



United Nations
Educational, Scientific and
Cultural Organization

Dakar Office
Regional Bureau
for Education in Africa

ECCAS EFA Profile

Economic Community of Central African States- ECCAS (CEEAC)

| | | |
|---------------------|------|---|
| Founded | 1984 | Libreville, Gabon |
| Member Countries | 10 | Angola, Burundi, Cameroon, Central African Republic, Chad, Congo, the Democratic Republic of Congo, Equatorial Guinea, Gabon and Sao Tomé and Príncipe. |
| Education Programme | - | Unknown |

Source: www.ceeac-eccas.org

Education for All (EFA) - Global Status

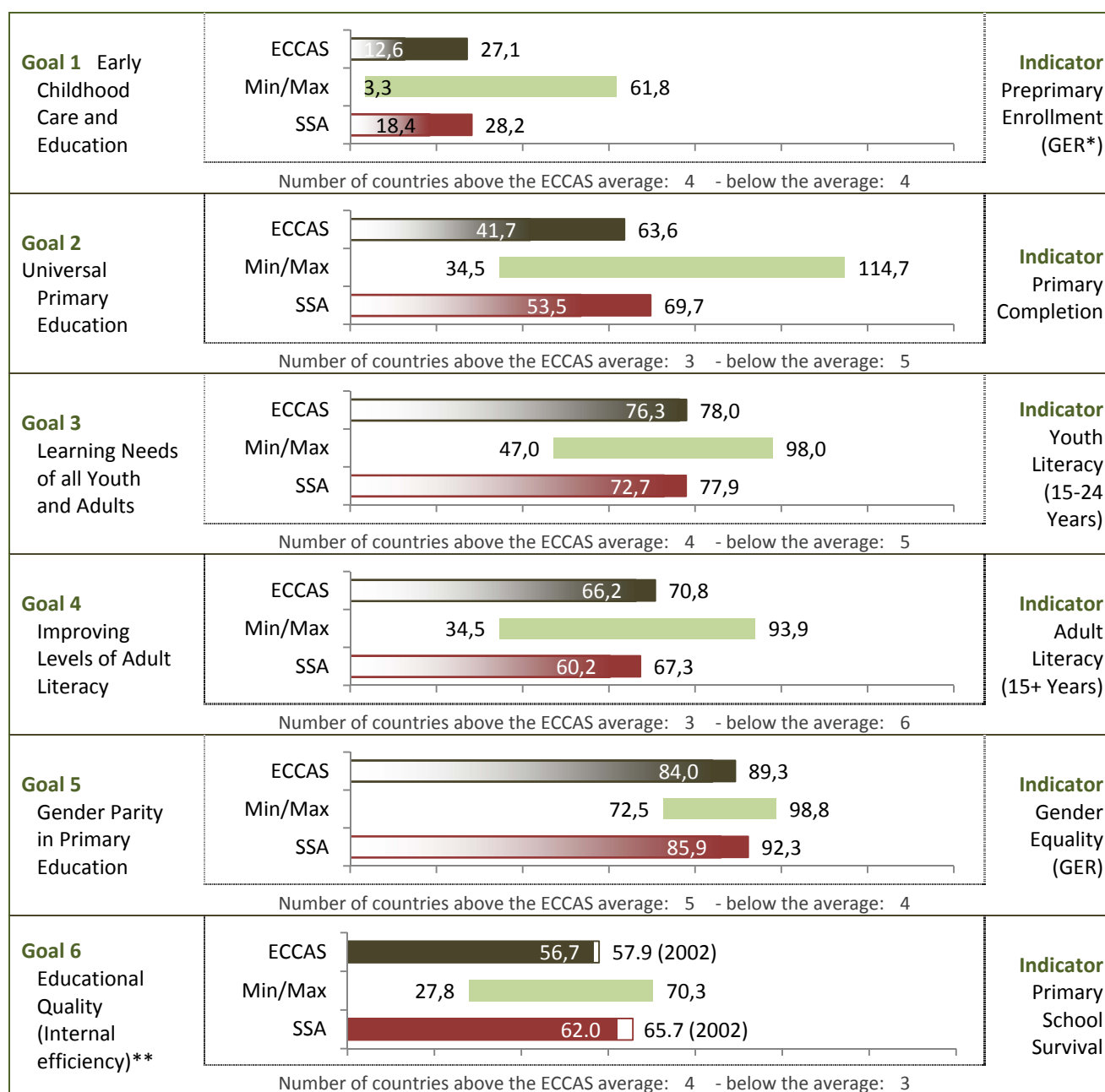
Considerable progress has been achieved by ECCAS member states, especially in terms of primary completion, up 50% over the decade, and preprimary enrollment, that has more than doubled. The ECCAS region nevertheless faces serious challenges in terms of achieving EFA. Indeed, on average over 35% of pupils do not complete the primary cycle, gender parity levels include some of the lowest on the continent, and literacy is fairly stagnant for both youth and adults, at levels barely better than the SSA average. While classroom conditions are improving (there are eight fewer pupils per class on average than 10 years ago), other educational inputs are often sub-standard, the unavailability of books reaching particularly acute levels. Nevertheless, on the basis of those countries who participated in the PASEC evaluations, learning outcomes are above average, especially in math. The disparities within the ECCAS region are however considerable.

