels of illiteracy; the provision of skills for employability should take into consideration the diverse realities of learners. Apprenticeships in the informal sector need to be linked with formal education, thus encouraging students to remain in school. Partnerships between the public and private sectors should be used to encourage employers to accept young people in work placements. Special focus should be placed on the development of entrepreneurial skills in young people, since the private sector will create the most jobs. It is important to develop strategies to eliminate some of the difficulties that young people face in creating and maintaining businesses, including management training, mentoring and financial and credit services.[42]

Strategies for young people who have dropped out of school, or who have never attended school, require additional attention if they are to gain access to literacy and numeracy skills. They need flexible timing and short duration courses since many will be helping to support their families at the same time. These youngsters need support in gaining access to the formal-education system, when appropriate, as well as with the certification of non-formal training.

Conclusion

Progress has been made in improving access to TVET, albeit small in comparison to the magnitude of the challenge. The out-of-school population and the illiterate population are significant challenges for the region. Female participation in TVET also has to be strengthened to ensure greater representation in the class and among the teachers. Efforts have to be redoubled in order to attain the goal of the priority area for ECOWAS.

[41] 2011 data for the reference years 2005–2010.

[42] ADEA (2012) AU Outlook on Education, Continental Report

Quality management

Despite the link between quality of education and economic performance, many learners in African countries leave school without mastering the basic competencies in literacy, numeracy and life skills[43]

The goal of this priority area is to support improved access, relevance, equity and efficiency of education in Africa through the development of quality management systems at the national, regional and continental levels. A quality management system can be referred to as mechanisms and processes designed to ensure the maintenance and enhancement of quality within an institution to continually improve the institution's performance through effective management. Quality management includes arrangements for quality assurance and quality enhancement and covers aspects of input, processes and outcomes.

Quality is defined in terms of both excellence and fitness for the purpose of meeting the needs of the users and other affected stakeholders – a difficult notion for many public services whose development and design often has, at best, tenuous links with the public that they intend to benefit. In the public education and training sector, identifying all stakeholders is not straightforward. The targeted user is not only the learner enrolled in its institutions but also those who are not accessing education services and life skills. Assessments of effective quality management also need to take the vulnerable and marginalized groups into consideration.

Country	Net enrolment rate, primary								
	Female		Percentage change	Male		Percentage change	Total		Percentage change
	2006	2012		2006	2012		2006	2012	
Benin	73.9	...	...	91.3	...	...	82.6	94.9	12.3
Burkina Faso	43.7	64.6	20.9	53.6	68.1	14.4	48.7	66.4	17.6
Cape Verde	93.7	95.6	2.0	95.0	98.7	3.7	94.3	97.2	2.8
Côte d'Ivoire	...	...	...	...	...	...	...	...	...
Gambia	77.6	73.0	-4.6	74.2	68.8	-5.4	75.9	70.9	-5.0
Ghana	66.3	80.5	14.2	65.8	83.0	17.2	66.1	81.8	15.7
Guinea	61.0	67.4	6.4	71.9	81.2	9.3	66.5	74.4	7.9
Guinea-Bissau	...	...	...	...	...	...	...	...	...
Liberia	35.2	...	...	35.0	...	...	35.1	...	...
Mali	56.5	64.3	7.7	68.7	73.0	4.4	62.7	68.7	6.0
Niger	36.5	57.1	20.6	50.1	68.2	18.1	43.5	62.8	19.3
Nigeria	63.2	...	...	70.7	...	...	67.1	...	...
Senegal	70.8	76.1	5.3	72.0	70.6	-1.4	71.4	73.3	1.9
Sierra Leone	...	...	...	...	...	...	...	...	...
Togo	...	...	...	...	...	...	90.4	...	...
Regional weighted average	61.5	...	...	69.3	...	...	65.4	...	...
Continental weighted average	72.0	...	...	77.3	...	...	74.7	...	...

Source: AU Outlook database (2014)

The net enrolment ratio (NER) is the enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population. The theoretical maximum value is 100 per

[43] AU Plan of Action for the Second Decade of Education

cent. If the NER is below 100 per cent, then this provides a measure of the proportion of children of the appropriate age not enrolled at the specified level of education.

Data for the base year and 2012 are available for nine countries. These countries paint a picture of an increase in the proportion of appropriately aged children at the primary level. Eight countries reported higher NERs; notable are the increases of more than 15 percentage points by Burkina Faso, Ghana and Niger. The Gambia reported a lower proportion of appropriately aged primary education learners in 2012 compared to 2006. The region's profile is mixed, with countries such as Benin and Cape Verde having more than 95 per cent of learners that should be enrolled in primary, in contrast to only 63 per cent of appropriately aged learners enrolled in Niger. There are fewer girls of appropriate age at the primary level across the region. The NER at the secondary level is significantly lower than at the primary level, with a high of 69 per cent in Cape Verde in 2012. The other two reporting countries with data, Guinea and Burkina Faso, reported that fewer than one third of their secondary-level students were of an appropriate age for that level.

Survival and transition

Assessing the educational system's efficiency can be achieved through a number of proxies such as the survival rate of learners to the last grade. At the primary level, the better the chances of survival of a pupil from grade 1 through to the last grade of primary education, the more efficient an education system is in delivering its mandate of providing primary education. The region reported a marginally lower survival rate than the continental average in 2006. At the regional level, male and female survival rates to the last grade of primary education are the same. An analysis of individual member States, however, reveals huge disparities. Based on the limited data available from seven countries for 2011, fewer girls made it to the last grade of primary school in five countries while Burkina Faso and Senegal were exceptions. Learners in Côte d'Ivoire and the Gambia have the greatest chance of reaching the last grade, with four out of every five learners making that target. In Burkina Faso, Mali and Senegal slightly more than three learners out of every five make it to the last grade of primary.

Another measure used to assess the quality of an education system is the transition rate. The transition rate from primary to secondary education reflects the number of students admitted to the first grade of the secondary level of education in a given year, as a percentage of the number of students enrolled in the final grade of the primary level of education in the previous year. The indicator is useful as it is an output indicator for primary education and it measures access to the secondary level. The general trend is of an improving transition from primary to secondary levels, although at a very slow pace. Challenges persist, with one out of every two learners transitioning from the primary to secondary level in Burkina Faso, Côte d'Ivoire and Niger. There are, however, some ECOWAS member States which reported high transition rates, in excess of 88 per cent, such as Cape Verde, the Gambia, Ghana and Senegal. Minor disparities still exist between male and female transition rates to secondary school. During the five-year period under review, six countries reported improvements in transition rates ranging from 1 per cent in Côte d'Ivoire to 29 per cent in Senegal. Of concern is the situation in the Gambia and Ghana where fewer learners transitioned to secondary school in 2011 as compared to 2006.

