



Report

Seventh 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: UNESCO-Dakar, Dakar

Date: 10 October 2017

Time : 09h00 – 13h30

list of member organizations represented :

The meeting was attended by regional representatives of a number of UN as well as multilateral organizations and civil society : African Development Bank (AfDB), African Network Campaign on Education for All (ANCEFA), Forum for African Women Educationalists (FAWE), Réseau pour l'excellence de l'enseignement supérieur en Afrique de l'Ouest (REESAO), Education International (EI), Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie (CONFEMEN), UNESCO-Dakar, UNICEF WCARO, The Global Partnership for Education (GPE). The British Council was also present at the beginning of the meeting to present the 12th Conference on Language and Development (27-29 November, Dakar).

Background

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

This is the seventh meeting of the plenary meeting, while the Steering Team met four times to discuss about the strategies and orientations of the Group.

Meeting objectives

The objectives of the meeting were to: (1) exchange views on future common activities of the group, (2) review the activities of the operational Task Teams since July, (3) present the two

newly established task Teams, (4) discuss about the budget and the members' contributions to the group's management, (5) present the latest developments of the platform and (6) discuss the next steps in terms of reporting and planning for 2018-2019.

1. Introduction

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

2. Presentation of the Language and Development Conference (British Council)

- A British Council team presented the 12th International Conference on Language and Development that will take place in Dakar from 27 to 29 November 2017, in order to encourage members' participation in this conference. Around 250-300 people are expected to attend, including policy makers, development professionals, NGOs, the private sector, civil society organizations, researchers, etc. Members are invited to share the information in their networks. The British Council is currently looking for sources of funding to sponsor some participants.
- This conference will provide a timely opportunity to explore the role of language in achieving new development objectives through three sub-themes (for more information: www.langdevconferences.org).

3. Summary of the last Steering Team meeting

It was reported that during the last meeting of the steering team that took place on 29 September, members (1) validated the agenda of this plenary meeting, (2) discussed the budget and members' contributions' modalities to the functioning of the group in preparation for this same meeting, (3) exchanged on the proposal to jointly organize the regional launching of the Global Education Monitoring Report (GEM Report) 2017/8.

4. Joint activities: regional launch of the GEM Report 2017/8

- The Steering Committee approved the organization of a regional launch of the GEM Report¹ as a joint activity of the RCG4, on the theme "Accountability in Education: Meeting our Commitments".
- Taking advantage of the presence in Dakar of a member of the GEM report team, the date chosen for this launch is October 25th.
- UNICEF and UNESCO will share the costs of the organization, i.e. USD 2,500 each.
- A support committee composed by ANCEFA, CONFEMEN, FAWE and UNESCO was set up by the steering team. As the contents of the report had not yet been made public, the

¹ Annex 1

Committee submitted a proposal for sub-themes relevant to the context of the region for consideration by the members.

- It was decided to structure the theme with various categories of actors around the question: "Who is responsible for what and to whom? ».
- The existing committee will review the sub-themes² for October 13th, submit them to the members for non-objection and identify panelists accordingly.
- Launch venue: several proposals were made by the members and discussed (Radisson Hotel, university, room of one of the members). UNICEF will consider them.

5. Financial aspects

- It was noted that so far, it has been mainly UNESCO through the Secretariat and UNICEF that have contributed to the functioning of the group with the ad hoc support of other members.
- The Secretariat has prepared a proposal of members' contributions' modalities to the functioning of the plenary group and the overall coordination of the RCG4 as well as a budget proposal. These two documents, which were reviewed at the last steering team meeting, were presented and discussed.
- The AfDB suggested to send a formal letter to the heads of member organizations for any financial implications because some focal points do not have decision-making power.
- Following the example of the inaugural agreement signed by the members present at the establishment meeting of the RCG4-WCA on 19 May 2016, a process should be put in place to formalize the commitment of any other member.
- It was reminded that contributions can be financial but also technical. Ideally each member should contribute through these two modalities because the functioning/work of the group depends on them.

