

Table of Contents

PROTOCOL A/P3/1/03	4
ON EDUCATION AND TRAINING	4
PREAMBLE	5
The High contracting Parties,	5
CHAPTER I	6
DEFINITIONS	6
ARTICLE 1	6
CHAPTER II	7
PRINCIPLES AND OBJECTIVES	7
ARTICLE 2	7
PRINCIPLES	7
ARTICLE 3	8
OBJECTIVES	8
CHAPTER III	9
AREAS OF COOPERATION	9
ARTICLE 4	9
COOPERATION IN EDUCATION AND TRAINING POLICIES	9
ARTICLE 5	10
COOPERATION IN BASIC AND SECONDARY EDUCATION	10
7 Adult Education	11
ARTICLE 6	11
COOPERATION AT THE INTERMEDIATE LEVEL OF	11
EDUCATION AND TRAINING	11
CERTIFICATES AND OTHER QUALIFICATIONS	11
1) Training of Teachers	12
2) Technical Education and Vocational Training	12
ARTICLE 7	13
COOPERATION IN HIGHER EDUCATION AND TRAINING	13
(A) Access to Universities: Student and Teaching Staff Mobility	13

(B) Undergraduate Studies	14
Admissions.....	15
D. Areas of Cooperation	15
E. Specialised Centres.....	16
ARTICLE 8	17
COOPERATION IN RESEARCH AND DEVELOPMENT	17
A Research at the University Level.....	18
B. Centres of Excellence	18
ARTICLE 9	19
COOPERATION IN TEACHING AND CONTINUING EDUCATION	19
I. Distance Learning	19
II. Courses, Seminars and Workshops.....	20
III Science and Technology Competitions	21
ARTICLE 10	21
COOPERATION IN PUBLISHING AND.....	21
THE EQUIPMENT OF LIBRARIES.....	21
A. Publishing	21
B. Libraries	21
CHAPTER FOUR.....	22
INSTITUTIONS	22
ARTICLE 11	22
CREATION OF AN EDUCATION AND TRAINING SECTION	22
ARTICLE 12	24
COMPOSITION AND FUNCTIONS	24
OF THE ORGANS	24
ARTICLE 13	25
COMPOSITION AND FUNCTIONS OFTHE TECHNICAL COMMITTEES.....	25
CHAPTER FIVE.....	28
RESOURCES, THE TRAINING FUND AND ASSETS	28
ARTICLE 14	28
RESOURCES.....	28
ARTICLE 15	28

THE EDUCATION AND TRAINING FUND	28
ARTICLE 16	29
PARTNERSHIPS	29
ARTICLE 17	29
ASSETS	29
CHAPTER SIX	29
ARTICLE 18	29
AMENDMENTS AND REVISION	29
ARTICLE 19	29
WITHDRAWAL	29
ARTICLE 20	30
ENTRY INTO FORCE	30
ARTICLE 21	30
APPLICATION	30
ARTICLE 22	30
RELATIONSHIP WITH OTHER REGIONAL AND INTERNATIONAL	30
ORGANISATIONS	30

**PROTOCOL A/P3/1/03
ON EDUCATION AND TRAINING**

PREAMBLE

The High contracting Parties,

Mindful of Articles 7, 8, 9 establishing the Authority of Heads of State and Government and defining its composition and functions;

Mindful of the provisions of the ECOWAS Revised Treaty, Articles 60 - 66, identifying areas of cooperation with regard to human resources, information, social and cultural affairs, and of Chapter XII relating to cooperation in other areas;

Reaffirming their final objective of accelerated, planned and sustained economic development in the West African sub-region and prosperity for the ECOWAS Member States;

Considering that education and training are an indispensable part of the mechanism for the realisation of the objectives of ECOWAS;

Convinced that the full development of human resources is a prerequisite for the resolution of the socio-economic problems confronting the sub-region;

Further convinced that a high rate of literacy and numeracy, promotion of education of girls, and training for women are factors for sustained development;

Conscious of the fact that socio-economic and technological research is crucial for sustained development;

Noting that no ECOWAS Member State can single-handedly provide long-term internationally recognised education and training programmes for its citizens;

Recognising the need for a national and regional dimension to development programmes, the utilisation of human resources and increased productivity;

Considering that Member States have a responsibility to make a concerted effort to equip the sub-region to face the challenges of the 21st century and beyond;

Desirous of ensuring the implementation, coordination and overall integration of regional education and training programmes in order to fulfil the aspirations of the Member States;

Have agreed as follows:

CHAPTER I

DEFINITIONS

ARTICLE 1

For the purposes of this Protocol:

"**Centre of Excellence**" shall mean a research institute within the sub-region, established in accordance with the provisions of Article 8b of this Protocol;

"**Specialised Centre**" shall mean a specialised teaching and training institution within the region established in accordance with the provisions of Article 7e of this Protocol;

"**Community**" shall mean the Economic Community of West African States the establishment of which is reaffirmed by Article 2 of the ECOWAS Revised Treaty;

"**Council**" shall mean the ECOWAS Council of Ministers, established by Article 10 of the ECOWAS Revised Treaty;

"**Qualification**" shall mean a certification of a level of education, apprenticeship and training, which may be dispensed in different institutions and under different conditions, applying different methods;