Demographic and Macroeconomic Context

| | | |
|--|-------------|----------------------------|
| Total Population (w) | 2011 | 138.6 million |
| Growth Rate (w) | 2010-11 | 2.58% |
| Primary School-Aged Population (Share of Total) (w) | 2011 | 16.5% |
| Growth Rate (w) | 2010-11 | 2.29% |
| Total GDP (w) | 2010 | US\$ 170.6 billion |
| GDP per Capita (w) | 2010 | US\$ 1,231.6 |
| Range of Country Values (min/max) | 2010 | US\$ 175.2 / US\$ 20,769.5 |
| Rural Population (Share of Total) (w) | 2010 | 58.7% |
| HIV&AIDS Prevalence (15-49 years) | 2009 | 4.0% |
| TVET Enrollment (Share of Total Upper Secondary) (w) | 2011 or MRY | 34.1% |

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

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



Legend –

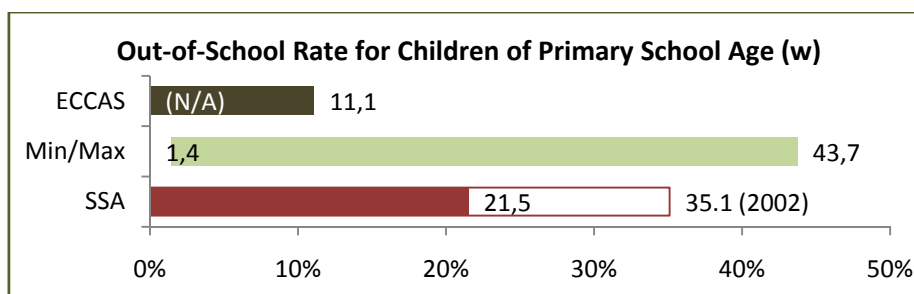
Baseline (circa 2002):

Current (2011 or MRY):

Primary completion is of particular concern in ECCAS. Generally ranging from 45% to 55%, it is above 70% only in Cameroon, Congo and Sao Tomé, and reaches a low 34% for Chad. Although Burundi, Equatorial Guinea, Gabon and Sao Tomé are close to gender parity, the index is below 85% for most countries. Nevertheless, female literacy is growing fast in the region, at a rate of 3.8% for adults, and faster than male literacy for youth (ADEA).

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

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

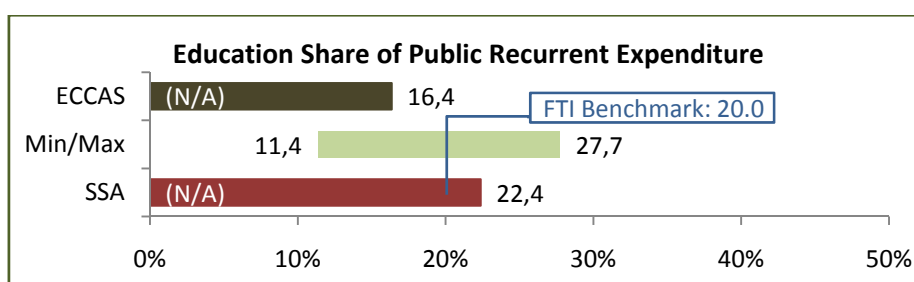


Legend – Baseline (circa 2002): Current (2011 or MRY):

Number of countries above the ECCAS average: 2 - below the average: 4

Although the total rate of out-of-school primary school-aged children is just half the SSA average at 11%, the figure conceals significant disparities. The out-of-school rate for girls, for instance, is double the general rate, at 21%. Some countries have very few out-of-school children (Sao Tomé has less than 2%, and Cameroon about 6%), while others face a taunting challenge (44% of primary school-aged children are out-of-school in Equatorial Guinea, and 31% in CAR). Furthermore, primary retention, already lower than the Sub-Saharan norm, has marginally receded. Burundi has an exemplary track record in combating the problem, having reduced its out-of-school rate from 46% to just 10% over the 2002-11 period, whereas in other countries it has spun out of control. **Overall, the region represented by ECCAS states must provide schooling to a further 2.5 million children to make UPE a reality.**