A) Modalities of members' contributions

- Members accepted the proposal to directly finance the budget lines that they wish to cover. This avoids the difficulties associated with transferring funds between agencies.
- Joint activities: it was agreed not to use a system of basket funding to avoid the same difficulties. Coordination expenses covered by a structure in organizing a joint activity are also considered as a contribution from that structure to the coordination of the group.
- Human resources and functioning of the Secretariat:
 - As UNESCO has a mandate to coordinate SDG4, the Secretariat should not be a rotating body. However, secondments may be considered. To strengthen the coordination team, UNICEF had proposed the recruitment of a United Nations volunteer at the last meeting of the steering team and will seek further information on this. This volunteer should

² Annex 2

ideally have skills in website coordination and management. Other members are also invited to explore the possibilities of using volunteers or other forms of support internally.

- The contribution of members in the form of membership fees should be avoided as this will involve a whole mechanism of financial management and accountability. A lighter mechanism should therefore be proposed, including the occasional use of expertise available within member organizations.
- It was agreed that the Secretariat would propose to the group a detailed table containing the various budgetary and technical aspects to be covered, based on which the organizations would indicate the items they wish to cover. Technical contributions should be recognized in the same way as financial contributions.
- The document specifying the terms and conditions for members' contributions³ will be revised accordingly and supplemented by examples for a better understanding.

B) Budget

The budget⁴ that had been drawn up at the request of the plenary group should be more detailed and resubmitted to the members.

6. Task teams

6.1. Activities of the operational teams

Representatives of the task teams present at the meeting summarized the main activities implemented since the last meeting of the group (6 July).

Education systems' strengthening (lead: UNESCO, co-lead: UNICEF)

- Two meetings held with the remote participation of some members.
- The team, whose work plan contains specific activities for each organization and joint activities, has worked to include ADEA and see how to better integrate the African Union and ECOWAS and continue to do so.
- The team also provided support to Mali in the process of integrating SDG4 into the preparation of the next education sector plan (PRODEC2).
- The table of ESP, joint sector reviews, and other information regarding SDG4 national planning processes will be available soon on the RCG4 website. A link to the GPE's website shall be made on the platform.

Teaching and Learning - TALENT (lead: UNESCO)

³ Annex 3

⁴ Annex 4

- The team has not met since the last plenary meeting, the next meeting is scheduled for 11 October.
- The first draft of the framework for the professionalization of basic education teachers was presented at a workshop in Yaoundé at the end of July.
- Two members of the team participated in the annual International Task Force on Teachers Forum in Lomé. Some contacts could be made. The team will continue to be involved in such forums.
- Learning assessments: two workshops were planned by the end of the year but cannot be carried out due to financial constraints. However, a survey is already underway at the country level.
- Two volunteers based at UNESCO will be attached to the team by November.

Gender equality and inclusive education (lead: Save the Children, co-leads: FAWE, Handicap International)

- Members met twice since the last plenary meeting.
- The team finalized the note "Promoting girls' education in West and Central Africa" which will be widely disseminated. The next step is the development of a more practical document to guide governments in implementing the note's recommendations.
- The mapping of actors working in the field of inclusive education in the region is already advanced.
- Members continue to exchange views on proposals for activities on mainstreaming gender equality and inclusive education in educational planning. The team would like to work with the GPE on these aspects and in particular how to implement the "Guidance for Developing Gender-Responsive Education Sector Plans" and will also explore the possibility of working with IIEP-PDK on this issue.
- The next meeting will focus on 2018 planning among other things.

6.2. Presentation and discussion of the proposed terms of reference for the new teams

Early childhood education and development (lead: UNICEF)

- Initial reflections on the development of the team's terms of reference were presented. This aims to contribute to target 4.2 of SDG4 on access to early childhood care and development (ECD) activities and quality early childhood education. The technical content has not yet been defined, but UNICEF suggests that the team should focus on technical guidance, advocacy and monitoring of target 4.2.
- The question of whether the focus should be on the 2nd global indicator for target 4.2 (focused on education) or also on the 1st (which incorporates other dimensions such as health and psychosocial well-being) was raised.