"**Equivalence**" shall mean the accepted standards expected with regard to the different levels of education and training, and the different educational systems;

"**Executive Secretary**" shall mean the Executive Secretary appointed in accordance with the provisions of Article 18 of the ECOWAS Revised Treaty;

"**Harmonisation**" shall mean the approved and accepted provisions establishing an equivalence between the performance and quality of two educational or training systems or groups of systems;

" **HRD sector** " means the human resource development sector;

"**Section**" shall mean the section of the sub-sector created under the terms of Article 11 of this Protocol;

"**Protocol**" shall mean the ECOWAS Protocol on Cooperation in Education and Training;

“Region” shall mean the ECOWAS region;

"A Basic Education" shall mean early childhood and minimum of 9 years formal education and non formal education;

“High Contracting Parties” shall mean ECOWAS Member States.

CHAPTER II

PRINCIPLES AND OBJECTIVES

ARTICLE 2

PRINCIPLES

The High Contracting Parties, in pursuing the objectives stated in Article 2 of this Protocol, hereby affirm and declare their adherence to the following principles:

- a) Recognition of the equality of all Member States;
- b) Equitable participation, even distribution and mutual benefit from the proceeds of Regional cooperation;
- c) Optimal utilisation of available expertise, institutions and other educational and training resources in the Region for the purposes of ensuring sustained cooperation among the Member States;
- d) Rejection of unproductive measures which only serve to undermine the effects of education and training policies at all levels;
- e) Creation and promotion of specialised centres and centres of excellence in the region to provide high quality education and training and conduct research;
- f) Co-opting of all parties interested in education and training into actively participating in and functioning as resource persons for the purposes of the programmes provided for in this Protocol;
- g) Guarantee of the academic freedom of institutions of learning and research as a means of promoting academic pursuits throughout the Region;
- h) Total commitment to the achievement of the objectives of this Protocol within the prescribed time-frame in order to reduce the development gap between the ECOWAS Community and the industrialised world;

- i) Simplification and ultimate elimination of immigration formalities in order to facilitate the free movement of students and workers within the Region for the specific purposes of study, teaching, research and any other pursuits relating to education and training;
- j) Formulation of policies designed to create an enabling environment with incentives based on merit, and targeting well educated and trained individuals, with a view to encouraging them to use their expertise in the service of the entire Region;
- k) Promotion of the teaching and study of National and cross-border languages;
- l) Gradual achievement of the objective identified in paragraph "k" above, within a period which shall not exceed fifteen years from the date of entry into force of this Protocol;
- m) Phased introduction of equivalences, harmonisation and standardisation of the educational and training systems in the region;
- n) Elimination of all discriminatory measures against women in order to ensure equity in all areas of education at all levels.

ARTICLE 3

OBJECTIVES

By the terms of this Protocol, Member States undertake to cooperate in the areas of education and training with a view to achieving the following objectives:

- a. to set up an efficient system linking the Member States, for the collation and exchange of information and data on the present and projected education and training needs of the Region;
- b. to mobilise resources of Member States for the creation of mechanisms and institutions which will produce the professional, technical, research and management cadres needed to facilitate the development of the Region in every sector;
- c. to encourage and coordinate efforts by the Member States to formulate and implement comparable educational and training policies, strategies and systems appropriate to their needs;
- d. to formulate and implement policies and strategies involving the private sector, non-governmental organisations and other parties interested in education and training;
- e. to encourage and coordinate the formulation and implementation of policies, strategies and programmes aimed at promoting the study and application of the sciences, technology, computer programming, and research and development;
- f. to reduce and eliminate the constraints preventing nationals of Member States, both men and women, from having access to a good education and from availing

- themselves of the openings for training within the sub-region;
- g. to promote the education of girls and ensure girls' full access to and achievement in all levels of the educational system.

CHAPTER III

AREAS OF COOPERATION

ARTICLE 4

COOPERATION IN EDUCATION AND TRAINING POLICIES

Member States acknowledge that despite the existence of national education and training policies, regional cooperation and mutual assistance in this area can be enhanced and extended to include other sectors by the implementation of coherent, comparable, harmonised and standardised policies within the following areas:

- 1) accessibility of education and training for all with special emphasis on gender equity through scholarship/bursaries for the girl child from disadvantaged communities;
- 2) raising of educational standards and adaptation of education and training to respond to the needs of the development process;
- 3) harmonisation of the admissions requirements for institutions of higher learning and vocational training institutions, as well as procedures for the recognition of certificates and other qualifications;
- 4) introduction of measures to encourage the joint preparation and production of teaching and learning materials;
- 5) establishment of partnerships to finance education and training schemes, with the involvement of governments, private sector and all other stakeholders;
- 6) encouragement of academic freedom and excellence as a contribution to the development of the region;
- 7) achievement of comparability, equivalence and standardisation of the education and training systems.

