



# 2019 ACTIVITIES REPORT

(c) Canvas

**REGIONAL COORDINATION GROUP  
ON SDG4-EDUCATION 2030  
IN WEST AND CENTRAL AFRICA  
(RCG4-WCA)**



# Members

Africa Network Campaign on Education for All (ANCEFA)  
African Development Bank (AFDB)  
African Union (AU)  
Association for the Development of Education in Africa (ADEA)  
African and Madagascan Council for Higher Education "Conseil africain et malgache pour l'enseignement supérieur" (CAMES)  
Conference of Education Ministers of French-speaking Countries (CONFEMEN)  
Conference of Youth and Sports Ministers of French-speaking Countries (CONFESJES)  
Council for the Development of Social Science Research in Africa (CODESRIA)  
Economic Community of West African States (ECOWAS)  
Education International (EI)  
Educational Research Network for West and Central Africa (ERNWACA)  
Educo  
Forum for African Women Educationalists (FAWE)  
Global Partnership for Education (GPE)  
Humanity & Inclusion (HI)  
Institute of Education and Training for French-speaking countries "Institut de la Francophonie pour l'éducation et la formation" (IFEF)  
International Labour Organization (ILO)  
Islamic Educational, Scientific and Cultural Organization (ISESCO)  
Plan International  
Network for Higher Education Excellence in West Africa "Réseau pour l'excellence de l'enseignement supérieur en Afrique de l'Ouest" (REESAO)  
Save the Children  
Sightsavers  
The United Nations High Commissioner for Refugees (UNHCR)  
United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)  
United Nations Children's Fund (UNICEF)  
United Nations Educational, Scientific and Cultural Organization (UNESCO)  
United Nations Population Fund (UNFPA)  
The World Bank

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# INTRODUCTION

Since its formation in June 2016, the Regional coordination group for SDG4-Education 2030 in west and central Africa (RCG4-WCA) has endeavored to harmonize partners' support to countries in the west and central Africa (WCA) region to achieve the education and education-related targets of the global and continental education agendas: Sustainable development goal (SDG) 4-Education 2030 and the Continental education strategy for Africa (CESA 16-25).

The RCG4-WCA, comprised of 28 organizations and seven thematic task teams, aims to position itself at the nexus of the WCA education community and to establish links across the continent and with the African Union (AU) and its CESA 16-25. At the international level, the RCG4-WCA coordinates with the global education community via its participation in the SDG-Education 2030 Steering committee. The Group also supports the national adaptation, implementation and monitoring of SDG4-Education 2030 and the CESA 16-25. Through capacity building, advocacy, information sharing and dissemination of analysis and tools, the RCG4-WCA

continued to build and reinforce relationships in the region in support of a common goal for quality, inclusive education for all in 2019.

The 2019 Activities report provides an overview of the principle achievements of the RCG4-WCA, including highlights from the task teams, the Plenary group and the Steering team. The report aims to display and celebrate the Group's support to the region and its 24 countries via the collaboration of the RCG4-WCA's 28 member organizations. Challenges and opportunities are also discussed. The report concludes with a synthesis of the RCG4-WCA's progress since its formation in 2016.

The RCG4-WCA continues to create and sustain cohesion between the regional education community and to identify and support a way forward that takes into account countries' unique contexts and needs in their journey toward the achievement of high quality educational outcomes in Africa. It is in this spirit that the RCG4-WCA presents its principle achievements of 2019.