- Possibilities for interaction with non-state actors and other partners should be considered. Linkages with local education groups (LEGs) could provide inputs to the team's work.
- Much work to be done on funding, perhaps linked to the systems' strengthening task team
- Improve chapter 7 of the IIEP-PDK education sector analyses guide
- The first activity could be a mapping of interventions at the regional level
- Any member who wishes to be a co-lead of this task team is invited to register.
- This task team and TALENT shall work together because pre-school teachers are part of the orientation framework developed by TALENT.

Technical and Vocational Education and Training - TVET (lead: AfDB)

- The AfDB suggests that the task team should initially cover West Africa and extend it to Central Africa in the near future.
- The following proposals were presented:
 - Depending on the available resources, a mapping of the partners' interventions in the field of vocational training could be considered as a first activity of the team
 - Three themes: (1) information systems on vocational training and the connection with the labor market, including tools and indicators, (2) governance and private sector involvement in vocational training, (3) financing, optimization and resource pooling
 - Strengthening the UEMOA focal point on vocational training
 - PEFOP (UNESCO-IIEP-PDK) could be a co-lead (AfDB will approach them on this)
 - Other potential members: World Bank, bilateral partners, IFEF, ILO and regional institutions (ECOWAS and UEMOA)
 - Virtually connect some countries to meetings (e. g. through education leads) to hear their voices
- The AfDB plans to finalize the TORs and hold a meeting with interested organizations by the end of the year. UNICEF expressed their interest in participating in the process from the outset, asking about the definition that will be used for TVET, the consideration of 'Youth Polytechnics' and the age group concerned.
- ECOWAS, which has just joined the group and has TVET as one of its priorities, could be interested in this team.

Some examples of countries' involvement in the work of the teams were mentioned in the discussions:

- TALENT: As far as teaching is concerned, the team is based on the work done before, by UNESCO, in contact with the countries. With regard to learning, a prior survey has been conducted at the country level and will be followed by a workshop to better identify needs and refine activities.
- Gender equality and inclusive education: As a regional team, it is difficult to involve countries directly. However, the different team members are all in contact with countries and share the team's achievements with them.

7. Platform and communication

- After the presentation of the platform and the latest developments, to which CONFEMEN contributed, members were reminded to share content to feed the site (images for the slider, publications, articles, announcements).
- The Secretariat will contact the leads of the teams for the design of the TT private space, which will have to be managed and fed by each team.
- The group logo proposed by FAWE and reviewed was presented. It will need to be improved to better represent Africa. Three logo proposals will be sent to the members who will have to make a choice.
- Access to the member space: the choice of giving access to each focal point and their alternate and/or to the name of the member organization must be made.

8. Conclusion and next steps

RCG4 Annual Report

- In accordance with the 2016-2017 work plan of the group, an annual report will need to be prepared. As this will be the first annual report, it will cover the period from the creation (May 2016) of the group until the end of 2017. Each task team will provide a concise report on its achievements.
- Members agreed on the next steps:
 - The Secretariat will propose a reporting template to the task teams' leads (based on the results framework / matrix within each TT's ToR).
 - By 30 November the teams will send their report to the Secretariat, who will compile the various contributions.
 - The group's report will then be shared with all members.

Planning 2018-2019

- A schedule has been proposed for the development of the group's 2018-2019 work plan and validated by the members. This does not apply to task teams who are responsible for preparing their own work plans.
- The Chair of the RCG4, who would have liked to see more joint activities pooling the resources and expertise of the members, invites us to reflect on this during the 2018-2019 planning period.
- Members were also invited as of now to reflect on the resources (financial & technical) they could allocate within their internal 2018 planning.
- The following steps were accepted by the members:
 - October 20: Secretariat shares draft work plan with members
 - November 3: Members send suggestions for activities
 - 3-15 November: Secretariat compiles suggestions

- 15-30 November: a small committee (to be set up) selects activities and consolidates the work plan
- 15 December: Secretariat submits work plan to members
- January 2018: validation of the work plan at the next plenary meeting