ARTICLE 5

COOPERATION IN BASIC AND SECONDARY EDUCATION

- 1 Member States shall recognise the importance of basic and secondary education as the foundation upon which tertiary education is built, and consequently undertake to raise educational standards at both the basic and secondary school levels.
- 2 Member States shall recognise the importance of familiarising students with the countries of the ECOWAS Region, thereby accelerating the integration process. They therefore undertake to include material on the ECOWAS Member States in the curricula of their basic and secondary schools.
- 3 Member States shall, as a measure for the eradication of illiteracy, undertake to take individual measures to ensure that every child of school age shall enjoy a minimum of nine years basic education.
- 4 Member States shall undertake to give special assistance to the most socially disadvantaged and physically challenged groups in gaining access to basic education, however this measure shall be without prejudice to the normal admission requirements.
- 5 Member States shall ensure that basic education will teach students skills designed to equip them for life.
- 6 Member States shall endeavour to ensure that basic and secondary school education shall remain for the most part under State control and that the following areas shall be the focus of cooperation and mutual assistance:
 - a) the formulation and execution of school programmes in order to ensure high standards and the suitability of subjects taught, and achieve the harmonisation of the educational systems of the Region;
 - b) the joint development, supply and exchange of teaching and learning materials in order to improve quality and adapt education to the needs of the society;
 - c) exchange of experiences, views and information so as to broaden the body of knowledge and expertise available to programme planners, teachers trainers and education administrators;
 - d) establishment of national examinations and accreditation systems for the harmonisation and standardisation of certificates and other qualifications;
 - e) support regional examination and accreditation systems and encourage same to accommodate emerging regional demands.

7 Adult Education

1. Member States define the objectives of adult education to include the following:
 - a) to make education and training more accessible to all and create a more level playing field for their acquisition;
 - b) to achieve universal literacy;
 - c) promote the use of local/national languages in adult education programmes;
 - d) to develop skills designed to equip the learners for life;
 - e) to contribute to the development of the ECOWAS Community.
2. Those Member States which do not operate adult education schemes are urged to introduce them without delay as a means of achieving universal adult literacy, the training of adult educators and trainers, and the conduct of studies and evaluation exercises on adult literacy and education programmes.
3. Member States shall undertake to promote cooperation between institutions, centres and departments of adult education in the region for the design, production and distribution of adult education teaching materials and, wherever possible, the joint teaching of certain courses.

ARTICLE 6

COOPERATION AT THE INTERMEDIATE LEVEL OF EDUCATION AND TRAINING

CERTIFICATES AND OTHER QUALIFICATIONS

1. Member States shall ensure that intermediate educational and training institutions will form the breeding ground for the human resources required for economic development.
2. Member States shall ensure that intermediate education and training will dispense knowledge and expertise and help shape the minds of its beneficiaries.
3. Member States acknowledge that despite the praiseworthy efforts deployed by individual governments to boost intermediate education and training, cooperation and mutual assistance are necessary in the following areas:

1) Training of Teachers

- i) formulation and implementation of high quality, practical and suitably adapted training programmes designed as the building blocks for a harmonised and standardised teacher training system;
- ii) joint development, supply and exchange of teaching materials for teacher training, of a standard that will ensure the quality of the training received;
- iii) exchange of experiences, views and information to broaden the knowledge and skills of programme planners, teacher trainers and education administrators;
- iv) creation of national examination and accreditation bodies to facilitate conversion to the use of harmonised, standardised certificates and other qualifications;
- v) joint formulation of teacher development programmes to enhance the competence, teaching and administrative skills of the beneficiaries;
- vi) creation of professional associations at the sub-regional level, to provide fora for the exchange of views, ideas and experiences between programme planners and teacher trainers in their various areas of specialisation.

2) Technical Education and Vocational Training

- i) planning and formulation of programmes designed to ensure the quality and suitability of technical and vocational training based on the principles of comparability, harmonisation and standardisation;
- ii) joint development and exchange of training materials designed to enhance the quality and suitability of the training received;
- iii) exchange of experiences, ideas and information with a view to broadening the knowledge of trainers;
- iv) creation of national examinations and accreditation bodies to facilitate the harmonisation, equivalence and standardisation of the certificates awarded;
- v) creation of regional associations of professionals in the field of technical education and vocational training, in order to provide fora for the exchange of views, ideas and experiences between programme planners, teachers and trainers;
- vi) development of company management techniques and entrepreneurial skills which should be incorporated into the technical and training programmes.

- 3) Creation of specialised teacher training centres in accordance with the provisions of Article 7 of this Protocol, to formulate and teach joint programmes, particularly for the education of physically challenged children. The areas of specialisation shall be identified and embodied in agreements which shall from time to time be concluded between the Member States.
- 4) Creation, in accordance with the provisions of Article 7e of this Protocol, of specialised training centres for technical education and vocational training, which shall formulate and teach joint programmes designed for specialised projects such as distance education. The areas of specialisation shall be identified and embodied in agreements which shall from time to time be concluded between the Member States.

ARTICLE 7

COOPERATION IN HIGHER EDUCATION AND TRAINING

(A) Access to Universities: Student and Teaching Staff Mobility

- 1 Member States shall direct the Heads of universities and other tertiary institutions of their countries to reserve at least 5 % of admissions for students from other ECOWAS countries.
- 2 Member States shall endeavour to harmonise and standardise requirements for admission to their universities.
- 3 Member States shall undertake, in order to prevent expensive duplication of courses, and as a contribution to the mutual recognition of certificates and other qualifications by the authorities throughout the sub-region, to direct the universities to devise mechanisms to facilitate the inter-university transfer of credits and knowledge.
- 4 Member States shall acknowledge the need to work towards the harmonisation of the Academic year in order to facilitate staff and student transfers.
- 5 Member States shall undertake to grant to students from other ECOWAS countries the same privileges as to their own students in terms of fees and accommodation, within a period of five years from the date of entry into force of this Protocol.
6. Member States shall undertake to facilitate the movement of their students and teaching staff within the region for purposes of study, research, teaching and any other activities relating to education and training. To this end they shall endeavour to gradually simplify and ultimately eliminate immigration formalities that obstruct the free movement of students and teaching staff.