Effective resource management for quality

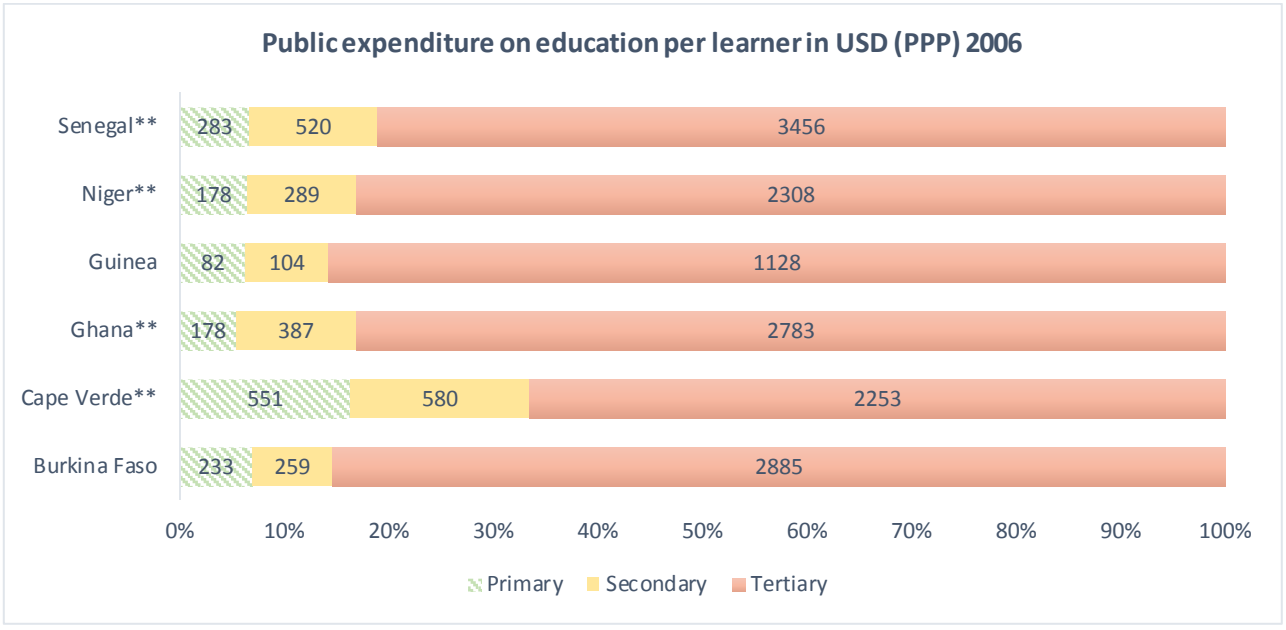
Focusing on quality has its costs. The putting in place of indispensable quality councils and policy and quality measurement systems requires resources. Cost-benefit analysis often focuses on how much an organization is spending on quality – wastage, appraisal costs and external failures. In the case of

education services, it is also critical to look at the costs to sustainable development when there is poor quality management of education and training systems.

Countries need to reflect on whether they can afford the costs of not dealing with failures and dropouts from their education systems. The coefficient of efficiency, a common measure of wastage, estimates the percentage of expenditure spent to produce a graduate compared to the expenditure spent on dropouts and repeaters. The argument is that money spent on dropouts or repeaters is wasted as they are unlikely to be literate. Increasingly, research is finding that illiterates cannot compete in today's world and so there is some validity in this argument.[44] The dropout rates, low transition rates and high levels of illiteracy place an additional burden on systems already dealing with immense resource constraints.

Financing educational development

Quality education is determined largely by the availability of sufficient resources to create the appropriate learning and teaching environment. This requires sustained investment by public and private sectors in their national education systems. Successful governments need to find a balance between private and public education costs as they improve efficiency and prioritize primary school expenditure. Information on private sector spending is not available in most ECOWAS countries. Quality management of education needs to address equity of resource allocation. As individuals continue their education, they receive a larger allocation of public resources. This raises the issues of equity, given the bias for continuing education associated with gender, geography and the socio-economic profiles of learners.



Source: AU Outlook database (2014)

Prioritization of the education sector in the allocation of resources is a strong indication of the level of commitment to the provision of high-quality education in a country. A higher allocation to the education sector points to an education sector able to compete with other areas of public spending. Public expenditure on education as a percentage of total government expenditure in the ECOWAS

[44] Financing Education in Sub-Saharan Africa. UIS 2011.

region is varied. In 2009, all governments spent less than 28 per cent of their State budgets on education. The highest allocation for the education sector was 27 per cent reported by Ghana, while the lowest allocation was 8 per cent in the Gambia. Data for 2012 are only available for three countries, one of which – the Gambia – reports a 12 per cent increases in its education allocation; this could signal education moving up the list of priorities.

Purchasing power parity is used to convert local currencies into a single rate, expressed in US dollars, which takes into account the purchasing power that will buy the same basket of goods and services in all countries. The scarcity of data makes it difficult to establish trends and draw valid conclusions. Regional and continental averages on public expenditure on education per learner were not available.

Annual public expenditure per primary pupil ranges from USD 82 in Guinea to USD 348 in the Gambia in 2012 in terms of purchasing power parity. The spending per primary learner has increased by 283 per cent in the Gambia over six years while declining by one third in Burkina Faso. Spending increases as the levels of education rise. Secondary-level spending per learner ranges from USD 104 in Guinea to USD 580 in Cape Verde. The average public expenditure per pupil at primary level is some 11 per cent of that spent on a tertiary student.[45] It is evident that, in the ECOWAS region, the tertiary education subsector receives the majority of public expenditure. For every dollar spent on a tertiary student, a secondary student gets 16 cents. The investment in primary pupils is dwarfed by that in tertiary education, with each primary learner receiving 11 cents of public expenditure for every dollar spent on a tertiary student.[46] The most equitable distribution in spending across the levels is found in Cape Verde, where the public expenditure at primary and secondary is approximately 36 per cent of spending at the tertiary level, while the most skewed distribution is found in Guinea.

Conclusion

One of the biggest challenges facing the ECOWAS region with regard to achieving education quality is the need for a regional and functioning quality management mechanism which will ensure coherence. Progress has been made in efforts to increase the proportion of appropriately aged learners at the primary level. This goal has become progressively more elusive, however, as the education levels rise. There is wide variation among member States in children's survival rate in primary education, ranging from 40 to approximately 80 per cent. Transition rates from primary to secondary have improved but remain in need of attention. Prioritization of the education sector in the allocation of resources varied across member States, by between 8 and 28 per cent. Spending also varied across the different levels, rising with the education levels.

[45] ADEA (2012) AU Outlook on Education ECOWAS Report
[46] ADEA (2012) AU Outlook on Education ECOWAS Report

Early childhood development

> **Half of a person's intelligence potential is developed by age four and early childhood interventions can have a lasting effect on intellectual capacity, personality…**[47]

Early childhood development (ECD) is the most rapid period of development in a person's life and is therefore the critical stage for intervention in order to improve a young child's capacity for growth and learning. Investing in the survival, physical health, mental alertness, emotional security, social competence and learning of 0–8-year-old children is now widely recognized as critical to achieving the Millennium Development Goals and universal school enrolment. This prompted African countries and interest groups to lobby successfully in 2009 for the inclusion of ECD as the eighth priority area of the Plan of Action for the Second Decade of Education for Africa (2006–2015) in 2009.[48]

ECD activities and initiatives

Most ECOWAS member States are increasingly looking to nationalize ECD facilities, removing the provision of ECD from private institutions, religious groups and individuals. Ministries of education are integrating pre-primary education into the formal education system. The Gambia has a national policy framework that guides the implementation of ECD activities and has annexed ECD centres to its basic schools in the rural areas. It has a national curriculum that guides the educators working at these centres. Funding is a responsibility shared between the Gambia's central Government and local authorities and non-governmental organizations such as Action Aid International and UNICEF. This multisectoral involvement has boosted the resources available for ECD in the country. Despite the provision of pre-service training for early childhood education (ECE) teachers and the development of a national ECE training programme, the challenge posed by the lack of qualified teachers working in ECE centres remains. Low salaries and inadequate incentives contribute to the increasing employment of unqualified staff at the centres. This is in addition to the problem of inadequate teaching and learning materials and minimal supervision and monitoring of ECE services.

