

24 January 2020

International Day of Education



*“Learning for people,
planet, prosperity and
peace”*



Statement of the Regional Coordination Group for SDG4-Education 2030 in West and Central Africa (RCG4-WCA) on International Education Day

24 January 2020

On this 24 January 2020, the second annual celebration of International Education Day, we, the Regional Coordination Group for SDG4-Education 2030 in West and Central Africa (RCG4-WCA), reiterate our vision to ensure equitable quality education and lifelong learning opportunities for all 24 countries in West and Central Africa.

Highlighting this year's theme: ***‘Learning for people, planet, prosperity and peace’***, we believe that knowledge and learning can shape the future of the region, and we support the vast body of evidence indicating education's ability to positively transform lives and contribute to the development of peaceful societies.

In a region affected by growing humanitarian crises and conflicts, where schools and teachers are often targeted, more than 3 million children, refugees or internally displaced individuals do not see their right to education realized. With schools closing and high rates of drop-out, less than 40% of girls complete lower secondary school in Sub-Saharan Africa. We must do far more to ensure that nobody will be left behind by 2030.

We confirm our commitment to work together to support the acceleration of countries' progress towards **SDG4-Education 2030** and the **Continental Education Strategy for Africa (CESA 16-25)** implementation in the 24 countries of the region.

Countries have made great advancements and improvements in their education systems. To accelerate this progress, we pledge our support to countries' in two key thematic areas:

- i. **Equity and inclusion in education**
- ii. **Quality of learning**

To enable acceleration in these areas, we will support countries' via three enablers:

- i. **Data:** more and better data is urgently needed to support national decision makers to identify priority areas, create stronger, data-informed policies and allocate resources equitably. We commit to accompanying countries in their important work (i) collecting (ii) analyzing and (iii) using data and resources to strengthen countries' context-specific priorities, while ensuring that gender disaggregated data is collected and mobilized to implement gender sensitive policy approaches.
- ii. **Financing education:** there is a strong need for education financing that is both transformational and sustainable. We commit to working together with governments to mobilize the resources necessary to finance national priorities included in their education sector plans, and to ensure these plans are gender-responsive and inclusive of the needs of all people in both development and emergency contexts.
- iii. **Knowledge management:** there exists a wide range of information on good and promising practices in education. We endeavor to harness and disseminate proven, context-driven and scalable innovations that are financially and operationally sustainable to national decision-makers via the [RCG4-WCA Education 2030 in Africa](#) platform.

We support the 24 countries of our region, and offer an important link to the global education community via our representation on the **SDG-Education 2030 Steering Committee**. We declare our support for their [Declaration](#) on this International Education Day.

The RCG4-WCA is composed of 28 members from the regional education community:

