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## THE SIXTEENTH SESSION OF THE INTERGOVERNMENTAL COMMITTEE OF EXPERTS (16<sup>th</sup> ICE) OF WEST AFRICA

*Inclusive green growth to accelerate socio-economic  
development in West Africa*

# TRACKING PROGRESS ON THE IMPLEMENTATION OF REGIONAL AND INTERNATIONAL AGENDAS WITH A FOCUS ON ACCESS TO AND CHALLENGES IN EDUCATION IN WEST AFRICA

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## List of Acronyms

DEA	Association for Development of Education in Africa
ANCEFA	African Network Campaign on Education for All
ANSEP	African Network for School Feeding Program
Beijing POfA	Beijing Platform of Action
CAADP	Comprehensive Africa Agriculture Development Programme
CBO	Community Based Organization
CEDAW	Convention for the Elimination of All Forms of Discrimination against Women
CIEFFA	Centre International pour l'Education des Filles et des Femmes en Afrique
CSO	Civil Society Organizations
DAW	Division for the Advancement of Women
ECA	Economic Commission of Africa
ECCDE	Early Childhood Care Development and Education
ECOWAS	Economic Commission of West African States
EFA	Education for All
EMIS	Management and Information System
FAWE	Forum for African Women Educationalist
FGM/C	Female Genital Mutilation or Cutting
GDP	Gross Domestic Product
GER	Gross Enrollment Ratio
GMR	Global Monitoring Report
GSGDA	Ghana Shared Growth and Development Agenda
GBV	Gender Based Violence
HIPC	Heavily Indebted Poor Countries
IDP	Internally Displaced Person
IIEP	International Institute for Educational Planning
IMF	International Monetary Fund
ISCED	International Standard Classification of Education
MDGs	Millennium Development Goals
MoE	Ministries of Education
NEEDS	National Economic Empowerment Strategy
NEPAD	The New Partnership for Africa's Development
NER	Net Enrollment Ratio
PIDA	Programme for Infrastructure Development in Africa
PRSPs	Poverty Reduction Strategy Papers
PTR	Pupil-Teacher-Ratio
REC	Regional Economic Commission

SADC	Southern African Development Community
SEEDS	State Economic Empowerment Strategy
SRO-WA	State Records Office of WA
SSA	Sub Saharan Africa
TVET	Technical and Vocation Education and Training
UNESCO	UNESCO Institute of Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girls Education Initiative
UPE	Universal Primary Education
WARSO	West African Sub-regional Office
WFP	World Food Program
WGEP	Women's Global Education Project

## Executive Summary

Despite the natural resources that West Africa countries have and the agricultural products they export, they have experienced many developmental challenges (high rates of population growth, infant and maternal mortality, and low levels of education, especially at secondary and tertiary level, food insecurity) commonly with those of other Sub-Saharan countries. In order to address these challenges, States have been taking a number of initiatives that include adopting/signing/ratifying various international and regional commitments, writing Poverty Reduction Strategy Papers (PRSPs), and formulating various policies and strategies.

This report attempts to see the implementation of these commitments including MDGs, NEPAD, Beijing Platform of Action, with emphasis on MDG2. The report relies on secondary sources of data emanating from various national and international sources including, UNESCO Institute of Statistics (UIS), World Bank, and MDGs. Poverty Reduction Strategy Papers (PRSPs), country legal instruments such as constitutions, laws and policies were extensively consulted and referenced.

The report contains six chapters: Starting with this introduction, that briefly presents the socio-economic and legal context of West Africa; the second chapter provides highlights of developmental frameworks and activities by regional bodies such as ECOWAS, UEMOA and those undertaken in 2012 by the Sub-Regional Office of West African in support of NEPAD initiatives. The chapter also makes brief assessment of the performance of West African countries towards attaining the MDGs and examines the 12 critical areas of Beijing Platform for Action. Chapter three discusses the situation of all levels of education in the countries, while the fourth elaborates on some of the measures countries have taken to expand education in general and achieving the MDGs 2 in particular. The fifth chapter identifies some of the challenges faced and efforts made to achieve MDGs. Finally, the last chapter ends with conclusion and puts forward some recommendations for considerations by member States; major Regional Economic Communities, the private sector, development partners and the academia.

### *Progress towards NEPAD Initiative*

NEPAD was endorsed by the Heads of State of African governments in October, 2001 as the main development framework and since its adoption West African countries together with the major Regional Economic Communities such as ECOWAS and UEMOA have crafted major instruments in the areas of agriculture, energy, transport, infrastructure and other sectoral issues. These included the Comprehensive Africa Agriculture Development Program (CAADP) that provides a shared platform for co-ordinated action for agricultural development strategic planning and implementation by African countries. The ECOWAS Agricultural Program (ECOWAP), the UEMOA Agricultural Program have also been designed to boost efforts in the same direction. The Program for Infrastructure Development in Africa was designed to facilitate the preparation, setting up, financing and implementation of infrastructure in the sub region. Similar initiatives addressed the energy, transport, ICT-information and communication

technologies. Most countries of the sub-region have made commendable progress towards translating these frameworks into national action plans. However, more action is needed to achieve the desired goals. In the year 2012, towards strengthening these efforts, the SRO-WA undertook research and capacity building activities relating to agriculture development, energy and regional integration.

### *Assessment of MDGs Performance*

Regarding the implementation of MDG 1, eradicating extreme poverty and hunger, data show that the overall level of poverty has been on a slow decline, and most West African countries are unlikely to meet the target. Looking at MDG 2, though progress has been made in Gross Enrollment Ratio (GER), some countries registered less than 65 per cent of Net Enrollment Ratio (NER), implying that they may be in danger of failing to meet the goal set for 2015. The performance of countries in relation to Goal 3, promoting gender equality and empowerment of women, reveals that with regard to ratio of female to male primary enrolment, all countries registered impressive performance. Although some countries regressed, representation of women by seats held in national parliaments, showed steady growth. Countries' performance on Goal 4, reducing child mortality show that despite the overall decline, the rate falls short of meeting the target. In relation to MDG 5, maternal mortality still remains a major challenge to most countries with more women dying from child birth complications. Performance of countries on Goal 6, combating HIV/AIDS, malaria and other diseases, registered a marked reduction in the prevalence of HIV/AIDS (15 -24) as well as increase in the number of people living with HIV in view of access to antiretroviral therapy. Malaria remains to be a challenge for more than 50 per cent of the countries. On Goal 7, ensuring environmental sustainability, declining forest has been noted for most of the countries in West Africa since 1990 whilst improvement has been witnessed with respect to access to water source and reduction of population living in slums. Looking at MDG 8, developing a global partnership for development, of the 32 HIPC eligible countries that reached the decision point for irrevocable debt relief in 2011, 13 were West African States. With respect to access to ICT, compared to 2008, the number of people with access to mobile telephones and internet has substantially increased in 2011, with limited penetration to internet calling for strengthening infrastructure including harnessing all forms of energy.

Although most countries have registered tremendous progress since the adoption of the MDGs in 2000, merely less than three years to the end of the goal, global assessment predict that most West African countries are off track to achieve the target (see Appendix I).

### *Implementation of Beijing Platform of Action (BPfA)*

Countries have been putting efforts to address the 12 critical areas of action identified in the Beijing PfA. According to a Regional Beijing +15 Review conducted in 2009, countries have been taking various measures including developing strategies; including gender budgeting in their respective countries' PRSPs; setting long-term developmental goals to eradicate poverty; reallocating public spending in favor of gender programs, and introducing micro-finance schemes for women. Similarly to address women's participation and their rights in the economy



many of the countries have been providing training, legal and credit services to women to commence business, and majority of the countries have enacted laws to guarantee equal access to employment opportunities, capacity building. Furthermore, most countries have also ratified ILO Conventions 100 and 111. In relation to the education and training of women, the measures taken include: provision of free and compulsory primary education; abolishing school fees at primary level; developing strategic plan for girls' education; introducing a scholarship scheme specifically aimed at encouraging girls schooling; setting up feeding program; formulating policies to promote girls education through the elimination of gender stereotypes in school textbooks; creation of relevant national institutions, and putting measures in place to retain girls in higher education.

West African countries in general reported high level of maternal mortality as well as small, percentage of delivery attended by skilled health personnel. Some steps have been put in place to arrest the spread of malaria, cardio-vascular disease, STIs and screening for breast cancer; setting up special committees to oversee the treatment of cancers; formulating plans to address the gender dimensions of HIV/AIDs; and establishing condom distribution points. With respect to Violence Against Women (VAW) manifested in sexual violence, economic exploitation, forced marriage, degrading widowhood practices, and Female Genital Mutilation (FGM), countries undertook domestication of enacting legislation to combat FGM, the provision of the Convention on the Rights of Children and the African Charter on the Rights and Welfare of the Child; and ratifying the Convention on the Rights of Persons Living with Disabilities.

Towards increasing women's participation in decisions involving conflict resolution, a number of measures undertaken include providing training in conflict resolution, reconciliation and tolerance; ensuring their participation in peace processes and in sensitization campaigns organized for a culture of peace and tolerance. Support mechanisms for women refugees and Internally Displaced Persons (IDPs) and integrating human rights including women's rights and gender issues into the military curricula have been put in place. In governance and decision making women in some countries have been or were able to hold key decision making positions including presidency and vice presidency.

In relation to the institutional mechanisms for the advancement of women, though a lot still needs to be done, most countries have put such mechanisms in place like designing a gender mainstreaming strategy, and collaborating with CSOs consisting of women opinion leaders, religious groups, and representatives of women's associations. As regards, the implementation of the provision to women and the media, assessment of many of the countries indicates that women's presence in key decision-making positions within media institutions remains very low. However, a number of initiatives have been taken by countries including adopting strategies or policies to enhance women's role in the media and on the eradication of all forms of gender stereotyping.

Women and the environment is another area wherein some countries have developed a Plan of Action for promotion of their activities in the environment and providing technical assistance to increase production in various fields and improve their income-generating activities like in fishing and farms. With respect to the Girl Child, the BPfA calls for the elimination of economic exploitation, negative cultural attitudes and practices against the girl child, and the protection at work and the eradication of violence against the girl child. In order to implement this provision

some countries have Codes on Children, with a special emphasis on the status of the child as a subject of human rights, and others have enacted and are enforcing legislation to protect girls from violence.

### *Access to and Challenges in Education*

West African countries have made efforts to make education of all levels accessible in various ways by committed themselves to the various international and regional instruments including the MDGs, Beijing POfA, Education for All (EFA) goals, and others. In addition, they have included education as a basic human right in their respective constitution (Ghana, Gambia, Cote D'Ivoire, Guinea Bissau, Liberia and Togo) and one of the important pillars in their respective PRSPs and designed sectoral policies. However, despite these initiatives the situation of education in West Africa still needs a lot of attention.

In relation to primary education, the Net Enrollment Ratio (NER) for 2010 shows that though tremendous increase has been seen in primary NER, there are still a few countries that are lagging behind in meeting the goal of 100 per cent primary enrollment before the set date of 2015. Household level poverty; indirect cost of schooling; household income shocks; child work; orphanhood, education of household members, especially that of mothers; perceived benefits of schooling; conflict; accessibility and quality of schools; repetition; and gender discrimination have been found to be among the factors that fuel dropout. In addition to low NER and high dropout seen in some of these countries, there is also a gender disparity in favor of males.

Looking at secondary education, one observation is that enrollment at secondary level goes down in all the countries though at varying degrees. This situation is attributed to the lack of sufficient development at secondary level due to countries' and development partners' emphasis, in the past, to primary level with the intention of meeting EFA and other related commitments. The tertiary level presents even a grimmer picture. Data from 2010 show that there is a very slow progress in GER in all countries indicating that countries need to exert serious efforts to improve access to, and quality and relevance of higher education.

Because of the demographic nature of West Africa comprising of high youth population and the fact that many pupils drop out before they complete school and that many school leavers are not able to find jobs, Technical Vocational Education and Training (TVET) is considered as a best alternative to equip young people with employable skills. TVET has been incorporated in education policies as well as PRSPs, although there is not sufficient data on TVET for most of the countries. In view of high drop out, countries have to give unreserved attention to increase the literacy rates.

Looking at the prospect of West African countries in meeting MDG 2, the data clearly show that most progress has been made in NER, and still few countries are in danger of failing to meet the 100 per cent enrollment by 2015. The dropout rate is so high that the proportion of children reaching the last grade of primary is low, and thus unlikely to meet this specific indicator of MDG2.

## **I. BACKGROUND**

1. The West African region is rich in natural resources and minerals, gold in Ghana and Mali; uranium in Niger; bauxite in Guinea and Sierra Leone and many other minerals and petroleum in many countries in the region. Significant amount of agricultural products are also grown for export, cotton mainly in Mali, Burkina Faso and Benin, rubber in Liberia, and cocoa and coffee in Ghana and Côte d'Ivoire (ECOWAS and ECA, 2012). Despite the availability of these resources, similar to the other Sub Saharan African (SSA) countries, the region is known for the many developmental challenges.

2. The economic vulnerability of the region is manifested in many of the development indicators. For example, despite the low economic development, the average annual growth rate of the total population is the highest in many of the countries. In terms of economy, nearly half of the countries in the region have a GNP per capita of less 500.00 USD in 2010. In addition, 9 of the 15 countries including Gambia, Liberia Nigeria and Senegal have more than 50 per cent of their population below income poverty line (UNESCO, 2012). Food insecurity is rising and partly worsened by the impacts of climate change and civil unrest in some of the countries. The absolute number of malnourished children has increased over the past two decades and it is expected to rise further, especially in Western and Eastern Africa. In 2010, the proportion of stunted children under the age of 5 was 38.2 per cent and 22.1 per cent underweight (UNDP, 2012).

3. In order to address the many developmental challenges, States have made commitments through signing or ratifying international and regional commitments. Some of these are Education for All (EFA), Beijing Platform of Action (Beijing POfA), the New Partnership for Africa's Development (NEPAD) and the Millennium Development Goals (MDGs). The Fourth World Conference on Women held in Beijing in 1995 adopted measures that called for a renewed commitment towards the full implementation of human rights instruments and effective strategies for achieving gender equality outlining the 12 critical areas of concerns and calling upon countries to formulate context-specific action plans that supplement the Beijing strategic objective and requires the formulation of national action plans and reviews of progress every five years. The NEPAD is a commitment based on a common vision and a firm and shared conviction, that African countries have a pressing duty to eradicate poverty and to place their countries, both individually and collectively, on a path of sustainable growth and development. This calls for the implementation of the NEPAD framework including putting in place an institutional mechanism and mainstreaming NEPAD programs in national development plans.

4. Towards achieving the Education For All (EFA) and gender equality in education by 2015, countries adopted the EFA goal comprising of six goals: expand early childhood care and education; free and compulsory education of good quality; promote the acquisition of life-skills by adolescents and youth; expand adult literacy by 50 per cent; eliminate gender disparities by 2005 and achieve gender equality in education; and enhance educational equality. Similarly, the MDGs were the outcome of the Millennium Declaration, comprising of eight key commitments with targets and indicators formulated as tools to measure the extent to which countries are making progress towards achieving the Goals. Goals 3 and 4 of the MDGs specifically relate to

gender equality issues in education. Goal 2 is specifically about achieving Universal Primary Education (UPE), by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. The target for goal 3 is eliminating gender disparity in primary and secondary education, preferably by 2005, and at all levels of education no later than 2015.

5. The common theme running in all these commitments is addressing the developmental challenges in order to eradicate poverty in West Africa. All these regional and international commitments consider education as a means through which poverty could be eradicated. It is within this context that the overall assessment and performance of West African countries in access to and challenges to education in general and implementation of commitments on MDGs Goal 2, in particular, is undertaken in West African countries.

## **II. TRACKING PERFORMANCE OF INTERNATIONAL AND REGIONAL AGENDAS IN WEST AFRICA**

6. In line with its mandate, the United Nations continuously implements and reviews its programs to provide timely measures to the socio-economic challenges of its member countries to be able to align its activities with, emerging issues. At the continental level, the United Nations Economic Commission for Africa (UNECA) and specialized United Nations agencies support the efforts of the African Union through NEPAD; in collaboration with the Regional Economic Communities, (RECs), as well as IGOs in implementing policies and agendas on regional, sub-regional and national programs.

7. The on-going reform to restructure UNECA retool its staff and recalibrate its program is a response in this direction to serve Africa better respond to the changing world. This section of the report presents progress made by West African countries within some continental and international framework such as NEPAD; MDGs; and the Beijing Platform and presents highlights of relevant activities undertaken by SRO-WA. The SRO-WA continued its collaboration with ECOWAS and UEMOA in the areas of agriculture and food security; energy and regional integration.