The inadequacy of educators also poses an impediment to the implementation of ECD programmes. A strong government-led process to develop national policies and regulatory frameworks has contributed, however, to the success of ECD implementation in Ghana. Another influencing factor is the implementation, through a national committee, of ECE courses in two of Ghana's universities, an initiative which has helped to enhance teachers' qualifications. Lack of infrastructure in some rural areas and disadvantaged communities, together with the high costs in private ECD centres, are some of the challenges impeding the development of early childhood structures in the country.

In Nigeria, Kwara State has introduced ECD classes in most primary schools. It has also improved the quality of the College of Education, participated in a number of workshops and created a task team to conduct a situational analysis of ECD in 2008. Mali began collaborating with the World Bank, the Aga Khan Foundation and UNICEF in 2010 to develop a report on vulnerabilities that exist for children under the age of six. This forms part of a process to increase pre-school coverage and to strengthen the quality of ECD by setting up an early-childhood training college that will train over 600 teachers by 2011.

[47] http://www.unicef.org/dprk/ecd.pdf.
[48] ADEA (2012) AU Outlook on Education Continental Report

Finally, Niger enacted two laws in 2010 mandating the incorporation of pre-school into every primary school programme. In addition, a teacher-training college with specific focus on ECD has been established to ensure that pre-school teachers have sufficient background and training.

For development, education and health are inseparable

Education and health have a symbiotic relationship. By corollary, improved child-health services will invariably have a positive impact on ECE. Good nutrition and good health are very closely linked throughout a person's lifespan but the connection is even more striking during infancy. Children raised in poor families are most at risk of infant death, low birth weight, stunted growth, poor adjustment to school, increased repetition and dropout rates.[49] The long-term consequences of events in early childhood for human capital and productivity are difficult to assess directly, but associations have been shown with proxy measures such as physical growth. Stunting is associated with reduced physiological capacity and work output; both reduced physical growth and poor educational achievement have negative consequences for employability.

The population growth rate measures how fast the size of the population is changing. Population growth usually has implications for indicators related to education and infrastructure. The ECOWAS average annual growth rate is on the decline but remains high. Data available for the period 2005–2010 show subdued population growth in Cape Verde, growing at 0.37 per cent, while Liberia outpaced other member States with a growth rate of 3.82 per cent. Projections for the period 2010–2015 point to slowing rates of population growth with eight countries reporting declines ranging from a 1.24 percentage point change in Liberia to a negligible decline in Guinea of 0.01 percentage points. The rate of population growth is projected to increase in Cape Verde and Côte d'Ivoire.

Country	Infant mortality rate (infant deaths per 1,000 live births)			Total fertility rate (children per woman)		
	Total	Total	Percentage change	Total	Total	Percentage change
	2005–2010	2010–2015		2005–2010	2010–2015	
Benin	73.78	68.7	-6.9	5.31	4.89	-8.04
Burkina Faso	80.4	69.79	-13.2	6.08	5.65	-7.12
Cape Verde	21.6	17.21	-20.3	2.6	2.33	-10.71
Côte d'Ivoire	86.58	75.29	-13	4.89	4.92	0.45
Gambia	60.39	55.32	-8.4	5.79	5.78	-0.21
Ghana	55.35	51.09	-7.7	4.22	3.89	-7.89
Guinea	80.99	73.55	-9.2	5.39	4.95	-8.05
Guinea-Bissau	101.94	93.91	-7.9	5.28	4.96	-6.04
Liberia	71.8	61.18	-14.8	5.23	4.83	-7.59
Mali	100.29	86.69	-13.6	6.8	6.86	0.81
Niger	63.73	53.62	-15.9	7.58	7.58	-0.04
Nigeria	89.93	76.31	-15.1	6.01	6.01	0
Senegal	54.13	49.27	-9	5.11	4.98	-2.6
Sierra Leone	127.18	116.74	-8.2	5.16	4.75	-8.04
Togo	74.7	66.37	-11.2	4.89	4.68	-4.37

Source: AU Outlook database (2014)

[49] World Vision South African. (2001). Education White Paper 5 on ECD. A conceptual framework.

The fertility rate is the number of live births per 1,000 females between the ages of 15 and 44 years for a given year. The population growth results in significant variations in the age and sex compositions of the population. The rate of population growth is useful in measuring the expected number of children that are supposed to attend ECD classes. The total fertility rate, or the number of children per woman, remains high in ECOWAS States, even though it is on the decline, with all but three member States projected to have lower numbers of children per woman by 2015. Niger is projected to record the highest fertility rate, at seven children per woman. Other countries that are anticipated to report high fertility rates are Mali and Nigeria, where women give birth to more than six children each. One out of every ten children born alive in Sierra Leone will die before their first birthday. Other countries reporting high infant mortality rates are Guinea-Bissau (94 deaths per 1,000 births) and Mali (87 deaths per 1,000 births). The region's lowest infant mortality rate is in Cape Verde, which reported 17 deaths per 1,000 births. Despite these high rates, the region continues to institute reduction measures but change is slow and more still has to be done.

Stunting is low height for age and reflects a child's height in relation to age. It is an indicator of cumulative, deficient growth associated with chronic insufficient dietary intake, frequent infection and poor feeding practices over a long period. Stunting generally occurs before the age of two and effects are largely irreversible. These include delayed motor development, impaired cognitive function and poor school performance. Stunting provides useful information about living standards in a country, though it largely points to nutritional imbalance or malnutrition. The consequences of stunting include an increased risk of sickness and death and poor mental development which contribute to decreased learning and limited future work capacity. There is strong evidence to suggest that malnutrition exists in most of the ECOWAS member States. In Benin, Liberia, Niger and Sierra Leone, more than two out of every five children under the age of five suffer from moderate or severe stunting. Stunting appears to be the most prevalent challenge. In all, 18 per cent of children in Niger suffer from moderate and severe wasting. Huge sections of the under-five population are also underweight; again the problem is most acute in Niger with a figure of 36 per cent. In addition, more than one fifth of children in Benin, Burkina Faso, Nigeria and Sierra Leone are moderately or severely underweight.

Improving the focus on ECD

The provision of pre-school services can have an equalizing effect on cognitive development, compensating for disadvantaged backgrounds. Children from rich families, however, are more likely to be school-ready by virtue of their privileged background,[50] gaining even further advantage in terms of cognitive development and school readiness. Thus, public policy should be formulated to emphasize the support of pre-school or ECD programmes for poor and disadvantaged children.[51]

High levels of access to pre-primary education have been achieved in Ghana but, with a GER in excess of 100 per cent, it is probable that the enrolment includes over-aged children. Access to pre-primary education is also high in Cape Verde, which reported a GER of 75 per cent. The remainder of the reporting countries had GERs below 20 per cent, suggesting that pre-primary schooling remains the preserve of a few in these countries. It is also noteworthy that the countries with lower levels of GER are the ones reporting very limited progress during the period under review. The improvements in

[50] They are more likely to be enrolled in pre-school, in better equipped pre-schools and often for multiple years.
[51] ADEA (2012) AU Outlook on Education Continental Report

access varied across the region, ranging from a 29 percentage point change in Ghana to a modest 0.7 per cent increase in Burkina Faso.