Conclusions

- The meeting ended with the announcement by some members of a few upcoming activities organized or co-organized by them and which could be communicated via the platform:
 - 5-7 December 2017: Conference on financing organized by CONFEMEN in Morocco
 - February 2018: 3rd GPE replenishment conference co-chaired by France and Senegal in Dakar (the date has been confirmed for 02 Feb)
 - 10-12 February 2018: African Forum for Science and Technology organized by AfDB in Egypt
 - March 2018: High-Level Pan-African Meeting on SDG4-ED2030 in Nairobi, co-organized by the Government of Kenya and UNESCO. Information will be shared when available. The RCG4 could be present with a booth, side event or other event.

Next meeting: 18 January 2018 (or 25 January)

ANNEXES

Annex 1

Concept Note

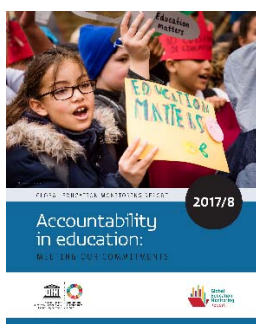
2017/8 Global Education Monitoring Report

'Accountability in education: Meeting our commitments'

West and Central Africa Regional Launch

25 October 2017

Dakar, Senegal



The 2017/8 Global Education Monitoring Report '*Accountability in education: Meeting our commitments*' continues its assessment of progress towards the Sustainable Development Goal on education (SDG4) and its 10 targets, as well as other related education targets in the SDG agenda. The 2017/8 Report examines accountability in education, analysing how all relevant stakeholders (government, schools, teachers, parents, students, international organisations, and the private sector) can provide education more effectively, efficiently and equitably.

Specifically the Report highlights the complex nature of accountability and provide examples of well and poor performing policies; the surrounding social, political, and cultural contexts in which the policies are embedded; and the importance of a suitable enabling environment so that actors can fulfil their responsibilities.

By analysing which policies and mechanisms make accountability work or fail, and which external factors impact on their success, the Report concludes with concrete recommendations to strengthen education systems and reinforce the central role of government in upholding the right to education for all.

The Regional Coordination Group on SDG4-Education 2030 in West and Central Africa (RCG4-WCA) is organizing a regional launch event of the 2017/8 Global Education Monitoring Report in Dakar, Senegal, on October 25, 2017.

The GEM Report

The Global Education Monitoring (GEM) Report, is an editorially independent, authoritative, and evidence-based annual report, published by UNESCO. Drawing on a well-tested model and twelve reports produced since 2002, the GEM Report is mandated to monitor progress towards Sustainable Development Goal 4 (SDG4) on inclusive and equitable quality education and lifelong learning, and its 10 detailed targets, as well as other SDG targets with a clear education dimension. The international community adopted these goals and targets at the World Education Forum (May, 2015) and UN Summit on Development (September 2015). The GEM Report is widely recognised as an indispensable advocacy and technical tool to support the provision of quality, inclusive, and equitable basic education for all, and identify other policy priorities in education and learning.

Practical information

Venue : (TBC)
Radisson Blu Hotel
Route de la Corniche Ouest
Dakar, Senegal

[Language: the meeting will be held in French and English with simultaneous interpretation.](#)

Objectives

Grounded in the evidenced-based findings of the 2017/8 GEM Report, the aim of this launch event will be to:

- Share the key issues, findings and recommendations of the 2017/8 GEM Report that are specific to countries of the WCA region with representatives of regional organisations (UN agencies, international NGOs) and other stakeholders (youth organizations, students...) and discuss different approaches to accountability, their benefits and disadvantages.
- Better understand how accountability approaches and policies in education can contribute to the overarching aims of SDG 4 and the realization of other SDGs
- Engage in regional policy dialogue to identify options and approaches that through collaboration among UN agencies, multilateral and civil society organizations can help enhance the accountability and improve the effectiveness of education systems in West and Central Africa, in particular through the Regional Coordination Group on SDG4-Education 2030

