Report
Sixth Plenary Meeting of the Regional Coordination Group on SDG4-Education 2030 for West and Central Africa (RCG4-WCA)

Reported by the Secretariat (UNESCO-Dakar)

Location: UNICEF WCARO, Dakar
Date: 06 July 2017
Time : 9h00 – 16h00

Background

The Regional Coordination Group on SDG4-Education 2030 in West and Central Africa (RCG4-WCA) was created on 19 May 2016, bringing together regional representations of UN agencies and other multilateral and civil society organizations active in education development in West and Central African countries to support the national implementation of SDG4-Education 2030.

This is the sixth meeting of the plenary group, and the steering team has met three times to discuss the strategic orientations of the group. In the meantime, several work teams have been set up and are operational, and discussions on the development and management of the new internet platform have been held.

Meeting objectives

The purpose of the meeting was to: (a) discuss the objectives, scope and governance of the RCG4; (b) review the activities of the plenary group and the operational task teams since the last plenary group meeting (6 April 2017); (c) exchange updates on the newly established teams; and (d) decide on the possible extension of the RCG4-WCA to East and Southern Africa.

Participants[1]

The meeting was attended by regional representatives of United Nations agencies, multilateral organizations and civil society: the African Development Bank (AfDB), the African and Malagasy Council for Higher Education (CAMES), the Council for the Development of Social Science Research in Africa (CODESRIA), the Conference of Education Ministers of French-speaking Countries (CONFEMEN), the Forum for African Women Educationalists (FAWE), the Francophone Institute for Education and Training (IFEF), Education International, the Network for Excellence in Higher Education in West Africa (REESAO), UNESCO-Dakar and UNICEF WCARO. The Global Partnership for Education participated remotely in the discussions on the extension of the group[2].

1. Introduction

The meeting of the RCG4-WCA began with a presentation of the participants and adoption of the Agenda.

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[1] Participants are listed in annex
[2] Connection problems prevented GPE from participating in all of the discussions

2. Group members' activities in line with the RCG4-WCA key functions

Participants were then invited to present the activities carried out since the last meeting of the RCG4-WCA on 6 April 2017 by their organization in relation to the group's key functions[3].

The group welcomes a new member, the Francophone Institute for Education and Training (*Institut de la Francophonie pour l'Education et la Formation*, IFEF). IFEF also proposed that the Francophone University Agency (*Agence universitaire de la Francophonie*, AUF) join the RCG4-WCA. The Secretariat will provide information on the process to join the group.

As the celebration of international days at the regional level were included in the group's work plan for 2016-2017, the following days were proposed:
- 8 September (International Literacy Day)
- 21 September (International Day of Peace)
- 5 October (World Teachers' Day)
- 1 December (World AIDS Day)
- 3 December (International Day of Persons with Disabilities)

Other events organized or co-organized by some members were also proposed as possible joint activities of the group:
- 12th edition of the International Conference on Language and Development, organized by the British Council and its partners, including UNESCO (28-30 November 2017, Dakar, Senegal)
- High-level meeting on combating child marriage as a major obstacle to girls' education, organized by a coalition of 9 UN organizations and NGOs (23-25 October 2017, Dakar)
- Launch of the 2017 Global Education Monitoring Report , which could be organized by the group for the West and Central Africa region, as in 2016

The Secretariat will circulate this list of international days / events to ask members for their interest in being involved. The days / events which receive the most membership will be retained.

3. Key functions and scope of RCG4-WCA

3.1 Reminder of Key Group Functions and Discussions

The key functions of the group, as described in the Group's Terms of Reference, were recalled:
1. Provide a **regional space for dialogue** through regular meetings
2. Facilitate **the exchange of knowledge, experience, expertise and information**
3. Develop **joint regional programs** to support national education development in light of SDG4 and its targets
4. Support **linking global-level** efforts, initiatives and discussions with **country-level** processes, challenges and evidence
5. Ensure **coordination and cross-fertilization** with other coordination mechanisms

The discussions which followed addressed the following topics:
- Function 2: annual or biannual reports and recommendations on the implementation of SDG4 in the region initially foreseen in the group's 2016-2017 work plan were taken up by the Systems Strengthening task team. The UNESCO Institute for Statistics (UIS) has agreed to work on it but, due to its limited human and financial resources, members are requested to consider contributing to the preparation of this report. Other actors such as the ADEA Working Group on Education Management and Policy Support, which reported every two years, as well as the Pan-african Institute of Education for Development (IPED) could be considered. CONFEMEN announced that it had initiated the development of an information-gathering tool to gauge the implementation of SDG4 within its member states and which could be used by the group.
- Function 4: information on the achievements of the group and the task teams is already regularly disseminated by the Secretariat to the global coordination mechanism (SDG-Education 2030 Steering

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[3] See activity details in Annex 2

Committee), some members of which are on the group's electronic mailing list. The RCG4-WCA can therefore make proposals and recommendations at the global coordination level.