Country	Gross enrolment ratio, pre-primary								
	Total		Percentage change	Male		Percentage change	Female		Percentage change
	2006	2012		2006	2012		2006	2012	
Benin	6.0	18.6	12.6	5.9	18.2	12.3	6.1	18.9	12.8
Burkina Faso	3.0	3.7	0.7	3.0	3.7	0.7	3.0	3.7	0.7
Cape Verde	61.5	74.7	13.2	61.6	74.7	13.2	61.5	74.6	13.2
Côte d'Ivoire	3.3	5.4	2.0	3.4	5.4	2.0	3.3	5.4	2.1
Gambia	...	...	...	...	...	...	...	...	...
Ghana	84.8	113.9	29.2	83.0	112.5	29.5	86.6	115.5	28.8
Guinea	9.1	...	...	9.2	...	...	9.1	...	...
Guinea-Bissau	...	...	...	...	...	...	...	...	...
Liberia	...	...	...	...	...	...	...	...	...
Mali	3.2	...	...	3.2	...	...	3.2	...	...
Niger	1.7	6.3	4.5	1.7	6.1	4.4	1.8	6.4	4.6
Nigeria	15.3	...	...	15.2	...	...	15.4	...	...
Senegal	9.2	14.3	5.0	8.8	13.5	4.7	9.7	15.1	5.3
Sierra Leone	...	9.2	...	...	8.9	...	...	9.5	...
Togo	3.9	11.2	7.3	3.9	11.0	7.1	3.9	11.4	7.4
Regional weighted average	15.3	...	...	15.2	...	...	15.4	...	...
Continental weighted average	18.9	...	...	18.9	...	...	18.9	...	...

Source: AU Outlook database (2014)

The region had already achieved gender parity in terms of access to pre-primary education in 2006 and the GPIs of all reporting countries ranged from 0.99 (in Guinea) to 1.11 (in Senegal). Over the six-year period, the situation has remained largely unchanged and it appears that boys and girls have equal access to the education system.

One out of every ten learners enrolled for pre-primary schooling in Ghana should be in primary school. The grade 1 repetition rate varies across the region, ranging from 16 per cent in Côte d'Ivoire to 0.1 per cent in Niger. Repetition rates have been on the decline over the five-year period under review. Notably, the number of pupils repeating grade 1 rose by 6 per cent in Guinea to 9.6 per cent in 2011 and by 3 per cent in Mali from to 12.6 per cent in 2011. The differences between boys' and girls' repetition rates are marginal.

Conclusion

In ECD, enrolment levels are significantly lower compared to primary education and appear to be stagnant. Progress is notable in countries that already have higher levels of access. Populations are still growing at a fast pace; the implications in the demand for education in the future have to be considered. The huge investment in education is likely being compromised by the precarious state in which the children in ECOWAS find themselves. A large proportion of children are underweight, stunted or wasting. Educational outcomes might be weak because of children's health. Increased efforts must be made to improve access to pre-primary education across the continent, while also paying attention to other factors that affect learner outcomes, particularly health and nutrition.

Conclusions

Reporting on progress

The ECOWAS community has had a mixed record in implementing the AU's Second Decade of Education for Africa Plan of Action. Notable achievements have been scored in the area of gender and culture, some of the inequalities have been removed and access in general has been improving particularly for the lower levels of education. Across all the other priority areas, however, the performance of individual countries has been mixed with worrying signs of regression. Culture is barely measured and hence cannot really be assessed. The EMIS priority area remains a challenge as international data for most priority areas remain scarce, and in some cases data availability has even worsened in comparison to 2006. Teacher numbers and qualifications are generally on the rise and this has had a positive impact on the pupil-teacher ratios. It is recommended, however, that more investments are made in improving teacher service conditions.

To an extent, the priority area of technical and vocational education and training has benefited from the attention given it by the Plan of Action and AU-inspired strategies. The renewed interest in skills development for employment has, in recent years, raised the profile of this poorly recognized subsector on the agenda of education decision-makers. The impact of the Second Decade's Plan of Action for the priority area of gender and culture is weak, indicating that, despite improvements in females gaining access to education, significant work lies ahead for many regions and member States to achieve gender parity at all levels.

Where quality management is concerned, NER is on the rise in most countries but retention remains weak with increasingly low survival rates and transition rates as the education level rises. The relative dearth of initiatives among member States in the priority area of curriculum development and preparation of teaching and learning materials is a matter of concern. The priority area of ECD, added in 2009 following successful lobbying by African countries and interest groups, has yet to be elaborated as a Second Decade goal with a set of proposed activities. This hinders any assessment of progress. Nevertheless, it is evident that, although access to pre-primary remains weak, there is some growth. The population in the region continues to grow and plans have to be made to meet the demand for future education services.

Challenges to implementation

A number of challenges hinder implementation of the Second Decade's Plan of Action. Critical among these is the creation of a coordinated network of regional players, secretariats and commissions, together with development partners, who will ensure that there is uptake of the full spectrum of activities of the Plan of Action. An effective communication strategy that keeps information on progress at various levels will improve regional and continental synergy and accountability. Another critical area is the need to promote integration of the priority goals into regional and national education strategic plans. Lastly, resource mobilization is essential to developing the momentum of and commitment to the Plan of Action. Resources will need to come from both internal regional and national sources, and also from external partners.

Coordination

A major stumbling block in the coordination of activities associated with the Plan of Action is the minimal support provided by regional economic communities, which in many cases do not have

sufficient human capacity to run their education departments. It is imperative for member States to nominate focal persons at the country level who will help the secretariat at the regional economic community level to implement the plan.

Communication

There is limited evidence of any communication strategy followed by the regional economic communities in advocating the Plan of Action and updating stakeholders on current activities in implementing the Second Decade goals, with little or no engagement with the networks of education journalists in the region. Many ministry officials are unaware of the Second Decade's goals and there is often no explicit mention of these objectives in national and regional education and training plans. Member States need to accept responsibility for ensuring effective communication around the Plan of Action and make a greater effort to ensure its uptake.

Resource mobilization

As a direct consequence of the global economic crisis, it has not been easy for the AU, ECOWAS and member States fully to fund implementation of the Plan of Action. Member States have also not integrated the Plan's activities into their national budgets because there is an assumption that the regional economic communities and the AU will provide financial resources. It may be necessary for the countries in the region to re-evaluate their roles and success rate in implementing the Second Decade Plan of Action, as a method of charting the way forward for post-2015 in terms of funding for educational development.

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Table I: Indicators for measuring progress in the 8 priority areas of the AU Plan of Action (2014)

A. GENDER AND CULTURE	
A.1	Gross enrolment ratio.
A.2	Gender parity index.
A.3	Percentage of primary aged children out of school.
A.4	Percentage of female teachers.
A.5	Existence of African language policy.
A.6	Percentage of pupils being taught using an African language as a medium of instruction.
A.7	Percentage of learners learning an African language as a subject.
B. EMIS	
B.1	School Census Return Rate
B.2	Existence of Functional EMIS Systems by Sub Sectors
B.3	Reporting Rate of International Data Coverage
C. TEACHER DEVELOPMENT	
C.1	Pupil Teacher Ratio
C.2	Percentage of Teachers Qualified to Teach According to National Standards
C.3	Number of Foreign Teachers Teaching in the Country (Inbound Mobility)
C.4	Percentage of Female Head Teachers
C.5	Percentage of Teachers by Age Range
C.6	Teacher Mobility
D. HIGHER AND TERTIARY EDUCATION	
D.1	Enrolment of Students in Higher and Tertiary Education per 100,000 Inhabitants
D.2	Percentage of Female Students in Scientific Fields of Study at Tertiary Level of Education
D.3	Percentage of Female Students in Engineering, Manufacturing and Construction fields of Study at Tertiary Level of Education
D.4	Inbound Mobility Ratio
D.5	Outbound Mobility Ratio
D.6	Net Entry Rate into Higher and Tertiary Education
D.7	Percentage of Secondary Education Graduates who Qualify for Tertiary Education
D.8	Amount of Research Expenditure in Higher and Tertiary Education for Science Fields
D.9	Amount of Research Expenditure in Higher and Tertiary Education in Engineering, Manufacturing and Construction Fields
D.10	Percentage Distribution of Tertiary Graduates in Science
D.11	Percentage Distribution of Tertiary Graduates in Agriculture , Engineering, Manufacturing and Construction
D.12	Distribution of Tertiary Education Enrolment by Key Fields of Study

E. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING
E.1 Percentage of Total Enrolment in Technical and Vocational Education and Training
E.2 Existence of Life Skills Programmes
E.3 Percentage of TVET Graduates
E.4. Adult Literacy Rate
E.5. Youth Literacy Rate
F. CURRICULUM AND TEACHING AND LEARNING MATERIALS
F.1 Primary Pupil-Textbook Ratio in Mathematics
F.2 Primary Pupil- Textbook Ratio in Reading
G.QUALITY MANAGEMENT
G.1 Primary Survival Rate
G.2 Primary Gross Graduation Ratio (replaced with Gross Intake Ratio to the Last Grade of Primary Education)
G.3 Tertiary Gross Completion Rate, First Degree (replaced by Gross graduation ratio , ISCED 5A , first degree)
G.4 Net Enrolment Ratio
G.7 Public Expenditure on Education as a Percentage of Total Government Expenditure
G.8 Public Current Expenditure on Education as a percentage of Total Education Expenditure
G.9 Public Expenditure on Education per Learner
H. EARLY CHILDHOOD DEVELOPMENT
H.1 Annual Population Growth Rate of 0-4 Years
H.13 Fertility Rate
H.4 Infant Mortality Rate
H.11 Under 5 Mortality Rate
H.9 Percentage of Under Five suffering from Stunting
H.3 Gross Enrolment Ratio in Pre Primary Education by Gender
H.5 Net Enrolment Ratio in Pre Primary
H.12 Grade One Repetition Rate
H.2 Gender Parity Index for Gross Enrolment Ratio
H.6 Percentage of Female Pupils in Pre-Primary Education
H.7 Percentage of Female Teachers in Pre -Primary Education
H.8 Percentage of Teachers Qualified to teach in Pre -Primary Education
H.10 Pupil Teacher Ratio in Pre Primary Education

Continental Perspective for Primary Education

Country	Academic Year	Primary aged population	Education System				Enrolment in Primary Education	Primary Gross Enrolment Ratio				Gross Intake Ratio to the last grade of primary	Percentage of trained teachers	Number of primary out of school children	Rate of out of school	Pupil teacher ratios - Primary
			Entrance Age of Pre-Primary	Duration in Pre-Primary	Entrance Age of Primary	Duration of Primary		Total	FEMALE	MALE	GPI					
Algeria	2006	3,937,480	5	1	6	6	4,196,580	106.6	102.4	110.6	0.93	83.3	99.3	226,401	5.7	24.5
	2012	2,939,830	5	1	6	5	3,451,588	117.4	114.0	120.7	0.94	100.2	...	25,337	0.9	23.2
Angola	2006	2,069,878	3	3	6	4	...	...	...	...	...	...	...	...	...	...
	2012	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Benin	2006	1,373,389	4	2	6	6	1,356,818	98.8	87.8	109.8	0.80	...	...	210,515	15.3	43.6
	2012	1,618,673	4	2	6	6	1,987,182	122.8	115.9	129.5	0.89	70.5	...	83,149	5.1	44.1
Botswana	2006	313,535	3	3	6	7	330,417	105.4	104.2	106.5	0.98	96.5	94.3	50,265	16.0	25.4
	2012	310,475	3	3	6	7	...	...	...	...	...	...	...	...	...	...
Burkina Faso	2006	2,240,499	4	3	7	6	1,390,571	62.1	55.8	68.2	0.82	32.8	86.9	1,128,686	50.4	45.8
	2012	2,758,821	3	3	6	6	2,344,031	85.0	82.6	87.3	0.95	57.6	94.8	917,044	33.2	48.2
Burundi	2006	1,301,720	4	3	7	6	1,324,937	101.8	96.1	107.5	0.89	0.0	...	342,265	26.3	54.2
	2012	1,441,506	5	2	7	6	1,980,846	137.4	136.9	138.0	0.99	62.2	95.0	...	...	47.1
Cameroon	2006	3,020,646	4	2	6	6	2,998,135	99.3	90.4	108.0	0.84	49.5	61.8	...	...	44.7
	2012	3,479,284	4	2	6	6	3,848,611	110.6	103.2	117.9	0.88	72.8	78.8	294,813	8.5	45.6
Cape Verde	2006	71,727	3	3	6	6	81,434	113.5	110.6	116.5	0.95	98.3	81.5	3,581	5.0	25.4
	2012	60,654	3	3	6	6	67,903	112.0	107.0	116.9	0.91	99.0	94.6	1,623	2.7	23.0
Central African Republic	2006	632,235	3	3	6	6	418,825	66.2	54.0	78.6	0.69	27.1	...	316,475	50.1	0.0
	2012	695,697	3	3	6	6	662,317	95.2	81.3	109.3	0.74	45.3	57.9	193,652	27.8	80.1
Chad	2006	1,813,990	3	3	6	6	1,296,486	71.5	57.9	84.9	0.68	29.8	...	...	...	62.7
	2012	2,191,871	3	3	6	6	2,090,758	95.4	82.4	108.2	0.76	35.3	...	...	...	61.3
Comoros	2006	91,975	3	3	6	6	...	...	...	...	...	...	...	...	...	...
	2012	113,330	3	3	6	6	133,023	117.4	111.7	122.9	0.91	0.0	...	...	...	...
Congo	2006	559,271	3	3	6	6	617,010	110.3	104.8	115.8	0.91	77.8	89.0	245,608	43.9	54.8
	2012	671,286	3	3	6	6	734,493	109.4	113.4	105.5	1.07	73.0	80.3	56,264	8.4	44.4
Côte d'Ivoire	2006	2,838,243	3	3	6	6	2,111,975	74.4	66.0	82.8	0.80	47.8	...	...	...	46.1
	2012	3,100,028	3	3	6	6	2,920,791	94.2	86.6	101.8	0.85	61.2	99.4	...	...	41.7
Democratic Republic of the Congo	2006	9,247,834	3	3	6	6	...	...	...	...	...	...	...	...	...	...
	2012	10,825,001	3	3	6	6	12,004,804	110.9	103.6	118.2	0.88	72.8	93.5	...	...	34.7
Djibouti	2006	113,401	4	2	6	6	53,745	47.4	42.6	52.0	0.82	36.8	79.1	66,770	58.9	33.6
	2012	91,477	4	2	6	5	63,612	69.5	65.9	73.1	0.90	64.9	0.0	35,104	38.4	34.9
Egypt	2006	9,138,691	4	2	6	6	9,794,591	107.2	103.9	110.3	0.94	96.3	...	198,740	2.2	26.0
	2012	9,539,388	4	2	6	6	10,819,639	...	...	...	0.96	...	...	...	...	...
Equatorial Guinea	2006	76,430	3	4	7	5	...	...	...	...	...	...	...	...	...	...
	2012	101,432	4	3	7	6	92,029	90.7	89.6	91.8	0.98	54.8	...	38,352	37.8	26.2
Eritrea	2006	635,224	5	2	7	5	364,263	57.3	51.8	62.7	0.83	44.2	87.5	357,434	56.3	47.2
	2012	787,256	5	2	7	5	334,245	42.5	38.8	46.0	0.84	31.2	89.6	517,937	65.8	40.9
Ethiopia	2006	0	4	3	7	6	10,971,581	83.6	77.8	89.3	...	47.2	...	4,451,317	33.9	...
	2012	0	4	3	7	6	14,532,477	95.4	91.8	98.9	...	50.7	56.8	3,010,737	19.8	53.7
Gabon	2006	175,712	3	3	6	5	...	...	...	...	...	...	...	...	...	...
	2012	197,311	3	3	6	5	...	...	...	...	...	...	...	...	...	...
Gambia	2006	233,642	3	4	7	6	207,474	88.8	90.8	86.8	1.05	69.6	0.0	52,811	22.6	38.5
	2012	286,388	3	4	7	6	244,033	85.2	87.0	83.4	1.04	70.3	63.5	75,180	26.3	33.9
Ghana	2006	3,283,353	4	2	6	6	3,130,575	95.3	94.5	96.2	0.98	71.2	56.3	1,082,925	33.0	35.4
	2012	3,695,531	4	2	6	6	4,062,026	109.9	106.3	113.4	0.94	98.2	52.3	652,518	17.7	33.0
Guinea	2006	1,532,624	4	3	7	6	1,258,038	82.1	74.2	89.8	0.83	59.3	67.7	496,789	32.4	44.5
	2012	1,761,313	4	3	7	6	1,599,839	90.8	82.7	98.8	0.84	61.5	74.5	431,051	24.5	43.6
Guinea-Bissau	2006	224,558	4	3	7	6	269,287	119.9	...	...	...	...	...	...	...	62.2
	2012	256,569	3	3	6	6	...	...	...	...	...	...	...	...	...	...
Kenya	2006	5,825,560	3	3	6	6	6,101,390	104.7	103.3	106.2	0.97	...	99.4	1,433,002	24.6	44.3
	2012	7,042,148	3	3	6	6	...	...	...	...	...	...	...	...	...	...
Lesotho	2006	361,859	3	3	6	7	424,855	117.4	117.7	117.2	1.00	80.4	66.7	91,857	25.4	40.8
	2012	343,863	3	3	6	7	381,690	111.0	109.6	112.4	0.97	72.5	67.5	61,289	17.8	34.1
Liberia	2006	527,901	3	3	6	6	488,438	92.5	88.8	96.1	0.92	...	39.6	342,559	64.9	28.0
	2012	680,708	3	3	6	6	...	...	...	...	...	...	...	...	...	...