### **2.1 *Objective of NEPAD and Areas of Strategic Interventions***

8. NEPAD was endorsed by the Heads of State of African governments in October, 2001 as a development framework for the continent by elaborating various programs to address the major challenges perpetuating poverty and to put in place measures to strengthening the integration process of Africa. West African countries in collaboration with development partners are undertaking activities towards the realization of NEPAD objectives and below are some of the regional framework developed in support of NEPAD within which various stakeholders operate and are presented to allow for brief review:

*i) The Comprehensive Africa Agriculture Development Programme (CAADP)*

9. NEPAD's agricultural agenda, the (CAADP), was designed to provide a continent-wide implementation framework for development policies and strategies in the agricultural sector at national, regional and continental levels. CAADP charts a comprehensive agenda which countries and regions could follow in addressing the challenges which tend to retard agriculture-centered development in the continent (EU/ECOWAS Commission, 2008). Continental and regional agricultural agendas have been mainstreamed and implemented by the Inter-governmental institutions in charge of regional integration and cooperation (WAEMU, ECOWAS). Their activities became more prominent at the beginning of the new millennium, when well-coordinated and articulated agriculture development policies and strategies got underway. Within the framework of the Comprehensive Africa Agriculture Development Program (CAADP) issued in 2002, the ECOWAS developed its Agricultural Policy while UEMOA set up the Pan-African Agricultural Union.

*ii) The ECOWAS Agricultural Programme (ECOWAP)*

10. The regional and collective response of ECOWAS leaders to the agriculture and food issues in the sub-region has been the endorsement of Regional Agriculture Policy for West Africa (ECOWAP) by adopting four areas of action pillars in the Program. Experience has shown that collective bargaining may yield better dividends to African farmers in respect of certain commodities like cocoa, palm produce, cotton or even fruits and vegetables where individual countries continue to confront traders in the EU, the United States of America or elsewhere as the case generally is at the moment. Regional approach was expected to raise the scale in favour of West African countries in international trade negotiations.

*iii) UEMOA Agricultural Program*

11. The UEMOA Agricultural Program was adopted in 2001, several years before ECOWAP and CAADP and targets agricultural programs, poverty reduction, food security and improvements in general living conditions of farmers. The Program activities have been designed to support member countries and include improving competitiveness of the sector, land development; and climate change. Its implementation is supported by institution framework, management structure, funding tools and regulation.

12. To strengthen efforts towards agricultural development in West Africa, the ECA SRO-WA during 2012 organized two capacity building activities and produced reports on 'Promoting value chain approach for development of agriculture development' highlighting solutions aimed at accelerating growth in the agricultural sector through the implementation of the value chain approach for strategic products. The report recommendations included security, the supply of inputs as well as other factors of production such as agricultural equipment, and adopting reforms to facilitate land access for agri-business promoters and smallholders regardless of gender; and enhancing agricultural value chain promotion.

13. The Office also produced a report on ‘Harnessing the agricultural potential in west Africa for growth and development’ that focuses on the crop sector and the untapped potential role of the sector in socio-economic development; identified policy on enhancing productivity in the sector to address poverty, unemployment and under development. Structural transformation of the sector to increase productivity and ensure exploitation of the sector to address poverty is the main recommendation emanating from the report.

*iv) Programme for Infrastructure Development in Africa (PIDA)*

14. PIDA is the other Programme designed to facilitate the preparation, setting up, financing and implementation of infrastructure projects in the various regions of the African continent. It is an instrument that draws from the failures and lessons of previous initiatives to implement NEPAD programmes. Its Program priorities are driven by the strategic objective and by the African Union’s 2004 vision statement, which called for “an integrated Africa, a prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the international arena”.

15. In addition to the above initiatives, ECOWAS and UEMOA have jointly introduced plans to assist member States to address challenges in energy, ICT-information and communication technologies, and transport. In this vein, with the objective of reviewing the current situation and share experiences and knowledge in the promotion of renewable energy, the Office in 2012 prepared a research shared at a capacity building workshop on ‘Strengthening the Capacity of West African States to Harness Renewable Energy for Electricity Supply, Poverty Reduction, and Climate Change Mitigation’. The meeting observed that these initiatives will advance the three-pronged objective of raising economic growth; improving social indicators and addressing environmental concerns and recommended that member states further develop strong political will and integrate renewable energy policies into national socio-economic development strategies; and set up binding targets for energy access, energy efficiency and access to electricity and develop a monitoring and evaluation framework.

## **2.2. Assessment of the Implementation of the MDGs in West Africa**

16. The Millennium Declaration, signed in September 2000 at the United Nations’ Millennium Summit, is guided by a set of specific, quantified, and time-set key targets on the various dimensions of human development – poverty, hunger, health, education, gender equality, and environmental sustainability (United Nations, 2000).

*Table Goal 1: Eradicate Extreme Poverty and Hunger*

Indicators Country Name	Target 1.A: Halve, between 1990 and 2015, the proportion of people whose income is less than USD \$1.25 a day	Target 1.C: Halve, between 1990 and 2015, the proportion of people who suffer from hunger	
	Proportion of population below \$1,25 (PPP) per day: <b>poverty headcount ratio at \$1.25 a day (PPP) (% of population)</b>	Proportion of population below minimum level of dietary energy consumption: <b>prevalence of undernourishment (% of population)</b>	
	2003-2010	1992 <sup>1</sup>	2011
Benin	47	20	8
Burkina Faso	51	14	26
Cape Verde	..	12	9
Cote d'Ivoire	24	15	21
Gambia, The	34	14	14
Ghana	29	28	5
Guinea	49.5	20	17
Guinea-Bissau	..	22	9
Liberia	84	30	31
Mali	50.5	27	8
Niger	47	37	13
Nigeria	65.5	16	9
Senegal	34	22	21
Sierra Leone	53	45	29
Togo	39	43	17

Source: <http://databank.worldbank.org/ddp/> accessed as of December 27, 2012.

PPP: Purchasing Power Parity ; World Development indicators data last updated: 12/21/2012

17. In Sub-Sahara Africa, the overall level of poverty has been predicted to be on a slow decline and most West African countries are unlikely to meet the target owing partly to high population growth, over-dependence on primary commodities resulting in non-inclusive and volatile growth. According to Appendix II, for the period (2003-2010), more than 50 per cent of the population is living on less than \$1.25 a day (Benin, Burkina Faso, Guinea, Liberia, Mali, Niger, Nigeria and Sierra Leone). The MDGs Africa (2012) elaborates that rural poverty is at least three times as high as urban poverty (Ghana, and Cape Verde) and in six of the countries for which data was available, the report indicated higher poverty among women. Given that the average minimum annual growth rate needed to reduce poverty by half by 2015 is 7%, the rates currently recorded in West Africa are well below what they should be.

<sup>1</sup> Earliest data available on prevalence of under nourishment is 1992 (no 1990's data)

*Table Goal 2: Achieve Universal Primary Education*

Indicators Country Name	Target 2.A: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling					
	Gross enrolment ratio. Primary. Total		School enrollment, primary (% net)		Primary completion rate, total (% of relevant age group)	
	1990	2010-2012	1990	2010-2012	1990	2010-2012
Benin	53	128	41	..	19	75
Burkina Faso	30	78	..	61	18	45
Cape Verde	121	110	99	93	57	97
Cote d'Ivoire	67	88	..	..	40	59
Gambia, The	53	82	45	67	..	66
Ghana	70	109	..	83	..	97
Guinea	36	96	27	79	21	66
Guinea-Bissau	..	123	..	74	..	68
Liberia	..	103	..	41	..	66
Mali	26	81	..	63	..	55
Niger	27	69	24	60	17	44
Nigeria	85	83	..	58	..	74
Senegal	56	87	46	76	43	61
Sierra Leone	52	125	..	..	..	74
Togo	96	140	67	..	38	76

Source: <http://databank.worldbank.org/ddp/> accessed as of December 27, 2012. 2010-2012 series are mean of data available during these years

18. Most West African countries are on track to meet the target for net enrollment in primary education by 2015. Gross enrolment ratios, often used to measure primary education- improved for many of the countries and rose from 26 per cent in 1990 to 140 per cent in 2010. Some registered steady progress on net enrolment as well. According to the above table, seven of the countries have registered impressive achievement of over 100 per cent, whilst six of them reported over 80 per cent performance. However, Burkina Faso and Niger reported enrolment ratio of 78 per cent and 69 per cent. In the case of Cape Verde and the Gambia, MDGs Africa revealed notable reversals in net enrolment in primary education, resulting from too few qualified teachers, inadequate educational infrastructure and poor school management while in many of the countries, completion rates are less satisfying and this challenge requires allocation of more resources and enforcement of special measures, especially affirmative action in the case of female students.



*Table Goal 3: Promote Gender Equality and Empower of Women*

Indicators	Target 3.A: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015			
	Ratio of female to male primary enrollment (%)		Proportion of seats held by women in national parliaments (%)	
Country Name	1990	2007-2012	1990	2012
Benin	50	86	3	8
Burkina Faso	63	89	..	15
Cape Verde	97	93	12	21
Cote d'Ivoire	71	81	6	11
Gambia, The	..	104	8	8
Ghana	85	98	..	8
Guinea	47	85	..	..
Guinea-Bissau	..	94	20	10
Liberia	..	91	..	11
Mali	61	86	..	10
Niger	60	80	5	13
Nigeria	79	90	..	7
Senegal	73	104	13	43
Sierra Leone	66	93	..	13
Togo	64	88	5	11

Source: <http://databank.worldbank.org/ddp/> accessed as of December 27, 2012. 2010-2012 series are mean of data available during these years. Last Gender statistics updated on 04/17/12

19. In many West African countries, the ratio of girls to boys enrolled in primary school continues to improve. According to the available data of 2007-2012 on ratio of female to male primary enrolment, all countries registered impressive performance, with the Gambia and Senegal scoring above 1.0 per cent indicating that countries have taken measures to address the imbalances in enrolment. Guinea, Mali, Niger, Senegal, Burkina Faso and Togo registered the most progress from 1990 to 2012 ranging from 47 per cent to 1.04 per cent. (see Table Goal 3). In comparison with to the other regions of the World, MDGs Africa praised the continent's performance as best in addressing the gender gap in primary school enrolment highlighting Guinea as a good example of promoting parity among regions, towns, an approach that has yielded solid results in narrowing gender gaps. (AfDB et al., 2011). With respect to seats held by women in national parliaments, most West African countries not only availed data, but registered

steady growth. Senegal is the highest performer with 43 per cent in 2012 from its level of 1990 at 13 per cent.

*Table Goal 4: Reduce child mortality*

Indicators	Target 4.A: Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate			
	Country Name			
	Infant mortality rate (per 1,000 live births)		Under-five mortality rate (per 1,000 live births)	
	1990	2011	1990	2011
Benin	107	68	177	106
Burkina Faso	105	82	208	146
Cape Verde	45	18	58	21
Cote d'Ivoire	104	81	151	115
Gambia, The	78	58	165	101
Ghana	76	52	121	78
Guinea	135	79	228	126
Guinea-Bissau	125	98	210	161
Liberia	161	58	241	78
Mali	132	98	257	176
Niger	133	66	314	125
Nigeria	127	78	214	124
Senegal	69	47	136	65
Sierra Leone	158	119	267	185
Togo	85	73	147	110

Source: IGME 2012 Estimates - Trend Table, Final, 2012 UNICEF, Childinfo , <http://www.childinfo.org/>

20. Assessment of this goal reveals that child mortality is closely linked with all other MDGs: extreme poverty, gender inequalities in education, inadequate sexual health, education for girls and women, the spread of HIV/AIDs and other disease and non-sustainable environmental practices. In West Africa, although there is overall decline, the rate falls short of meeting the goal by 2015. In comparison to 1990, whilst some progress has been made in Cape Verde, Senegal and Ghana who reported 18 %, 47% and 52% respectively, Sierra Leone, Mali, Guinea Bissau, Cote d'Ivoire and Burkina Faso exhibit high rate of infant mortality in 2011 (see Table Goal 4). Countries need to expand intervention, scale up health services and produce accurate estimates of child mortality.

*Table Goal 5: Improve maternal health*

Indicators	Target 5.A: Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio				
	Percentage of births attended by skilled health personnel (doctor, nurse or midwife)			Maternal mortality ratio (national estimate, per 100,000 live births)	
Country Name	2000-2006 <sup>2</sup>	2005-2006 <sup>3</sup>	2005-2010 <sup>4</sup>	1990-2001 <sup>5</sup>	2005-2010 <sup>6</sup>
Benin	78	97	74	498	400
Burkina Faso	54	65	54	484	310
Cape Verde	89	78	78	76	54
Cote d'Ivoire	57	95	57	600	540
Gambia, The	57	52	57	730	..
Ghana	50		57		450
Guinea	38	87	46	530	980
Guinea-Bissau	39	79	44	910	410
Liberia	51		46		990
Mali	41	75	49	582	460
Niger	33	59	18	590	650
Nigeria	35		39*		550
Senegal	52	89	52	560	400
Sierra Leone	43		42*	1,800	860
Togo	62	89	60*	478	..

Source: IGME 2012 Estimates - Trend Table, Final, 2012 UNICEF, Chilinfo , <http://www.childinfo.org/> & Health Nutrition and Population (HNP) Statistics provides key health, nutrition and population statistics gathered from a variety of international sources access through <http://databank.worldbank.org/ddp/as> of December 27, 2012; last updated of the world bank database on 04/17/12 & IGME 2012 Estimates - Trend Table, Final, 2012 UNICEF, Chilinfo , <http://www.childinfo.org/>; \*<http://apps.who.int/gho/data/> WHO data in 2008 was 86% for Nigeria, 71% for Sierra Leone & in 2010 60.1% for Togo.

<sup>2</sup> Data refer to most recent year information available during the period specified according to UNICEF (2008), Progress for children, a report Card on Maternal Mortality, Number 7, September 2008, p. 42

<sup>2</sup> WHO databases most recent year data available.

<sup>2</sup> UNICEF Global Databases related to Maternal health: Skilled attendant at birth updated on the basis of the Situation on world children (SOWC) 2012: 2005 for Cape Verde and Senegal; 2005-2006 the Gambia; 2006 for Benin, Burkina Faso, Côte d'Ivoire, Mali & Niger; 2007 Guinea & Liberia; 2008 Ghana, Nigeria & Sierra Leone, and 2010 Guinea Bissau & Togo.

<sup>2</sup> Data refer to the unique indicator available during the period (1990-2001)

<sup>2</sup> Most recent data available during the specified period (2005-2010).

<sup>2</sup> Data refer to most recent year information available during the period specified according to UNICEF (2008), Progress for children, a report Card on Maternal Mortality, Number 7, September 2008, p. 42

<sup>3</sup> WHO databases most recent year data available.

<sup>4</sup> UNICEF Global Databases related to Maternal health: Skilled attendant at birth updated on the basis of the Situation on world children (SOWC) 2012: 2005 for Cape Verde and Senegal; 2005-2006 the Gambia; 2006 for Benin, Burkina Faso, Côte d'Ivoire, Mali & Niger; 2007 Guinea & Liberia; 2008 Ghana, Nigeria & Sierra Leone, and 2010 Guinea Bissau & Togo.

<sup>5</sup> Data refer to the unique indicator available during the period (1990-2001)

<sup>6</sup> Most recent data available during the specified period (2005-2010).

21. MDGs Africa notes the link between other MDGs and maternal mortality in identifying drivers of trends and policy responses. In view of the slow progress, maternal mortality still remains a major challenge to most West African countries with more women dying from child birth complications, with poorer women disproportionately affected and carrying the brunt of this tragic incident. Whilst data is missing in the cases of Ghana, Liberia, Nigeria and Sierra Leone, data for 2005-2006 for Benin, Cote d'Ivoire, Senegal, Togo and Guinea shows good performance towards reducing maternal mortality (see Table Goal 5). Countries emerging from conflict, like Liberia and Sierra Leone are likely to have made little progress since 1990, depicting functioning infrastructure is a requisite to reducing maternal mortality as low infrastructure contributes to sustaining maternal mortality.

*Table Goal 6: Combat HIV/AIDS, malaria and other diseases*

Indicators	Target 6.A: Have halted by 2015 and begun to reverse the spread of HIV/AIDS		Target 6.B: Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it	Target 6.C: Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases				
Country Name	Prevalence of HIV, total (% of population ages 15-49)		Proportion of population with advanced HIV infection with access to antiretroviral drugs: Antiretroviral therapy coverage (% of people with advanced HIV infection)	Notified cases of malaria (per 100,000 people)	Incidence of tuberculosis (per 100,000 people)		Tuberculosis death rate (per 100,000 people)	
	1990	2009	2011	2008	1990	2010	1990	2010
Benin	0	1	61	35,555	128	69	13	16
Burkina Faso	4	1	57	45,322	87	58	10	8
Cape Verde	..	..	46	23	175	147	39	28
Cote d'Ivoire	2	3	41	36,482	238	190	26	11
Gambia, The	0	2	54	31,925	185	273	35	49
Ghana	0	2	47	31,179	155	86	36	9
Guinea	1	1	58	40,585	247	188	24	59
Guinea-Bissau	0	3	56	34,043	158	233	19	27
Liberia	0	2	38	29,994	199	293	38	48
Mali	0	1	53	25,366	76	63	41	10
Niger	0	1	34	37,958	358	113	26	37
Nigeria	1	4	30	38,259	128	133	32	21
Senegal	0	1	56	7,077	138	137	40	62
Sierra Leone	0	2	41	36,141	207	682	59	146
Togo	1	3	42	30,388	50	77	85	106

Source: <http://databank.worldbank.org/ddp/> accessed on December 27, 2012 ; Database of official indicators for monitoring progress toward Millennium Development Goals, last updated on 09/27/12. & Health Nutrition and Population (HNP) Statistics provides key health, nutrition and population statistics gathered from a variety of international sources, last updated on 04/17/12.