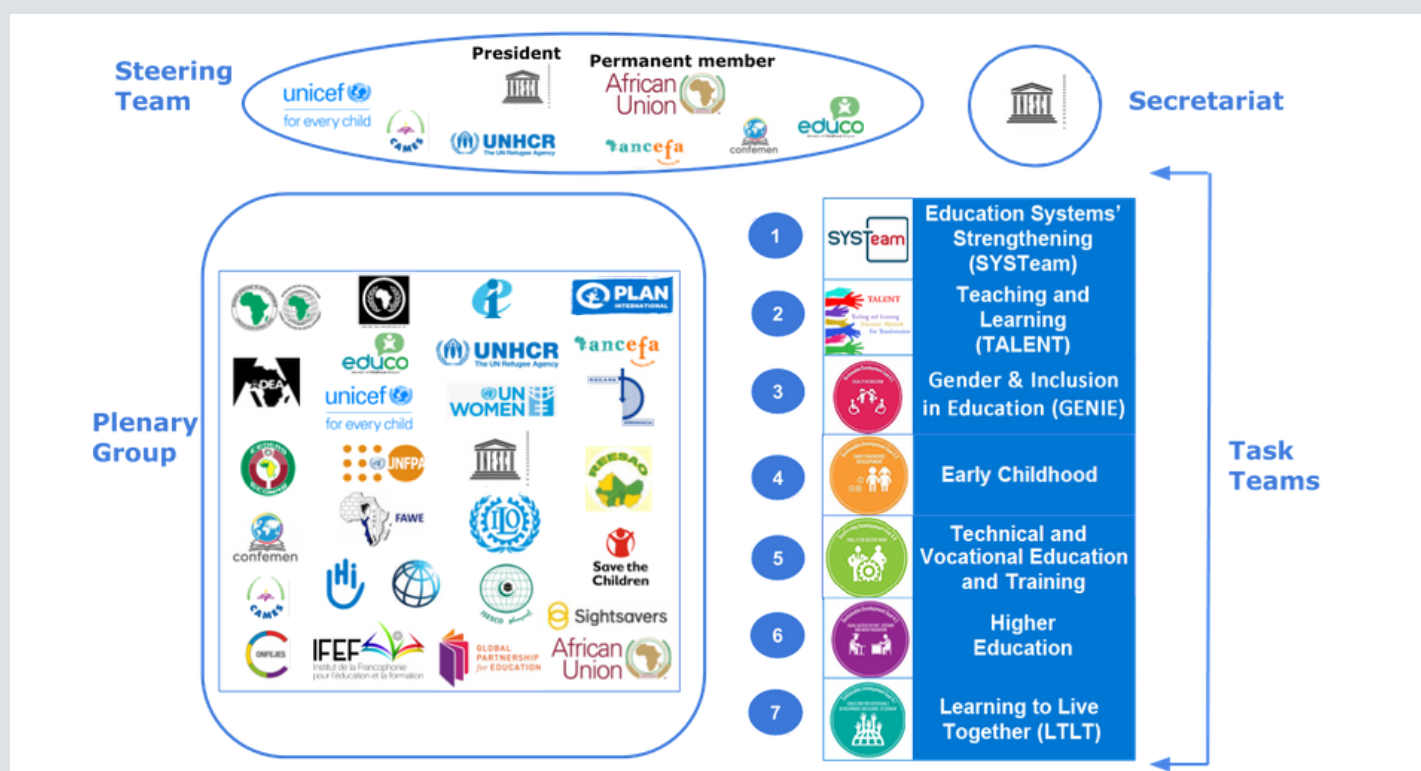
(c) UNESCO/Karel Prinsloo

# OVERVIEW OF THE RCG4-WCA

Members of the RCG4-WCA Plenary group are regional or international education development and humanitarian actors, including United Nations (UN) agencies, civil society and multilateral organizations, higher education networks, the research community, teacher representatives and

regional economic communities. The RCG4-WCA brings together members to define and coordinate collective strategies and actions for technical assistance, advocacy, capacity development and to exchange good practices, tools and information.

## RCG4-WCA structure





## Sustainable Development Goal 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



### TARGET 4.1

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

### TARGET 4.2

By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education



### TARGET 4.3

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university



### TARGET 4.4

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

### TARGET 4.5

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

### TARGET 4.6

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy



### TARGET 4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development



#### TARGET 4.a

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

#### TARGET 4.b

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

#### TARGET 4.c

By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States



## Continental Education Strategy for Africa 2016-2025

**SO 1:** Revitalize the teaching profession to ensure quality and relevance at all levels of education

**SO 2:** Build, rehabilitate, preserve education infrastructure and develop policies that ensure a permanent, healthy and conducive learning environment in all sub-sectors and for all, so as to expand access to quality education

**SO 3:** Harness the capacity of ICT to improve access, quality and management of education and training systems

**SO 4:** Ensure acquisition of requisite knowledge and skills as well as improved completion rates at all levels and groups through harmonization processes across all levels for national and regional integration

**SO 5:** Accelerate processes leading to gender parity and equity

**SO 6:** Launch comprehensive and effective literacy programmes across the continent to eradicate the scourge of illiteracy

**SO 7:** Strengthen the science and math curricula in youth training and disseminate scientific knowledge and culture in society

**SO 8:** Expand TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems

**SO 9:** Revitalize and expand tertiary education, research and innovation to address continental challenges and promote global competitiveness

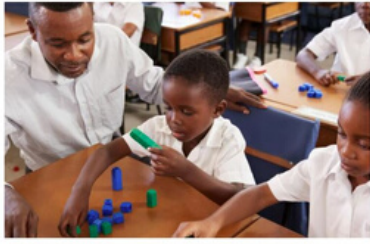
**SO 10:** Promote peace education and conflict prevention and resolution at all levels of education and for all age groups

**SO 11:** Improve management of education system as well build and enhance capacity for data collection, management, analysis, communication, and use

**SO 12:** Set up a coalition of stakeholders to facilitate and support activities resulting from the implementation of CESA 16-25.

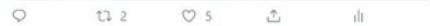


Webinar - The use of learning assessment data: what have we learnt so far?  
04 JUL 2019

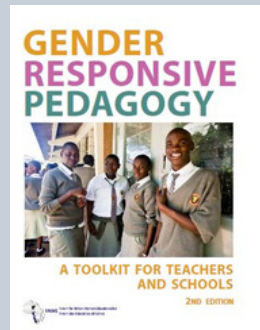


Education2030 Afrique @ED2030Africa · Oct 7, 2019  
Happy #WorldTeachersDay 2019! Discover the role that teachers play in the prevention of violence in schools: [youtube.com/watch?v=5FfQzcc...](https://www.youtube.com/watch?v=5FfQzcc...)

#unesco #africa #peacebuilding



## CONFEMEN + Activités des équipes de travail du GRC4



Groupe régional de coordination pour l'ODD4-Education 2030 en Afrique de

L'ouest de la Corée (GRCA-AGC)		Isolaeng
4. Leviers d'accélération :		
<b>1. BOMINES :</b> - Les Bominas ont été créées pour répondre aux besoins d'une main d'œuvre qualifiée et expérimentée dans le secteur des technologies de pointe. - Elles ont été créées par le gouvernement pour répondre aux besoins de la région. - Elles ont été créées pour répondre aux besoins de la région. - Elles ont été créées pour répondre aux besoins de la région.		
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### Examples of the Regional Group's (RCG4-WCA) Initiatives

<p>The Regional Group (RG-WEA) carries out the studies that generate tools, advisory materials and policy notes to support national capacity development under the implementation of SQA Education 2030</p>	
<ul style="list-style-type: none"> <li>Policy brief and notes</li> <li>Presenting early steps to Latin and West and Central Africa</li> <li>Regional education governing practices</li> <li>Annual cycle of regional clusters</li> <li>Regional clusters of the United Education Monitoring Report (UEMR-2018)</li> <li>Country profiles on education in Africa</li> </ul>	<ul style="list-style-type: none"> <li>Advances brief for networked as start-up</li> <li>Value Proposition Map to Education</li> <li>Value Proposition Map to Education</li> <li>Value Migration for innovation and education</li> </ul>

The "Education 2030 in Africa" Platform is an online exchange and collaboration platform that contains articles, publications, videos, events, announcements, press postings and useful links on education in Africa.



