

## Report

### Twelfth Meeting of the Regional Coordination Group on SDG4- Education 2030 in West and Central Africa (RCG4-WCA)

Reported by the Secretariat (UNESCO-Dakar)

**Date:** 02 April 2019

**Location:** Humanity and Inclusion, Dakar

**Time:** 14h00 - 17h30

**List of organization members represented:**

Association for the Development of Education in Africa (ADEA), Conference of the Ministers of Education of French speaking countries (CONFEMEN), Conseil Africain et Malgache pour l'Enseignement Supérieur (CAMES), Humanity and Inclusion (HI), Institut de la Francophonie pour l'éducation et la formation (IFEFF), Sightsavers, UNESCO Dakar, United Nations High Commissioner for Refugees (UNHCR) and UNICEF WCARO.

Online : Global Partnership for Education (GPE), Mr. Bonaventure Meda (representative from Burkina Faso)

**Objectives of the plenary meeting:**

The meeting sought to address the following themes:

1. Announcements and update on the Steering Team
2. Discussion on the 2018-19 Work plan
3. *SDG4 Global and Regional Coordination*
4. *Coordination with the National Level*
5. Presentation on UNICEF's Education Strategy

**1. Introduction**

Catherine Gillet, Programme Director of HI, welcomed members to HI. The Chair of the RCG4-WCA, Gwang-Chol Chang, introduced the agenda and welcomed new members from Educo, Sightsavers and the new focal point from UNICEF for the Early Childhood Education (ECE) task team.

**2. Announcements and updates from the Steering Team**

The Secretariat shared the following news:

- A [Twitter account](#) was recently created for the group. It is aligned with the SDG-Education Steering Committee's account, which has more than 17,000 followers. Tweets posted on the RCG4-WCA Twitter account will be re-tweeted to followers of the Steering Committee's account. Members are encouraged to send information to the Secretariat to be tweeted.
- [Country profiles](#) have been launched on the Education 2030 platform covering all sub-Saharan African countries. The profiles contain information on education systems, national education plans and sector evaluations.
- The list of RCG4-WCA members' contact info has been updated as of January 2019 on the platform's [member space](#).

The RCG4-WCA Steering Team has been renewed. The Secretariat thanked the members who helped with the renewal by organizing consultations. The new composition of the Steering Team is as follows:

- The Chair, **UNESCO** (permanent),
- **The African Union** (permanent member)/**ADEA** (shared jointly)
- One United Nations organization: **UNHCR/UNICEF** (shared jointly)
- One multilateral organization: **CONFEMEN**
- Two civil society organizations: **ANCEFA** and **Educo**
- A final representative: **CAMES**

The RCG4-WCA Terms of reference (TOR) have been updated with the information contained in the [Steering Team proposition](#), which was accepted by members during the December retreat. The [TOR](#) is available on the platform. One important change was made to the Steering Team's responsibilities, the team will provide strategic orientation to the group.

### **3. Brief presentations from the task teams**

The leads of each task team presented an overview of their recent activities.

#### *A. SYSTeam (lead: UNESCO, co-lead: UNICEF)*

- The team will hold a limited meeting in early April between UNESCO, UNICEF, Pole de Dakar and UIS after a long absence of the UNESCO Programme Specialist who previously coordinated the team. The next step will be to convene a meeting with all members and organizations interested in SYSTeam's work.

#### *B. TALENT (lead: UNESCO, presenter: CONFEMEN)*

- TALENT's Steering Team met in February and will finalize the team's work plan in May.
- The team met to develop a communication strategy at the end of March. It will be finalized by the end of May 2019.
- The team and its members have planned a series of publications for 2019:
  - A policy brief on the effective use of results from large scale assessments
  - A mapping of national learning system evaluations in sub-Saharan Africa
  - A study on evaluating non-cognitive competences in nine countries within the region
- The team's other upcoming activities include:
  - A field support start-up involving technical support and capacity building on 21<sup>st</sup> Century Skills in four countries, in collaboration with Brookings, the Gambia, Zambia, DRC and Kenya.
  - A regional capacity-building workshop on classroom formative evaluation. Directors of Teacher Education and Directors of Evaluation from 12-15 countries will be invited to participate.
  - A Regional capacity-building workshop on the design of large-scale evaluations.

#### *C. GENIE (co-leads: HI and UNESCO)*

- The Nairobi Declaration from the Pan-African High Level Conference on Education (PACE) included many important references to inclusive education, due to the team's efforts and participation at the conference. Inclusive education is also, therefore, a prominent theme in the Brussels Declaration from the Global Education Meeting (GEM), which will be submitted to the High-Level Political Forum (HLPF) 2019.
- New co-leads have been identified for the team: HI and UNESCO.