Country	Academic Year	Primary aged population	Education System				Enrolment in Primary Education	Primary Gross Enrolment Ratio				Gross Intake Ratio to the last grade of primary	Percentage of trained teachers	Number of primary out of school children	Rate of out of school	Pupil teacher ratios - Primary
			Entrance Age of Pre-Primary	Duration in Pre-Primary	Entrance Age of Primary	Duration of Primary		Total	FEMALE	MALE	GPI					
Libya	2006	660,243	4	2	6	6	755,338	114.4	112.0	116.6	0.96	...	...	...	...	...
	2012	702,460	4	2	6	6	...	...	...	...	...	...	...	...	...	...
Madagascar	2006	2,678,199	3	3	6	5	3,698,906	138.1	135.4	140.8	0.96	56.7	...	...	...	48.1
	2012	3,032,470	3	3	6	5	4,402,722	145.2	144.2	146.1	0.99	69.5	...	...	...	43.1
Malawi	2006	2,314,870	3	3	6	6	2,933,557	126.7	129.0	124.5	1.04	57.6	89.9	66,605	2.9	75.9
	2012	2,609,940	3	3	6	6	3,687,625	141.3	143.9	138.7	1.04	74.2	78.2	...	...	74.1
Mali	2006	1,938,721	3	4	7	6	1,609,979	83.0	74.6	91.2	0.82	51.4	...	722,904	37.3	52.8
	2012	2,389,100	3	4	7	6	2,113,857	88.5	82.9	93.8	0.88	58.7	...	637,251	26.7	...
Mauritania	2006	496,672	3	3	6	6	465,970	93.8	94.9	92.7	1.02	43.6	100.0	130,814	26.3	41.4
	2012	572,608	3	3	6	6	553,584	96.7	99.2	94.2	1.05	68.7	100.0	169,318	29.6	40.1
Mauritius	2006	113,860	3	2	5	6	121,387	106.6	106.2	107.0	0.99	98.1	100.0	4,245	3.7	21.7
	2012	105,052	3	2	5	6	113,634	108.2	107.4	108.9	0.99	99.3	100.0	2,167	2.1	20.9
Morocco	2006	3,772,284	4	2	6	6	3,943,831	104.5	99.3	109.6	0.91	81.6	...	481,342	12.8	27.0
	2012	3,461,270	4	2	6	6	4,016,934	116.1	113.1	118.8	0.95	99.3	100.0	87,247	2.5	25.8
Mozambique	2006	4,040,601	3	3	6	7	4,165,580	103.1	95.3	110.9	0.86	41.0	64.6	816,872	20.2	67.3
	2012	5,099,793	3	3	6	7	5,359,019	105.1	99.9	110.3	0.91	52.2	83.6	691,512	13.6	54.8
Namibia	2006	372,166	5	2	7	7	402,529	108.2	107.9	108.4	1.00	82.4	92.9	48,921	13.1	31.4
	2012	379,540	5	2	7	7	415,454	109.5	107.7	111.2	0.97	85.4	97.6	43,474	11.5	40.7
Niger	2006	2,224,224	4	3	7	6	1,126,073	50.6	42.6	58.3	0.73	33.3	91.9	1,243,999	55.9	40.0
	2012	2,882,819	4	3	7	6	2,050,656	71.1	64.9	77.1	0.84	49.3	97.1	1,048,707	36.4	38.8
Nigeria	2006	22,486,958	3	3	6	6	22,861,884	101.7	94.2	108.8	0.87	90.6	51.2	7,408,899	32.9	40.4
	2012	27,049,663	3	3	6	6	...	...	...	...	...	...	...	...	...	...
Rwanda	2006	1,707,496	4	3	7	6	2,019,991	118.3	120.0	116.6	1.03	...	98.3	...	...	65.9
	2012	1,790,808	4	3	7	6	2,394,674	133.7	135.1	132.3	1.02	57.7	95.6	23,118	1.3	59.3
Sao Tome and Principe	2006	24,057	3	3	6	6	...	...	...	...	...	...	...	...	...	...
	2012	28,660	3	3	6	6	33,893	118.3	116.3	120.1	0.97	...	...	...	...	28.7
Senegal	2006	1,827,353	4	3	7	6	1,473,464	80.6	80.0	81.3	0.98	49.4	49.7	494,564	27.1	38.5
	2012	2,128,198	4	3	7	6	1,783,178	83.8	87.0	80.6	1.08	60.5	64.7	438,556	20.6	31.7
Seychelles	2006	8,181	4	2	6	6	...	...	...	...	...	...	...	...	...	...
	2012	8,081	4	2	6	6	...	...	...	...	...	...	...	...	...	...
Sierra Leone	2006	813,006	3	3	6	6	...	...	...	...	...	...	...	...	...	...
	2012	952,392	3	3	6	6	1,252,343	131.5	130.8	132.2	0.99	72.4	54.6	...	...	33.0
Somalia	2006	1,510,964	3	3	6	6	...	...	...	...	...	...	...	...	...	...
	2012	1,747,150	3	3	6	6	...	...	...	...	...	...	...	...	...	...
South Africa	2006	6,763,402	6	1	7	7	7,256,518	107.3	104.2	110.4	0.94	...	...	318,071	4.7	31.0
	2012	6,895,128	6	1	7	7	7,004,482	101.6	98.9	104.3	0.95	...	...	656,487	9.5	29.5
South Sudan	2006	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
	2012	1,757,131	3	3	6	6	...	...	...	...	...	...	...	...	...	...
Sudan	2006	5,172,276	4	2	6	6	3,472,215	67.1	62.2	71.9	0.87	...	...	...	...	...
	2012	0	4	2	6	6	...	...	...	...	...	...	...	...	...	...
Swaziland	2006	212,341	3	3	6	7	229,686	108.2	104.5	111.8	0.93	66.3	92.2	37,745	17.8	33.3
	2012	209,352	3	3	6	7	...	...	...	...	...	...	...	...	...	...
Togo	2006	894,737	3	3	6	6	1,051,872	117.6	108.7	126.4	0.86	73.4	...	59,924	6.7	37.6
	2012	1,030,139	3	3	6	6	1,368,074	132.8	127.4	138.2	0.92	...	83.4	...	...	41.7
Tunisia	2006	1,033,760	3	3	6	6	1,134,414	109.7	107.5	111.8	0.96	...	...	14,516	1.4	19.1
	2012	954,077	3	3	6	6	1,046,671	109.7	108.4	110.9	0.98	...	100.0	510	0.1	17.1
Uganda	2006	6,227,589	3	3	6	7	7,363,721	118.2	118.4	118.1	1.00	...	...	...	...	49.0
	2012	7,628,402	3	3	6	7	...	...	...	...	...	...	...	...	...	...
United Republic of Tanzania	2006	7,356,212	5	2	7	7	7,959,884	108.2	106.8	109.6	0.97	72.4	100.0	282,148	3.8	52.4
	2012	8,867,154	5	2	7	7	8,247,172	93.0	94.5	91.5	1.03	80.8	96.6	...	...	45.6
Zambia	2006	2,270,189	3	4	7	7	2,678,610	118.0	116.1	119.9	0.97	88.3	...	127,261	5.6	57.0
	2012	2,760,142	3	4	7	7	3,135,442	113.6	113.3	113.9	0.99	91.3	...	124,814	4.5	49.2
Zimbabwe	2006	2,393,433	3	3	6	7	...	...	...	...	...	...	...	...	...	...
	2012	2,441,159	3	3	6	7	...	...	...	...	...	...	...	...	...	...