(B) Undergraduate Studies

- 1 The Member States acknowledge that although undergraduate studies remain essentially under the control of the national educational authorities, cooperation and mutual assistance will be necessary in certain disciplines, which will be determined by the institutions concerned. In this regard they shall direct their university authorities to:
 - a) cooperate, as necessary, in the formulation of academic programmes, with a particular emphasis on joint programmes;
 - b) establish bilateral and multilateral relations designed to encourage joint or split-site teaching, collaboration in consultancy work, and, where necessary, in other areas of academic endeavour. The form, content and practical modalities for such exercises shall be determined by the universities concerned;
 - c) collaborate in the production of teaching and training materials such as textbooks and computer software, in order to create economies of scale and contribute to the harmonisation of academic and professional programmes in the region;
 - d) promote bilateral and multilateral university student and teaching staff exchange programmes for educational reasons and in order to promote cultural ties and engender a sense of identity with the region;
 - e) make more use of external examiners and examination boards in order to build up the number of intellectuals within the region and ensure the development of internationally acceptable educational standards;
 - f) encourage and support the establishment of regional associations of professionals in the field of education, thereby providing a forum for the exchange of views, ideas and experiences on the different disciplines, and allowing the formulation of top quality programmes corresponding to the development needs of the Community;
 - g) inform the educational sub-sector of bilateral and multilateral cooperation agreements between the universities of the region for purposes of sharing information and experiences.
- 2 Member States shall ensure that deserving but socially disadvantaged and physically challenged candidates shall be accorded favourable conditions for admission into their chosen fields of study. Each case shall be considered separately, and without prejudice to the regular criteria for admission. Government scholarships shall be awarded to this category of student based on the results of tests which shall be organised for the purpose.
- 3 Member States shall direct their university authorities to ensure that the content,

quality and relevance of undergraduate studies should be of the standard demanded by higher training institutions, employers in the region and in the international community.

- 4 Member States undertake to provide adequate resources to enable their universities to formulate high quality undergraduate studies programmes and also provide them with well-equipped, modern teaching infrastructures, libraries and state of the art equipment for studies in the sciences, technology and information.

(2) Post-Graduate Studies

Admissions

- 1 Member States agree that the entry requirement for admission to a receiving institution shall constitute an acceptable requirement for every post-graduate degree programme in the region.
- 2 Member States shall ensure that the proportion of admissions to post-graduate study programmes as against admissions to undergraduate study programmes should represent a greater number of students from ECOWAS Member States.
- 3 Member States shall ensure that deserving but socially disadvantaged and physically challenged candidates shall be accorded favourable conditions for admission into their chosen fields of study. Each case shall be considered separately, and without prejudice to the regular criteria for admission. Government scholarships shall be awarded to this category of student, based on the results of a test, which shall be organised for the purpose.
- 4 Member States shall provide adequate resources to enable their universities to formulate high quality postgraduate study programmes and also provide them with well-equipped, modern teaching infrastructure, libraries and state of the art equipment for studies in the sciences, technology and information.

D. Areas of Cooperation

Member States acknowledge that the cost of sustained, specialised postgraduate programmes in all disciplines is too heavy for their individual budgets to bear. Consequently, they undertake to pool the resources of the Region with a view to formulating high quality study programmes at less cost. To this end, the universities of the Member States shall undertake to cooperate in the following areas:

- a) the formulation of academic and especially joint academic programmes;
- b) the establishment of bilateral and multilateral relations with one another, with a view to providing teaching services, conducting research and acting in an advisory capacity in any academic discipline as the occasion demands. The institutions to perform these services and the modalities for their execution shall be determined by the universities concerned;

- c) collaboration to produce teaching and learning materials such as textbooks and computer software, in order to create economies of scale and contribute to the harmonisation of academic and training programmes in the region;
- d) promotion of bilateral and multilateral student and staff exchange programmes, strengthening of cultural ties and engendering of a sense of identity within the region;
- e) increased use of external examiners and examination boards as a contribution to the creation of a regional intelligentsia and the raising of the educational level to a comparable level throughout the sub-region;
- f) encouragement and support for the establishment of sub-regional associations of professionals in the field of education, thereby providing a forum for the exchange of views, ideas and experiences on the different disciplines, and allowing the formulation of high quality programmes corresponding to the development needs of the Community;
- g) revitalisation of the regional association of Vice-Chancellors of universities as a forum which will promote the policy of cooperation in university education, training, research and development;
- h) creation of a data bank to facilitate the dissemination of information.