22. The data presented in Table Goal 6 reveal that most countries since 1990 have made remarkable progress in reducing the prevalence of HIV/AIDs (15-24 years). In similar vein, there is increase in the number of people living with HIV owing to improved coverage of antiretroviral therapy (ART). In 2011, in Benin, Burkina Faso, Gambia, Guinea, Guinea-Bissau, Mali and

Senegal, more than 50 per cent of the population has access to ART thus affirming access by good proportion of population to the treatment for HIV/AIDs. With respect to malaria, in 2008, Cape Verde and Senegal ranked as best performers with least number of people dying for every 100,000. Although, preventable and curable, malaria remains the major cause of death in many West African counties, and more than 50 per cent of the countries continue to exhibit high percentage rate of people infected with malaria. Although countries registered overall progress, Togo and Sierra Leone registered high death prevalence of TB. Burkina Faso, Ghana and Mali recorded the highest reduction in prevalence after 1990.

*Table Goal 7: Ensure environmental sustainability*

Indicators	Target 7.B: Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss		Target 7.C: Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation					
Country Name	Forest area (% of land area)		Improved water source (% of population with access)		Improved sanitation facilities (% of population with access)		Population living in slums (% of urban population)	
	1990	2010	1990/1992/ 2000*	2010	1990/1992*	2010	1990	2005/2007
Benin	52	41	57	75	5	13	79	71
Burkina Faso	25	21	43	79	8	17	79	60
Cape Verde	14	21	80*	88	35*	61	70	..
Cote d'Ivoire	32	33	76	80	20	24	53	57
Gambia, The	44	48	74	89	60*	68	..	45*
Ghana	33	22	53	86	7	14	66	43
Guinea	30	27	51	74	10	18	80	46
Guinea-Bissau	79	72	36	64	14*	20	..	83*
Liberia	51	45	61*	73	12*	18	70	..
Mali	12	10	28	64	15	22	94	66
Niger	2	1	35	49	5	9	84	82
Nigeria	19	10	47	58	37	31	77	64
Senegal	49	44	61	72	38	52	71	38
Sierra Leone	44	38	38	55	11	13	..	97*
Togo	13	5	49	61	13	13	..	62*

Source: <http://databank.worldbank.org/ddp/> accessed on December 27, 2012; Database of official indicators for monitoring progress toward Millennium Development Goals, last updated on 09/27/12; \*Improved water figures baseline are 1990's data except for Cape Verde (1992) and Liberia (2000) & \*Improved sanitation baseline figures are related to year 1990, except for Cape Verde (1992), The Gambia (1992) and Guinea Bissau (2000) & Liberia (2000);\*For those living in slums in (the Gambia, Guinea Bissau, Sierra Leone, Togo).

23. The unregulated over-exploitation of and conversion of forests to other uses, driven by population growth in most West African countries has resulted in declining forest since 1990. As could be inferred from the Table Goal 7 data, Gambia and Cote d'Ivoire registered an increase from 44% to 48% and 32% to 33 respectively from 1990 to 2010. About 80% of the countries recorded depletion of their forest areas with most striking case of Niger with a total area of 2% in 1990 declining to 1% in 2010 followed by Togo from 13% to 5% for the same period. Whilst countries made good progress in decreasing slums dwellers, in post conflict countries, Guinea-Bissau, Cote d'Ivoire and Sierra Leone, population living in slums increased in 2007 as opposed

to 1990. In view of the recurrent severe Sahelian draught, West African countries need to take drastic steps and scale up adaptation and mitigation measures to address climate change impacts and improve environmental degradation.

*Table Goal 8: Develop a global partnership for development*

Indicators	Target 8.D: Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term	Target 8.F: In cooperation with the private sector, make available the benefits of new technologies, especially information and communications			
Country Name	Country Status under the Enhanced HIPC Initiative 1/	Mobile cellular subscriptions (per 100 people)		Internet users (per 100 people)	
	2011	2008	2011	2008	2012
Benin	Completion point	43	85	1.9	3.5
Burkina Faso	Completion point	19	45	0.90	3
Cape Verde	..	57	79	20	32
Cote d'Ivoire 2/	Completion point	55	86	1.9	2.2
Gambia, The	Completion point	71	89	6.9	10.9
Ghana	Completion point	50	85	4.3	14.1
Guinea 2/	Decision point	29	44	0.9	1.3
Guinea-Bissau	Completion point	34	26	2.4	2.7
Liberia	Completion point	23	49	0.5	3
Mali	Completion point	24	68	1.6	2
Niger	Completion point	13	27	0.7	1.3
Nigeria	...	42	59	15.9	28.4
Senegal	Completion point	46	73	10.6	17.5
Sierra Leone	Completion point	18	36	0.30	..
Togo	Completion point	27	50	2.40	3.5

Sources: a) <http://databank.worldbank.org/ddp/> accessed on December 27, 2012; Database of official indicators for monitoring progress toward Millennium Development Goals, last updated on 09/27/12.

b) IMF/IDA/Heavily Indebted Poor Countries (HIPC) Initiative and Multilateral Debt Relief Initiative (MDRI) – Status of Implementation.

1/: Countries that have qualified for assistance under the HIPC Initiative (i.e., reached decision point),

2/: Countries that have qualified for assistance under the HIPC Initiative (i.e., reached decision point), but have not yet reached completion point.

24. Improved performance of West African countries with respect to HIPC Initiative in 2011 is recorded and as per data of Table Goal 8, Guinea-Bissau and Togo both achieved completion points since December 2010 and qualified for irrevocable debt relief. Of the 32 HIPC eligible countries that reached the decision point in 2011, 13 are West African countries. With respect to access to ICT, compared to 2008, the number of people with access to mobile telephones and internet has substantially increased in 2011. Nigeria, Senegal and Gambia reported highest access to internet whilst Gambia, Cape Verde, Cote d'Ivoire, Benin, Senegal and Nigeria also increased mobile telephones access, although owing to major infrastructure problems, the

Worldwide Internet penetration rate in many countries is not spreading at the speed concomitant to the advent in technology.

25. As part of its regular effort to track progress of international agendas including MDGs, SRO-WA in 2012 produced a report on ‘Promoting Gender Equality and Empower Women: MDG 3 in West Africa’. The findings of this report confirm to discussions in earlier section that despite socio-economic development challenges, countries have made considerable achievements, mainly in gender parity in primary enrollment and empowerment of women. Women in the non-agricultural formal employment sectors are poorly represented whilst some lag is observed in women’s integration into democratization and decision-making processes, despite some progress over the past decades with very few countries achieving the minimum quota in number of seats held by women in national parliaments. Emanating from the conclusions, countries were called upon to: translate the various commitments into action; strengthen the gender machineries; raise awareness on eliminating gender-based violence; and scale up efforts to avail data and more specifically sex-disaggregated data to allow for meaningful assessment of policy recommendations and concrete implementation of plans.

26. Although most countries have registered tremendous progress since the adoption of the MDGs in 2000, the most progress made is in achieving universal primary education (net enrolment), promote gender equality and steps towards ensuring environmental sustainability and merely less than three years to the end of the Goal, evidence suggests that most countries are off track to achieve the target. Hence, unstinted efforts need to be exerted towards improving performance mainly in eradicating extreme poverty and hunger, reducing child mortality, improving maternal health and scaling up measures to combat HIV/AIDs, malaria and other diseases, if indeed, they are to improve their chances of attaining the MDGs in the years ahead.

### **2.3. Assessment of the Implementation of the Beijing Platform in West Africa**

27. Since its adoption in September 1995, as a powerful agenda for the empowerment of women, the Platform aims at integration of gender perspectives in all policies and programs and calls for concrete measures towards addressing poverty of women; unequal access to education and training; violence against women; effects of armed conflict; inequalities in economic structure and decision making; effective national gender machinery to address women’s equality; human rights of women; women’s participation and access to the media; natural resource management, and discrimination against the girl child.

28. In November, 2009, the West African Sub regional Office participated at the African regional review meeting of Beijing+15 meeting organized in Banjul, the Gambia. The meeting was held as a prelude to the major global review process of Beijing+15 that took place in March, 2010 in New York, USA that reviewed the progress made in the achievement of gender equality, development and peace. The regional review focused on the 12 thematic areas of concern around which the BPfA revolves and, more specifically, on the key outcomes of the 1999 and 2004 regional review process.

29. Emanating from data furnished by countries, the performance assessment of West African States was conducted based on specific strategic objectives identified along with actions to be implemented by governments, financial and development institutions such as the World Bank, national and international NGOs and women's groups, and the private sector. Pending the next Beijing+20 review in 2015, the results obtained during the Beijing+15 assessment based on surveys conducted by the UNECA and the Division for the Advancement of Women (DAW) in 2009 for West African countries are shared for appreciation of their performance at the time and also serve as reminders to strengthen requisite measures in areas that needed improvement towards meeting specific critical concerns before the next assessment cycle in 2015.

*a) Women and Poverty:* While a mixed picture relating to poverty reduction is observed for many African countries, most have boldly addressed the gender dimension of poverty with the aim of enhancing the economic autonomy and empowerment of women. The survey reveals that Nigeria adopted the National Economic Empowerment Strategy (NEEDS of Nigeria) and its sub-national complement the State Economic Empowerment Strategy (SEEDS) while some countries like Benin, Ghana, Nigeria and Sierra Leone formulated long-term developmental goals to eradicate poverty. Burkina Faso, Cape Verde, Cote d'Ivoire, Guinea, Gambia, Ghana, Mali, and Niger indicated that they have reallocated public spending in favor of gender programs whilst Benin, Liberia, Niger and Nigeria implemented micro-finance schemes for women.

*b) Education and Training for Women:* The Platform recognizes the centrality of education around which most of the principles and critical areas of concern can be attained. Accordingly, Benin, Burkina Faso, Cape Verde, Cote d'Ivoire, Ghana, Guinea, Mali, Niger, Sierra Leone and Togo indicated that education and training is being addressed in the efforts to empower women and reduce poverty. Most countries have introduced measures for provision of free and compulsory primary education whilst some have abolished school fees at primary level. Ghana is implementing school feeding program and Guinea, Liberia and Nigeria have adopted measures to promote girls education through the elimination of gender stereotypes in school textbooks and the creation of relevant national institutions.

*c) Women and Health:* Preventive intervention to curb the spread of malaria, cardio-vascular disease, maternal mortality as well as HIV/AIDs and TB and the overall women's right to enjoyment of complete physical, mental and social well-being is vital to their health. West African countries in general reported high level of maternal mortality. Sierra Leone and Niger reported ratios in excess of 1,500 per 100,000 live births. On the other hand, Ghana reported a decline from 250 in 1999 to 186 in 2006, but increased again to 230 in 2007. Whilst Senegal reported increase in the proportion of women with access to health at time of delivery from 49.0 per cent in 1999 to 51.9 per cent in 2007, Ghana and Niger reported lower than 50 per cent of skilled health personnel-assisted deliveries. Burkina Faso, Cape Verde, Cote d'Ivoire, Gambia, Ghana, Mali, and Sierra Leone took measures to curb the spread of malaria, cardio-vascular disease, STIs and cancers that affect women.



*d) Violence against Women:* In view of their low social and economic status, women continue to face persistent violence which forms a chronic women's rights infringements. In Benin, sexual violence, economic exploitation, forced marriage, degrading widowhood practices, and Female Genital Mutilation (FGM) are reported as the worst forms of violence, whilst in Burkina Faso, 72.5 per cent, Gambia, 78.3 per cent, Guinea 95.6 per cent, Mali, 91.6 per cent and Sierra Leone 94 per cent of female circumcision is noted. Benin, Burkina Faso, Cote d'Ivoire, Gambia, Ghana, Guinea, Guinea Bissau, Liberia, Mali, Niger, Nigeria, Senegal and Togo have enacted legislation to combat Female Genital Mutilation/Cutting (FGM/C).

*e) Women and Armed Conflict:* Measures that affirm the role and rights of women during negotiation, transition and reconstruction are important to ensure lasting peace and stability. Cote d'Ivoire, Ghana, Mali, and Sierra Leone are training women in conflict resolution, reconciliation and tolerance whilst women have participated in peace processes in Burkina Faso, Ghana, Guinea, Liberia, and Mali. In Cote d'Ivoire women are participating in sensitization campaigns organized for a culture of peace and tolerance. Special units created in Cote d'Ivoire and Togo support women refugees and Internally Displaced Persons (IDPs). Mali and Togo have integrated Human rights including women's rights and gender issues into the military curricula.

*f) Women and the Economy:* Whilst women's contribution and participation in the economy is vital for their empowerment, the BPfA notes that women are hindered by legal and customary barriers to ownership of or access to land, natural resources, capital, credit, technology and other means of production. Benin, Burkina Faso, Cape Verde, Cote d'Ivoire, Gambia, Ghana, Mali and Sierra Leone provide training, legal and credit services to women to commence business whilst majority of these countries have enacted laws to guarantee equal access to employment opportunities, capacity building. Most countries have ratified ILO Conventions 100 and 111.

*g) Women, Governance, Power and Decision Making:* In view of the important role of women's equal participation in political life, the BPfA notes that achieving this goal is a necessary condition to ensure equality, development and peace. In the last decades, African women hold or continue to hold positions traditionally regarded as male reserves: Liberia, (President), Gambia (Vice President), Nigeria, (Minister of Finance, Drug and Narcotic Affairs, Foreign Affairs), Liberia, (Foreign Affairs and Trade), Niger (Foreign Affairs) and Senegal, (Trade). The recent appointment of the first female Chair of the African Union is a commendable step in this regard. On the other hand, in Ghana, only 32.2, 17.6 (1996 and 2001) and 7.9 (2008) per cent of women who stood for parliamentary elections during the electoral years obtained seats in the legislative based on ethnic, economic and political status. To empower women politically, Burkina Faso, Cote d'Ivoire, Gambia, Ghana, and Mali have supported research to help identify adequate ways and means towards promoting women in decision-making.

*h) Institutional Mechanisms for the Advancement of Women:* The BPfA underscores the importance of strong, effective and accessible national machineries for the advancement of women. Although, more action is needed to strengthen their effectiveness, most countries have put such mechanisms in place. Benin, Burkina Faso, Cape Verde, Cote d'Ivoire, Gambia, Ghana, and Mali reported undertaking appropriate sub-regional level policy and strategy development as

well as country level actions. Benin reported good practices in relation to collaboration between its National Committee for Women's Advancement and Civil Service Organizations (CSOs), consisting of women opinion leaders, religious groups, and representatives of women's associations. In Ghana, the Ministry of Food and Agriculture has had a Gender and Agricultural Development Strategy since 2004, which seeks to mainstream gender into all its policies and programs.

*i) Human Rights of Women:* Three strategic objectives for the protection of human rights of women have been identified in the Platform as: i) promote and protect the human rights of women; ii) ensure equality and non-discrimination under the law and in practice; and iii) achieve legal literacy. Burkina Faso, Cape Verde, Gambia and Sierra Leone respect the regular reporting to the Committee on Convention for the Elimination of All Forms of Discrimination Against Women (CEDAW) and translated CEDAW into user-friendly format. Most West African countries reported participation of the civil society in the CEDAW report. Some of the country measures included: Affirmative Action to enhance women's participation in decision-making, (Ghana) sensitization and awareness-raising on the convention and the preparation and submission of periodic reports to CEDAW; (Sierra Leone) creation of offices of specialized police support for attention to Gender Based Violence (GBV) victims; (Cape Verde) design and implementation of the national action plan for implementation of UNSCR 1325 on Women, Peace and Security.

*j) Women and the Media:* The assessment of many of the countries on women in media communication indicates that women's presence in key decision-making positions within media institutions remains very low. Burkina Faso, Cape Verde, Ghana, and Mali have adopted strategies or policies to enhance women's role in the media. Benin's policy implementation has resulted in the creation of an agency for the promotion of new technologies, which provides ICT training for women at subsidized rates. Burkina Faso and Mali took measures to engender the media at policy and practice levels and on the eradication of all forms of gender stereotyping. Niger established high council for freedom and communication, whilst Togo set up an Observatory for improving women's image in the media; Burkina Faso and Cape Verde conducted capacity building for media professionals.