Continental Perspective for Secondary Education

Country	Academic Year	Secondary Aged Population	Education System			Gross Enrolment Ratio				Percentage of Trained Teachers	TVET enrolment in total secondary	Pupil /teacher ratio	Percentage of TVET Programmes			Percentage of trained TVET teachers		
			Entrance Age	Duration	Enrolment	Total	Male	Female	GPI				Lower secondary	Upper secondary	Total secondary	Lower secondary	Upper secondary	Total Secondary
Algeria	2006	4,690,234	12	6	3,664,852	78.1	74.9	81.5	1.09	...	349,151	...	8.4	11.8	9.5	...	...	...
	2012	4,517,137	11	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Angola	2006	2,922,251	10	7	...	...	...	...	...	...	...	...	...	79.0	...	...	...	...
	2012	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Benin	2006	1,302,133	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	1,560,531	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Botswana	2006	222,871	13	5	174,843	78.5	76.3	80.6	1.06	98.8	10,642	14.0	...	19.1	6.1	...	100.0	100.0
	2012	222,537	13	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Burkina Faso	2006	2,125,885	13	7	319,749	15.0	17.4	12.6	0.72	...	23,002	29.6	2.7	25.8	7.2	...	...	...
	2012	2,609,032	12	7	676,337	25.9	28.6	23.2	0.81	47.5	27,381	26.3	1.3	17.4	4.0	...	...	41.1
Burundi	2006	1,375,470	13	7	192,296	14.0	16.3	11.7	0.72	...	11,912	28.4	2.8	19.0	6.2	...	...	...
	2012	1,474,198	13	7	420,117	28.5	33.0	24.2	0.73	74.9	17,384	29.7	0.5	17.4	4.1	81.3	85.3	84.7
Cameroon	2006	3,016,223	12	7	698,444	23.2	25.8	20.4	0.79	...	118,042	16.2	16.9	16.9	16.9	...	...	...
	2012	3,401,200	12	7	1,713,452	50.4	54.3	46.4	0.86	...	359,513	21.4	19.9	23.5	21.0	...	...	...
Cape Verde	2006	72,839	12	6	61,465	84.4	78.0	90.9	1.17	...	2,085	26.0	...	8.9	3.4	...	...	...
	2012	66,807	12	6	61,956	92.7	84.7	100.9	1.19	83.9	1,664	16.8	...	6.7	2.7	...	100.0	100.0
Central African Republic	2006	636,240	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	707,665	12	7	125,907	17.8	23.6	12.1	0.51	...	3,850	68.1	1.4	9.2	3.1	...	...	...
Chad	2006	1,628,903	12	7	262,714	16.1	23.7	8.5	0.36	...	3,751	33.0	0.3	4.6	1.4	...	...	...
	2012	2,009,441	12	7	458,034	22.8	31.2	14.3	0.46	16.7	6,855	29.8	0.3	4.4	1.5	1.6	34.4	28.6
Comoros	2006	89,773	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	102,275	12	7	75,158	73.5	75.0	71.9	0.96	...	387	...	...	1.4	0.5	...	...	...
Congo	2006	536,794	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	632,184	12	7	339,250	53.7	57.5	49.8	0.87	55.5	34,336	18.7	5.3	22.4	10.1	100.0	100.0	100.0
Côte d'Ivoire	2006	2,706,729	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	3,110,928	12	7	...	...	...	...	...	...	...	...	...	15.1	...	...	100.0	...
Democratic Republic of the Congo	2006	7,539,731	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	8,984,870	12	6	3,894,024	43.3	54.5	32.2	0.59	...	732,683	15.3	4.0	30.7	18.8	...	...	...
Djibouti	2006	137,431	12	7	30,265	22.0	26.2	17.7	0.68	...	1,731	31.3	0.5	18.0	5.7	...	...	...
	2012	125,680	11	7	55,082	43.8	49.4	38.1	0.77	...	2,289	26.6	...	11.7	4.2	...	...	...
Egypt	2006	9,374,949	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	9,095,829	12	6	7,849,734	...	...	...	0.98	...	1,560,440	...	...	...	...	...	...	...
Equatorial Guinea	2006	93,690	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	90,032	13	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Eritrea	2006	839,566	12	7	227,786	27.1	33.6	20.6	0.61	47.1	2,060	54.4	...	2.6	0.9	...	44.1	44.1
	2012	891,378	12	7	265,600	29.8	33.0	26.4	0.80	...	2,520	37.9	...	2.6	0.9	...	...	...
Ethiopia	2006	0	13	6	2,992,589	29.0	35.5	22.5	0.00	...	123,557	...	...	50.0	4.1	...	...	...
	2012	0	13	6	4,849,280	37.2	38.9	35.4	0.00	78.6	314,159	39.7	...	49.2	6.5	...	79.4	79.4
Gabon	2006	220,040	11	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	243,168	11	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Gambia	2006	190,328	13	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	231,956	13	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ghana	2006	2,964,055	12	6	1,454,097	49.1	53.1	44.9	0.84	...	31,466	19.7	...	8.5	2.2	...	...	...
	2012	3,807,549	12	7	2,215,529	58.2	61.3	54.9	0.90	...	79,986	17.8	...	9.4	3.6	...	51.0	51.0
Guinea	2006	1,471,036	13	7	482,825	32.8	43.0	22.5	0.52	...	4,461	35.8	...	3.5	0.9	...	...	...
	2012	1,723,842	13	7	657,383	38.8	47.4	30.0	...	...	21,691	31.1	...	15.5	5.0	...	...	...
Guinea-Bissau	2006	160,129	13	5	55,176	34.5	...	...	...	...	977	37.3	...	...	1.8	...	...	...
	2012	186,036	12	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kenya	2006	5,165,682	12	6	2,583,755	50.0	51.7	48.3	0.93	98.7	22,952	25.8	...	2.2	0.9	...	52.8	52.8
	2012	5,721,229	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lesotho	2006	241,154	13	5	96,073	39.8	34.6	45.2	1.31	84.6	1,528	25.8	1.0	3.4	1.6	...	...	53.5
	2012	252,456	13	5	134,543	51.7	43.4	60.2	1.40	...	6,691	24.9	...	...	...	...	...	...