- The team completed their 2019 work plan, which contains one large joint activity: a policy brief on inclusive education.
- The first quarter of 2019 is focused on advocacy: the team will host a side event during the African Regional Forum on Sustainable Development (ARFSD) which will take place in April in Marrakesh and target education policies in three countries related to inclusive education.
- The team will attend a forum on inclusive education in Cote d'Ivoire in May, which will feed into a global forum on the topic.
- The team has a real desire to coordinate itself well and interact more with the Secretariat and other work teams. The team also expects to strengthen communication channels with Local Education Groups (LEGs), through the Secretariat. The team also wants better coordination between its own members at the country level.

*D. Early Childhood Education (lead: UNICEF)*

- The team will restart thanks to UNICEF's new focal point, Haleinta Traoré. A meeting is scheduled for the week of April 15 to determine a roadmap and see how to move forward together. TALENT mentioned many activities that may be of interest to the team.

The Chair mentioned that UNICEF has been informed about a possible conference on early childhood education to be held in Morocco. The Kingdom of Morocco has asked UNESCO and other partners to organize this conference. Invitation letters will be sent out shortly.

*E. Technical and vocational education and training (TVET) (lead: AfDB – to be confirmed)*

- The Secretariat sent a second letter to the AfDB inviting them to take over the task team but has not yet received a response. FAWE will use its contacts to resend the letter. If the AfDB does not respond, the group must identify another lead organization.

*F. Higher Education (lead: CAMES)*

- During the week of April 27-29, the team worked with REESAO to revisit the path toward quality assurance in West Africa to establish a mutual understanding of the role of university management in quality assurance and quality assurance in research.
- The team participated in a two-day workshop to share experiences on G3 group (Switzerland, France and Canada) initiatives and tools for higher education.

The Chair questioned the extent to which efforts are being made to reach out to non-French-speaking countries and whether an effort has been made to involve the AAA in the team. In addition, he asked if the team will participate in the conference on higher education in Africa to be held in Cairo. CAMES replied that it will participate.

*G. Learning to Live Together (LTLT) (co-leads: IFEF and UNESCO)*

- The team held its third meeting on March 27th and reviewed the TOR, including the team's joint objectives and activities. Members agreed to focus on preventing violent extremism through education (PVE-E) and to revisit activities related to climate change education later.
- The platform "[Learning to Live Together Sustainably](#)", which was developed by UNESCO and IFEF at the request of countries to better share information on all aspects of living together and SDG 4 target 7, will be launched tomorrow. The team will share information with members.

The GPE, related to the topic of PVE-E, shared that it participated in a round table with the Tony Blair Institute, Dubai Care, OECD, UNESCO, the World Bank, the South African Teachers' Forum and the Malala Fund to discuss a global compact on PVE-E and the promotion of tolerance. The Tony Blair Institute will take the lead on the development of the compact.

#### 4. Discussion on the 2018-19 Work plan

##### *Update to the Work plan*

The Secretariat presented a new version of the group's [2018-19 Work Plan](#). It has already been shared with members for comments. Three main changes have been made:

1. Activities have been re-organized according to the 4 functions of the group
2. Performance indicators and a budget have been proposed for each activity
3. A column to identify a lead organization for each activity has been added in order to better define responsibilities and accountability

The following organizations have indicated their willingness to take the lead on the following nine activities:

1. Publish articles on outside digital sources to generate visibility for the RCG4-WCA – **The Secretariat**
2. Hold 1 plenary meeting per quarter (2 organizations required for 2019) - **Sightsavers and IFEF**
3. Establish a formal membership process for new members – **The Secretariat**
4. Complete a mapping of advocacy events in the region - **HI/GENIE** (HI volunteered to share the Excel document created by GENIE to tabulated inclusive education advocacy moments, allowing members to add advocacy events with other themes).
5. Complete a mapping of RCG4-WCA member participation in WCA LEGs – **UNICEF**
6. Follow up on the Pan-African High Level Conference on Education (PACE) - **UNESCO** and the **AU** will continue to lead this activity. The Chair invites other members to help engage the UA. The PACE Declaration should be approved by the UA STC, to do so it should be added to the next STC meeting agenda.
7. Publish study on the situation of Education in Africa – *to be determined*
8. Celebration of 1 international day - *No volunteers for the moment*. If an organisation plans a celebration, the group could add the event to the work plan and members can collaborate and participate.
9. Coordinate with Education in Emergencies (EiE/ESU) working group - **UNHCR**

##### *Study on the state of education in Africa*

The Chair recalled that since the beginning of group's formation, members wanted to produce a report on the state of education in Africa every two years. UNESCO (and the Global Education Monitoring Report (GEM)) and the AU are now working to establish a process for reporting on SDG4-Continental Education Strategy for Africa (CESA 16-25) progress for the whole of Africa. In December, the group discussed producing two case studies to contribute to this report which would highlight relevant themes within the WCA region to ensure these themes are represented at a global level: (1) the relevance of education systems or policies in the countries of our sub-region; (2) how the non-formal education channel can contribute to achieving SDG4 in WCA. UNESCO prepared the TORs for the first study and shared them with members. Members comments indicated that carrying out two studies is too ambitious.