**Education 2030:**  
Incheon Declaration and  
Framework for Action  
was adopted in May 2015 at  
the World Education Forum,  
which defines  
the Sustainable Development  
Goal (SDG) 4: "Ensure  
inclusive and equitable  
quality education and  
promote lifelong learning  
for all."

**"Continental Education  
Strategy for Africa 2040  
2025 (EUA 16.2) –  
the African Union (AU) Y  
June 2023 strategic plan  
envisions within the AU's  
Agenda 2063.**


**For more information:**  
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 [www.instagram.com/education2030africa](https://www.instagram.com/education2030africa)

 [www.youtube.com/education2030africa](https://www.youtube.com/education2030africa)

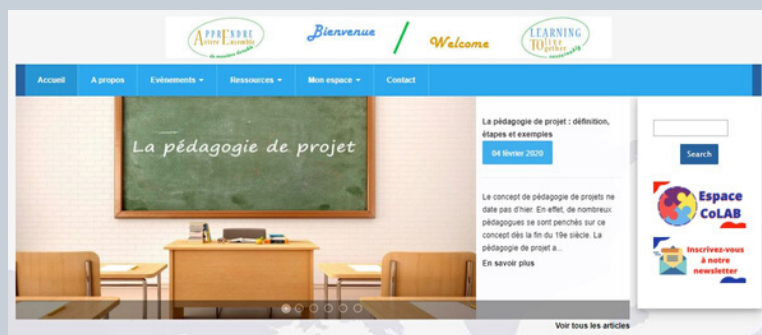


**Regional Coordination  
Group on SDG4-  
Education 2030 in  
West and Central Africa  
(RCG4-WCA)**

*The Regional Group (RCG4-WCA) aims to ensure  
inclusive and equitable quality  
education and promote lifelong learning  
opportunities for all in the region.*

**Educational  
Policy  
Unit**

# RCG4-WCA 2019 ACHIEVEMENTS

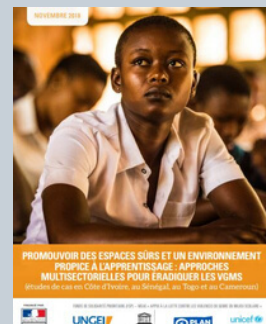
5th Session Africa Regional Forum for Sustainable Development **JOIN US**

## The role of inclusive education systems in empowering girls and boys with disabilities

**Tuesday 16 April 2019 | 4 P.M -5.30 P.M**  
**Marrakech, Morocco**

Room Opale-Hôtel Palmeraie  
Marrakech

Atelier régional TALENT de renforcement des capacités sur  
l'évaluation formative en classe



*Achievements of the RCG4-WCA*

# PLENARY GROUP, STEERING TEAM AND THE SECRETARIAT

## Visibility and stakeholder engagement in Africa

The RCG4-WCA increased its visibility and outreach efforts in 2019 to provide education stakeholders across the continent with greater access to information, expertise, knowledge and opportunities to exchange experience. To inform members and other stakeholders of education news in Africa and updates from the RCG4-WCA, the RCG4-WCA Secretariat developed an “Education in Africa” newsletter containing information pertaining to relevant events, blog posts, calls for proposals, job announcements, new resources and publications. Seven newsletters were distributed in 2019.

To further promote its activities and those of its members, the RCG4-WCA became active on Twitter by creating its own account (@EDAFRICA). The account has more than 100 followers.

The RCG4-WCA updated and published a new brochure, which was distributed to

partners at regional events such as the African regional forum for sustainable development (ARFSD).

In May 2019, the RCG4-WCA celebrated the work of one of its members, CONFEMEN, by presenting on the organization’s participation and leadership within the RCG4-WCA during the organization’s annual National correspondents working group meeting in Dakar, Senegal.

## Creation of critical partnerships across the region

The RCG4-WCA, as a regional body, aims to build relationships with key education actors at the global, regional and national levels. At the global level, the RCG4-WCA is active within the SDG-Education 2030 Steering Committee, which coordinates education initiatives and actors toward the achievement of SDG4 world-wide. Burkina Faso represents the WCA region.





The RCG4-WCA's partnership building also targets important partners in the region, the AU and ADEA in particular. To ensure CESA 16-25 objectives are represented and supported by the RCG4-WCA, the AU, and its alternate, ADEA, hold a permanent seat on the RCG4-WCA Steering Team.