E. Specialised Centres

- 1 Members States acknowledge that the final objective in creating specialised centres is to establish reliable regional teaching and training institutions with a view to building up the number of properly qualified persons in the region. Specialised centres shall also be responsible for the preparation of teaching materials and the compilation of data on case studies for use in adapting teaching programmes to the needs of the region;
- 2 Member States undertake to create specialised departments where necessary within existing institutions in order to up-grade and up-date them;
- 3 Member States undertake to support the specialised centres by sending their scholarship students and civil servants to attend courses there in preference to institutions outside the region;

- 4 Member States shall ensure that applicants are mainly of postgraduate level. However, undergraduates may register for degree programmes in medicine, engineering and technology;
- 5 Member States shall ensure that the siting of specialised centres shall be determined with an eye to geographical spread and balance. Selection criteria shall be defined for each centre and the statutes of the centres shall be adopted at a later date;
- 6 Member States acknowledge that the disciplines and areas of specialisation of the centres shall be determined through consultations between the education sub-sector, the universities and the government authorities;
7. Member States shall ensure that the official language in use at the centres is that of the host institution. Wherever necessary, the centre shall provide language classes to make their courses accessible to as wide a section of the region as possible;
- 8 Member States shall direct the authorities of the universities and the specialised centres and the education sub-sector in general, to ensure that control and evaluation mechanisms are set up to monitor proper execution of their mandate;
- 9 Where the performance of the control and evaluation mechanisms proves unsatisfactory, the university concerned shall be given a period of two years within which to redress the situation, failing which, government support and recognition shall be withdrawn. The education authorities shall then meet and submit the outcome of their deliberations to the governments of the Member States for consideration

ARTICLE 8

COOPERATION IN RESEARCH AND DEVELOPMENT

- 1 Member States acknowledge that scientific and technological expertise can only be acquired through the introduction of postgraduate and first-rate training programmes, and using the findings of basic and applied research with a view to achieving the development of the region.
- 2 Member States acknowledge the key role played by institutions of higher education in research and human development. Consequently, they shall strive to ensure that research programmes in the region respond to national and regional needs.

- 3 Member States acknowledge that research, particularly in science and technology, imposes a heavy financial burden and that not every country disposes of sufficient resources to enable its institutions to develop a high quality research capacity in all disciplines. They therefore shall undertake to jointly develop and share research facilities.
- 4 Member States shall undertake, within ten years from the date of entry into force of this Protocol, to have formulated the national science and technology policies, which will establish guidelines for a regional science and technology policy.

5 + 6.

A Research at the University Level

- 1 Member States shall encourage their universities to take necessary measures to boost basic and applied research and consultancy services, in order to enhance national and regional development efforts.
- 2 Member States shall undertake to enjoin their universities and research institutes to cooperate in research projects and establish relations with manufacturers, inventors, the private and other sectors within the region with a view to identifying priority research areas, and to take all necessary action to this end.
- 3 Member States shall undertake to direct their university departments of research as well as their research institutes to develop, make accessible and share their facilities, including high-technology equipment and materials, as a means of maximising the utilisation of their scarce resources.
- 4 Member States shall undertake to promote and provide financial and all other support for the establishment of associations of research scientists at the regional level, in order to facilitate the exchange of information, views and experience and thereby up-grade the quality and relevance of their research programmes.

B. Centres of Excellence

- 1 Member States shall, in collaboration with universities and research institutes, set up centres of excellence in vital research areas in order to optimise the utilisation of their scarce financial resources and costly research facilities. These centres shall be located evenly throughout the region and shall be able to pool human resources.
- 2 Member States shall consult with universities and research institutes in order to determine modalities for the selection of the centres and of priority research areas.
- 3 Member States undertake to facilitate the free movement of research scientists within the ECOWAS countries for purposes of research, consultancy services and related pursuits, by gradually eliminating the immigration formalities, which hinder free movement.

- 4 Member States shall ensure that the education authorities, in collaboration with the host institutions of the centres of excellence, shall organise and conduct the performance evaluation of the mechanisms designed to ensure the smooth functioning of the centres.
- 5 Where the results of the monitoring and evaluation prove unsatisfactory, the research institutes concerned shall be given a period of two years within which to redress the situation, failing which, government support and recognition shall be withdrawn. The education authorities shall then meet and submit the outcome of their deliberations to the governments of the Member States for consideration.

ARTICLE 9

COOPERATION IN TEACHING AND CONTINUING EDUCATION

- 1 Member States reaffirm their commitment to the achievement of universal literacy in their countries within the shortest possible time and hereby undertake to provide the requisite resources to this end.
- 2 Member States acknowledge that the achievement of universal literacy is primarily a national responsibility and therefore undertake to establish national adult literacy and distance learning centres throughout their territories and the region.

I. Distance Learning

- 1 Member States define the objectives of distance learning to be the following:
 - a) to make education and training more accessible to all and create a more level playing field for their acquisition;
 - b) to work towards achieving universal literacy;
 - c) to reduce the cost of education and training, taking advantage of the economies of scale created by distance education;
 - d) to develop skills designed to equip the subjects for life.
- 2 Member States shall undertake to harmonise policies on distance learning with a view to creating a framework for cooperation at the sub-regional level.
- 3 Member States shall urge all countries not operating a distance-learning programme to make use of the facilities available at every level in any other Member State until such time as they may be able to create their own.
- 4 Member States shall set up a multilingual distance learning centre, using the English, French and Portuguese languages, and designed to back up and improve

on existing distance learning and training facilities in the region.