Therefore the Chair proposed focusing on a single study combining the two themes: the relevance of formal and non-formal education. The study would have three chapters:

- Relevance of countries' policies to education: will the policies as they stand achieve the SDG4 by 2030? There will be a desk review to synthesize all the studies on the relevance of education
- Relevance of the skills that institutions provide to learners in relation to countries' needs and development, as well as labour market perspectives. This will require data collection through surveys, in addition to reviewing existing material.
- Focus on the non-formal (illiterate and neo-literate, and those who need to "relearn") and what non-formal education can offer towards the achievement of SDG4.

The Chair would like to discuss this proposal before further developing the concept note. If the group agrees to conduct this study together, it will be an activity owned by all members and funding would be mobilized together.

CONFEMEN noted that the idea of devoting a chapter on policies seems very ambitious. Have the policy elements already been collected or would they need to be collected? The Chair indicated that it will be necessary to conduct a document review to complete the information already known. The idea is to see whether education systems, as they exist, will achieve at least some of the SDG4 targets or whether they need to be reviewed and adapted to context.

UNICEF would like to look beyond a review of sector plans to include human resources, leadership, investment, etc. IFEF and others still find the theme too broad. They suggest the group move in a more pointed direction, which will make it possible to mobilize the members of the group more effectively. Before specifying themes, as suggested by the Secretariat, and considering that this study would be a contribution to a more comprehensive AU-GEMR report, HI suggested moving forward once a clear idea of the study conducted by AU-GEMR is available. Afterwards, the group could better situate its study.

The Secretariat will therefore share information on the AU-GEM study when it is available, before mobilizing an online survey on a more specific theme, if necessary.

## **5. Global and Regional Coordination of SDG4**

### *Update from the SDG-Education 2030 Steering Committee meeting*

The Chair summarized the major points from the SDG-Education 2030 [meeting](#) in Paris from March 11-12, 2019 and the implications for the RCG4-WCA:

- For Africa, the three countries that represent the region on the Steering Committee are currently Burkina Faso, South Africa and Angola. Burkina Faso is represented by Mr. Bonaventure Meda.
- The Steering Committee has prepared a [global report](#) that will be submitted as a contribution to the 2019 High-level Political Forum (HLPF). The report reflects the PACE 2018 Declaration and is accompanied by other continental contributions, including the one prepared within the framework of the ARFSD, which is weak thematically and focused mainly on economic principles.
- In relation to the ARFSD report, the Secretariat has not yet received a finalized version. If members have any questions, Catherine can send them directly to the organizers.
- HI noted that they are organizing a side event with ANCEFA and West Africa Federation of Persons with Disabilities (WAFOD) at the ARFSD and an invitation has already been circulated through the mailing list.

### *Regional Coordination Mechanism*

The group has long called for greater coordination at the continental level. On the East and Southern Africa (ESA) side, a coordination mechanism is not yet in place because their regional hub is divided between Harare, Nairobi, Addis Ababa, Durban and Johannesburg. The Chair discussed this dilemma with the AU and AEA colleagues at the Steering Committee meeting to establish a coordination mechanism in AEA and in collaboration with the RCG4-WCA. The Secretariat will keep the group informed of new developments.

## **6. Coordination avec le niveau national**

### *Briefing from Burkina Faso*

Burkina Faso was invited to make a [presentation](#) on their participation in the Steering Committee and their ongoing Voluntary National Review (VNR) process. Due to internet connection problems, the presentation could not be conducted.

### *Local Education Groups (LEGs)*

The [brochure](#) had been finalized with comments from several members. UNICEF requested a week to update the description of the Early Childhood Education task team. HI will print a few copies to take to the AFRSD.

The Secretariat outlined the next steps for coordination with the LEGs:

- Finalize the brochure and letter
- Send letters and the brochure to each LEG
- Review the responses received
- Review the group's strategy according to the number and type of response received.

Members reviewed the letter and provided comments for finalization. The Secretariat will finalize the letter and send it to members for a final round of feedback.

The members questioned the point of contact with the LEGs. Should the LEG lead or the group of Technical and Financial Partner (TFP) be contacted? GENIE explained that if the group contacts the LEG and without first reaching out to the TFP, the information disseminated may not be in line with the TFP group at the national level including the national offices of RCG4-WCA members. In addition, each country has a different LEG structure and often the TFPs involved in the LEG have their own lead partner. The group will therefore contact the LEG through the TFP leader. Depending on the response received in the first round of contact with the TFP, the group may also target the LEG directly in a second round.

### **7. Presentation on UNICEF's [Education Strategy 2019-2030](#)**

UNICEF is in the process of establishing its education strategy for the next 11 years. UNICEF presented a powerpoint that summarizes the strategy and would like to collect members' feedback. If members have comments they can send them to Nicolas Reuge ([n.reuge@unicef.org](mailto:n.reuge@unicef.org)).

### **8. Conclusion**

The Chair thanked HI for hosting the group. The Secretariat will contact FAWE to schedule the next meeting. Members agreed to a meeting the week of June 10 (to be confirmed).