*k) Women and the Environment:* In view of the crucial role played by women in promoting sustainable development for the environment, the BPfA calls for the active involvement of women at all levels of environmental decision making. Burkina Faso, Ghana and Guinea have a Plan of Action in place for promotion of women's activities in the environment. Burkina Faso, Cape Verde, Cote d'Ivoire, Ghana, Niger, Mali and Sierra Leone are providing technical assistance to women to increase production in various fields and improve their income-generating activities. Sierra Leone is supporting women's efforts at fishing boat and farm ownership.

*l) The Girl Child:* The BPfA calls for elimination of economic exploitation, negative cultural attitudes all harmful traditional and practices against the girl child. With prevalence of sexual violence and STDs including HIV/AIDs resulting in devastating effects on children's health, girls are more vulnerable than boys to the consequences of unprotected and premature sexual relations. In this regard, Cape Verde, Ghana, Niger, Gambia, and Togo have Codes on Children, with a special emphasis on the status of the child as a subject of human rights. Guinea, Nigeria and Sierra Leone have enacted and are enforcing legislation to protect girls from violence whilst Burkina Faso, Cote d'Ivoire, Ghana, Guinea, Mali, and Togo reported decrease in the rate of forced marriage. With respect to challenges to schooling of pregnant adolescents, Burkina Faso, Cape Verde, Cote d'Ivoire, Gambia, Ghana, Mali, and Sierra Leone have taken measures to eliminate such barriers.

### **III. THE STATE OF EDUCATION IN WEST AFRICA**

30. Education is a cornerstone for development as well as a right for all citizens. As indicated in earlier sections, education is the common theme running in all the international and regional commitments and instruments that countries are signatories to in order to enhance development and eradicate poverty.

31. Despite its importance and the various commitments and initiatives taken, many countries in Sub-Saharan Africa still lag behind in achieving the goals set to enhance education for 2015. For example, according to UNESCO (2012), just less than 3 years before 2015, 29 countries have a net enrollment ratio of less than 85 per cent, and so are unlikely to achieve the EFA goal by the deadline. Looking at the picture in SSA, the primary adjusted NER by the year 2010 is 77 per cent (EFA GMR, p. 59). In SSA only, 77 per cent of the children of primary school age were in school in 2010. According to most recent data (2008-2011), there were still 29 countries with fewer than 85 out of 100 children of primary school age in school. These countries are consequently at serious risk of not achieving UPE by 2015. Of these, sixteen were in SSA, and of these sixteen, nine are in West Africa: Benin, Burkina Faso, Gambia, Ghana, Guinea, Mali, Niger, Nigeria, and Senegal, were among the countries who have not reached 80 per cent enrollment in 2009 (MDG 2012). Within this context, this chapter discusses the situation of all levels of education in West Africa and progress towards meeting MDGs 2 and begins with assessment of primary education.

#### **3.1 Primary Education**

32. Achieving UPE is a goal set in both the EFA and MDGs. Both aim to ensure that all children, particularly girls, children in difficult circumstances as well as minority groups get access and complete primary education by 2015. This goal is further reiterated in the BPfA. In its strategic objective B.1., the POA states that the gender gap in primary education will be closed by 2000, and UPE will be ensured before the year 2015 in all countries. Similarly, one of the

objectives of NEPAD in relation to bridging the education gap is attaining UPE by the year 2015.

33. Accordingly countries have been attempting to put measures in place to reach the goal of UPE stated in the various commitments. However, despite the efforts, many SSA countries, especially West African countries are lagging behind. According to UNESCO (2012), the Net Enrollment Ratio (NER) for many of the West African countries is below 70 per cent; Burkina Faso 63 per cent; Cote d'Ivoire 61 per cent; Gambia 66 per cent; Mali 63 per cent; Niger 62 per cent; and Nigeria 58 per cent. In addition the same report indicates that Nigeria heads the list of out-of-school population, a total of 10.5 million children out of school (EFA summary page 8, GMR, p. 61). It is only Cape Verde and Togo that have an NER in the 90's. In addition to the general low NER, gender disparity in favor of males is also observed. For example, with an NER of 92 per cent, Togo has 97 per cent for male and 87 per cent for female. Similarly, with an NER of 77 per cent, Guinea has 83 per cent for male and 70 per cent for females. For more detailed information, please see Table 9 below.

**Table 9: Net Enrollment Ratio in Primary Education (per cent)<sup>7</sup>**

Countries	NER		
	Total	Male	Female
Benin	--	--	--
Burkina Faso	58	60	56
Cape Verde	93	94	92
Cote d'Ivoire	(2009) 61	67	56
Gambia	65	64	67
Ghana	84	84	84
Guinea	79	83	70
Guinea Bissau	73	75	72
Liberia	--	--	--
Mali	62	66	57
Niger	57	63	51
Nigeria	(UIS estimate) 58	60	55
Senegal	77	75	73
Sierra Leone	--	--	--
Togo	(2008) 92	97	87

Source: World Bank Database and EFA Global Monitoring Report, 2012.

34. Table 9 clearly indicates that countries such as Nigeria, Niger, Mali, Gambia, Cote D'Ivoire and Burkina Faso are in danger of failing to meeting the target of 100 per cent primary enrollment by 2015. In addition, a gender disparity of NER in favor of males is seen in many of the countries. These include Cote D'Ivoire, Guinea, Mali, and Niger, while a slight gender disparity in favor of females is noted in the case of Gambia, Ghana and Senegal. On the other hand looking at the proportion of children surviving to the last grade of primary in both Gambia and Ghana more girls drop out than boys.

<sup>7</sup> Unless otherwise stated all data compiled are from the year 2010.

35. The patterns of enrollment over ten years show that there has been a slow progress in the countries where the NER is still 65 and under. In some instances, countries such as Gambia and Nigeria have shown decline in enrollment. Others, such as Ghana and Guinea have demonstrated good progress (see Table 9 for the pattern of enrollment over ten years). A number of reasons can be attributed to the decline as well as slow progress. For example, explaining the problems the education sector in Nigeria faces, Odia & Omofonmwan (2007) mentioned that poor funding and the consequent poor educational infrastructures, inadequate classrooms, teaching aids, shortage of quality teachers, poor learning environment, and social problems such as corruption, and examination malpractices characterize the education system in Nigeria. All these affect access, success and quality of education.

36. In Burkina Faso though enrollment is increasing slowly, it is accompanied by high rate of repetition, which fueled the dropout rate. The assessment of the Ten Year Basic Education Development which is supposed to be completed in 2012 show that there have been gaps between expected results and achievement, which could have resulted from a lack of coordination among the different actors working on education; between programming tools and budgets; and inability to use feedback from assessment to revise actions. In addition the report highlighted that in the attempt to expand access quality has been compromised (Josselin, 2006).

37. The impacts of conflict on Cote d'Ivoire's education system in terms of destruction of facilities, closing of schools, migration of teachers and discontinuation of the whole system, and its contribution to low enrollment have been reiterated by various reports. In addition to contributing to the deteriorating situation of education, discrimination in education on the northern and southern part of the country is considered as the main cause of the conflict that erupted in 2002 (Sanny, 2010) .

38. There are a number of reasons for the low attendance and quality of education observed in the Gambia. Some relate to structural issues which limit access to education and socio-economic factors which constrain school attendance. One major reason is poverty; for poor families education of children always comes with tradeoffs that deprive parents of the much needed economic contribution of children. Such tradeoff usually affects girls more than boys. Quality and relevance of education as well as relevance of curriculum and learning materials are the other challenges. As a result the curriculum at the level of basic education has been revised with emphasis on the strengthening of school-based assessment system in order to make it more relevant to the learning needs of children. Religious misconceptions and cultural beliefs also militate against school attendance. Because of the wrong belief that children who go to school become disobedient, disrespectful to the elderly and that they do not listen, many parents are very cautious about sending their children to school (Sarr & Hydara, 2005).

39. As stated in the preceding paragraphs there are many factors that affect education negatively. The common in all countries is poverty that is manifested at various levels and forms. Socio-cultural issues including gender discrimination are also noted in many of the countries. These issues are further elaborated in Chapter V. The encouraging experience of Rwanda towards the successful completion of primary education and basic quality education is presented with the view of experience sharing.

**Box: 1 Nine Year Basic Education Fast Track Strategies - Rwanda Education Board,  
Ministry of Education, Republic of Rwanda**

*The introduction of universal primary education in Rwanda in 2003 led to a remarkable increase in the number of children completing six years of primary from 2008 onwards. This created an increased demand for secondary education. Meeting this demand was prioritized by the Government of Rwanda. In 2009, a 'fast track' approach was initiated to provide an additional three years of lower secondary so as to achieve nine years of basic education. The objectives of the Nine Year Basic Education program were: ensuring equitable access to nine years of basic education for all children, and providing them with quality education and skills necessary to achieve their full potential and at the same time reducing repetition and drop-out rates.*

*A core element of the program involved rapid construction of classrooms and latrines. The strategy drew upon the Rwandan tradition of Umuganda, which is a culture of community participation in developmental activities. The initiative included: the extension of double shifting to the full primary cycle as an interim measure; teacher specialization to improve utilization of teachers and their skills; a realignment of the curriculum and course content allowing students to obtain a more solid foundation of core literacy and numeracy skills; teacher training; and decentralization of procurement and delivery of learning materials. The community-based approach was very cost-effective.*

*The Nine Year Basic Education fast tracking program saw a rapid increase in enrolment, retention and completion at primary and lower secondary levels. The number of students in primary schools increased by 34 per cent between 2001 and 2011. The overall NER in primary schools increased from 91.2 per cent (2003) to 95.9 per cent (2011) with 97.5 per cent for girls. The transition rate from primary to lower secondary reached 94 per cent in 2010 against a 2012 target of 92 per cent; by 2011, it stood at 96 per cent. Some 6,008 new classrooms and 14,899 latrines were constructed in 2009 and 2010. Primary repetition rates fell from 15.3 per cent in 2008 to 13 per cent in 2010; and drop-out rates fell from 15.2 per cent in 2008 to 11.4 per cent in 2010.*

*Based on the experiences of this project, the government of Rwanda is working to extend the program to 12 years of basic education. The decision to extend was based on a number of positive lessons drawn from the Nine Year Basic Education program.*

### 3.2 Proportion of Pupils Surviving to the Last Grade of Primary

40. There are a number of factors associated with school dropout. According to a cross country analysis carried out by Hunt (2008), household level poverty; indirect cost of schooling; household income shocks; child work; orphanhood, education of household members, especially that of mothers; perceived benefits of schooling; conflict; accessibility and quality of schools; repetition; and gender discrimination are among the factors that fuel dropout.

41. The primary completion rate is a measure of the quality of the educational system as well as one of the indicators for attaining the MDG 2. According to data from UNESCO (2012) as well as the World Bank database, two countries Liberia and Togo have a primary completion rate of below 60 per cent, while Cape Verde has the highest rate with 86 per cent followed by Nigeria 80 per cent. Some countries that appeared to have gained in NER lose in completion rate. For example, Guinea stands 3<sup>rd</sup> in NER after Cape Verde and Ghana. However, it shows a completion rate of only 66 per cent implying that quite a proportion of the children drop out.

42. While there is no data for Guinea Bissau, available data on the patterns of survival to the last grade of primary over ten years (2000 – 2010) show that except Cape Verde and Mali the rate of retention for all the countries have been decreasing over the years (see Appendix IV). For example, Benin from 82 per cent in 2000 goes down to 56 per cent in 2010. Similarly, Cote d'Ivoire from 87 per cent in 2000 decreases to 61 per cent in 2008 (MDG database). Gambia, Guinea and Senegal and Togo are in a similar situation. What this implies is that despite the increase in enrollment, countries are losing since many of these enrolled children leave school before they complete elementary school.

43. Similar to the NER, a gender disparity in completion rate is noted. Guinea, with a total of 66 per cent, has a completion rate of 74 per cent for males and 56 per cent for females, while Ghana, with a total completion rate of 72 per cent, has 74 per cent for males and 69 per cent for females. (See Table 10).

**Table 10: Proportion of Pupils Surviving to the Last Grade of Primary**

Countries	NER		
	Total	Male	Female
Benin	56	58	53
Burkina Faso	(2009) 64	61	67
Cape Verde	(2007) 86	85	87
Cote d'Ivoire	(2008) 61	62	59
Gambia	(World Bank) 63	60	66
Ghana	(2008) 72	76	69
Guinea	(2009) 66	74	56
Guinea Bissau	--	--	--
Liberia	(2008) 68	73	62
Mali	75	77	74
Niger	(2009) 69	71	67
Nigeria	(2009) 80	77	83
Senegal	59	59	60
Sierra Leone	--	--	--
Togo	52	55	48

Source: EFA Global Monitoring Report, 2012.

44. In addition to the factors associated with dropout that girls experience commonly with boys, there are some others that work against girls' education. These include household chores including caring for younger siblings; early marriage; teenage pregnancy; and other socio-cultural factors. Furthermore, some of the factors mentioned earlier affect girls more than boys. For example, in the case of household poverty that leads to a choice between girls and boys for sending to school, in most cultures boys are favored. Similarly school distance affects girls more negatively than it does boys. Interestingly, there are quite a few countries where the gender disparity in completion is in favor of females. These are: Burkina Faso, Cape Verde, Gambia, Nigeria, and Senegal.

### 3.3 Secondary Education

45. With regard to secondary education, data show the enrollment rates goes down rapidly as measured by Gross Enrollment Ratio (GER). According to Table 11, among West Africa countries for which data is available, following the primary pattern, the GER is over 80 per cent for Cape Verde, followed by Ghana, 58 per cent. Even those who had registered better performance than many countries at primary level lose their students at secondary level. For example, Guinea goes down from 77 per cent NER in primary to NER 38 per cent in secondary, while Senegal goes down from 75 per cent to 37 per cent.

**Table 11: Gross Enrollment Ratio in Secondary Education (per cent)**

Countries	GER			
	Total	Male	Female	GPI
Benin	--	--	--	
Burkina Faso	23	25	20	0.78
Cape Verde	88	80	95	1.20
Cote d'Ivoire	--	--	--	
Gambia	54	56	53	0.95
Ghana	(UIS Estimate) 58	61	55	0.91
Guinea	(UIS Estimate) 38	48	28	0.59
Guinea Bissau	--	--	--	
Liberia	--	--	--	
Mali	39	46	33	0.71
Niger	13	16	11	0.66
Nigeria	44	47	41	0.88
Senegal	37	40	35	0.88
Sierra Leone	--	--	--	
Togo	--	--	--	

Source: EFA Global Monitoring Report, 2012.

46. A similar pattern is shown in the NER; Cape Verde performs highest followed by Ghana. In addition, available data on the pattern of NER over ten years (2000 – 2010) shows that the



progress seen at elementary level does not appear at secondary level (see Appendix V). A number of reasons could be given for this disparity. First is that countries have been giving their utmost attention to primary level in order to meet the MDG 2, EFA and other relevant commitments, and the secondary level has been deprived of due attention. Likewise, international donors and development lending institutions have tended to focus most heavily on the first years of schooling (World Bank, 2008). This has led to the underdevelopment of secondary education, which made many primary school leavers face constraints in continuing their education due to lack of access to secondary schools, shortage of qualified teachers, and necessary infrastructure and equipment. This coupled with household poverty, and socio-cultural practices that constrain girls from attending and continuing their school lower the rate of enrollment at secondary levels.

47. The table above shows also a gender disparity in favor of girls in Cape Verde. Disparity favoring girls has also been observed in countries with upper middle and high income countries of the Americas, such as Columbia, Costa Rica and Mexico. The disadvantage boys experience in enrollment is related to poverty and the nature of the labor market in that the jobs available in the market are carried out by boys rather than girls. In such a context when families need extra income, boys are withdrawn from schools to supplement family income (UNESCO, 2012).

## **Box 2: Involving Territorial Authorities Accelerate Girls' Education: Cote d'Ivoire's Experience**

*UNGEI Cote d'Ivoire collaborated with decentralized territorial authorities in enhancing girls' education. The necessity of girls' education for the realization of national and global commitments; the problems girls face in education and the help that these authorities can give was explained to municipal, departmental and regional councils. Following this, the Ministry of Education and the Union des Villes, Communes de Côte d'Ivoire and the Association des Districts et Départements de Côte d'Ivoire signed a Memorandum in 2008 to facilitate girls' education. The provisions include girls' access to and retention in early childhood development centers, primary school, and non-formal education programs for young people and for literacy programs for women. Territorial authorities contributed to the initiative in various ways: installing infrastructure and equipment in pre-schools, primary schools and secondary schools throughout the country; supporting Mother of School Girl Clubs by organizing community events to raise awareness about girls' education, and setting up income-generating activities to support the empowerment of mothers of school girls. The active participation created a national sense of ownership. It has also contributed to developing capacity at local level as well as the development of two action plans for the education sector in general and girls' education in particular with Union des Villes et Communes de Cote d'Ivoire and Assemblée des Districts et Départements de Cote d'Ivoire. The action plans reflect the national priorities for girls' education included in the country's education sector policy and are in line with the Poverty Reduction Strategic Plan. Addressing the problems of girls' education at national levels through advocacy and strategic planning, at the same time working with territorial authorities who play an important role in facilitating local populations' access to basic social services, such as health, sanitation and education has allowed for quick, tangible changes in schools. Territorial authorities' involvement in accelerating girls' education in Cote d'Ivoire in 2008-2009 has laid a solid foundation for the decentralized management of education that the government plans for the medium term.*

### 3.4 Higher Education<sup>8</sup>

48. In the past, the contribution of higher education to a nation's development has been a contested issue. As a result emphasis was placed on the expansion and accessibility of primary education, followed by secondary education as reflected by the EFA goals. Unlike this view, currently higher education is seen as a major contributor to poverty reduction and sustainable human development. These include the provision of relevant skills to the labor market; a capacity to understand and use global knowledge in science and technology, particularly for agriculture; a capability to assess existing information and generate new understanding through research; and a much closer working relationship with the productive sectors of the economy. Higher education may promote faster technological catch-up and improve a country's ability to maximize its economic output (Bloom, Canning & Chan, 2006).