- While countries are the main actors in the implementation of the SDG4-Education 2030 agenda, their involvement in this coordination mechanism is not clearly reflected in the key functions of the group. However, it is established that the activities of the group and the task teams should be based on three modalities of work, including country support. Reflections must therefore continue to ensure that the group effectively plays this role of supporting countries.
- Regional bodies such as ECOWAS and UEMOA (West African Economic and Monetary Union) could be involved in the group through their national representation based in Senegal.

3.2   Exchanges and decision on extension of RCG4-WCA to East and Southern Africa

3.2.1. Context and presentation of the results of the analysis made by the steering team

- The extension of the current group to East and Southern Africa has been requested by some organizations active in eastern Africa and linked to the African Union (AU) through the regional coordination mechanism between the United Nations and the AU (RCM)[4].
- Considering the need to ensure the operationality, effectiveness and efficiency of the group, FAWE, UNICEF and UNESCO have proposed a discussion paper[5] which analyzes in a non-exhaustive manner the advantages and disadvantages of an extension in terms of the following aspects: governance, internal and external coordination, funding, logistics and organization, engagement and motivation of members, and task teams. The analysis includes a proposal for an intermediate scheme that would include a coordination entity for WCA and another for East and Southern Africa (ESA). These two entities would be placed under the coordination of a steering team which would ensure the link with the AU and the global coordination mechanism.

3.2.2. Discussions

General Considerations
- Although part of the African continent, North Africa, according to the division by the UN, is part of the Middle East and Arab States region.
- The RCG4-WCA was established under the auspices of the United Nations Development Group (UNDG), which will need to be reviewed if extension is envisaged.
- The first step in reflection is to determine whether a real extension is envisaged, or rather the development of the two entities in WCA and ESA, knowing that the entity does not yet exist in ESA.
- Will ministerial approval be required for the East and Southern Africa mechanism to join the WCA mechanism?
- In the case of the proposed scheme with two regional entities, they should aim at common objectives and a common agenda. However, the strategies may differ because the contexts are different. The sharing of best practices and plenary experiences would enable each one to be enriched.

Interaction with the Regional Economic Communities (RECs) and other mechanisms
- The articulation between the agendas of the international member organizations should be ensured, under the global umbrella of the SDGs, while ensuring the proper functioning of the regional groups.
- Links between the expanded group and the AU / UN Africa Regional Coordination Mechanism, which includes a thematic cluster on education, will need to be defined, including working modalities with clusters that support the Continental Education Strategy for Africa (CESA 16-25) within the framework of the RCM and those aimed at achieving the SDG4 targets.
- The role and support of mechanisms in relation to RECs (ECOWAS, SADC, CEMAC) should be clarified before considering an extension and convergence towards the AU. It is important to note that some

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[4] The Regional Coordination Mechanism (RCM) of the United Nations organizations operating in Africa is a mechanism to improve the coherence of the United Nations system, coordination, and regional and sub-regional cooperation in order to be "united in action" in support of the African Union (AU) and its NEPAD program.
[5] See Annex

RECs, such as ECOWAS, operate very well, which is not the case for all others, and that the UN and civil society are not yet working closely with RECs.
- The proposal for an expanded mechanism should clearly mention value added in comparison with existing arrangements and other mechanisms in Africa.

Other difficulties
- Some other difficulties were mentioned: slowdown in the implementation of the activities of the current group during the re-design phase of the mechanism, possible reluctance of actors in the ESA region, differences in development issues and predominant language in the two regions (French in WCA and English in ESA), organization of joint meetings between the two entities given the linguistic, logistical, etc. challenges, identified in the analysis and funding of the expanded group.

3.2.3. Member positions

- Despite the disadvantages mentioned above, the members did not raise any clear objections to the extension of the group / to the development of two entities under common coordination.
- Several members (CONFEMEN, CAMES, CODESRIA, Save the Children by e-mail, ...) have accepted the principle of two entities, WCA and ESA, with the same key functions but autonomous modes of operation under a common coordination which ensures a link between the two entities with the AU, and with information- and experience-sharing during plenary sessions.
- The members of the Gender Equality and Inclusive Education task team reflected on the advantages and disadvantages of this extension in preparation for this meeting. They suggested that task teams should have the possibility of working at a sub-regional level in the event of extension or having two sub-regional mechanisms (WCA and ESA) with a structure that would link the two entities and the AU.
- UNICEF strongly recommends the extension of the group. By focusing on this vision of supporting the SDG4 on a continental basis, the difficulties cited should not be seen as obstacles. One argument advanced in this direction is that the task teams are already working on continent-wide elements.

3.2.4. Decision

The proposed scheme with two WCA and ESA entities under common coordination seems to be an ideal situation. Pending the establishment of an ESA responding entity, **the RCG4-WCA and its task teams will continue to function as they currently are**.