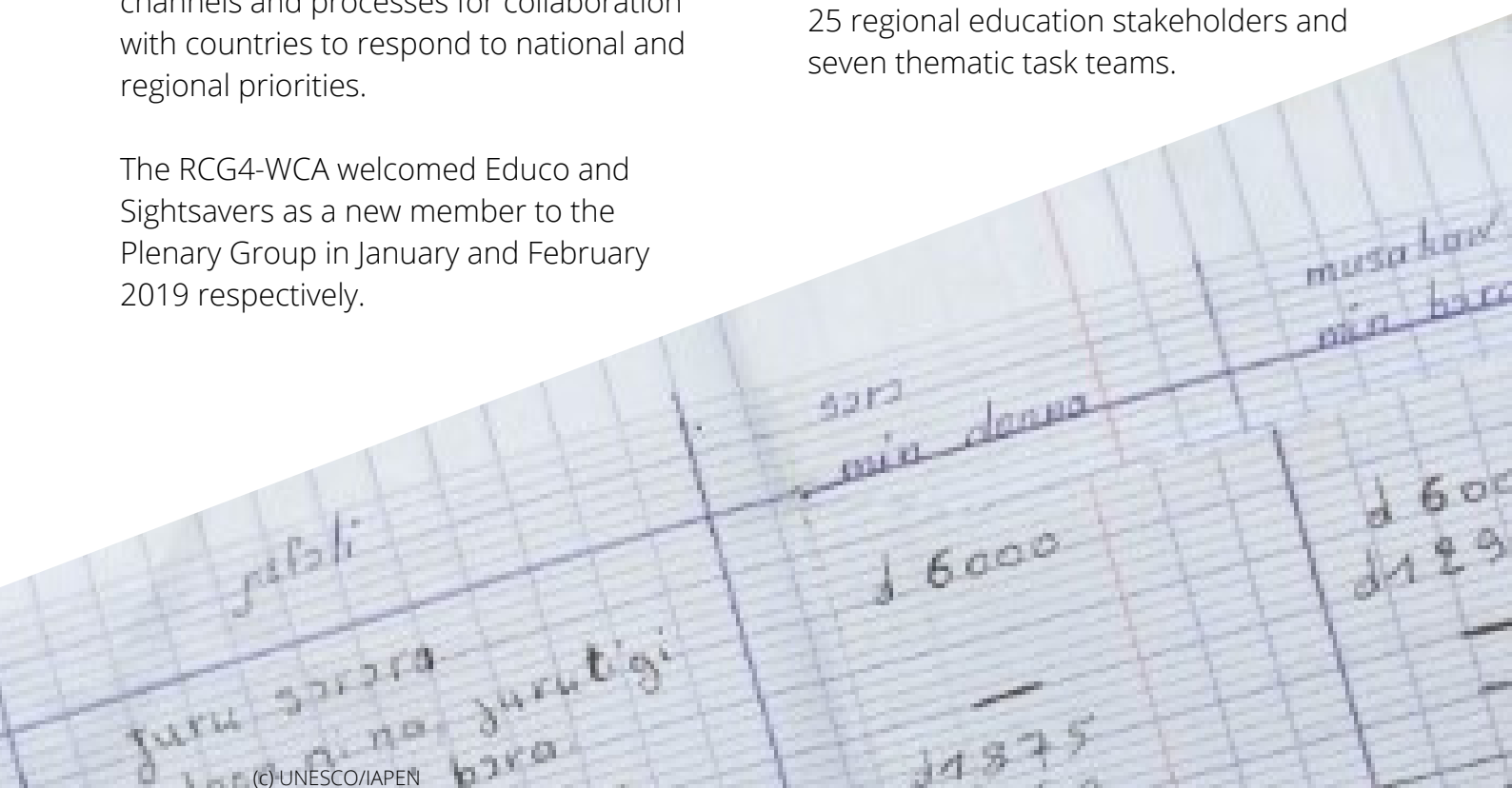
Support to the AU's CESA 16-25 has been further reinforced via the work of the RCG4-WCA thematic task teams, which have begun to liaise with the CESA clusters addressing similar themes, and via their work to support countries in reporting on both the CESA 16-25 and SDG4-Education 2030 Agenda. While this work is ongoing, it reflects the RCG4-WCA's vision to support the region's two education agendas, SDG4 and CESA 16-25, by leveraging available resources, without duplicating efforts.

To provide greater support to countries, the RCG4-WCA conducted outreach to Local education groups (LEGs) in the 24 countries covered by the RCG4-WCA. The RCG4-WCA aims to continue its outreach with LEGs in order to establish clear communication channels and processes for collaboration with countries to respond to national and regional priorities.

The RCG4-WCA welcomed Educo and Sightsavers as a new member to the Plenary Group in January and February 2019 respectively.

## Acceleration of SDG4-CESA 16-25 progress: A new strategy and work plan

In September 2019, the RCG4-WCA defined an SDG4-CESA Acceleration strategy to orient the development of its work plan toward an “acceleration” of progress toward the achievement of SDG4 and CESA 16-25 in WCA countries. The Strategy focuses on equity and inclusion in education and quality of learning. In order to stimulate progress in these areas, the Strategy is based on three levers for change: reliable data, knowledge management and funding and governance of education that is based on implementing proven approaches that work. Seeking to respond to countries' needs and priorities, and guided by the principles of sustainability, innovation and scalability in all its activities, the RCG4-WCA developed its 2020-21 work plan in the final trimestre of 2019. Containing more than 50 activities, the work plan represents consensus among more than 25 regional education stakeholders and seven thematic task teams.





## *Achievements of the RCG4-WCA*

# TASK TEAMS

**The RCG4-WCA has seven task teams; each task team aims to support countries toward the achievement of specific SDG4 targets and CESA 16-25 objectives.**

### *Education systems*

#### **SYSTEAM | TRANSVERSAL**

Education systems' strengthening task team

### *Skills for work*

#### **TVET | 4.4**

Technical and vocational education and training task team

### *Teaching and learning*

#### **TALENT | 4.1, 4.7, 4.C**

The Teaching and learning educators network for transformation

### *Equity*

#### **GENIE | 4.5**

Gender and inclusion in education

### *Early childhood*

#### **ECCE | 4.2**

Early childhood care and education

### *Sustainable development and global citizenship*

#### **LTLT | 4.7**

Learning to live together

### *Tertiary education*

#### **HIGHER EDUCATION | 4.3**



## *Education systems*

# SYSTEAM

Progressing towards the achievement of SDG4-Education 2030, which will contribute to the achievement of all the SDGs, requires careful planning and monitoring of national education systems. Efforts to develop sound policies and strategies in the education sector are essential, as this enables countries to engage in productive dialogue with education stakeholders. In this context, the objective of the Education systems strengthening (SYSTeam) task team is to support the development of national capacities for planning and management of education systems in WCA countries.

In 2019, SYSTeam's activities centered on monitoring and evaluation of SDG4 and the CESA 16-25. The team developed an SDG4 Resource toolkit to orient countries in implementing SDG4 at the national level, including guides to employing SDG4 indicators, education monitoring reports and capacity building tools.