49. Focusing specifically on Africa, Bloom, Canning & Chan, (2006) argue that higher education plays a recognizable role in promoting economic growth. It may improve technological catch-up and, in doing so, help to maximize Africa's potential to achieve its greatest possible economic growth given current constraints. Investing in tertiary education in Africa may accelerate technological diffusion, which would decrease knowledge gaps and help reduce poverty in the region (Bloom, Canning & Chan, 2006).

Despite these facts, it is indicated that in SSA enrollment in higher education is the lowest in the world. For example, Table 12 below shows that the highest percentage of enrollment for West Africa is registered by Cape Verde, 18 per cent and followed by Ghana with 12 per cent. Niger shows the lowest enrollment (2 per cent) among the West African countries for which data is available.

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<sup>8</sup> Higher education in this context includes International Standard Classification of Education (ISCED) 5A and 5B programs. ISCED 5A refers to programs that are largely theoretical based and are intended to provide sufficient qualifications for gaining entry into advanced research programs and professions with high skills requirements. They require a minimum duration of three years, faculty with research credentials, and may involve completion of a research project or thesis. ISCED5, on the other hand, are programs that are generally more practical/technical/occupationally specific than ISCED 5A with a minimum duration of two years preparing students to enter a particular profession.

**Table 12: Gross Enrollment Ratio in Tertiary Education (per cent) - 2010**

Countries	GER			
	Total	Male	Female	GPI
Benin	11	15	6	0.38
Burkina Faso	4	5	3	0.50
Cape Verde	18	16	20	1.29
Cote d'Ivoire	--	--	--	
Gambia	--	--	--	
Ghana	12	15	9	0.62
Guinea	11	16	6	0.33
Guinea Bissau	--	--	--	
Liberia	--	--	--	
Mali	6	8	3	0.46
Niger	2	2	1	0.38
Nigeria	--	--	--	
Senegal	8	10	6	0.60
Sierra Leone	--	--	--	
Togo	--	--	--	

Source: EFA Global Education Digest, 2012.

50. The pattern of GER over ten years (2000 – 2010) shows that there is a very slow progress in GER in all countries (see Appendix VI), indicating that countries need to exert serious efforts to improve access to, quality and relevance of higher education.

51. A number of explanations could be forwarded for this low rate of enrollment in higher education. One is that, as indicated earlier, it is recently that higher education has been given due attention and efforts made to expand as well as make necessary changes. As a result, it still has to meet the need of the growing demand for higher education, and only few enter these institutions. The number of students dropping out at different phases of their education also reduces the number of those coming to higher education. Regarding female students, in addition to the socio-cultural and economic issues low performance at the end of secondary schooling is a bottleneck. According to an assessment conducted in Ghana, Nigeria, and Senegal, many female students are unable to join higher education mostly because they fail to obtain the required points necessary for colleges/university on their matriculation exam (Emebet, 2012).

### **3.5 Technical and Vocational Education and Training**

52. One of the demographic features in many developing countries is a significantly large proportion of young population. UNESCO (2012) indicates that the youth population is particularly large and fast growing in SSA; close to two-thirds of African population are under the age of 25. Though this youthful population is a resource base, it is not well developed in many poor countries since they are not given skills and also lack sufficient jobs to absorb this growing segment of the population. Many of the children do not get secondary schools that can be a foundation for developing skills, and as shown earlier very few get into higher education.

53. Regarding this, the problems faced by SSA Africa is highlighted. Focusing specifically on West Africa, UNESCO (2012) indicates that in Burkina Faso, Mali and Niger, around three in five young people have never been to school by the time they reach 15 to 19. In addition, the dropout rate is very high ranging from 57.4 per cent for Liberia to 13.0 for Cape Verde, in between fall Cote d'Ivoire and Gambia with 40.6 per cent, Senegal 38.9 per cent, and Niger 33.1 per cent for the year 2009. Therefore, the lack of school to children and the high dropout rate facing significant proportion of the children enrolled create a situation where quite high number of young people is unprepared for the market even when jobs are available. This will lead to increased number of unemployed young population, which in turn threatens social and political cohesion (Page, 2012). Unemployed youth could be enticed into various social and political conflicts, violence and other criminal behaviors.

54. In order to prevent these social and political problems and alleviate the already existing problem of youth unemployment, one of the measures taken by many SSA countries is the introduction of skills development program. Accordingly, many West African countries have been attempting to provide their young people with Technical and Vocation Education and Training (TVET). TVET has also been one of the areas covered in many of the PRSPs. For example, Liberia poverty Reduction Strategy Paper states that in order to strengthen the quality and accessibility of skills and vocational training, the government will refurbish and equip four existing multi-lateral high schools, and the two existing vocational and technical institutions so that they can offer skills training; lend support to literacy and skills training in youth centers, including the training of young people as literacy and skills teachers in their communities; and increase the number of skills training center graduates each year by 50 starting from 2010 (Republic of Liberia, 2008). Similarly, the PRSP II prepared by The Gambia states that the purpose of the TVET program is to improve access to, and quality of TVET in The Gambia. It also outlines various measures in order to increase relevance of TVET; improve quality and sector management of TVET; ensure adequate funding; and prepare a policy and strategic framework. Despite the efforts so far made we still find very small proportion of young people enrolled in TVET. The following table provides data on the number of students enrolled in TVET.

**Table 13: Enrollment in Technical and Vocational Education (per cent)**

Countries	Total in 000	per cent of Female
Benin	--	--
Burkina Faso	26	46
Cape Verde	2	48
Cote d'Ivoire	--	--
Gambia	--	--
Ghana	(UIS Estimate) 72	44
Guinea	(UIS Estimate) 11	44
Guinea Bissau	--	--
Liberia	--	--
Mali	94	46
Niger	3	14
Nigeria	No data	
Senegal	37	52
Sierra Leone	No data	
Togo	No data	

Source: EFA Global Monitoring Report, 2012.

55. A more clear and detailed and comparable picture is obtained from the data on the enrollment in TVET as a percentage of secondary school students. The data for ten years (2000 - 2010) reveal that except in Mali and Senegal TVET enrollment in the other countries is either stagnating or going down (see Appendix VII). This implies that despite the necessity of expansion and improvement needed in TVET to help the large growing number of young people get or create jobs, this area of the education section has not received the required attention. The below case is presented to share the experience of Zambia.

### **Box 3: Best Practice on TEVET Graduate Empowerment Toolkit Scheme - Zambia**

*Zambia has been affected by economic recession during which unemployment increased. This has augmented the already prevailing high unemployment. It was in this context that the government decided that young people attending Ministry of Science, Technology and Vocational Training (MSTVT) training institutions should first be equipped with entrepreneurship skills and that they should benefit from support services enabling them to engage into productive ventures. Accordingly, the Technical Education, Vocational and Entrepreneurship Training (TEVET) Graduate Empowerment Toolkit Scheme was implemented in 2008 in technical and vocational education and training (TVET) colleges to curb unemployment by empowering and motivating TEVET graduates to start small businesses.*

*The implementation of the TEVET Graduate Toolkit Scheme followed a number of steps. These included: procurement of toolkits; induction meetings on the scheme; registration of companies; distribution of toolkits; business development mentoring; and monitoring of the scheme. After procuring the toolkit, graduates were given orientation on business development and other necessary skills. Partnership where graduate form a group made up of different skilled individuals is encouraged. After developing the proposals, those who are selected would be awarded the toolkits, which leads to establishing their businesses.*

*The TEVET Graduate Toolkit Scheme was officially launched in November 2007. From 2005 to 2007, a total of 100 graduates were selected to receive toolkits under the TEVET Graduate Toolkit Scheme. Administrators in training institutions were also trained on how to manage the TEVET Graduate Toolkit Scheme.*

*College companies that would operate for one year before migrating to business incubation companies had been established in the institutes of Kabwe, Kasama and Mansa and lecturers for particular trades. Lecturers were also were assigned to help graduates combine theory with practical actions.*

*By 2010, a total of twelve institutional companies and nineteen graduate companies have been established as a result of the implementation of the scheme. The Graduate Toolkit Scheme has generated considerable interest in entrepreneurship among TEVET graduates and training institutions. entrepreneurship among TEVET graduates and training institutions.*

### 3.6 Youth Literacy

56. Levels of schooling and levels of literacy have a systematic impact both on national income and on individuals' incomes. Each additional year of school raises individual incomes by, on average, 10 per cent, with the effects being greater in poor countries and for women. Literacy and education levels are also important factors in improving health standards; studies show that women's literacy and education are particularly important for their children and families. Literacy and education are also strategies to combat inequality when they are provided equally and equitably. They are also instruments in realizing the protection of human rights since education and literacy enable people to know about their rights and assert them (Hanushek & Woessman, 2007). In addition to all these benefits of literacy, it is one of the indicators for the achievement of MDG 2. Though literacy is given such importance, many West African countries have a high proportion of illiterate people.

**Table 14: Youth Literacy Rate (15 -24) 2005 – 2010<sup>9</sup>**

Countries	NER (per cent)		
	Total	Male	Female
Benin	55	66	45
Burkina Faso	39	47	33
Cape Verde	98	97	99
Cote d'Ivoire	67	72	62
Gambia	67	72	62
Ghana	81	82	80
Guinea	63	70	57
Guinea Bissau	72	79	65
Liberia	77	71	82
Mali	(National observed data) 44	56	34
Niger	(National observed data) 37	52	23
Nigeria	72	78	66
Senegal	(National observed data) 65	74	56
Sierra Leone	59	69	50
Togo	(National observed data) 82	88	75

Source: EFA Global Monitoring Report, 2012.

57. Table 14 above shows that countries exhibit quite a significant proportion of illiterate youth: Niger, Mali, and Burkina Faso have less than 50 per cent of their young people illiterate. The pattern of youth literacy over ten years (2000 – 2010) shows that not much progress has been seen in many of the countries. For example, Cote D'Ivoire only improved by 6 per cent over 10 years, from 61 per cent in 2000 to 67 per cent in 2010. Similarly, Nigeria moved from 69

<sup>9</sup> Data are for the most recent year available for the period 2005 -2010.

per cent in 2004 to 72 per cent in 2010, an improvement by only 3 per cent over 5 years (see Appendix VIII). In addition, the data show gender disparity in favor of males in all countries, except Cape Verde.

58. The challenges faced by West Africa has been reiterated by the 2012 SSA EFA Report. “The ECOWAS region has some of the lowest average rates (only 69 per cent for youth and 52 per cent for adults)”, being the single REC with rates below the respective SSA averages (73 per cent and 67 per cent) and the majority of illiterates are girls and young women (UNESCO, 2012, p. 10).

#### **Box 4: Primary Education for Out of School Children in Niger, Mali and Burkina Faso**

*In Burkina Faso there are an estimated 1.02, in Mali 850,000, and in Niger 1.06 million school-aged children who are not currently, or have never enrolled in a school. Once the opportunity to gain an education has been missed at an early age, it becomes too late to re-enter the system, since children over the age of 8 are required to pass a national exam to enroll in government schools. In order to address this problem and to help children re-enter the formal school system the Speed School was introduced in these three and some other African countries.*

*The concept of ‘Speed School’ was developed to provide children between the ages of 8 and 12 with sufficient basic education to be able to pass the national entry examination for admittance to government primary schools. The Speed School curriculum was developed by regional education experts in cooperation with local organizations, and packs together the first three years of primary education into 9 months. Teachers receive training in curriculum focusing on topics that the children have missed. Each speed school consists of one teacher and up to 30 students, who do not pay school fees. Parent committees and local communities and organizations support the program by monitoring progress and providing a classroom and housing for a teacher, and necessary materials. After 9 months the children take the entry exam to rejoin primary school at an age-appropriate level, and Speed School moves on to the next village.*

*From 2006 to 2008 school year, 644 speed schools have been established, 427 speed school teachers trained and 18,280 children enrolled in speed schools, out of which 16,505 have to date been transferred into primary schools. Community animators worked alongside 29,383 parents and community members to raise awareness of and support for the program. The program received the endorsement of the governments of all three countries, and Stromme West Africa signed agreements with all three Ministries of Education who have agreed to support the expansion of speed schools in order to meet the goal of universal primary education.*

59. In summary, what this section of the report presents is that there has been an improvement at primary enrollment (see Appendix III) over the years, but some countries are lagging behind. In relation to secondary enrollment, the GER goes down sharply, showing more decline at tertiary level. The youth literacy is also lower compared to the average for SSA. In addition to this, gender gap is noted at all levels, more so at secondary and tertiary levels.



### 3.7 *Assessment of the Achievement of MDG 2*

60. NER in primary education, proportion of pupils starting grade one who reach last grade of primary education, and literacy rate of 15-24 years old make up the indicators for the achievement of MDG2. Looking at the performance of West African countries along these indicators, data for 2010 show that though tremendous increase has been seen in primary NER, there are still a few countries that are lagging behind in meeting the goal of 100 per cent primary enrollment before the set date of 2015. These are: Nigeria (58 per cent), Niger (57 per cent), Mali (62 per cent), Liberia (41 per cent in 2009), Cote D'Ivoire (61 per cent) and Burkina Faso (58 per cent). Keeping the pace that countries took in the past, it would be very challenging if not unlikely to meet the goal of 100 per cent primary enrollment for the six countries. On the other hand Cape Verde, Ghana, Guinea and Senegal have an NER between 93 and 77, Cape Verde standing first with 93 per cent. The others fall in between.

61. The other indicator of MDG 2 is proportion of pupils surviving to the last grade of primary. In relation to this, data from Global Monitoring Report (GMR) and the World Bank show that three countries, Benin, Senegal and Togo, have a primary completion rate of below 60 per cent, while Cape Verde has the highest rate with 86 per cent followed by Nigeria 80 per cent. Available data on the patterns of survival to the last grade of primary over ten years (2000 – 2010) show that except Cape Verde and Mali the rate of retention for all the countries have been decreasing over the years. In this context it would be unlikely that the three countries including Gambia (63 per cent) and Niger (69 per cent) will be able to meet 100 per cent retention for the year 2015.

62. In relation to youth literacy, three countries (Burkina Faso, Mali, and Niger) have more than 50 per cent of their young people illiterate. Another eight countries (Benin, Cote D'Ivoire, Gambia, Guinea, Guinea Bissau, Nigeria, Senegal, and Sierra Leone) have more than 25 per cent of the young population illiterate. The pattern of youth literacy over ten years (2000 – 2010) shows that not much progress has been seen in many of the countries. For example, Cote D'Ivoire only improved by 6 per cent over 10 years, from 61 per cent in 2000 to 67 per cent in 2010. Similarly, Nigeria moved from 69 per cent in 2004 to 72 per cent in 2010, an improvement of only 3 per cent over 5 years. In addition, the data show gender disparity in favor of males in all countries, except Cape Verde. Therefore, with the pace that countries moved in the past, it is unlikely that Burkina Faso, Mali, and Niger, and some among the eight countries that have below 75 per cent literacy rate will be able to meet the 100 per cent youth literacy rate by 2015.

63. There are several challenges that countries have faced in their effort to meet MDG2. These include: quality as expressed by the number of qualified teachers as well as pupil-teacher-ratio; lack of sufficient number of schools, infrastructure and equipment; high dropout rate; poverty both at country and household level; internal conflict in some of the countries; and gender disparity caused by various socio-cultural factors.

#### **IV. EXPANSION EFFORTS, PROGRESS ON EDUCATION AND ACCESS TO ALL LEVELS OF EDUCATION**

64. African member States have committed themselves to expand education and attain the goals set in the various international and regional instruments. This commitment has been expressed at different levels. The first is their legal commitment such as including rights to education in their constitutions and other relevant legal instruments. The second level is the provisions made in major development programs such as the Poverty Reduction Strategy Papers (PRSPs), and other educational policies and strategies. The third level is the efforts made to put in place practical measures to expand education, ensure efficiency, quality and equity. This section of the paper attempts to present efforts made by West Africa countries in this regard.