4. Task Teams

The 7 task teams of the RCG4-WCA are linked to the AU thematic groups[6]. It is envisaged that the AU groups for which the lead is not yet determined will merge with the RCG4-WCA task teams. This is the case of the TVET group, for which the AfDB has accepted the lead role.

The meeting reviewed the recent activities of the 3 operational task teams (Systems Strengthening, TALENT, Gender Equality and Inclusive Education) and the progress made in the establishment of other task teams (Higher Education, TVET, Early Childhood Education, Peace Education).

4.1 Presentations of the recent activities of the active teams

Systems Strengthening
Lead: UNESCO-Dakar, co-lead: UNICEF WCARO
Members: UIS, IIEP-Pôle de Dakar, GPE, UNHCR, FAWE, ADEA through the working group on Education Management and Policy Support, AfDB

- Development of tools:
  o The guide developed to accompany countries in the integration of SDG4-Education 2030 into the sectoral plans was refined during a first workshop organized in Mali in March. It will continue to be tested

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[6] See the list of RCG4 task teams in relation to the AU thematic groups in Annex 4.

in mid-July in Mali, during the dialogue with stakeholders on the results of the education sector analysis in relation to the responses that SDG4-ED2030 can propose, as well as elsewhere.

- o The handbook on planning for SDG4 is advancing. Some modules will be presented at a workshop on the integration of SDG4 into the sectoral planning that will take place at the end of July in Malaysia, with the participation of 16 countries from Asia and the Pacific and the Gambia.
- o The guide on the main indicators of analysis of education / training / employment relations linked to Objectives 4.3 and 4.4 has been finalized (IIEP-PDK).

- Knowledge Management:
    - o For each country in WCA, information on the leaders of local education groups, GPE partner agents, and periods of sector reviews, as well as the actions already taken and the next steps of the integration of SDG4 into the sectoral planning have been collected. This information will allow members to integrate their interventions in the processes already underway at the country level. They will be available in the member area of the platform, with the possibility offered to each member to update them. A timetable could be proposed for entering the dates for joint sectoral reviews.
    - o The webinar organized with GPE on the national implementation of SDG4-Education 2030 originally planned for June was postponed.
- Country support: the experience of Mali that is currently supported in terms of SDG4 integration can then be extended to other countries.

Teaching and Learning: Network of Educators for Transformation (TALENT)
Lead : UNESCO-Dakar
Members: UNICEF, CONFEMEN, ANCEFA, REESAO and ADEA (in particular the inter-country quality group on teaching and learning and the NALA program)

- Over the past 6 months, the following advances have been made:
    - o Following the request of Member States to review the professional standards of teachers in West and Central Africa in order to establish a bridge between formal and non-formal teachers, a technical validation workshop on these revised standards will be organized at the end of July in Yaoundé. Political validation will take place in October as far as ECOWAS is concerned. The timetable has not yet been set for the Central African region.
    - o Design of activities to organize a regional workshop by the end of 2017 for a common understanding of what constitutes an effective assessment and learning system and to guide ministries in teaching and learning. A guide was launched in mid-June on these issues.
    - o Document review on the impact of learning assessments: an international firm that has already done this type of work has been identified. An investigation is underway and a policy paper from the coordinating group is expected to be available by the end of the year.
    - o Expansion of the teaching-learning partnership within the framework of the ADEA Triennial. Links are being strengthened with NEQMAP (network in Asia) from which the team will have much to learn. Discussions are also under way with ACERF, an Australian research organisation that is working on measuring learning in the SDG4 framework.
- Over the next 6 months: it is planned to finalize professional standards, reflection on learning assessment systems and strengthen networks to acquire more knowledge and to share the team's achievements.
- PASEC has completed an assessment that could be capitalized upon. A collection of information on the results of the impact of the PASEC 2014 on educational policies is planned in 10 evaluated countries, and which can also be taken into account by TALENT.

Gender Equality and Inclusive Education
Co-Leads: Save the Children, FAWE and Handicap International
Active Members: UNICEF, UNESCO, UNHCR, FAWE, ANCEFA, ADEA, Plan International, Handicap International

- The content of the policy brief on girls education in WCA is finalized and its official launch is in preparation.
- A mapping of actors in inclusive education in WCA is under way. Members who have not completed the document sent for this purpose are requested to complete it.
- A session on indicators was held with UIS.
- The team held its last meeting on 3 July to discuss the possible extension of RCG4-WCA and provide input.