Liberia	2006	433,197	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	547,923	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Country	Academic Year	Secondary Aged Population	Education System			Gross Enrolment Ratio				Percentage of Trained Teachers	TVET enrolment in total secondary	Pupil /teacher ratio	Percentage of TVET Programmes			Percentage of trained TVET teachers		
			Entrance Age	Duration	Enrolment	Total	Male	Female	GPI				Lower secondary	Upper secondary	Total secondary	Lower secondary	Upper secondary	Total Secondary
Libya	2006	702,403	12	6	732,614	104.3	96.0	113.0	1.18	...	...	...	...	...	...	...	...	...
	2012	651,740	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Madagascar	2006	3,042,886	11	7	726,998	23.9	24.5	23.3	0.95	...	28,589	23.7	1.1	16.1	3.9	...	...	...
	2012	3,694,849	11	7	1,405,063	38.0	38.9	37.1	0.95	...	27,883	27.6	0.4	8.1	2.0	...	...	...
Malawi	2006	1,931,377	12	6	565,467	29.3	31.8	26.8	0.84	...	...	37.9	...	...	...	...	...	...
	2012	2,223,377	12	6	761,366	34.2	36.1	32.4	0.90	...	...	41.5	...	...	...	...	...	...
Mali	2006	1,600,756	13	6	474,976	29.7	36.3	22.8	0.63	...	45,422	...	...	37.2	9.6	...	...	...
	2012	1,902,102	13	6	963,128	50.6	58.3	42.6	0.73	...	192,805	...	...	53.0	20.0	...	...	...
Mauritania	2006	427,353	12	6	98,946	23.2	25.1	21.2	0.84	100.0	3,174	26.2	1.6	5.4	3.2	100.0	100.0	100.0
	2012	567,471	12	7	152,011	26.8	29.0	24.5	0.85	...	...	...	...	...	...	...	...	...
Mauritius	2006	143,091	11	7	128,925	90.1	89.0	91.3	1.03	...	...	16.6	15.8	...	...	...	...	...
	2012	132,625	11	7	127,123	95.9	93.9	97.8	1.04	...	11,446	14.7	12.3	6.2	9.0	...	...	...
Morocco	2006	3,935,888	12	6	2,061,046	52.4	56.0	48.6	0.87	...	118,515	...	2.5	12.0	5.8	...	...	...
	2012	3,708,134	12	6	2,554,050	68.9	74.1	63.4	0.86	...	155,414	...	2.4	11.6	6.1	...	...	...
Mozambique	2006	2,383,764	13	5	367,962	15.4	18.0	12.9	0.71	62.7	26,269	35.8	7.2	6.6	7.1	58.2	50.4	56.5
	2012	2,809,108	13	5	727,895	25.9	27.4	24.4	0.89	83.4	32,331	33.1	3.9	6.9	4.4	...	...	62.4
Namibia	2006	238,317	14	5	151,805	63.7	59.3	68.1	1.15	...	...	25.2	...	...	...	...	...	...
	2012	263,104	14	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Niger	2006	1,878,904	13	7	216,961	11.5	14.2	8.9	0.63	21.0	6,335	29.5	0.7	14.2	2.9	24.7	60.5	40.6
	2012	2,440,483	13	7	388,641	15.9	19.1	12.8	0.67	...	22,755	...	0.7	32.7	5.9	...	...	...
Nigeria	2006	18,826,596	12	6	6,436,449	34.2	37.3	30.9	0.83	65.7	...	31.9	...	...	...	...	...	...
	2012	21,844,201	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Rwanda	2006	1,268,596	13	6	239,629	18.9	20.3	17.6	0.87	...	41,958	30.7	...	50.4	17.5	...	...	...
	2012	1,679,788	13	6	534,712	31.8	30.8	32.8	1.07	67.0	58,431	22.9	...	32.1	10.9	...	...	...
Sao Tome and Principe	2006	18,990	12	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	19,670	12	5	14,061	71.5	67.0	76.1	1.14	...	461	...	...	23.5	3.3	...	...	...
Senegal	2006	1,839,708	13	7	447,425	24.3	27.6	21.0	0.76	...	...	...	...	...	...	...	...	...
	2012	2,074,073	13	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Seychelles	2006	7,152	12	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	6,917	12	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sierra Leone	2006	688,504	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	792,969	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Somalia	2006	1,144,406	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	1,425,982	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Africa	2006	5,120,502	14	5	4,790,382	93.6	91.3	95.8	1.05	...	246,177	30.2	...	8.8	5.1	...	...	...
	2012	4,753,757	14	5	4,843,800	101.9	100.3	103.5	1.03	...	246,515	...	...	8.9	5.1	...	...	...
South Sudan	2006	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	1,528,021	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sudan	2006	3,643,409	12	5	1,318,122	36.2	37.0	35.4	0.96	...	...	...	...	...	...	...	...	...
	2012	0	12	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Swaziland	2006	152,926	13	5	76,979	50.3	49.7	50.9	1.02	99.3	...	19.3	...	...	...	...	...	...
	2012	149,643	13	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Togo	2006	915,777	12	7	430,064	47.0	60.8	33.2	0.55	...	27,840	38.9	1.1	24.9	6.5	...	...	70.7
	2012	1,011,339	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tunisia	2006	1,430,525	12	7	1,247,046	87.2	83.3	91.3	1.10	...	112,869	16.9	10.1	7.9	9.1	...	...	...
	2012	1,221,601	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Uganda	2006	4,160,789	13	6	857,776	20.6	22.7	18.5	0.81	...	43,689	18.8	...	21.9	5.1	...	...	...
	2012	5,113,389	13	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
United Republic of Tanzania	2006	5,273,466	14	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	6,056,111	14	6	2,118,067	35.0	37.3	32.6	0.88	...	233,795	26.4	6.3	58.0	11.0	...	...	...
Zambia	2006	1,297,242	14	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	1,580,052	14	5	1,592,366	100.8	107.5	94.1	0.87	...	848,371	...	55.0	50.2	53.3	...	...	...
Zimbabwe	2006	1,981,636	13	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2012	1,984,432	13	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...