65. All States have addressed access to education as a basic human right concern in their respective Constitutions. Some have included elaborated provisions related to all levels and forms of education. The Gambian Constitution provides for access to compulsory free basic education; to general secondary and TVET with progressive introduction of free education; higher education based on capacity; functional literacy, and the improvement of facilities at all levels have also been mentioned. Similar provisions are stipulated in the Ghanaian constitution; the Constitution that came out in 1992, in its Article 38 sub-section 2 states that the government, after the issuance of the Constitution, would develop a program that would be implemented in ten years for the provision of a Free Compulsory Universal Basic Education. Though not very much elaborated the Constitutions of Cote D'Ivoire (Art. 7), Guinea Bissau (Art. 41), Liberia (Art. 6) and Togo also stipulate the rights of citizens to all levels of education. In addition Guinea Bissau and Togo Constitutions mention the efforts that states will take to make education free in a progressive manner. In Senegal, the specific Law of Education (« Loi n° 91-22 d'Orientation de l'Education Nationale du 16 février 1991 modifiée et complétée par la Loi n° 2004-37 du 3 décembre 2004 »), in its Article stipulates the provision of education to both men and women to enable them to use their intellectual capacity and best judgments to participate in the fast growing science and technology to build their country (Article 1). Article 25 also explains the democratic nature of national education and that equal opportunities need to be given to entry and success since each individual is entitled to relevant instruction and training with no discrimination based on sex, race, ethnic group, religion or nationality.

66. These provisions are further explicated in the countries' respective vision papers, educational policies, plans and strategies. In all the Vision 2020 documents written by some of the countries, education has been mentioned as one of the important pillars of human development. For example, one of the key elements in the Nigerian Vision 2020 document is the development of a modern and vibrant education system which provides the opportunity for maximum potential, adequate and competent manpower. "The aim of the NV20:2020 is to ensure that all boys and girls, irrespective of ethnicity, gender or disability, complete a full course of basic education - 12 years of formal education consisting of 3 years of Early Childhood Care Development and Education (ECCDE), 6 years of primary schooling and 3 years of junior secondary schooling (Nigeria Vision 2020, 2009, p. 64). The completion of junior secondary education would be followed by at least 3 years of vocational training (informal/formal education) or senior secondary schooling. In addition, adult and non-formal education and access of education to pastoralist communities have been addressed. Similarly, the Gambian Vision

2020 stipulates education as one of the important components and includes targets to be met by 2020.

67. All West African countries are committed to achieve MDGs and as mentioned earlier, one of the strategies by which they attempt to work towards poverty reduction is through the preparation of PRSPs. In all the efforts to attain MDGs, all the countries have considered education as a key goal as well as a means to alleviate poverty. This is visibly reflected in the different PRSPs. In addition to addressing preschool level education, the Guinea Bissau PRSP indicates that the goal of PRSP II to be raising the NER primary from 67.4 per cent in 2010 to 100 per cent in 2015, and secondary NER from 23.5 per cent in 2010 to 40 per cent in 2015. Lowering the cost of education with the goal of implementing free education policy is another aim included in the document. Regarding secondary education, it is mentioned that quality would be emphasized. Similarly, in the Liberian PRSP II, significant attention has been given to education. It reiterates that during the implementation period, availability of UPE and quality of education at all levels with attention to the disadvantaged groups including girls would be priorities. These are to be achieved through following various strategic goals, which include curriculum reform; increasing the quality, safety and hygiene of schools; ensuring qualification of teachers; improving achievement and retention; and increasing the accessibility and quality of TVET. It also sets targets that enhance the achievement of UPE and MDGs by 2015. The Togo PRSP, while describing the problems the country faces in increasing enrollment at all levels, it also includes measures that need to be taken in order to meet the MDGs 2 target for primary education as well as increasing enrollment, relevance, and quality and reducing of repetition and dropout at secondary and tertiary levels.

68. On the other hand those countries that have significantly increased their enrollment and are likely to meet the MDG2 focus on improving quality, equity and management. For example, the Ghana Shared Growth and Development Agenda (GSGDA), 2010-2013 indicates that during the GSGDA period attention will be given to increasing equitable access to, and participation in education at all levels; improving quality of teaching and learning; bridging the gender gap in access to education; improving access to quality education for persons with disabilities; and improving management of education service delivery. Measures that enable achieve the goals are included in the document.

69. Similar commitments are seen in all the education policies formulated by the countries. The policies state that their implementation pushes forward the attainment of the internationally set goals such as the EFA and the MDGs, and those included in NEPAD. In this regards, the Gambian Education policy covering the period of 2004-2015 focuses on ensuring that the right to quality education for all is upheld and that EFA and the MDGs are achieved. It acknowledges that the ultimate objective of eliminating poverty, enhancing quality living and nurturing a learning society forms the cornerstone of the education policy. In the same vein, the Sierra Leone education policy mentions that the implementation of the policy would enhance the achievement of EFA and also the poverty reduction strategy. The areas of focus included in the policy are: achieving UPE; expanding and improving post-primary schooling; literacy and skills training; teacher education to meet the expanding schooling system; higher education; expanding pre-school opportunities; monitoring quality and financing issues.

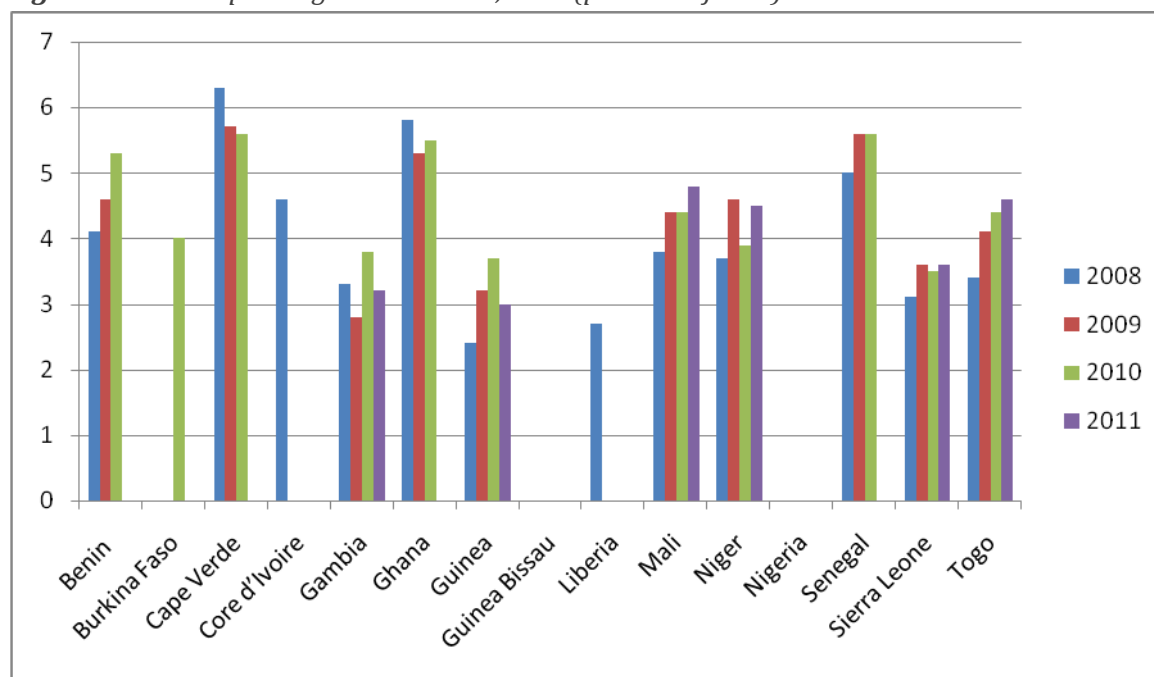
70. The Mali education policy includes four strategic pillars: development of quality basic education; supporting general, technical and vocational secondary education, and vocational training through apprenticeship; implementation of a sustainable development policy for higher education and scientific and technological research; and establishment of decentralized management of the education system. The education department in Senegal issued Letter of Sector Policy has also addressed the provision of education to all its citizens. Covering the period 2008-2015, the latest version of this Policy Letter has dedicated one of its eight strategic objectives to “...inclusive education and elimination of disparities at all levels of education: inside and among regions, socioeconomic groups, sexes and urban and rural areas”.

71. In addition to these legal and policy provisions, countries have put in place some practical measures including the introduction of free compulsory education, which to some extent, boosted enrollment. For example, Liberia, and Mali have introduced the Free and Compulsory Education, which abolished tuition fees in public primary schools and significantly reduced them for public secondary schools. Cape Verde, Gambia, Ghana, Guinea, on the other hand, guaranteed free compulsory and all-encompassing free education. Benin, Guinea Bissau, Nigeria, and Togo have provisioned free compulsory education to be progressively introduced.

72. It is an accepted fact that investing on education helps countries develop and eradicate poverty. Therefore, one of the ways in which States can facilitate the eradication of poverty, reduce inequalities among people and implement their commitments is through allocating sufficient finance to their education sector. Therefore, the proportion of total financial resources devoted to education is one of the key choices made by governments in each country. Accordingly, the expenditure allotted to education by each West African country and the patterns over few years have been looked at (see fig. 1). Budget allocated is assessed from two perspectives: percent of GDP and percent of government expenditure.

73. According to data from the World Bank (WB), in both instances, the pattern of allocation during 2008-2011 shows that the budget for education is decreasing in many of the West Africa countries. For example, the budget as a percentage of the GDP, for Benin, Mali, Niger, Senegal, Sierra Leone, and Togo, is increasing while the allocation in Cape Verde, Gambia, Ghana, Guinea, and Guinea Bissau is decreasing. Though Cape Verde's allocation goes down a little bit over the years, in terms of the percent of GDP, it is still the leading country along with Senegal with 5.6 per cent. This might be because in terms of GNP, it stands number one among all West Africa countries (see Appendix II). The reduction in budget occurs despite the fact that Cape Verde, Guinea and Ghana, in descending order, are leading in enrollment at primary. Looking at the allocation as a percent of government expenditure Sierra Leone's and Togo's budget goes down by a few points.

**Figure 1:** Public Spending on Education, total (per cent of GDP)<sup>10</sup>

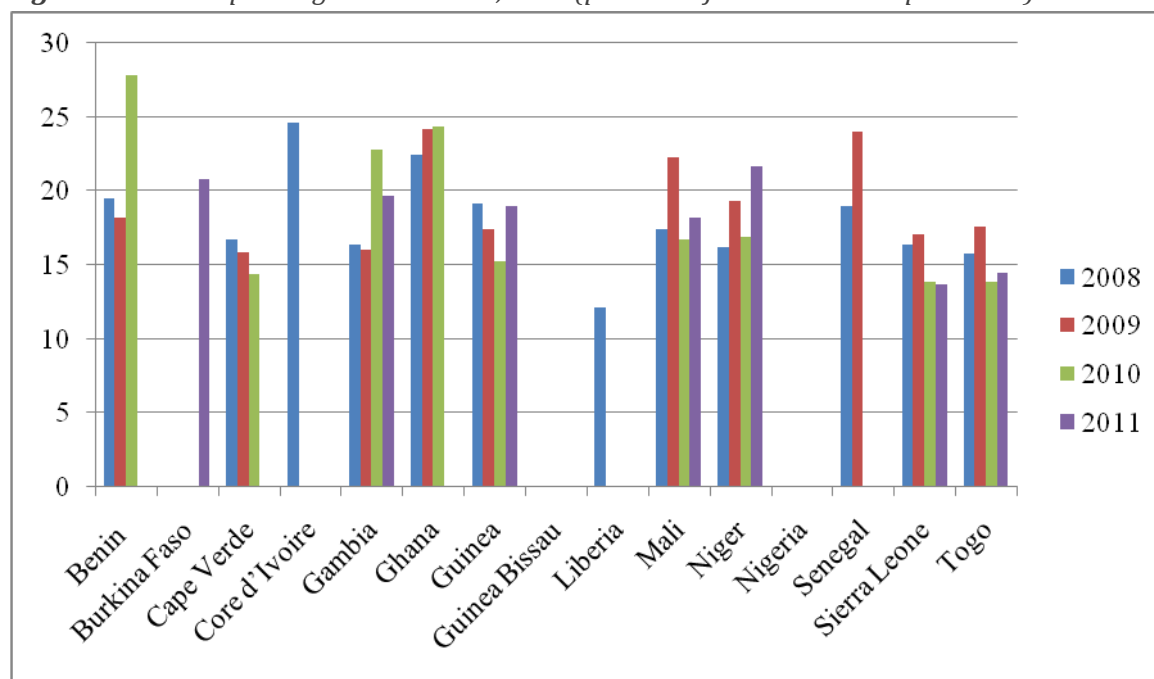


Source: World Bank., 2012

74. The Dakar Forum set a target for African countries to allocate at least 7 percent of their GDP to education by 2005, and 9 percent by 2010, reflecting the responsibility for the costs associated with scaling-up access, including for school construction, provision of teaching and learning supplies and teacher salaries (UNESCOb, 2012, p. 4). Despite this commitment, none of the West African countries have reached 7 per cent ceiling up until now.

<sup>10</sup> Data is not available for Guinea Bissau and Nigeria.

**Figure 2:** Public Spending on Education, total (per cent of Government Expenditure)



Source: World Bank Database, 2012.

75. In addition to these large scale measures, governments also collaborate with donors to enhance enrollment and improve education. One of these interventions put in place in order to enhance access and efficiency is school feeding program. Malnutrition affects children's physical, cognitive and social development. It also perpetuates poverty; malnourished children who become adults with limited opportunities and capacities end up having malnourished children of their own. The rate of malnutrition of children under the age of 5 as expressed by the percentage of children who are stunted is high in West African countries. For example, according to UNESCO 2012, Niger 55 per cent, Nigeria 41 per cent, Benin 43 per cent, Guinea 40 per cent and Liberia 39 per cent are the highest in descending order (p. 330).

76. In recognition of this problem in July 2003, the UN Millennium Project Task Force on Hunger proposed expansion of local school meal programs. Accordingly, all West African countries have been involved in this program; Togo had phased out in 2006. While the rest of the countries have collaborated with World Food Program (WFP), Ghana's and Nigeria's school feeding was run by their respective governments, which increases the likelihood of sustainability of the program. In addition, Ghana, Nigeria and Mali have become members of African Network for School Feeding Program (ANSEP), which was formed in July 2006 with the mission of expanding opportunities to all African school going children to receive adequate nutrition (at least one hot meal a day) for improved nutritional status (well-being) and enhanced learning readiness.

77. The provision of meals positively relates to school attendance as seen from Ghana's experience. In Ghana, the four-year school feeding program started in 2007, aimed at providing one hot, nutritious meal, made from local foodstuffs, per day to children in public primary schools and kindergartens in the poorest areas. After six months after the beginning of implementation, enrollment in pilot schools had risen by 20.3 per cent.

78. The expansion of school infrastructure, such as building of schools, necessary facilities in schools and provision of equipment were the other efforts made by governments over the years. These activities were funded both by governments and also development partners.

79. In summary, what this part of the reports highlights is that West African countries have shown their commitment to the MDG2 as well as to increasing access to education at all levels. UPE has been addressed in most of the legal instruments, the constitution, education laws and policies. Provisions are made to expand and improve primary, secondary, tertiary and TVET. Those who are nearly achieving the goals of access to primary education plan to work on the other levels as well as improving qualities. In addition, practical actions such as collaborating with development partners to run programs of school feeding and expansion of schools are carried out. Though none of the countries have so far allocated the agreed upon 7 per cent of the GNP to education, most are slowly increasing the budget allocation to the sector. However, most of these efforts fall short of covering the required expenses because of the existing high demand as well as the current economic reality.

## **V. CHALLENGES TO ACCESS TO EDUCATION AND ATTAINMENT AND RETENTION IN EDUCATION**

80. There are several challenges facing SSA in attaining the education goals set in the MDGs. One of these is quality. As the countries increased enrollment, the limited resources including infrastructure is stretched to accommodate the growing number of pupils resulting from the rapid population growth as well as from children who, earlier, have not had access to schools. This has significantly affected quality. Explaining the effects of this stretch, Kunje & Selamani-Meke (2009) explained that after the mid 1990's with the adoption of UPE using the case of Southern African Country Malawi, enrollment increased significantly, PTR, pupil-classroom, pupil-textbook ratios and other indicators reached unacceptable level making quality plummet.

81. One of the indicators in looking at quality is the availability of sufficient number of qualified teachers, as expressed by the Pupil-Teacher-Ratio (PTR). In this regard, turning to the case of West African Countries comparing data from 1999 with 2010, UNESCOa (2012) shows that the PTR for Burkina Faso, Cote D'Ivoire, Gambia, Ghana, and Guinea Bissau has either increased or remained the same despite the fact that primary enrollment has been increasing in all the countries. All these countries, except Ghana, are found at the lower end in achieving the goal set for primary education. The problem of overcrowded classrooms has been reiterated in several reports as well. For example, the report presented at EFA Global meeting mentioned that the issue of overcrowding remains a problem in many ECOWAS States: (Burkina Faso, Côte

d'Ivoire, Guinea Bissau and Mali) and SADC countries (Madagascar, Malawi, Mozambique and Tanzania) who still register class sizes above 50 pupils (UNESCOb, 2012).