Education Financing - 2011 or MRY (Baseline circa 2002)



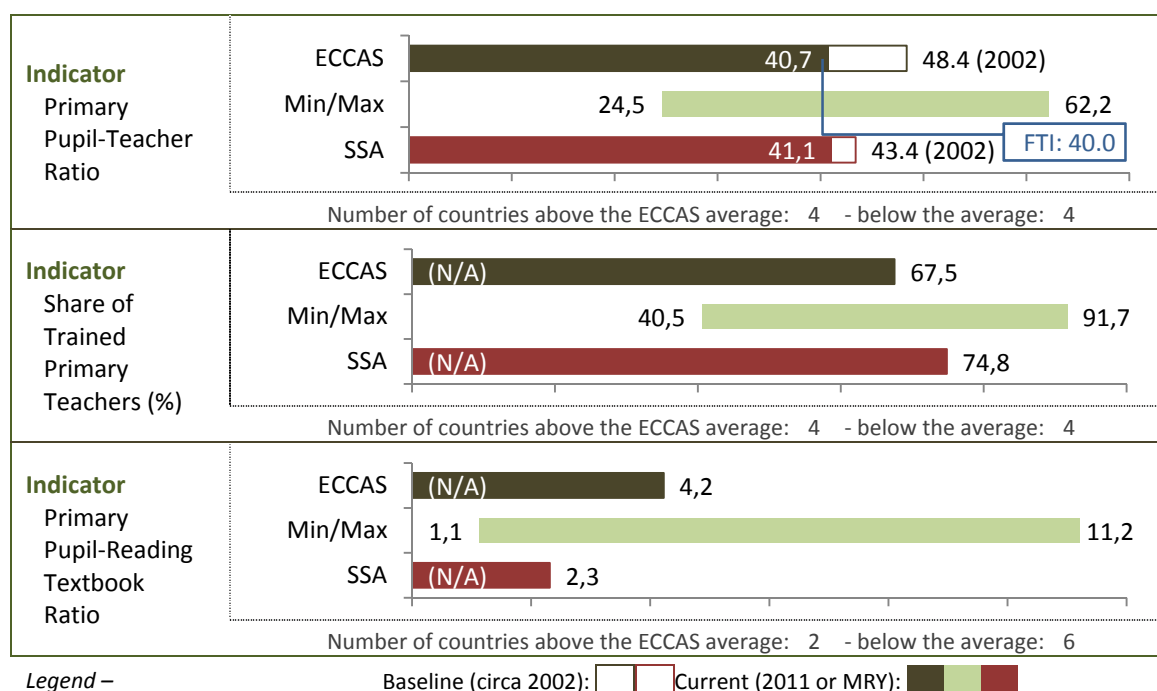
Legend – Baseline (circa 2002): Current (2011 or MRY):

Number of countries above the ECCAS average: 2 - below the average: 4

Provision of adequate resources (financial, technical and material) is needed for all levels of the education sector to ensure attainment of quality EFA. For those ECCAS member states having provided data, the level of sector financing is generally insufficient (at 16.4% of countries recurrent budgets on average, against 22.4% for SSA), and in some cases, critically low (in CAR, Chad and DRC it is below 13%).

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

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



In primary education, despite a significant drop in the average sub-regional class size over the decade (there are now eight fewer pupils per teacher), overcrowding remains a critical challenge in most ECCAS states. The pupil-teacher ratio is over 45:1 for six countries and reaches 62:1 in Congo and 81:1 in CAR. Here class sizes must be drastically reduced in line with international benchmarks of 40 pupils per teacher. The share of qualified primary teachers is generally low, at 67%, below the SSA average of 75%, and also reaches alarming levels in some cases (fewer than 50% of teachers are qualified in Equatorial Guinea and Sao Tomé). Finally, the ECCAS textbook availability includes some of the worst ratios of the continent. With four pupils having to share a book on average, in CAR and Cameroon, over eight pupils must share.

PASEC

Six ECCAS countries participated in the evaluations carried out by the Programme d'analyse des systèmes éducatifs de la CONFEMEN (PASEC) between 2005 and 2010: Cameroon (2005), Gabon (2006), Congo (2007) and Burundi, Chad and DRC (2010). The indicators of performance for the period are better than the average for all 13 PASEC participants. Nevertheless, only **55.2% of 5th year primary school pupils achieved the minimum level (level 3, equivalent to 4/10) in reading** (PASEC average was 43.6%), reflecting the low literacy rate. More pupils achieved the minimum level **in math (58.4%, also above the PASEC average of 52.8%)**. Performance levels vary considerably by country, with a two-tier distribution of countries: Chad and Congo (and DRC in reading) are vastly outperformed by the other participating countries, especially Gabon and Cameroon.

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