Subsequently, the SYSTeam members, UNESCO, UIS, UNICEF, UNHCR and the AU, organized a capacity building workshop on monitoring and evaluation of SDG4 and CESA 16-25 from December 17 to 19 in Nairobi, Kenya. The workshop provided tools to participants from 27 countries and recommendations were made for the continued monitoring of both agendas until 2030. With the approach of the fifth year



### Targets: TRANSVERSAL

*Lead:* UNESCO

*Co-Lead:* UNICEF

#### *Members:*

ADEA Task force on education management and education policy  
AfDB  
FAWE  
IIEP-PDK  
UIS  
UNHCR

following countries' commitments to the Education 2030 Agenda and with ten years remaining until 2030, it is essential for countries to strengthen monitoring and evaluation mechanisms in order to redouble their efforts and meet the challenges of their education systems. The workshop participants agreed to regularly produce a report monitoring progress towards the targets of SDG4 and CESA 16-25. The first report, which will take stock of the first five years of SDG4 and CESA 16-25 implementation, is expected in 2020.

## Teaching and learning

# TALENT

In the implementation of SDG4-Education 2030 and CESA 16-25, the role of teachers is key to enhancing student learning. In sub-Saharan Africa (SSA), the Teaching and learning educators' network for transformation (TALENT) is a network focused on teaching and learning, in particular on curriculum alignment, pedagogy and assessment, as well as issues related to institutional environments that can support effective learning.

Among its many activities, the TALENT network focused on several themes during the 2019 period including 21st century skills and different forms of learning assessment.

In partnership with UNESCO IICBA, TALENT organized a workshop in July with 13 SSA countries to strengthen their capacity on formative classroom assessment. This form of assessment enables teachers to track learners' understanding after lessons and to continuously improve the quality of learning.

Later in the year, TALENT also worked with countries on national large-scale learning assessments with the support of the GPE. Twelve countries participated in a capacity building workshop on this topic and will continue to work with TALENT in 2020 on self-analysis of large-scale national assessment cycles by identifying priority



### TARGETS 4.1, 4.7 & 4.C

*Lead:* UNESCO

#### *Members:*

ADEA-Network for African learning assessment (ADEA-NALA)  
 Africa Forum of teaching regulatory authorities (AFTRA)  
 ANCEFA  
 CONFEMEN  
 National institutions responsible for learning evaluation and teacher training in 35 SSA countries  
 REESAO  
 UNESCO: Field offices in SSA, IICBA, IIEP-PDK and UIS  
 UNICEF  
 UNHCR

areas for improvement.

TALENT has also focused on 21st century skills. The network published a study that analysed learning outcomes related to these skills in nine SSA countries. The study identified the potential for integrating these skills into existing pedagogical tools and raised the need for capacity building of teachers in this regard.



## Early childhood

# ECCE

Early childhood education is the education sector's most important contribution to early childhood development programs. This is why the Early childhood care and education (ECCE) team aims to accompany WCA countries toward the achievement of SDG4 target 2. The team, which relaunched in 2019, is already well positioned to carry out actions on the continent: it has forged links with the CESA cluster on early childhood education and has also built strong links with the TALENT network to better address learning issues at the preschool level.



## TARGET 4.2

*Leads :* UNICEF and Tostan

### *Members:*

ADEA  
African early childhood network (AfECN)  
CONFEMEN  
Education international  
GPE  
Plan international  
REESAO  
Save the children  
UNESCO-IIPE-PDK  
UNESCO - TALENT  
World bank  
World vision



## Tertiary education

# HIGHER EDUCATION TASK TEAM

The Higher education task team was launched on July 17, 2017 in Cotonou, Benin, at the initiative of CAMES, on the sidelines of the 39th session of the Inter-African consultative committees (ICC). Its action is facilitated by the operationalization of the CAMES strategic development plan (CSDP) whose objectives contribute to the achievement of the SDGs, and target 3 in particular. The team aims to federate and create synergy between partners by working on several sub-themes: university governance, Bachelor-Master-Doctorate (LMD) reform, quality assurance, professionalization, community service, professional integration and management of information systems in higher education.

Led by CAMES and CRUFAOCI, and in partnership with AUF, UNESCO and UEMOA, the team shared several of their tools with member countries during 2019, including quality reference frameworks and an evaluation guide for teacher-researchers. The team also set up the regional infrastructure for quality assurance that strengthens national quality assurance structures based on CAMES' framework.

*\*The full list of members' names is available on the Education 2030 online platform*



## TARGET 4.3

*Lead:* CAMES

*Members\*:*

AAU  
AfDB  
AUF  
CADMEF  
CEMAC  
CIDMEF  
CONFEMEN  
CRUFAOCI  
ECCAS  
ECOWAS  
FOPAO  
REESIRAC  
REESAO  
RIDEPEs  
UEMOA  
UNDP  
UNESCO  
World bank



(c) Nataly Reinch/Shutterstock.com



## Skills for work

# TVET TASK TEAM

The TVET task team will begin its work in January 2020. During 2019, IFEF, the AfDB and UNESCO committed to coordinating the team, which will begin its work in January 2020. To this end, an initial mapping of the main organisations involved in TVET in the region and their areas of interest was drafted. The mapping will be presented and discussed with regional TVET partners in early 2020. This presentation will be an

opportunity to agree on the team's terms of reference and to define a more ambitious joint work plan for the 2021-2022 biennium.



### TARGET 4.4

*Leads:* AfDB, IFEF and UNESCO





## Equity

# GENIE

Target 4.5 of SDG4 measures progress towards the elimination of gender disparities in education and equal access to all levels of education and vocational training for vulnerable people, including persons with disabilities, indigenous peoples and children in vulnerable situations. Inequalities in education are particularly stark in WCA where many children do not have access to school, or when they do attend school, they do not receive appropriate responses to their specific learning and psychosocial support needs. The Gender and inclusion in education (GENIE) task team aims to promote gender equality and inclusion in education in WCA.