Target audience

The event will bring together a range of education stakeholders including policy makers, development partners, parents, teachers, students and civil society representatives to trigger different perspectives of various families of actors on the challenges facing the region in terms of accountability and discuss the way forward in light of the findings of the report. In particular the West and Central Africa Launch targets:

- Regional representation of UN and other multilateral agencies
- Regional representation of international NGOs/CSOs
- Regional Economic Communities
- Development partners in Senegal
- Students
- Youth organisations
- Parent/teacher associations

Agenda/Format

- 9:00 Opening
- 9:20 Presentation of key findings and messages of the 2017/8 GEM Report, Accountability in Education: Meeting our commitments, by GEM team, followed by Q&A
- 10:30 Break & Press
- 10:50 Panel discussion on "Accountability in the management of education systems: who is accountable for what to whom?" involving different regional education actors representing:
 - Governments
 - Civil society

- Teachers
- UN/partners
- Local communities
- Students

11.30 Questions and answers

12:00 Conclusion

The Regional coordination group GEM Report on SDG4-Education 2030 in West and Central Africa

The Regional coordination group on SDG4-Education 2030 in West and Central Africa (RCG4-WCA) was established in May 2016, with the vision of ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all in the region. Building on existing partnerships, frameworks and strategies, the RCG4-WCA, which is comprised of several Task Teams with specific focus and thematic areas, supports the national adaptation, implementation and monitoring of SDG4-Education 2030. It provides a regional platform for dialogue, knowledge sharing and enhanced synergy and coherence in the actions of regional member actors involved in education development in WCA.

Online platform: www.education2030-africa.org

Annex 2

‘Accountability in education: Meeting our commitments’

Launch of GEM Report 2017-8

Proposed sub-themes and panelists

Subtheme	Proposed panelist	Comments/justification	Guiding questions
Management of education systems, including education financing			
Establishment of management mechanisms based on the principle of transparency			<ul style="list-style-type: none"> - How to accompany actors in the implementation of management mechanisms based on transparency ? - To which extent are these mechanisms sufficiently fostering the empowerment and accountability of all actors? - Would there be models of best practices? - Has the accountability requirement adverse effects? If yes, how to address them?
Capacity strengthening of actors on the management of education systems and good governance mechanisms	<p>Mamadou Ndoeye: former ADEA executive secretary</p> <p>Cheikh Mbow : COSYDEP coordinator</p>		
Capacity, management, development and support to teachers	International Teacher Task Force	It would combine well with Education International on the Panel. The commitment and accountability of teachers in their work is always dependant on others to facilitate, manage their performance and support them.	ANCEFA can provide guiding questions to such a panelist.

Data	UNESCO Institute for Statistics		
Accountability for inclusive education			
Underserved population, out-of-school	Handicap International		
Participation of local communities	parents' and students association	Community demanding governments to account on their commitments.	
Gender	FAWE (depending on level of representation, it could be the Chair)		
Teachers' accountability			
Teachers' responsibility vis-à-vis the community (students and parents)	Education International	This would allow to shift the discussion from the usual sole concentration on wage demand that is somehow polluting the social dialog to what they perceive as being their duty as major stakeholder in education. The hope is that this conversation with them is only a start and that TALENT may be able to pick it up in its program to lead the change of narrative and mind-set as far as teachers.	
Non state education providers			
Regulation of non-state education providers and the role of the government	Union of private providers		

Annex 3

Suggestions for consideration of contribution modalities to the RCG4-WCA operating budget

Version 25 September 2017

Background

At the RCG4-WCA plenary group meeting on July 6, 2017 meeting of the it was agreed that in addition to drawing up the group's operating budget, the modalities for members contributions to this budget should be determined, in agreement with the member organizations.

Scope

This document sets out the modalities for members to contribute to the group, namely for the human resources and functioning of the Secretariat, plenary group and steering team meetings, joint activities and communication/visibility. The task teams are responsible for mobilizing and managing their own budgets. However, certain sections of the task team budgets can be included in the group budget for wider mobilization.