- 5 Member States shall undertake to promote cooperation between the distance learning institutions in the region in the design, production and distribution of distance learning materials, teacher and trainer training, and the teaching of some of their programmes.
- 6 Member States shall encourage and support the revitalisation (or creation where none exists) of regional associations of distance learning teachers and the organisation of teacher exchange programmes between distance learning institutions by way of establishing a forum for the exchange of ideas, viewpoints and experiences, thereby enhancing the quality and relevance of their programmes.

II. Courses, Seminars and Workshops

- 1 Member States undertake to promote cooperation between development institutions, through training institutes, universities and other institutions offering courses, seminars and workshops.
- 2 Member States define the objectives of such courses, seminars and workshops to be the following:
 - a) to teach programme development and entrepreneurial skills;
 - b) to effect the timely up-dating and up-grading of skills in keeping with the constantly evolving working environment;
 - c) to familiarise the work force with technological advances;
 - d) to deliver managerial and administrative training.
- 3 Member States shall encourage universities and other training institutions in ECOWAS to offer a wide range of courses; organise seminars and workshops targeting participants from the host country as well as the rest of the region, and aimed at transferring skills which will enhance the productivity of their workers. The methods to be adopted for this purpose shall include lectures, distance learning and evening classes.
- 4 Member States shall direct their universities and other training institutions to conduct regular evaluation exercises in order to assess requirements with regard to such activities as the organisation of courses, seminars and workshops.
- 5 Member States shall urge their universities and other training institutions to work closely with employers and the appropriate departments of the ECOWAS Executive Secretariat in determining the content of their courses, seminars and workshops.

III Science and Technology Competitions

Member States shall organise competitions in the disciplines of science and technology to showcase the inventions and discoveries of the research community. The competitions shall be restricted to ECOWAS nationals, and prizes will be awarded to the best entries.

ARTICLE 10

COOPERATION IN PUBLISHING AND THE EQUIPMENT OF LIBRARIES

A. Publishing

- 1 Member States acknowledge that they have difficulty in producing and disseminating teaching materials. Publishing houses are reluctant to publish academic material, including journals, which are not widely marketable. They are also sometimes reluctant to publish local textbooks if not assured of a large market.
- 2 Member States further acknowledge that not all Member States have sufficient resources with which to set up university presses and publishing houses.
- 3 Member States therefore shall undertake to set up regional presses and publishing houses for the purpose of publishing and disseminating research findings, text books, academic journals and creative work produced by local talents.
- 4 Member States shall undertake to encourage the publication of journals and text books by institutions and writers whenever the need arises, thereby creating economies of scale, and stimulating research and publishing in the region.
- 5 Member States shall undertake to encourage and support the publication of a wide range of reading materials in the indigenous languages in order to promote the development and growth of these languages, the national cultures and the works of authors writing in the vernacular.

B. Libraries

- 1) Member States acknowledge the vital importance of libraries as centres for learning, teaching and research; and affirm that a sound education is largely dependent on access to good schools and public libraries as well as information and documentation centres.
- 2) Member States also acknowledge the need to link up with the virtual library network.

CHAPTER FOUR

INSTITUTIONS

ARTICLE 11

CREATION OF AN EDUCATION AND TRAINING SECTION

- 1 Member States hereby undertake to create such appropriate organs within the human resource development sector as shall be necessary for the effective implementation of this Protocol.
- 2 Without prejudice to paragraph 1 above, the Member States shall create a section for cooperation in education and training, which shall constitute the core section of the human resource development sector. The objectives of this section shall be:
 - a) to develop and establish a common network for the collection and regular dissemination of information on the current and projected status of supply and demand, and priority areas where education and training must be provided in the sub-region;
 - b) to establish mechanisms and institutions which will enable Member States to pool their resources effectively and efficiently for the training of the technical, research and administrative personnel for the planning and administration of global development in the sub-region;
 - c) to promote and coordinate the formulation and implementation of appropriate and comparable policies, strategies and systems of education and training in the Member States;
 - d) to develop and implement policies and strategies designed to promote the participation and contribution of the private sector and other key stakeholders in the sectors of education and training;
 - e) to promote and coordinate the formulation and implementation of policies, strategies and programmes designed to encourage the teaching of applied science and technology, with a focus on new information technology and research and development;
 - f) to work towards the reduction and ultimate elimination of constraints with a view to ensuring ECOWAS nationals unrestricted access to a good education and training within the sub-region;
 - g) to formulate and promote policies designed to create an enabling environment by providing incentives to deserving educated and trained individuals in order to encourage them to effectively exploit their special knowledge and skills for the overall development of the sub-region;

- h) to enhance mobilisation of funds and other resources for the implementation of educational and training programmes and projects;
 - i) to provide technical assistance to Member States, institutions and technical committees on request;
 - j) to gradually streamline and harmonise the educational and training systems in the sub-region.
3. The following shall be the implementing organs for this Protocol:
- a) the Ministerial Committee;
 - b) the Experts' Committee;
 - c) the Decade of Education in West Africa (DEWA) Secretariat for all activities relating to education and training;
4. a) The Coordinating Unit shall comprise the following technical Committees, which shall report to the experts committee:
- i) the technical committee on basic education (basic, secondary and non formal);
 - ii) the technical committee on intermediate education and teacher training;
 - iii) the technical committee on intermediate education and technical training;
 - iv) the technical committee on higher education, training, research and development;
 - v) the technical committee on continuing education and training;
 - vi) the technical committee on the administration of the educational fund;
 - vii) the technical committee on the equivalence of certificates and other qualifications;
 - viii) the technical committee on distance education.
- b) The coordinating unit may create more technical committees as the need arises.