Higher Education
Lead: CAMES

- TORs were drafted and shared.
- The task team plans to establish thematic clusters of experts and a steering committee, taking regional representation (19 countries) into account.
- Methodology: face-to-face meetings at least once a year, mobilization strategy based on CAMES partners (UEMOA,…), follow-up of activities by the steering committee chaired by the CAMES Secretary General who will monitor the thematic groups.
- In terms of tools, CAMES, in its advisory role, has already put in place many tools and others can be developed as evaluation benchmarks and research programs. Benchmarks are already being updated, taking into account the evolution of the regional context of higher education (governance, sustainable development, CSR, knowledge economy, etc.). The synthesis of the quality assurance training workshops organized by CAMES since 2007 is in development. The methodological guide for the establishment of institutional QA cells and a methodological guide for the establishment of national QA agencies are currently being edited. CAMES has set up a platform with training modules for the heads of institutions of higher education and research.
- CODESRIA expressed interest in participating in this task team.
- The task team should also consider how to support the implementation of SDG4 in the field of higher education at the country level

Technical and Vocational Education and Training
- The AfDB, which has invested heavily in higher education and vocational training, has accepted the proposal to be the facilitator of this task force.
- 1st objective: to identify the main partners involved in the field, to finalize and share the TORs and to set up a team at the AfDB level to advance this task team. The co-facilitators and members of this team will have to be identified by the AfDB.
- The PEFOP platform of IIEP-PDK could play an active role in this task force and links with the AU should be determined.
- The guide on education / training / employment links of the Systems Strengthening task team could be taken up by this task team and shared with its members to promote its use by countries.

Early Childhood Education
Lead: UNICEF

- As the person responsible for this team within UNICEF was absent, the TORs will be presented later.
- The scope of the task team was expanded to include "Early Childhood Development and Education," in line with SDG 4.2 and in line with the multisectoral approach adopted by UNICEF.

Education for Peace, Citizenship and Sustainable Development

- UNICEF committed to consulting with ADEA at the 18 May steering team meeting to identify potential synergies with the Inter-Country Quality Node on Peace Education. This consultation is postponed due to ongoing changes in the ADEA operating model, including a new work plan which is being prepared.

Education in Emergencies (EiE working group)

- At the last plenary group meeting, the possibility of integrating EiE as a RCG4 task team had been evoked, although this theme had not been retained as such among the 7 task teams. Save the Children had proposed to consult this working group.
- UNICEF, which co-facilitates with Plan International, is not in favor of a possible attachment of this group, which is autonomous with its own regional operating mechanism and reporting system.

- As the theme could be taken into account in the RCG4-WCA task teams, close collaboration is desired to avoid duplication. Representatives of the group will be invited to attend the next meeting of the plenary group to reflect on collaborative arrangements with the aim of establishing a communication gateway and mutual information sharing between the EiE Working Group and RCG4-WCA.

5. <u>Web Platform and Communication</u>

5.1 *Progress report and presentation of the new platform*

- The Education 2030 in Africa platform, developed by the Secretariat in collaboration with UNICEF and in particular CONFEMEN, has been available online since 5 July (http://www.education2030-africa.org). It was recalled that this space belongs to all the members and that it constitutes a very good opportunity to improve the visibility of the actions of each member. All suggestions and all content proposals are welcome.
- The platform contains two private spaces that are still under development for which a login will be assigned to each member:
  o An accessible member area containing members' contacts, internal documents, a calendar of group activities and task teams, a table containing country information (lead agency of the LEGs, joint sector reviews, GPE partner agents, etc.)
  o A space for each team to share publications, reports and other materials with team members.
- The platform also contains publications that meet the three defined criteria: (i) already published on the site of the member of the group or another organization, or a website known in the field of education, (ii) SDG4-related content and targets related to the education of other SDGs, (iii) relevant content for the West and Central Africa region. Research criteria will be improved, including research by theme.
- For information on WCA countries, it is proposed to link to developed country profiles by member organizations rather than designing new profiles. CONFEMEN is researching this.
- The Secretariat will suggest some improvements to the banner design created by FAWE for the site and then propose two versions from which members will choose.
- A generic address (info@education2030-africa.org) will be created and provided on the platform as a contact address.
- The Twitter account @Education2030UN will be added to the homepage.
- The languages of the platform are French and English. Other languages such as Portuguese can only be envisaged with the necessary resources to ensure the translations.

5.2 ***Expected contribution of members*** *to the functioning and feeding of the site and the private areas (task teams and plenary groups)*

- The interventions of members in relation to SDG4-ED2030 will be highlighted on the platform through the following elements, to be provided to the Secretariat (an email will be sent to this effect):
  o Brief presentation of the member and their logo (with graphic charter if necessary), in French and English
  o Slider: image and link to an activity / program of the member in connection with SDG4-ED2030, in English and French
  o Proposals for publications, useful links, articles
  o Ads (events, training, job offers ...)
  o Country information (links to country profiles)
  o Facilitators of task teams:
    ▪ logo / icon to represent the team
    ▪ management and content feed of private space
    ▪ schedule of task team activities
- CAMES informed that its communications officer will be able to provide the CAMES information to feed the platform. A request should be addressed to the Secretary General to request any further support.
- CONFEMEN has already made available its web master which will be able to continue to support periodically.