Suggestions and considerations

- *The formulation of some of the activities foreseen in the 2016-2017 workplan of the group being vast (e.g. organization of international days), it is necessary to specify them more precisely in order to estimate their cost*
- *The operating budget of the GRC4-WCA is defined on a (bi-?) annual basis and validated in [specify the month] of each year by the members. Describe this budgeting and validation process: by whom, how, ...]*

Guiding principles

Simplicity, flexibility, transparency, accountability/recovery.

Modalities of contributions

- Plenary group meetings (4 meetings planned per year)
For each meeting, members propose to host/organize the meetings and directly finance the expenses
- Joint activities
Several options that can be combined:
 - Direct financing of certain expenses by members (preferably)
 - Financial support to the member coordinating the organization
 - In-kind contribution

- **Communication/visibility**

- Elaboration, design and printing of communication materials (brochure, etc.)
 - either by the members themselves,
 - either direct coverage of the service providers by the members

- **Platform:**

It was agreed that UNESCO should provisionally develop of the platform. Once operational, the management of certain aspects (resources, announcements,...) can be proposed to the other members (a list of needs will be shared). However, this should not entail any costs other than the human resources mobilized.

Hosting of the platform: 48,000 FCFA/year (if annual payment): direct payment by a member (to be verified)

- **Human Resources and functioning of the Secretariat:**

Includes the additional human resources required by the organization to manage and maintain the platform and to organize the secretariat of the group and the operating costs (supplies, communications, etc.):

- Either these expenses are borne by the Secretariat, which should be rotating
Either the members contribute, for example up to an annual amount (contribution). [This will certainly lead to reluctance to join and will not encourage information sharing and coordination. The financial contribution could be a condition for having its logo or other benefits to be defined.]

Annex 4**BUDGET**

	Nombre/ Number	Fréquence/ Frequency	Montant unitaire/ Unit cost (USD)	Montant total/ Total cost (USD)
Ressources humaines et fonctionnement Secrétariat/<i>Human resources and functioning of the Secretariat</i>				
Ressources humaines Secrétariat <i>Human resources Secretariat</i>	1	12	1800	21600
Gestion plateforme/ <i>platform management</i>	1	12	200	2400
Fournitures, communications,... (Secrétariat) <i>Office supplies, communications, ... (Secretariat)</i>	1	1	100	100
Réunions/<i>Meetings</i>				
Groupe plénier (4x/année): eau et pause-café (salle mise à disposition par le membre, déjeuner optionnel non pris en compte dans le montant unitaire) <i>Plenary group (4x/year): water and coffee-break (room offered by the member, lunch optional not considered in the unit cost)</i>	1	4	200	800
Retraite (1x/an) (location salle, eau, 1 pause-café et déjeuner) <i>Retreat (1x/year) (room rental, water, 1 coffee-break and lunch)</i>	1	1	1500	1500
Equipe de pilotage (1x/6 semaines) <i>Steering team (1X/6 weeks)</i>	1	8	0	0
Invité spécial (membre non résident, REC,...) <i>Special guest (non resident member, CER, etc.)</i>	1	1	3500	3500
Activités conjointes/<i>Joint activities</i>				
Lancement GEMR (à prévoir en 2019) <i>GEMR launch event (to be planned for 2019)</i>				0

Journées internationales (2x/année) <i>International days (2x/year)</i>	2	1	15000	30000
Activité régionale conjointe en soutien au développement de l'éducation nationale (plaidoyer, renforcement des capacités,...) <i>Joint regional activity in support of the development of national education (advocacy, capacity-building, ...)</i>	1	1	60000	60000
Invité spécial (membre non résident, REC, expert...) <i>Special guest (non resident member, CER, expert, etc.)</i>	1	1	5000	5000
Autres (à préciser)/Other (to be specified)				
Communication-visibilité/Communication-visibility				
Hébergement plateforme/an - OVH (avril 2018-mars 2019) <i>Hosting of the platform - OVH (April 2018-March 2019)</i>	1	1	78,07	78,07
Graphisme et impression (brochure, etc.) <i>Graphic design and printing (brochure, etc.)</i>	1	1	5000	5000
Autres (à préciser)/Other (to be specified)				
TOTAL (USD)				129978,07