ARTICLE 12
COMPOSITION AND FUNCTIONS
OF THE ORGANS

- 1 The organs established by article 11 of this Protocol are the following:
 - a) the Committee of Ministers of Education;
 - b) The Experts' Committee comprising Senior Officials in charge of Education and Training in the Member States;
 - c) the Decade of Education in West Africa (DEWA) Secretariat, which shall comprise a Director and staff appointed or seconded by the Member State coordinating the HRD sector.

- 2 The ministerial committee shall have the following functions:
 - a) to formulate policy and strategy in the section;
 - b) to examine areas of cooperation as stipulated in Article 4 of this Protocol;
 - c) to consider and recommend the annual reports on the section for approval by Council;
 - d) to consider and approve recommendations on projects and programmes;
 - e) to consider and approve recommendations on rules and regulations governing the coordinating unit;
 - f) to address any issues relating to the objectives, orientations and implementation of this Protocol which may be brought to its attention by a Member State;
 - g) to recommend to Council, amendments to the Protocol and/or changes or modifications to the structure of the section;
 - h) to elect the chairpersons, vice-chairpersons of the meetings of the ministerial committee and decide on the venue and date of such meetings;

- 3 The experts' committee shall have the following functions:
 - i) to advise the ministerial committee on the activities of the section;
 - ii) to recommend the agendas, draft work programmes, studies and projects proposed by the DEWA Secretariat to the ministerial committee for

consideration;

- iii) to perform such other functions as may be assigned to it by the ministerial committee.
 - iv) from time to time, seek the advise of prominent individuals, preferably of ECOWAS citizenship, on issues relating to the Protocol and its implementation.
4. The Decade of Education in West Africa (DEWA) Secretariat shall have the following functions:
- a) to coordinate the day to day functions of the section;
 - b) to facilitate the implementation of this Protocol and monitor the degree of its effectiveness in Member States;
 - c) to implement the decisions of the ministerial committee;
 - d) to convene and organise meetings of the section and its committees;
 - e) to prepare and disseminate reports of meetings.
- 5) Each organ shall draw up its own Rules of Procedure

ARTICLE 13

COMPOSITION AND FUNCTIONS OF THE TECHNICAL COMMITTEES

The composition of the technical committees established by article 11 of this Protocol shall be as follows:

- a) The technical committee on basic education, which shall comprise one representative per Member State from at least one of the following categories:
 - 1) Ministry officials responsible for basic education;
 - 2) Teacher trainer for basic or secondary school;
 - 3) Non-governmental organisations with a key stake in basic education;
 - 4) Teachers' associations;

- 5) The private sector;
- 6) Students' organisations;
- 7) Development Partners.

The general functions of the Committee shall relate to cooperation in basic education and training as agreed upon under the terms of this Protocol.

- b) The technical committee on intermediate education and training, which shall comprise one representative per Member State from at least one of the following categories:
 1. Ministry officials responsible for intermediate Education;
 - 2 Teacher trainer for vocational training;
 - 3 Teacher trainer;
 - 4 Teachers' associations;
 - 5 The private sector;
 - 6 Students organisations.

The general functions of the committee shall relate to cooperation in intermediate education and training as agreed upon under the terms of this Protocol.

- c) The technical committee on higher education, advanced training, and research and development which shall comprise one representative per Member State from at least one of the following categories:
 - 1 Ministry officials responsible for higher education and training;
 - 2 Technical or research institutions;
 - 3 Councils on higher education or their equivalent;
 - 4 The private sector;
 - 5 Student organisations.

The general functions of the committee shall relate to cooperation in higher education, advanced training, research and development, as agreed upon under the terms of this Protocol.

- d) The technical committee on continuing education and training which shall comprise one representative per Member State from at least one of the following categories:

- 1 Ministry officials responsible for adult education;
- 2 Institutions for administration, development and Training;
- 3 Non-governmental organisations with a key stake in continuing education and training;
- 4 The private sector;
- 5 Student organizations;
- 6 African Academy of Languages

The general functions of the committee shall relate to cooperation in education and further education, as agreed upon under the terms of this Protocol.

e) The technical committee on the administration of the educational fund which shall comprise one representative per Member State from at least one of the following categories:

- 1 Ministry officials responsible for scholarships or bursaries;
- 2 Ministry officials responsible for intermediate education and training;
- 3 Ministry officials responsible for higher education, training and research and development;
- 4 The private sector;
- 5 Non-governmental organisations offering scholarships;
- 6 Student organisations;

Development partners offering scholarships may attend as observers.