In 2019, GENIE succeeded in raising the visibility of inclusive education at the regional and global level particularly through its advocacy activities, including via the production of videos and their use at decisive events. At the ARFSD, GENIE members, HI and ANCEFA, organized a side event to advocate and ensure that the final recommendations of the Forum integrated key messages on inclusive education. The theme of the event was disability and the direct participation of people with disabilities was encouraged. The recommendations of the Forum were included in the report submitted to the High



## TARGET 4.5

*Leads:* HI, UNESCO and UNHCR

### *Members:*

ADEA  
ANCEFA  
CODESRIA  
Educo  
FAWE  
GPE  
Italian cooperation and development agency  
Norwegian refugee council (NRC)  
Plan international  
Save the children  
Sightsavers  
UNFPA  
UNICEF

Level Policy Forum (HLPF), of which SDG4 was one of the objectives considered in 2019. As a contribution to the World conference on inclusive education held in Colombia, GENIE provided information on the situation in Africa through its participation in the Regional symposium to review the rights to education and inclusion in education policies and practices in Africa. GENIE was also active at the AU summit in Niamey, Niger, where the Declaration of Niamey was validated and the rights of persons with disabilities were included.

## *Sustainable development and global citizenship*

### **LTLT**

Within SDG4-Education 2030, target 4.7 focuses on sustainable development and the role of education in meeting development challenges. In order to achieve this target, the Learning to live together task team, or "LTLT," is working to bring together education stakeholders to address the challenges of the region, such as climate change, poverty, gender inequalities, political instability, rising organized crime and violent extremist networks.

The team carried out two major actions in 2019 that focused on the prevention of violent extremism through education (PVE-E): the virtual launch of a platform for sharing knowledge and experiences and a guidance workshop on the contextualization of a teachers' guide - "Transformative pedagogy for peacebuilding: A Guide for teachers."

Targeting the countries of WCA and French speaking countries more generally, the platform for sharing knowledge and experience, "Learning to live together sustainably," is a means for governments and other beneficiaries to access information on promoting transformative action for peace and sustainable development in societies.

Supporting its objective to share



### **TARGET 4.7**

*Leads:* IIEF and UNESCO

#### *Members:*

CONFEJES  
CONFEMEN  
Quebec delegation  
UNESCO-IICBA  
UNHCR  
West African citizen think tank /  
"Think tank citoyen de l'Afrique de l'ouest" (WATHI)  
West African network for peace (WANEP)

information, LTLT created a listserv that reaches its members and other partners including the French Embassy in Senegal, Wallonie-Brussels delegation and the G5 Sahel cell for radicalization prevention (CellRad).

Learner-centered, transformative pedagogy aims to change the way teachers teach in the classroom. With the support of LTLT team members, IIEF, UNESCO and UNESCO-IICBA, the countries of Burkina Faso, Niger and Senegal began to adapt the guide to their national contexts. Once the guide is adapted to national needs, the countries will integrate its concepts into their training of trainers and teacher training.

*RCG4-WCA support to*

# AFRICAN COUNTRIES

**15**

*countries in west and central Africa &*

**8**

*countries in east and southern Africa*

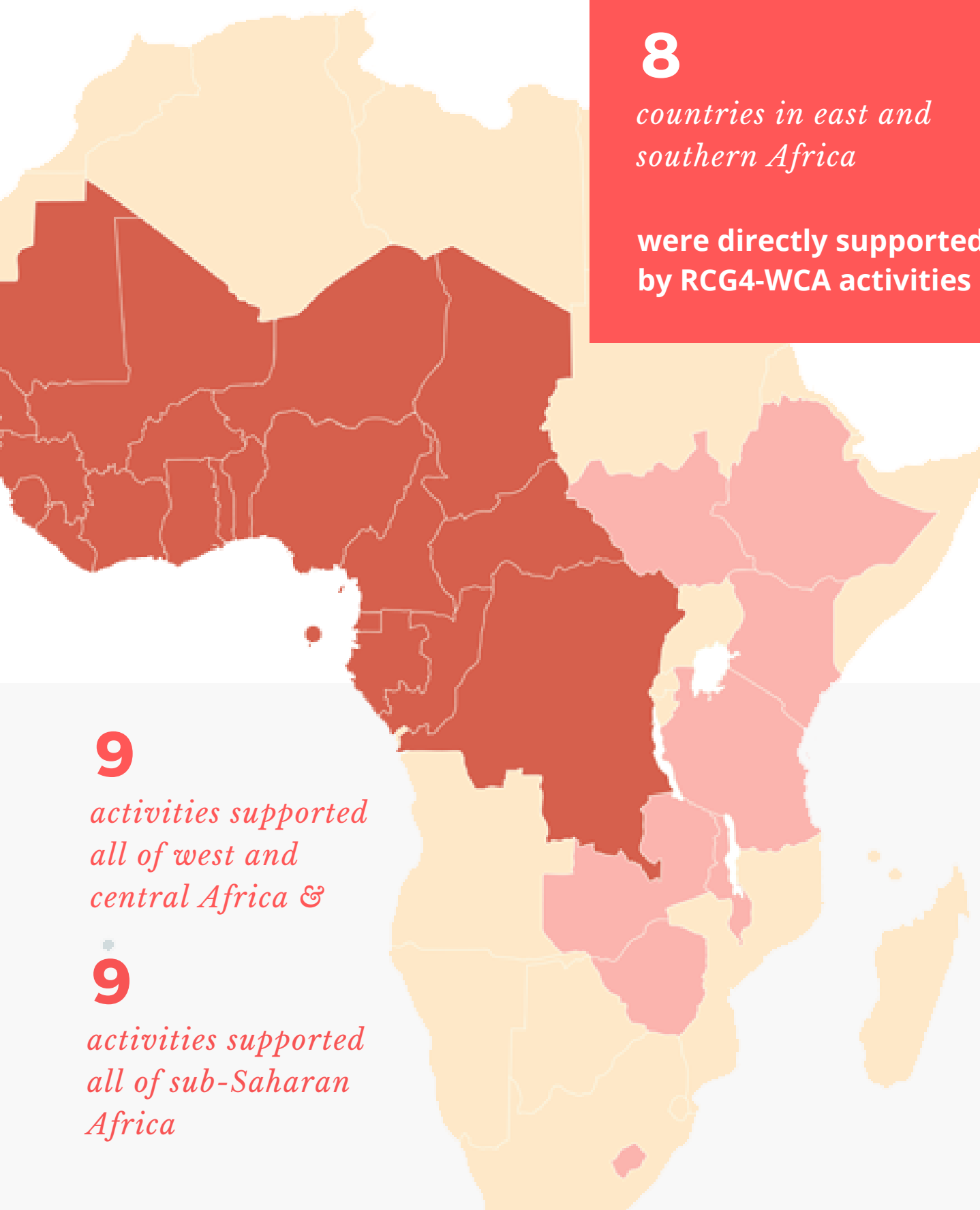
**were directly supported  
by RCG4-WCA activities**

**9**

*activities supported  
all of west and  
central Africa &*

**9**

*activities supported  
all of sub-Saharan  
Africa*









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## PRINCIPAL CHALLENGES AND PROMISING OPPORTUNITIES

Education coordination in the WCA region faces several challenges. Employing lessons learned from its work in the past, the RCG4-WCA has identified several opportunities to pursue in 2020.

### SDG4-CESA 16-25 coordination

RCG4-WCA members continue to call for joint coordination of both SDG4 and CESA 16-25, therefore clear paths for the involvement and participation of the AU are a critical priority. Monitoring and evaluation of the two agendas and the regional reporting mechanisms are essential and the RCG4-WCA aims to support countries as they monitor and report on their progress towards these two agendas.

SYSTeam's project to reinforce countries' capacities to produce national reports and contribute to regional reporting is an important opportunity to reinforce SDG4-CESA 16-25 linkages that will continue in 2020.

### National SDG4 coordination

The RCG4-WCA aims to establish systemic linkages to national level SDG4 coordination mechanisms. To facilitate RCG4-WCA members' support to countries the RCG4-WCA aims to establish direct links to national stakeholders in LEGs. The Secretariat sent a letter of introduction to the coordinating agencies of 24 LEGs in 2019. Moving forward in 2020, it will be important to establish dialogue on countries needs and the activities that the

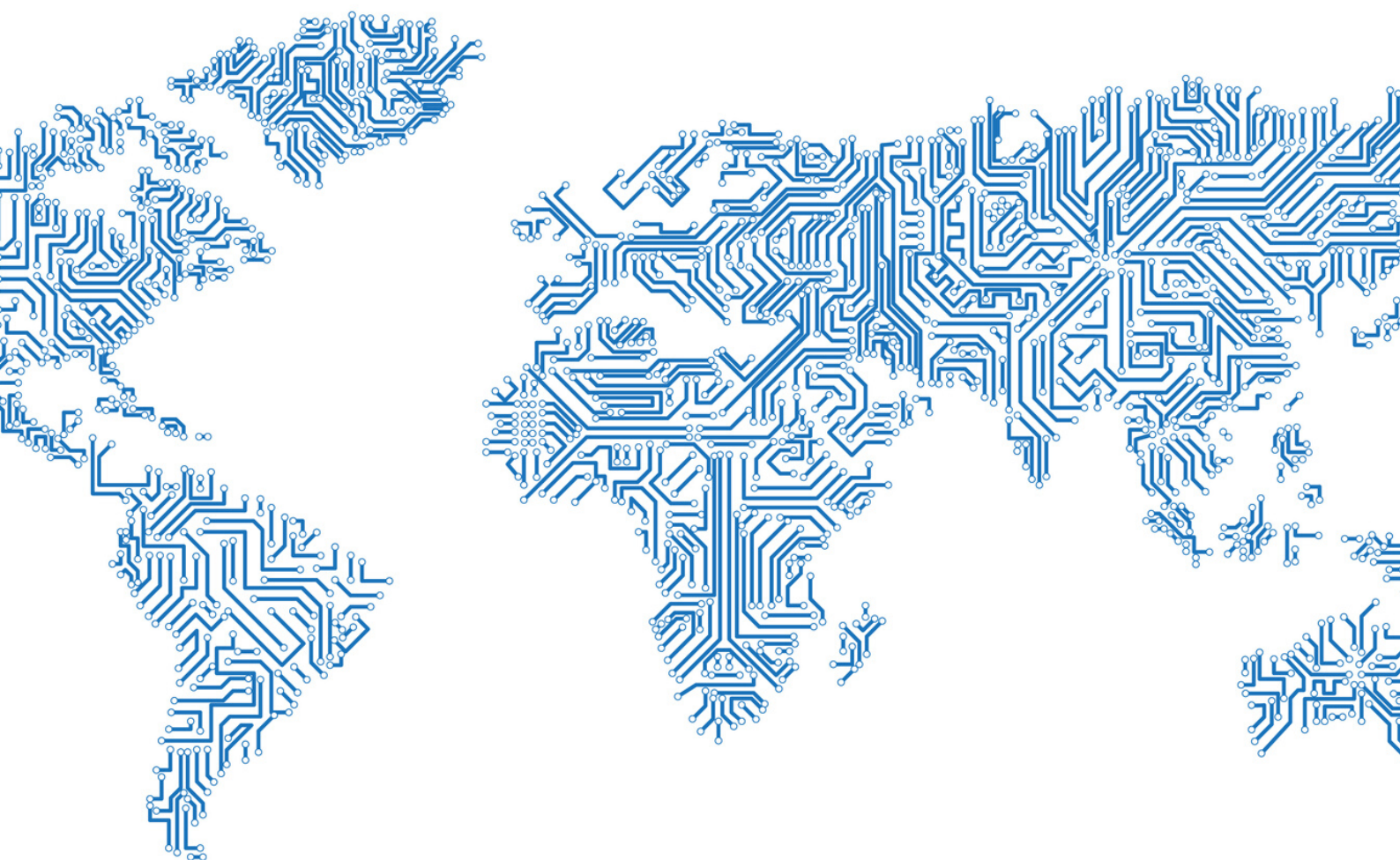


RCG4-WCA can implement in response. Several task teams have noted the need to align task team activities with national planning cycles by working and communicating in close collaboration with the LEGs, and in particular with the Ministerial representative and leader of the LEG.