5.3 *Site launch / promotion by member organizations:*

- July-August 2017: Members send their comments on the platform to the Secretariat
- September 2017: The Secretariat will send an e-mail to members with concrete proposals to actively promote the platform.
- Members will be encouraged to use the platform through notifications of updates

5.4 *RCG4-WCA logo and presentation brochure*

- FAWE proposed a RCG4-WCA logo template that will also be discussed in the future.
- The Secretariat will propose an update of the content of the RCG4-WCA brochure developed on the occasion of the side event held in conjunction with the ADEA Triennial (March 2017). As suggested at the previous meeting, the logos of the member organizations could be added and the design could be improved while keeping a simple format. This requires the skills of a graphic designer not available to some members such as UNESCO and UNICEF.

6. **Contribution of member organizations to the functioning of the group**

- Beyond the contributions of the members to the management of the platform, the general budget of the group's functioning must be determined so that each member can position itself in terms of support. As was pointed out at the last steering team meeting, in addition to the budget, it is also necessary to determine the procedures for the management of the funds which will have to be approved by the members according to their internal procedures.
- Several members supported this view:
  o CONFEMEN, for example, is subject to statutory considerations with budgets voted by the Ministers. A budget for the RCG4 action plan will have to be determined so that each member can see what he or she is going to take care of.
  o For CODESRIA, the budget accompanied by a small explanatory note should be submitted by the end of September at the latest (the vote on the budgets takes place at the end of October).
  o REESAO also needs the operating budget to integrate it into the programming. REESAO is thinking about this and is considering how to make its participation more effective.
- Expenses related to the participation of members in the activities of the group may be considered in the calculation of the operating budget.
- The Secretariat is responsible for preparing an estimate of operating expenditures and sharing it with members to make a decision.

7. **Miscellaneous**

The next meeting is scheduled for 10 October in the morning. Members who wish to host the meeting may inform the Secretariat.

8. **Action Plan**

- Consider a contribution to the production of annual or biannual reports and recommendations on the implementation of SDG4 in the region (all)
- Provide IFEF with information on the process of joining the group (Secretariat)
- Circulate the list of selected international day celebrations / events to the members to collect their interest (Secretariat)
- Pursue reflections to ensure that the group effectively fulfills its role of supporting countries (all)
- Share information on TT Systems activities with team members (UNESCO)
- Finalize and share the TORs of the TVET task team (AfDB)
- Sharing TORs on Early Childhood Development and Education (UNICEF)
- Invite a representative of the EiE working group to the next plenary group meeting (Secretariat)
- Submit suggestions and comments on the platform (July-August) (all)
- Provide the following to the Secretariat (an email will be sent) (all):
  o Brief presentation of the member and their logo (graphic if necessary), in French and English

- - Slider: image and link to an activity / program of the member in connection with SDG4-ED2030, in English and French
  - Proposals for publications, useful links, articles
  - Ads (events, training, job offers ...)
  - Country information (links to country profiles)
  - Facilitators of task teams:
    - logo / icon to represent the team
    - management and content feed of private space
    - schedule of task team activities
    - Send an e-mail to members with concrete proposals to actively promote the platform (September 2017) (Secretariat)
- Develop an update notification system to encourage members to use the platform (Secretariat)
- Review the banner proposed by FAWE and propose two options for members (FAWE-Secretariat)
- Discuss and review the logo proposed by FAWE (FAWE - Secretariat)
- Update the contents of the RCG4-WCA Presentation Brochure (Secretariat)
- Graphic production of the brochure (person responsible to be determined)
- Estimate operating costs and share them with members to make decisions (Secretariat)
- Propose procedures for managing funds for agreement by members

ANNEXES

Annex 1 : List of participants

		NAME, first name	Title	Organisation	Contact
PLENARY GROUP AND TASK TEAMS MEMBERS					
1	Ms.	ANNE Houraye M.	Program coordinator	FAWE	HMamadou-Anne@fawe.org
2	Ms.	BA DIALLO Fatimata	Technical advisor	CONFEMEN	bfatima@confemen.org
3	Ms.	BOURKANE Loubna	Senior Development Economist	African Development Bank	L.BOURKANE@AFDB.ORG
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5	Ms.	COLLIN Catherine	Coordinator of education program	UNESCO Dakar	c.collin@unesco.org
6	Mr.	DIAOUNE Amadou	Coordinator of Senegalese teachers unions members of Education International	Education International, Africa Region (IERAF)	amadou_diaoune@yahoo.fr
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8	Mr.	NDIAYE Sossé	Teacher/Researcher at UCAD	REESAO	sosse.ndiaye@ucad.edu.sn
9	Ms.	NDIAYE Marie	Membership Officer	CODESRIA	marie.ndiaye@codesria.sn
10	Ms.	NEYESTANI-HAILU Lily	Education Specialist	UNESCO Dakar	l.hailu@unesco.org
11	Mr.	REUGE Nicolas	Regional education advisor	UNICEF WCARO	nreuge@unicef.com
12	Mr.	SARR Mamadou	Steering Committee PSDC	CAMES	mamadou2.sarr@ucad.edu.sn
13	Mr.	TANAWA Emile	Director	Institut de la Francophonie pour l'Education et la Formation (IFEF)	emile.tanawa@francophonie.org
OTHER PARTICIPANTS					
1	Ms.	BARONE Victoria	Intern	UNESCO Dakar	vescott@gwmail.gwu.edu
2	Ms.	HOULMANN Laetitia	Education Consultant	UNESCO Dakar	l.houlmann@unesco.org