82. In addition to the high PTR seen in some of the countries, the percentage of qualified teachers is low in many of the countries. As can be seen on Table 15 among the countries for which data are available more than half of the teachers in Benin and Sierra Leone are not trained. Lack of training of teachers implies that pupils' needs are not met properly and their performance is negatively affected. This related to repetition as well as dropout. In some countries the number of qualified teachers has been slightly decreasing: Benin, Ghana, Guinea Bissau, and Senegal (For the pattern of trained teacher in primary over ten years, (see Appendix IX). This pattern may be caused by trained teachers leaving the profession, going to other countries or the increased number of untrained teachers.

**Table 15: Trained Primary Teachers 2008 - 2011**

Countries	Percentage of Trained Teachers											
	2008			2009			2010			2011		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Benin	-	86	-	40	39	45	43	42	45	50	47	47
Burkina Faso	88	81	91	86	84	91	-	-	-	-	-	-
Cape Verde	85	-	87	87	82	89	92	87	92	92	90	93
Core d'Ivoire	100	-	-	100	-	-	100	-	-	100	-	-
Gambia	-	-	-	-	-	-	-	-	-	90	90	89
Ghana	49	40	68	48	38	66	51	-	-	51	42	66
Guinea	82	80	88	-	-	-	80	-	-	80	79	84
Guinea Bissau	-	-	-	-	-	-	-	33	59	-	-	-
Liberia	40	39	47	48	47	56	56	-	-	56	55	63
Mali	50	48	55	50	48	56	52	-	-	52	51	57
Niger	98	98	99	98	98	99	97	96	97	96	96	97
Nigeria	-	-	-	-	-	-	-	61	72	-	-	-
Senegal	46	50	38	43	46	34	48	51	40	-	-	-
Sierra Leone	-	-	-	-	-	-	-	-	-	48	43	64
Togo	-	-	-	-	-	-	71	77	74	71	71	67

**Source:** World Bank Database, 2011

83. A similar situation is observed in terms of infrastructure. Studying the situation of education in Nigeria, Odi and Omofonmwan (2007) stated that in some states of Nigeria for the past ten years, not even a single structure have been added to the existing one or a significant maintenance, repairs or replacement of learning facilities and equipment.



## **Box 5: Meeting the Challenge of Training 9,800 Community Teachers - for Retaining Children Benin**

*In Benin, unqualified community teachers make up more than 50 percent of the primary school staff. During the civil servant hiring freeze in the 1990's, all the teacher training colleges were closed, so communities recruited literate but untrained adults to staff primary schools. In 2008, the Benin government started contracting all the community teachers that had a grade ten diploma and teaching experience.*

*In 2009 USAID worked on the initiative to train close to 9,800 community teachers to become licensed primary school teachers. The training is coordinated by UNICEF and implemented by the Ministry of Primary Education. Other donors including World Bank, the Netherlands, Luxemburg, and UNICEF have contributed to the effort.*

*Training follows a hybrid model that combines group, lecture-style training with distance learning and on-site coaching. The group training sessions are held in 69 centers located throughout the country. These sessions supplement distance learning and provide teachers a chance to deepen their pedagogical knowledge. Impacts of this intervention have already been shown. Mid-term evaluation demonstrated that before the training, teacher knowledge of the curriculum was only 20 percent; and that only 40 percent were able to prepare and teach a class of the competency based curriculum and use modern teaching methods. After one and a half years of the training, virtually 100 percent of community teachers showed a good knowledge of the curriculum and were able to correctly prepare and use a competency based pedagogical approach, which made the community teachers much better classroom teachers.*

*On the part of the students, a survey conducted by the Ministry of Primary Education survey on the number of children passing the primary school leaving exam showed that for the first time, some schools where community teachers are majority achieved the highest passing rates. In these schools, between 68 to 100 percent of Grade six students successfully passed the primary school graduating exam, which contributed to the number of children completing primary school. The program will be completed in one year when the community teachers take the certification exam to become qualified primary school teachers.*

84. The other proxy for quality is the proportion of people completing primary education. As shown on Table 10 in 2010 five countries: Gambia, Liberia, Senegal, and Togo had a completion rate of less than 62 per cent, which is the average for SSA. Burkina Faso and Cote d'Ivoire also have less than 65 per cent completion rate. "Beyond primary school completion, some of the key challenges faced in SSA include the quality of teaching, both in terms of inputs and learning outcomes, the transition to secondary put under great strain as the number of primary leavers increases, and equity, especially in light of high repetition (13.4 percent in 2010/11) and drop-out (primary survival is just 62 percent on average in 2010/11) rates ..." (UNESCO, 2012, p.7).

85. Poverty is another constraining factor for the achievement of MDG2. As indicated by MDG report 2012, for poor households, cost of schooling have a strong bearing on whether children attend school. Even when tuition is free, other costs such as school uniform and supplies remain obstacle to UPE. According to Oxfam (2011), there is a difference of 22 percentage

points in access between the poorest 40 percent of the population and the wealthiest 22 percent. In relation to gender inequality, fewer than two in 10 girls from poor rural households complete primary school, compared with nearly seven in 10 boys from better-off urban households (Oxfam, 2011, p. 12).

86. In addition to household level poverty, poverty at national level limits children's opportunity to access and succeed in school. As money is in short supply the construction of school at closer distance to villages would be challenging, thus depriving young children, especially girls from attending. GMR 2012 also indicates that the poorest countries register high levels of out of school children. For example, according to the data from UNESCO (2012), Sierra Leone had the least amount of GNP per capita, 180.00 USD compared to other West Africa countries and has 30 per cent of its children of primary school-going age still out of school. Those who eventually do access schooling do not complete. Though many of the countries are recipients of aid, the capacity to use the budget efficiently and report on time is not strong because of many factors. As a result projects are extended many times, depriving many children the opportunity to benefit from the provisions. This is evident in several reports.

87. Conflict is another situation that negatively affects enrollment and completion of school. The impact on overall growth of West Africa has also been reiterated by the International Monetary Fund (IMF). It was highlighted that the attacks of the Islamists in North Nigeria and Mali by al Qaeda and others the series of regular and deadly attacks on security forces that occur in Cote d'Ivoire have been mentioned as examples of security issues that may lead West Africa to lose the gains made in its economic development.

88. Among West African countries Guinea, Liberia, Sierra Leone, Cote d'Ivoire, and Nigeria are five of the countries identified as having been negatively impacted by conflict between the years 1999 and 2008. Children in conflict-affected countries are not only less likely to be in primary school, but also more likely to drop out. Survival to the last grade in poorer conflict-affected countries is 65 per cent, whereas it is 86 per cent in other poor countries (UNESCO, 2011, p. 132).

89. Explaining the impact of the war on Liberia's education, the current PRSP explains that Liberia's education system was seriously undermined by the war. More than 30 percent of public and 24 percent of community schools were totally destroyed, and a further 16 percent of public and community schools experienced major damage. Desks, chairs, and other basic supplies disappeared. Enrolment rates dropped down and a whole generation of children missed the opportunity to go to school (Republic of Liberia, 2008). This is reflected by the level of literacy of young people in conflict affected countries. Only 79 per cent of young people and 69 per cent of adults are literate in conflict-affected countries, compared with 93 per cent and 85 per cent in other countries (UNESCO, 2011, p. 132).

90. A similar situation was noted by Sany (2010) when discussing the conflict in Cote d'Ivoire. He reported that the conflict has relegated education to the bottom of the national priority list. Thousands of stakeholders including students and teachers were barred access to the education system, and the education sector itself was seriously damaged. In a major northern city, the university was looted and closed down. Numerous schools were destroyed, which has

had long-term repercussions for the education-sector infrastructure. Destroyed infrastructure, displaced students and teachers, and school closures are just some of the results. Exams in the North were postponed during the conflict. Some students who have missed these crucial exams may have slipped between the cracks of this educational system and the futures of hundreds of thousands of children may be forever altered (Sany, 2010). Within these areas, the poor typically fare far worse than others, and poor girls worst of all.

91. Another challenge is equity issue expressed by gender disparity. As indicated earlier and also shown in the data, the gender disparity seen is mostly in favor of boys. This is especially quite visible at secondary and tertiary levels. According to a report by African Network Campaign on Education for All (ANCEFA) on girls education in Ghana, Nigeria and Togo, the root cause of low retention of girls in school as compared with boys is due to gender inequality and discrimination against women in general due to patriarchal systems of social organization and other socio-cultural practices such as early marriage, child slavery, and fostering or trafficking of children, poverty, and multiple household duties, and a lack of economic and social opportunities. This is evident in the fact that though female and male children are in the same circumstances such as poverty, the impact of poverty is mediated by gender in that female children lose more than their male counterparts. According to Global Monitoring Report (2012), a report on household survey data carried out in nine countries shows that girls face more obstacles to entering primary school than boys. For example, in Guinea, only 40 out of 100 girls from the poorest household reach the end of primary school, compared to 52 boys. This is largely due to fewer girls starting in the first place: 44 out of 100 girls from poor households enter school, compared with 57 boys (UNESCOa, 2012).

92. Gender disparity still persists despite the measures taken by countries. All West African countries have adopted the Beijing PfA and are taking various measures; many such as Burkina Faso, Nigeria and Ghana have national policies on advancement of women and gender equality. Others have plans to address various dimensions of gender equality issues such as violence and trafficking. All the countries have included plans or actions to be taken in order to tackle gender inequality in their PRSPs and education policies.

## **Box 6: Gender Equality in Rural Education: Best Practices and Lessons Learned from Senegal and Kenya**

*Women's Global Education Project (WGEP) was founded to intervene at key points in the paths of girls living in poverty in rural Africa. By analyzing the obstacles to their enrollment and success in school WGEP has successfully designed interventions geared specifically to break down those obstacles and eventually alter the paths and future opportunity of rural girls. The program addresses the education needs of rural girls from marginalized families through a multi-level approach engaging entire communities.*

*WGEP, founded in 2003, began operations in the Fatik region of Senegal, which is a remote, rural region ranking in the bottom one- third for female school retention rates within Senegal. In the first year of the program, 10 elementary school scholarships were provided to cover tuition, books, uniforms, supplies, and room and board if needed giving girls who otherwise would not have the opportunity to go school the chance at an education. A local partner conducted scholar selection and engaged in student monitoring. Of those girls who enrolled during year one, sixty percent remained in school the following year. Based on the successes in Senegal, WGEP added a second program in the Tharaka district of Kenya in 2007.*

*Depending on the needs of girls, WGEP provides various packages: full scholarship; partial scholarship; adult literacy class for mothers; health education for the girls and their families; training to women teachers, and community awareness program for parents and other empowerment programs for girls and women.*

*The model of intervention stresses building strong and effective partnerships, establishing clear goals, developing community trust and nurturing an established presence. Program results in Senegal and Kenya demonstrate that this combination of interventions and nurtured community collaboration brings success.*

*The impact of the program has been noted at various levels. In terms of retention of girls, in 2009 the retention rate of the girls was 93 per cent in Senegal and 96.9 per cent in Kenya. Regarding achievement, 30 per cent of the girls in the program were among the top five students with average or above grade of 75 per cent. In Senegal among the partial scholarship recipients, 76 per cent passed the national exam. In addition, to the direct impact seen on female students, communities have been changed in their attitude towards girls' education and the support they extend to keep girls in school.*

## **VI. CONCLUSIONS AND RECOMMENDATIONS**

### **6.1 Conclusions**

93. All West African countries have entered international and regional commitments to eradicate poverty and achieve the goals set for 2015, such as 100 per cent NER in primary education as well as gender parity at all levels. In addition, these commitments are reflected in country level legal documents. More than 50 per cent of the West African Countries have put a provision for free compulsory education in their respective constitutions. In order to implement the MDGs, the countries have developed PRSPs to address the expansion of access to all levels of education and have introduced measures to improve quality as well as governance. Therefore, it can be clearly inferred that all West African countries have the political commitment and the good will to work towards achieving the goals set for 2015, specifically the MDG 2.

94. In order to implement these commitments, a number of activities have been undertaken by countries. Some have revised their structures in the education sector, increased budget, over the years. Construction of infrastructure and school feeding programs have also been put in place, in some cases, in collaboration with development partners. Governments have been working with both regional and international partners to expand access.

95. A lot of progress has been witnessed. Enrollment has increased significantly compared to the year 1999. However, there are still challenges to be overcome to improve access to education in general and the achievement of MDGs 2 in particular. Though tremendous increase has been seen in primary NER, there are still a few countries that are in danger of falling short of meeting the goal of 100 per cent primary enrollment before the set date of 2015. In some cases even those that seem to have become close to 100 per cent could lose in the primary completion rate.

96. As a result of high dropout rate at elementary level, coupled with a lack of access to school and insufficient provision of non-formal education, the proportion of youth literacy is quite low in West Africa. However, looking at the average rate, it can be concluded that West Africa has to exert much more effort in this area.

97. Looking at secondary enrollment, except Cape Verde all those countries for which data are available registered an enrollment rate of less than 60 per cent. Following the pattern set at secondary level, and with added constraints of access to tertiary education, the GER for the eight countries of West Africa for which data are available show that none of the countries have an enrollment of even 20 per cent for the year 2010, including Cape Verde.

98. As regards TVET, it is only recently that TVET has been given due recognition. In light of the demographic structure of African population, which has quite a significant proportion of young people, as well as the fact that many of these do not get to higher education, TVET is an appropriate avenue for skills development and job creation. In recognition of this many of the

countries have addressed the improvement and expansion of TVET in their PRSPs as well as national education policies. Despite these, it was difficult to get sufficient data that enable trace patterns and make comparison. Available data however, indicate that it is an area that needs significant attention.

99. There is gender disparity at all levels of education, with much less degree at elementary level with disparities at secondary and tertiary levels are more glaring. Therefore, further efforts need to be put on to address the afore-mentioned challenges and improve the overall access to education and achieve the MDGs and other international commitments.

## **6.2 Recommendations**

100. As shown earlier although performance is encouraging, data show that some countries are still lagging behind in overall performance on education and meeting MDG2. Therefore West African countries, the RECs, the Private Sector, development partners and the academia are invited to consider some of the recommendations outlined below. As depicted in the report, expansion of education has been a joint effort involving several of these actors. Therefore the recommendations for ensuring access to and expansion of education put forward target to address the aforementioned actors and are presented with focus on areas that need specific intervention.

### *i) At member States level:*

To improve access countries need to: Implement the provisions of free compulsory education they have included in their constitutions; allocate sufficient budget for the education sector with emphasis on achieving MDG2; involve communities in the initiatives to send children to school; design strategies to use resources efficiently; establish/strengthen the Educational Management and Information System (EMIS) and respond to surveys administered by the UIS; strengthen and expand reinforcing interventions such as school feeding programs.

To ameliorate quality and the availability of trained teachers: Find alternative ways of training teachers (distance education and short term training); improve and revise teacher training curriculum with national experts and collaboration from UNESCO.

To address gender inequality in education: Strengthen the work started with regional educational organizations based in Senegal and Burkina Faso; and consider gender responsive budgeting in the allocation of budget for the education sector as is the case in Nigeria.

To strengthen and expand TVET: Implement the provisions included in national PRSPs; collaborate with development partners such the Association for Development of Education in Africa (ADEA) and the German Development Cooperation (GIZ) and other Institutions in the subregion.

To curb dropout levels: Support partners working with communities both out of school and in school [Students' and Girls' Clubs, Parent Teacher Associations (PTAs), etc.] to increase their awareness and commitment; strengthen accountability at school level; expand and strengthen non-formal education to bring back children who dropped out; and coordinate and harmonize the various non-formal education programs run by the government, development partners and communities.

To improve management and co-ordination: Build the capacity of the education sector in management and accountability for effective and efficient implementation of projects funded by development partners; and establish a system of coordination to ensure that all parties, NGOs, Community Based Organizations (CBOs), and the private sector, work together towards the achievement of internationally set goals eliminating redundancy, sharing experiences and replicating best practices.

*ii) ECOWAS/UEMOA and other IGOs:* Strengthened monitoring, coordinating, advocating, and championing role on the implementation of the commitments within in the context of their regional framework and priority areas; and strengthen independent MDG indicators' reporting to help countries get focused on their regional issues, strengthen good practices and resolve challenges.

*iii) Development Partners:* Consider establishing a consortium that will bring all resources together in order to enhance efficiency of fund usage and reporting by countries.

*iv) The Private Sector:* Participate to contribute to the efforts of improving access to education and meeting MDG2 through: sponsoring students who otherwise cannot afford to go to school; collaborate with communities in efforts such as building classrooms, accommodation for teachers and other necessary infrastructure; and create sustainability through establishing mechanisms such as foundations.

*v) The academia:* Contribute through identifying challenges and conducting research/assessments report on achievements and document and disseminate and support in the training of teachers and provide technical support.