The general functions of the committee shall relate to cooperation on issues relating to the establishment, disbursement and administration of the educational fund, as agreed upon under the terms of this Protocol.

f) The technical committee on certification and accreditation which shall comprise one representative per Member State from at least one of the following categories:

- 1 Ministry officials responsible for basic education;
- 2 Ministry officials responsible for intermediate education;
- 3 Ministry officials responsible for higher education and training;
- 4 Ministry officials responsible for distance education;
- 5 Ministry officials responsible for scholarships or Bursaries;

- 6 Councils on higher education or their equivalent;
 - 7 Examinations councils;
 - 8 Accreditation boards/councils.
- g) The technical committee on distance education, which shall comprise one representative per Member State from at least one of the following categories:
- 1 Ministry officials responsible for distance education;
 - 2 Councils on higher education or their equivalent;
 - 3 Associations for distance education;
 - 4 Non-governmental organisations involved in distance education;
 - 5 The private sector;
 - 6 Private distance education Institutions;
 - 7 Student organisations.

The general functions of the Committee shall relate to cooperation in distance education, as agreed upon under the terms of this Protocol.

CHAPTER FIVE

RESOURCES, THE TRAINING FUND AND ASSETS

ARTICLE 14

RESOURCES

The cost of cooperation in education and training shall be paid for from contributions from the Member States and other sources.

ARTICLE 15

THE EDUCATION AND TRAINING FUND

Member States shall establish a fund to be known as the ECOWAS Training Fund. The objects, organs and functioning of the fund shall be defined in the statutes and regulations of the fund.

ARTICLE 16

PARTNERSHIPS

- 1 Member States agree that donor funding must be targeted to recipient countries' articulated objectives.
- 2 Member states shall develop more flexible funding mechanisms to respond quickly and in a sustained manner to make development assistance more effective.

ARTICLE 17

ASSETS

Assets acquired by Member States through the implementation of this Protocol shall be considered to be Community assets and shall be administered by a committee appointed by Council for that purpose.

CHAPTER SIX

ARTICLE 18

AMENDMENTS AND REVISION

- 1 Any Member State may submit proposals for the amendment or revision of this Protocol.
- 2 Any such proposals shall be submitted to the Executive Secretariat, which shall communicate them to other Member States not later than thirty days after receipt of such proposals. Amendments and revision shall be considered by the Authority of Heads of State and Government after the interested parties have given one months notice thereof.
- 3 Amendments and revisions shall be adopted by the Authority of Heads of State and Government.

ARTICLE 19

WITHDRAWAL

- 1 Any Member State wishing to withdraw from this Protocol shall notify the Executive Secretary of its intention in writing. The withdrawal shall take effect twelve months after the date of receipt of the notification. At the expiry of this one-year period, if the notification is not withdrawn, the Member State in question shall cease to be party to

this Protocol.

- 2 However, during this one-year period, the Member State shall continue to observe the provisions of this Protocol, and honour its obligations.

ARTICLE 20

ENTRY INTO FORCE

- 1 This Protocol shall enter into force provisionally upon signature by the Heads of State and Government. Consequently, the Member States and the Executive Secretariat shall commence its implementation immediately upon signature.
- 2 This Protocol shall enter finally into force upon ratification by at least nine signatory States, in accordance with the constitutional procedures applicable in each Member State.

ARTICLE 21

APPLICATION

Member States agree that this Protocol shall apply to cooperation in education and training in the region. However, States are mandated to undertake their own sector-specific training with the cooperation and guidance of the sub-sector.

ARTICLE 22

RELATIONSHIP WITH OTHER REGIONAL AND INTERNATIONAL ORGANISATIONS

Member states shall maintain good working relations and other forms of cooperation and may enter into agreement with other states, regional and international organizations, whose objectives are compatible with the objectives and the provisions of this Protocol.

Signed

His Excellency Mathieu KEREKOU
President of the Republic of BENIN

Signed

H.E. Madam Fatima VEIGA
Minister of Foreign Affairs, Co-operation and Communities, for and on behalf of the President of the Republic of CAPE VERDE

signed

His Excellency Blaise COMPAORE
President of FASO
Chairman of the Council of Ministers

signed

His Excellency Laurent GBAGBO
President of the Republic of COTE D'IVOIRE

signed

**His Excellency Dr. Alhaji Yahya A.J.J.
JAMMEH**

President of the Republic of THE GAMBIA

Signed

Hon. Lamine SIDIME

*Prime Minister, representing the President of the
Republic of GUINEA*

Signed

H.E. Moses Z. Blah

*Vice-President of the Republic of Liberia
For and on behalf of the President of the
Republic of LIBERIA*

Signed

His Excellency Mamadou TANDJA

President of the Republic of NIGER

Signed

His Excellency Abdoulaye WADE

President of the Republic of SENEGAL

signed

H. E. Gnassingbe EYADEMA

President of the TOGOLESE REPUBLIC

signed

His Excellency John Agyekum KUFUOR
President of the Republic of GHANA

signed

**His Excellency Koumba Yala Kobde
NHANCA**

President of the Republic of GUINEA-BISSAU

signed

His Excellency Amadou Toumani Toure

President of the Republic of MALI

signed

His Excellency Chief Olusegun OBASANJO

*President, Commander-in-Chief
of the Armed Forces of the Federal Republic of
NIGERIA*

signed

**His Excellency Alhaji Ahmad Tejan
KABBAH**

President of the Republic of SIERRA LEONE