Annex 2: List of member organizations' activities in relation to SDG4-Education 2030 since the last meeting

CODESRIA:

In the past three months, a program on higher education, which aims to strengthen universities through doctoral schools, has been operationalized. Funding is provided for the organization of seminars, exchanges of students and teachers between African universities. Diaspora researchers have been associated with this scheme and have agreed to come and teach during their holidays.

CONFEMEN:

All the work of CONFEMEN is centered on education and therefore in line with the world education agenda. The following actions have been taken:
- Statutory meetings were held in preparation for the 58th ministerial session to be held in 2018 in New Brunswick, Canada.
- The adoption of a Charter for the governance of education systems by the Ministers of CONFEMEN is scheduled for the next ministerial session.
- An orientation and reflection document on the theme of the next ministerial session on early childhood development and preschool education will be produced.
- An international meeting on the financing of education is being prepared in collaboration with IFEF. This meeting could be of interest to the group.
- Preparation of a panel discussion on the theme of the next ministerial in early 2018.
- PASEC, a program for the analysis of the education systems of CONFEMEN, has just completed the output of the PASEC2014 national evaluation reports and is preparing the next PASEC2019 group evaluation.
- The Quality Education Observatory Pilot Program is being implemented.

Francophone Institute for Education and Training (IFEF):

IFEF is the operational branch of the IOF for education, which has jurisdiction over all the countries of the Francophonie, and supports them in the design and implementation of their evaluation tools. IFEF is being set up in Dakar, with the actual presence of the team scheduled for 15 August.

IFEF conducts four major programs in which it wishes to collaborate with other organizations: (1) distance teacher training initiative (IFADEM) in 15 countries with an extension to secondary education, (2) vocational training and professional integration of young people, (3) support for innovations and educational reforms, (4) a school for national languages with 12 countries.

CAMES:

CAMES, which brings together 19 countries of WCA and the Indian Ocean, implements 7 statutory programs.

CAMES proposed itself as a facilitator of the task team on higher education, drawing on different partners.

REESAO:

REESAO is an organization that brings together the public and private higher education institutions of the UEMOA with the exception of Guinea-Bissau. It is run by the Rectors' Conference.

Apart from the Rectors' Conference, a committee of experts is currently considering the harmonization of cycles at the level of science and technology. This harmonization is completed for the first cycle of higher education.

Education International Africa Region (IERAF):

IERAF brings together the bulk of teachers' unions in Africa.

Beyond defending the teaching profession, the issue of education as a whole is of particular interest to IERAF. Since 2016, IERAF organizes regional workshops on SDG4 issues.

AfDB:

The AfDB acts as a donor to programs implemented by the countries themselves with a focus on vocational training, higher education and youth employment. The AfDB is implementing some regional programs.

UNICEF WCARO:

UNICEF works on many aspects of education, including quality, equity, equality, etc. UNICEF is conducting strategic reflection this year in the context of the preparation of the 2018-2022 management plan, with a focus on regional priorities on equity among others.

UNESCO Dakar:

SDG4 is reflected in all of UNESCO's educational interventions, which are integrated into five thematic areas: (1) strategic planning, (2) teaching and learning, (3) learning to live together, (4) skills for life and the world of work, and (5) health and wellness education.

FAWE:

FAWE has carried out the following actions:
- A joint statement was developed with members of the DJIMAG on the situation in Tanzania, where a law prohibits young girls who are pregnant or have given birth from staying in or returning to school.
- Contribution for a better allocation of resources for girls on the GPE platform, which advocates raising the resources allocated to education to 20%.
- Preparation of the General Assembly, which will be coupled with an international conference on girls' education and STEM (Lusaka, Zambia, 23-24 August 2017). During this conference, several initiatives will be launched, including a campaign on out-of-school children.
- Revision of teacher training modules on gender-sensitive pedagogy.

