

Report

Second Consultation Meeting on the Regional Coordination Group on SDG4-Education 2030 in West and Central Africa (RCG4-WCA) “Learning to Live Together” Task Team

Reported by the Secretariat (UNESCO-Dakar)

Date: 14 February 2019

Location: UNESCO, Dakar

Time: 15h30 - 17h00

List of organization members represented: Delegation du Quebec, UNESCO International Institute for Capacity Building in Africa (IICBA), International Organization for the Francophonie (OIF), Plan International, UNESCO Dakar (the RCG4-WCA Chair and Secretariat), United Nations Office for West Africa and the Sahel (UNOWAS) and WATHI

Objectives of the Meeting: The meeting aimed to exchange between member organizations and potential members, discuss a lead and co-lead(s), brainstorm joint activities for 2019, discuss how and where to share information and next steps for the task team.

1. Introduction

Participants were welcomed by Gwang-Chol Chang (Chair of the RCG4-WCA and UNESCO Dakar Head of Education Sector). Introductions were made and the Chair then briefed participants on the RCG4-WCA and its functionality.

2. Presentation on the task team

Since the formation of the RCG4-WCA, members identified the need to coordinate interventions related to the prevention of violent extremism (PVE) through education and bring together the many different networks and actors working on the theme in the region. The task team will focus its work on Sustainable Development Goal (SDG) 4.7, which includes global citizenship education (GCED), PVE and education for sustainable development (ESD), including mitigation of climate change through education.

The Secretariat presented the RCG4-WCA online platform, [Education 2030 in Africa](#), which acts as a resource for practitioners in the region. Each task team has a page to share information, publications, articles, media etc., including [LTLT](#).

Additionally, the OIF and UNESCO are working together to develop a [LTLT platform](#) at the recommendation of participants in different regional workshops that were organized by the OIF and UNESCO, to share good practices among West African countries and the Francophonie.

The OIF would like to take the co-lead of the group with UNESCO. If another organization would like to take on a second co-lead position, it can be discussed at the next meeting.

3. Organizations' activities in the area of LTLT

UNESCO and the OIF have organized several regional activities to educate regional stakeholders on PVE, including senior officials of education ministries, the trainers of teacher trainers and teacher

trainers themselves. **UNESCO** held a consultation meeting in Bamako, Mali to finalize national action plans for 9 countries for a multi-year, multi sectoral program focused on LTLT, youth competencies and informal and non-formal education. Currently UNESCO is less involved in climate change mitigation through education, but will focus more on this area and is looking for partners. The **OIF** is concerned with the rise of violent extremism, which has severely affected the francophone world, and is focused on working in partnership to combat this issue.

Délégation du Québec has collaborated with the Francophonie and UNESCO in the past on the prevention of radicalization. The Delegation does not currently have a large programmatic budget but is interested in supporting others and is reflecting on how best to do so. The Delegation participated in an event last year in Brussels with the Swiss Cooperation, the Group of Allies of the Francophonie (GAF) and will participate in the Francophonie celebration this March, where activities concerning PVE will take place. Research on the theme is taking place in Quebec at the [Chaire UNESCO-PREV](#). The intersection of youth and PVE is also a priority.

Plan International's programmes in relation to education are more aligned with the GENIE task team and the Early Childhood team. Plan will look into its involvement with these teams. Plan is more focused on response and Education in Emergencies (EiE), less on prevention.

UNOWAS is a regional policy bureau of the UN focused on the prevention of political crises, policy analysis, stability in relation to climate change, the prevention of conflict, lessening social tensions and youth and female unemployment. UNOWAS' working modalities include: 1) research and analysis on the above themes, with a current focus on climate change and conflict. UNOWAS has also explored the role of women in PVE in the past. 2) Advocacy with governments, civil society and in UN member states in general. 3) Assure the link with NY headquarters, participate in working groups and interact with agencies such as the Counter-Terrorism Executive Directorate (CTED), United Nations Office of Counter-Terrorism (UNOCT) (and the Integrated Assistance on Countering Terrorism (I-ACT)), Peacebuilding Fund (PBF) and in this sense is active in mapping, coordination and information exchange in relation to PVE. UNOWAS has also been active in developing the United Nations Support Plan for the Sahel (UNISS), with UNESCO and other UN agencies in WCA.

WATHI is a citizen think tank that takes a scientific approach to social issues and has recently become active in education themes. Citizens are consulted every three months in the form of debate on a particular social question, often through online forums. WATHI shares its data on its website and launches policy documents, typically to present its findings to relevant stakeholders, including governments. WATHI's current research subject is higher education. In the past WATHI has studied security and conflict during election periods. Now WATHI has financing from Canada to study gender equality in Senegal.

UNESCO International Institute for Capacity Building in Africa (IICBA) is headquartered in Ethiopia, and UNESCO Dakar hosts a liaison officer. IICBA works on capacity building and is currently finalizing a Peacebuilding guide for teacher trainers in West and Central Africa. The next step is to contextualize and adapt the guide at national level, which is planned for Niger and eventually Burkina Faso.

4. Information Sharing

The Secretariat will share the meeting report and the [terms of reference \(TOR\)](#) for the task team with those in attendance. Members can confirm the information in the report and add any additional or future activities as appropriate. Any suggestions to modify the TOR are also welcome.

The [LTLT platform](#) can serve as a space where the task team can share and publish information. It will be launched shortly, once feedback from national focal points is received and modifications are made. UNESCO will share the link with participants to solicit any feedback they may have.

To understand the regional interventions of the present members and other potential members, UNESCO proposed completing a [mapping](#). A template has already been developed and will be distributed to members for their completion. Based on the information in the mapping, UNESCO will draft a work plan to review at the next meeting.

5. Next steps

- Share the meeting report and the [TOR](#) with members for comments and contributions.
- Share the link to the [LTLT platform](#) with members for comments.
- Share the [mapping](#) template to collect information on members' activities.
- Draft a work plan for the team to be reviewed at the next meeting.
- Participants agreed to schedule the next meeting on **Tuesday, March 19th, 2019.**

If participants are aware of other interested parties, participants are welcome to invite them to attend. The Delegation du Quebec suggested the Swiss Cooperation, Wallonie-Bruxelles and the G5 Sahel. Search for Common Ground and the Programme for the Prevention of Violent Extremism in West Africa and the Lake Chad Basin (PPREV-UE) have recently been consulted and will be invited to attend the next meeting.