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## Appendices

**Appendix I: Projection on Likelihood of West African Countries to Achieve MDGs in 2015**

Objective	Benin	Burkina Faso	Cote d'Ivoire	Cape Verde	Gambia	Ghana	Guinea	Guinea-Bissau	Liberia	Mali	Niger	Nigeria	Senegal	Sierra Leone	Togo
Eradicate poverty/hunger	Unlikely	Unlikely	No data	Middle income	Unlikely	Likely	No data	No data	Unlikely	Unlikely	Unlikely	No data	Unlikely	No data	No data
Achieve primary education	Likely	Unlikely	No data		Possibly likely	Likely	No data	Likely	Possibly likely	Unlikely	Possibly likely		Likely	Likely	Possibly likely
Promote gender equality	Unlikely	Unlikely	No data		Unlikely	Likely	No data	Likely	Possibly likely	Unlikely	Unlikely		Possibly likely	Likely	Unlikely
Reduce child mortality	Unlikely	Unlikely	No data		Possibly likely	Unlikely	No data	Possibly likely	Possibly likely	Unlikely	Possibly likely		Unlikely	No data	Unlikely
Improve maternal health	Unlikely	Unlikely	No data		Unlikely	Unlikely	No data	Possibly likely	Possibly likely	Unlikely	Unlikely		Unlikely	No data	Unlikely
Combat HIV/AIDS	Likely	Likely	No data		Unlikely	Unlikely	No data	Possibly likely	Possibly likely	Likely	Unlikely		Likely	Likely	Possibly likely
Ensure environmental sustainability	Likely	Likely	No data		Unlikely	Likely (except sanitation)	No data	Possibly likely	Possibly likely	Likely (except sanitation)	Unlikely		Likely	No data	No data
Develop a global partnership	Unlikely	Unlikely	No data		Unlikely	Unlikely	No data	No data	No data	No data	Unlikely		Unlikely	No data	No data

Source: World Bank: <http://data.worldbank.org/mdgs> monitor, 2012.

## Appendix II – Some Development Indicators for West African Countries

Countries	Population (000) (2012)	GNP per Capita (2010)	Pop. below Income Poverty Line (per cent)	Net Dev. Assistance Received (per cent of GDP) 2000 - 2009	Infant Mortality (‰) (2010-2015)	Under 5 Mortality (‰) (2010 -2015)
Benin	20,163	780	39	10	77	121
Burkina Faso	17,482	550	46	14	71	147
Cape Verde	505	3,270	27	13	85	136
Cote d'Ivoire	20,595	1,160	43	11	69	107
Gambia	1,825	450	58	19	66	93
Ghana	25,546	1,230	29	6	44	63
Guinea	10,481	400	53	6	84	134
Guinea Bissau	1,580	590	65	18	110	181
Liberia	4,245	200	64	78	77	107
Mali	16,319	250	47	11	92	173
Niger	16,644	200	60	9	86	144
Nigeria	166,629	270	55	1	88	141
Senegal	13,108	550	59	8	50	85
Sierra Leone	6,126	180	51	23	103	157
Togo	6,283	490	62	18	67	104

**Source:** Global Monitoring Report 2012.

### Appendix III – Pattern of NER for Primary over Ten Years (2000 – 2010)

Countries	2000			2001			2002			2003			2004			2005			2006			2007			2008			2009			2010		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F			
Benin	-	-	-	-	-	-	-	-	-	84	-	-	86	-	-	86	-	-	87	-	-	-	-	-	89	-	-	-	-	-	-		
Burkina Faso	34	40	28	35	41	29	35	40	29	37	42	31	39	44	34	43	48	38	46	51	42	52	56	47	58	62	53	60	64	57	58	60	56
Cape Verde	99	-	-	99	100	98	98	99	97	98	99	97	98	98	97	97	97	96	95	96	95	94	95	93	93	94	92	93	94	91	93	94	92
Core d'Ivoire	56	64	48	60	69	52	61	70	52	58	64	52	-	-	-	-	-	-	-	-	-	-	-	-	-	-	61	67	56	-	-	-	
Gambia	67	70	63	68	70	66	66	68	64	70	70	69	70	69	71	68	66	69	72	71	74	71	69	73	67	65	69	72	70	74	65	64	67
Ghana	64	65	63	59	59	59	61	62	61	64	64	64	59	59	60	66	67	66	66	66	67	72	72	73	78	77	78	77	76	77	84	84	84
Guinea	47	53	40	50	57	44	58	65	51	62	69	55	66	72	59	68	74	62	71	76	65	73	78	68	73	78	68	75	80	69	79	83	70
Guinea Bissau	51	59	42	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	73	75	72
Liberia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	36	36	36	44	44	43	44	45	42	41	42	39	-	-	-
Mali	-	-	-	-	-	-	50	56	43	50	56	43	50	53	46	54	60	49	56	61	50	58	62	52	-	-	-	61	66	56	62	66	57
Niger	27	32	22	31	36	25	34	40	28	38	44	31	42	49	34	42	49	35	43	49	36	45	51	38	49	55	43	54	60	47	57	63	51
Nigeria	65	70	59	-	-	-	-	-	-	66	70	61	67	71	62	67	72	63	68	72	64	65	69	61	59	62	55	57	60	54	58	60	55
Senegal	60	63	56	61	64	58	-	-	-	66	69	63	70	72	69	72	73	71	73	74	73	74	74	75	76	75	77	76	74	77	75	73	78
Sierra Leone	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Togo	87	-	-	88	-	-	88	-	-	89	-	-	89	-	-	90	-	-	90	-	-	92	-	-	92	-	-	-	-	-	-	-	-

Source: World Bank and UIS Databases, 2010.

### Appendix IV – Proportion of Pupils Surviving to the Last Grade of Primary over Ten Years (2000 – 2010)

Countries	2000			2001			2002			2003			2004			2005			2006			2007			2008			2009			2010		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F			
Benin	76	82	66	68	72	63	59	62	55	64	65	63	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	56	58	53			
Burkina Faso	61	60	63	58	56	61	67	65	69	69	68	79	69	68	70	64	63	66	72	71	74	69	68	71	71	71	72	64	61	67	-	-	-
Cape Verde	85	84	87	89	87	91	84	85	83	87	86	89	-	-	-	87	85	89	-	-	-	86	85	87	-	-	-	-	-	89	90	89	
Core d'Ivoire	87	90	84	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	76	83	67	-	-	-	61	62	59	-	-	-	-	-	-
Gambia	73	71	75	60	64	56				75	74	76	63	61	65	62	62	62	-	-	-	70	68	72	-	-	-	-	-	63	60	66	
Ghana	59	61	58	89	93	85	59	55	65	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	72	76	69	-	-	-	-	-	-
Guinea	-	-	-	-	-	-	-	-	-	76	81	69	71	73	67	74	77	70	76	81	71	55	60	49	63	68	57	66	74	56	-	-	-
Guinea Bissau	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Liberia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	78	85	71	46	49	43	68	73	62	-	-	-	-	-	-
Mali				76	80	70	66	71	60	78	82	74	80	85	75	74	76	71				76	79	73	79	81	77	77	79	76	75	77	74
Niger	69	70	67	65	67	63	66	67	65	69	70	68							70	72	67	74	73	76	67	69	64	62	63	60	69	71	67
Nigeria	-	-	-	-	-	-	73	71	75	73	73	73	73	73	73	78	76	80	50	49	50	47	48	45	65	66	64	80	77	83			
Senegal	63	67	59	59	62	56	71	74	68	72	73	71	64	66	62	53	54	53	-	-	-	58	57	60	58	56	59	60	58	61	59	59	60
Sierra Leone	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Togo	70	76	63	-	-	-	63	68	56	72	76	66	69	75	63	81	88	73	-	-	-	69	76	62	-	-	-	59	55	67	52	55	48

Source: World Bank and UIS Databases, 2010.

**Appendix V: Net Enrollment Ratio for Secondary Over Ten Years (2000 – 2010).**

Countries	2000			2001			2002			2003			2004			2005			2006			2007			2008			2009			2010		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F			
Benin	18	26	12	20	27	13																											
Burkina Faso	-	-	-	7	9	6	8	9	6	9	10	7	10	12	8	11	12	9	11	13	9	12	14	10	14	16	12	15	17	13	16	18	14
Cape Verde	-	-	-	-	-	-	57	55	58	58	55	61	58	55	61	62	58	66	63	59	68	65	60	69	-	-	-	66	-	-	-	-	-
Core d'Ivoire	19	-	-	20	-	-																											
Gambia	-	-	-																														
Ghana	34	37	32	33	34	31	34	36	33	35	37	34	38	41	36	40	42	38	41	44	39	47	49	45	47	49	45	46	48	44	-	-	-
Guinea	-	-	-	16	23	10	18	25	11	20	27	13	21	28	14	25	32	17	27	35	20	30	37	22	-	-	-	29	36	22	-	-	-
Guinea Bissau	9	11	6																														
Liberia	20	25	14																														
Mali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	27	32	21	28	33	22	29	35	24
Niger	-	-	-	6	7	4	6	7	4	6	8	5	8	10	6	9	11	7	9	12	7	-	-	-	-	-	-	-	-	-	-	-	-
Nigeria	-	-	-	-	-	-	-	-	-	26	-	-	28	-	-	28	-	-	-	-	-	26	29	22	-	-	-	-	-	-	-	-	-
Senegal	-	-	-	-	-	-	-	-	-	-	-	-	17	20	14	18	21	16	22	24	19												
Sierra Leone	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Togo	25	33	16	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Source: World Bank and UIS Databases, 2010.

**Appendix VI – Gross Enrollment Ratio for Tertiary Education over Ten Years (2000 – 2010)**

Countries	2000			2001			2002			2003			2004			2005			2006			2007			2008			2009			2010		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F			
Benin	4	6	2	5	8	2	6	-	-	6	-	-	6	-	-	6	-	-	6	-	-	-	-	-	-	11	15	6	-	-	-		
Burkina Faso	1	2	0	1	2	1	1	2	1	1	2	1	-	-	-	2	3	1	2	3	1	2	3	2	3	4	2	3	4	2	4	5	3
Cape Verde	2	2	2	2	2	2	4	4	4	4	4	5	6	5	6	8	7	8	9	8	9	10	9	11	12	10	14	15	13	17	18	16	20
Core d'Ivoire	7	10	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	12	6	9	12	6	-	-	-	8	11	6	-	-	-	
Gambia	1	2	0	-	1	0	-	-	-	-	-	-	1	2	0	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	
Ghana	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	7	4	5	7	4	6	8	4	8	12	15	9	11	7	12	15	9
Guinea	-	-	-	-	-	-	-	-	-	2	4	1	2	4	1	3	5	1	5	8	2	8	12	4	9	14	5	10	14	5	11	16	6
Guinea Bissau	-	1	0	-	1	0	-	-	-	-	-	-	-	-	-	2	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-	
Liberia	19	24	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Mali	2	2	1	2	3	1	2	3	1	-	-	-	-	-	-	-	-	-	-	-	5	6	3	5	7	3	6	8	3	6	8	3	
Niger	-	-	-	-	-	-	-	-	-	1	2	0	1	2	0	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	2	2	1
Nigeria	-	-	-	-	-	-	-	-	-	10	11	8	10	11	8	10	12	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Senegal	-	-	-	-	-	-	-	-	-	5	-	-	5	-	-	6	-	-	6	8	4	7	9	5	8	11	6	8	11	6	8	10	6
Sierra Leone	2	2	1	2	3	1	2	3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Togo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	-	-	6	-	-	-	-	-	-	-	-	-	-	-	9	-	

Source: World Bank and UIS Databases, 2010.

**Appendix VII – Enrollment in Technical Vocational Education as a Percentage of Secondary School Students (2000 – 2010)**

Country s	2000			2001			2002			2003			2004			2005			2006			2007			2008			2009			2010				
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F					
Benin	9	1 1	8	9	1 1	9	8	9	8	9	7	1 0	9	1 2	8	1	1	1 2	-	-	-	-	-	-	-	-	-	-	-	-	-				
Burkina Faso	8	1 1	6	9	1 1	7	9	1 1	7	8	1 0	6	8	9	6	8	9	7	7	9	6	7	8	6	6	7	5	6	6	5	5	5	4		
Cape Verde	2	-	-	2	2	3	3	2	4	4	3	5	5	3	6	5	4	6	3	3	4	3	2	3	3	2	3	3	2	3	3	2	3		
Core d'Ivoire	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Gambia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 0	9	1 0	-	-	-		
Ghana	1	0	2	1	0	2	1	0	2	2	1	3	1	0	2	2	0	2	2	2	2	4	4	4	4	4	4	4	4	4	4	-	-	-	
Guinea	-	-	-	-	-	-	-	-	-	1	1	2	1	1	2	1	0	1	1	0	1	1	0	1	2	2	2	2	2	2	2	-	-	-	
Guinea Bissau	3	3	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Liberia	3 3	3 2	3 4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Mali	1 3	1 3	1 3	-	-	-	-	-	-	1 1	1 3	1 0	1 0	1 1	1 0	1 0	1 1	9	1 0	1 0	9	1 0	1 3	8	1 2	1 3	1 2	1 3	1 4	1 3	1 4	1 4	1 4	1 4	1 4
Niger	6	6	6	5	6	5	2	2	3	2	2	2	2	2	2	3	3	3	3	4	2	-	-	-	-	-	-	2	2	3	2	3	1		
Nigeria	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Senegal	2	2	2	2	2	2	1	2	1	-	-	-	1	1	1	1	1	1	-	-	-	-	-	-	4	4	4	-	-	-	5	6	5		
Sierra Leone	-	-	-	1 4	1 5	1 3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Togo	6	6	6	6	7	6	6	6	6	6	5	6	5	5	5	7	7	7	6	7	6	8	9	7	-	-	-	-	-	-	-	-	-	-	

Source: World Bank Database, 2010.



**Appendix VIII: Literacy Rate of 15 – 4 Years Old Over Ten Years (2000 – 2010)**

Countries	2000			2001			2002			2003			2004			2005			2006			2007			2008			2009			2010		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F			
Benin							45	59	33																				55	66	45		
Burkina Faso										31	38	25				33	40	27				39	47	33									
Cape Verde													97	96	98															98	98	99	
Core d'Ivoire	61	71	52																											67	72	62	
Gambia	53	64	41																											67	72	62	
Ghana	71	76	66																											81	82	80	
Guinea										47	60	34																		63	70	57	
Guinea Bissau	60	75	46																											72	79	65	
Liberia													71	69	73															77	71	82	
Mali																			39	47	31									44	56	34	
Niger				14	14	14										37	52	23															
Nigeria										69	78	61																		72	78	66	
Senegal							49	59	41										51	58	45							65	74	56			
Sierra Leone													48	60	37															59	69	50	
Togo	74	84	64																77	85	68							82	88	75			

Source: MDG Database, 2010.

**Appendix IX: Trained Primary Teachers Over Ten Years (2000 – 2010).**

Countries	2000			2001			2002			2003			2004			2005			2006			2007			2008			2009			2010		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F			
Benin	65	64	70	-	-	-	-	-	-	78	76	85	72	70	82	-	-	-	-	-	-	-	-	86	-	40	39	45	43	42	45		
Burkina Faso	-	-	-	80	80	81	-	-	-	87	86	90	89	89	92	88	87	91	87	85	91	88	86	91	88	81	91	86	84	91	-	-	-
Cape Verde	-	-	-	-	-	-	67	68	67	69	61	74	73	65	77	78	71	81	81	77	84	83	79	85	85	-	87	87	82	89	92	87	92
Core d'Ivoire	99	100	99	99	99	99	-	-	-	100	100	100	-	-	-	-	-	-	-	-	-	100	100	100	100	-	-	100	-	-	100	-	-
Gambia	75	78	69	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ghana	69	61	86	69	60	86	65	57	83	63	53	83	61	52	80	58	49	78	56	-	-	53	45	70	49	40	68	48	38	66	51	-	-
Guinea	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	68	68	68	68	66	74	-	-	-	82	80	88	-	-	-	80	-	-
Guinea Bissau	35	33	42	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	33	59	
Liberia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	40	39	45	-	-	-	40	39	47	48	47	56	56	-	-
Mali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50	48	55	50	48	56	52	-	-	
Niger	97	97	97	80	81	78	70	71	66	72	73	71	76	78	73	85	-	-	92	92	92	98	98	99	98	98	99	98	98	99	97	96	97
Nigeria	-	-	-	-	-	-	-	-	-	-	-	-	49	38	60	50	39	61	51	41	62	-	-	-	-	-	-	-	-	-	61	72	
Senegal	-	-	-	-	-	-	-	-	-	55	55	56	51	51	50	46	47	42	50	-	-	46	49	38	46	50	38.	43	46	34	48	51	40
Sierra Leone	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Togo	21	19	38	20	18	35	19	17	35	18	16	32	18	16	31	17	16	29	16	15	27	-	-	-	-	-	-	-	-	-	71	77	74

Source: MDG Database, 2010