**Annex 3 : Analyse en vue d'une prise de décision sur l'extension du groupe à toute l'Afrique subsaharienne**

Questions à considérer et implications
Préparé par l'équipe de pilotage du RCG4-WCA (3.7.2017)

Catégories de questions	+	-	Implications	Considérations supplémentaires et questions ouvertes
Gouvernance		Ajout ou refondation complète (i.e. nouvelle sélection) des membres des différentes instances et des points focaux des organisations (plus haut niveau) avec potentielle disparition de membres fondateurs Résistance éventuelle des bureaux régionaux des institutions qui en disposent Cela prend du temps pour atteindre toutes les strates de décision	Revoir la composition et le rôle (y compris TdR) des instances : • Comité de pilotage • Groupe plénier • Différents GT Revoir les critères de sélection des membres des différentes instances Différents membres ayant différentes structurations, le groupe ne pourra être opérationnel de suite car certains membres auront besoin de se familiariser avec le contexte et les réalités des autres régions Plans de travail à refaire à tous les niveaux.	S'il n'y a pas de niveau intermédiaire, perte de lien avec le niveau national. Repenser les objectifs et fonctions clés du groupe : si on veut garder la même fonction (i.e. appui aux pays) il faut travailler avec le niveau régional ➔ Envisager un scénario intermédiaire avec plusieurs niveaux ? (voir plus bas)

Catégories de questions	+	-	Implications	Considérations supplémentaires et questions ouvertes
Coordination (interne et externe)	Horizontal : Meilleure coordination avec AU et autres structures continentales (avantage surtout pour les organisations qui travaillent directement avec l'ADEA/l'UA) Vertical : un seul mécanisme de liaison avec le mécanisme de coordination mondial	Risques de perte d'informations et de connaissances, etc. Perte de réactivité	Nécessité d'avoir aussi des mécanismes régionaux pour faire le lien entre le continental et le national Arbitrage entre lourdeur (rayonnement continental) et structure légère (couverture réduite à moins de se reposer sur des relais disponibles dans les autres régions et/ou pays)	Quelle est la nature et le niveau des « effectifs » nécessaires pour le bon fonctionnement ? Pourrait ne favoriser que certains « grands » (SNU et ONGIs au détriment d'autres qui pourtant ont une forte présence dans certaines régions (géographiques et/ou linguistiques) spécifiques
Financement	Capacité de mobilisation accrue Accroissement des sources de financement possibles	Frais de fonctionnement a priori plus élevés Possibilité que la région WCA, pas favorite des bailleurs, souffre de la continuation du peu d'intérêt qu'elle suscite et soit noyée par la puissance de frappe de la région ESA	Trouver un équilibre entre les régions en en termes (i) d'attention et (ii) de capacité à diriger les fonds vers les régions défavorisée, notamment l'Afrique de l'Ouest et du Centre	Analyse coût bénéfice (coûts additionnels de l'expansion vs. valeur ajoutée inhérente) Dilemme entre (i) profiter des avantages d'une couverture continentale et (ii) prendre en compte les spécificités sous-régionales et assurer que chaque sous-région reste bien au premier plan (i.e. pas de risque pour l'WCA de passer au second plan face au puissantes dynamiques de l'Afrique de l'Est et Australe).
Logistique et organisation		Difficultés technologiques Décalage horaire Coût de fonctionnement (interprétation durant les réunions, traduction des documents)	Gestion de l'hétérogénéité linguistique Réunions à distance Vérifier la disponibilité et la fiabilité de la technologie nécessaire (hardware et réseau,	

Catégories de questions	+	-	Implications	Considérations supplémentaires et questions ouvertes
			interprétation simultanée dispo en réunions Skype ou vidéo-conférences)	
Engagement et motivation des membres	Positif pour les membres qui ont déjà une couverture continentale L'élargissement pourrait faciliter le positionnement institutionnel de certaines organisations en faveur d'un engagement au sein du groupe	Réseaux et capital social peuvent faire défaut pour les membres qui ont une couverture géographique régionale Avantage comparatif de la proximité géographique des membres du groupe se perd (car les réunions présentielles sont un élément de motivation)	Pourrait conduire certains à revoir leur engagement Nécessité d'une plus grande implication de la hiérarchie pour motiver les membres	Les échanges présentiels apportent une motivation supplémentaire pour participer aux travaux communs et justifier l'existence du mécanisme et de ses groupes de travail. Dans quelle mesure cette « bonne volonté » et la motivation créée par les échanges face-à-face pourraient-elles résister à un élargissement géographique du mécanisme de coordination ? Quelles autres mesures pourraient-elles être prises pour compenser une insuffisance motivationnelle ?
Equipes de travail	Plusieurs équipes mènent déjà des activités à l'échelle continentale Nouvelle plateforme comme moyen d'échange et de partage d'informations Synergies avec les clusters thématique de l'UA	Difficulté accrue d'organiser des réunions présentielles		

Dans l'éventualité de la création d'un groupe de coordination pour Afrique de l'Est et australe, et pour répondre à certaines préoccupations soulevées dans le tableau, le schéma suivant pourrait être proposé :
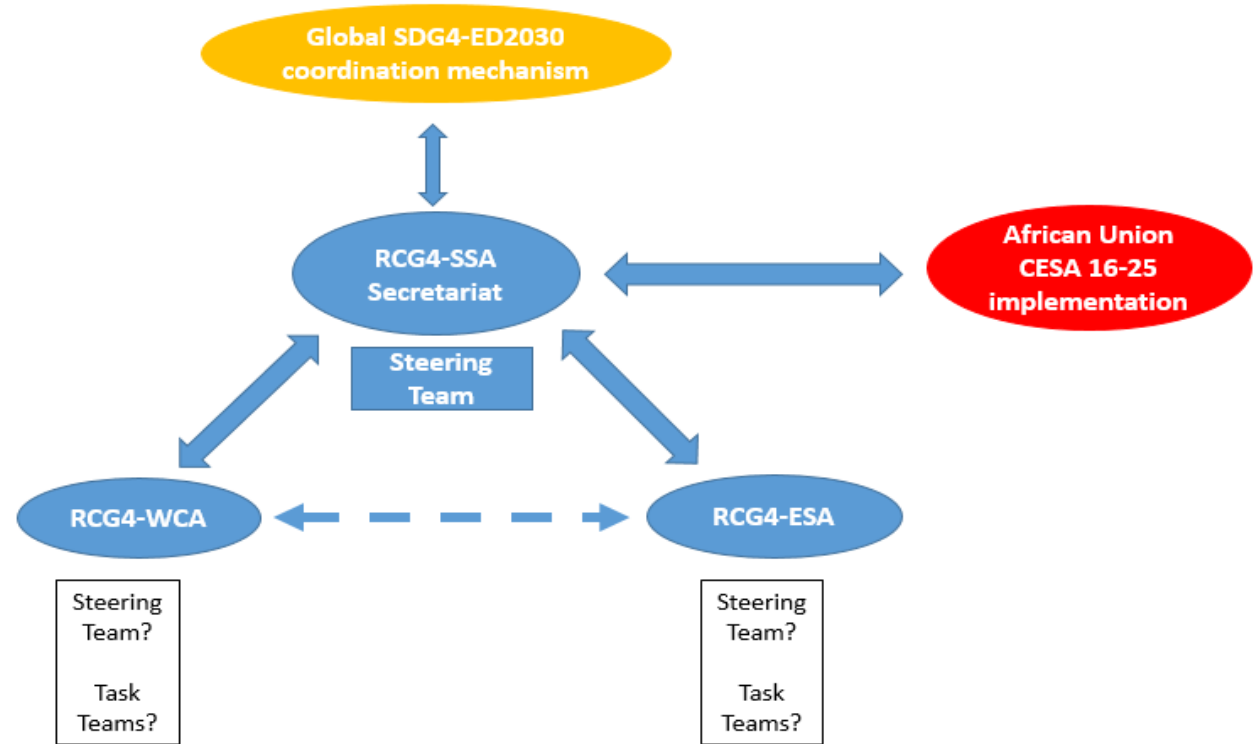
Questions:

- Format des réunions présentielles? Possibilité d'organiser une grande réunion une fois par année avec l'Union Africaine et des réunions plus régulières dans les deux régions ?
- Création d'une équipe de pilotage unique pour tout le groupe ? existence d'un groupe plénier unique ?
- Représentation des organisations au sein de l'équipe de pilotage ? (entre celles qui seront présentes dans un seul groupe régional ou dans les deux)
- Où se positionnent les équipes de travail ? dédoubler les équipes ?
- Quels liens avec les clusters thématiques de l'Union Africaine ?
- Quels mécanismes d'échanges entre le RCG4-WCA et le RCG4-ESA?
- Comment prendre en compte dans la structure de gouvernance les différentes portées géographiques des organisations membres ?

Annex 4 : Summary of the link between the RCG4-WCA task teams and the thematic clusters of the African Union (6.7.2017)

RCG4 task teams in support to SDG4-ED2030 implementation		AU thematic clusters in support to CESA 16-25 implementation	
Task Teams	**Status**	**Thematic clusters**	**Status**
1. Education Systems' Strengthening	*Active* *Lead: UNESCO*	Education Planning	*Not yet launched* *Lead: Education Observatory*
2. Teaching and Learning (TALENT)	*Active* *Lead: UNESCO*	Teacher Development	*Active* *Lead: UNESCO-IICBA*
3. Gender Equality and inclusive Education	*Active* *Lead: Save the Children* *Co-leads: FAWE and Handicap International*	Women & Girls Education	*Active* *Lead: CIEFFA*
4. Early Childhood Education and Development	*Underway* *Lead: UNICEF*		
5. TVET and post-basic education	*Underway* *Lead: AfDB* *Coordination: NEPAD Agency (tbc)*	TVET	*Not yet launched* *Draft ToR circulated* *Lead: AfDB* *Coordination: NEPAD Agency (tbc)*
6.Higher Education	*Underway* *ToR circulated* *Lead: CAMES*	Higher Education	*Launched in June 2017* *Lead: AUC* *Coordination: Association of African Universities (AAU)*
7. Peace Education	*Not yet launched* *Potential leads: ADEA ICQN, IFEF*	Peace Education	*Not yet launched*