## Regional events

Following the High-level pan-African conference on education (PACE) in 2018, the region must continue to monitor the implementation of the SDG4-Education 2030 Agenda and the CESA 16-25. RCG4-WCA members and partners continue to call for a forum where education agenda-setting and advocacy can take place.

Following the examples of the Asia-Pacific and Latin American regions, where regional meetings are organized by the recognized education coordination bodies, the RCG4-WCA aspires to organize a sub-regional event whereby WCA achievements, priorities and needs can be identified in a participatory forum. As part of the global SDG4 coordination mechanism and via its representation on the SDG-Education 2030 Steering committee, such a meeting would allow the RCG4-WCA to contribute critical regional information to the global policy and advocacy framework, including the next AU Specialized technical committee on education science and technology meeting, the ARFSD, the Global education meeting and the HLPF.







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## *RCG4-WCA Progress*

# **FOLLOW-UP OF 2018 RECOMMENDATIONS**

### **Recommendation 1: Increase member participation**

To increase member participation in meetings, the Secretariat implemented several strategies suggested by members during the 2018 annual retreat. Plenary meetings began to integrate thematic topics, specifically the September 2019 plenary meeting, which included a presentation from the UNHCR on the humanitarian-development nexus. The Secretariat aimed to create a more dynamic exchange outside of plenary meetings via the creation of a Twitter account, its newsletter and the use of Google documents to facilitate simultaneous collaboration among members.

In addition, the Secretariat send letters to each member organization in early 2019 to renew their focal points and previously vacant posts were filled. As a result, member participation was at an all time high during the September 2019 plenary meeting hosted at Sightsavers.

### **Recommendation 2: Provide support to the Secretariat**

UNESCO continued to assure its role as Secretariat with the support of a full time post and part time contributions from one professional staff and one intern post. Plan international also generously contributed financially to the Secretariat staff.

## Recommendation 3: Actively engage in country support

The Secretariat sent introduction letters to the coordinating agencies of the Group of technical and financial partners (PTF) within each LEG in the region. The Secretariat also updated information on the PTF coordinating agencies and ministerial focal points, which will be used to promote the RCG4-WCA, its mission and activities and to ensure greater recognition of the RCG4-WCA “brand” at the country level. To provide an entry point to national level processes for the task teams, the RCG4-WCA will develop and implement a common communications strategy for 2020-21.

## Recommendation 4: Reinforce links with CESA 16-25

To reinforce the RCG4-WCA's links to the CESA 16-25 agenda, the Group aimed to further implicate the AU in its operations and activities. The AU became a permanent member of the Steering team in order to ensure that both SDG4 and CESA 16-25 are represented at the Steering team level.

Several task teams contacted their CESA cluster counter-parts:

- SYSTeam contacted the Education management and policy support team (TFGEAP), which is the CESA cluster coordinator for education systems.
- TALENT worked with the CESA cluster for teaching and learning, coordinated by UNESCO-IICBA, as well as the African curriculum association, the leader of the CESA cluster concerning curriculum.



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- ECCE has already integrated the CESA coordination agency for early childhood development, the AfECN, into the team.
- GENIE participated in and contributed to the recommendations developed at the AU summit in Niger.
- The Secretariat compiled information on the CESA cluster coordinating agencies, which will be shared in 2020.
- The Plenary group contributed to an article published in the CESA Journal in August 2019 to raise visibility across the continent for the RCG4-WCA and its actions.





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## Recommendation 5: Collaborate with partners in ESA

The Education 2030 online platform expanded its scope to all of SSA in 2019. In addition, certain task teams continued to engage in activities across the continent, specifically TALENT, which worked with Kenya, Lesotho, Malawi, South Sudan, Tanzania, Zambia and Zimbabwe in ESA. The RCG4-WCA will continue to encourage continental collaboration and engagement with ESA.

## Recommendation 6: Foster stronger functionality and communication within the RCG4-WCA

The RCG4-WCA reinforced the functionality and communication within the RCG4-WCA via several means. The Secretariat began to reposition itself as the nexus of information management and exchange within the

RCG4-WCA, while attempting to leverage the Education 2030 platform to do so. The Secretariat participated in 13 task team meetings over the course of 2019 and was particularly active in meetings during the 2020-21 work plan development period.

Efforts to foster stronger communication between task teams is ongoing. Following the Steering team's recommendation, all members of all task teams were added to the RCG4-WCA listserv to ensure more consistency in the sharing of information. Task team leads were invited to major Steering team meetings, including the September meeting, where the Group outlined a strategic plan to develop its 2020-21 work plan. The work plan itself is also an example of changes in RCG4-WCA functionality meant to reinforce communication and synergy, as it regroups all task team activities in one document and sets communally-agreed upon guidelines for the implementation and monitoring of its activities. The Secretariat will continue to take action to enhance communication and synergy among the task teams in 2020.





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## CONCLUDING REMARKS

Four years after the validation of the SDG4-Education 2030 and CESA 16-25 agendas, the RCG4-WCA has continued to support 24 countries in WCA toward the achievement of these two important agendas and the global and regional compacts they represent.

The RCG4-WCA's successful interventions in 2019 have well positioned the Group and its partners to succeed in 2020. The reinforced and newly constructed linkages between SDG4 and the CESA 16-25 agendas will continue to strengthen synergy among regional partners. Each with separate mandates, but all sharing a

common goal to support countries, more than 25 partners in the region continue to participate in the RCG4-WCA and contribute to the regional education community. Working together on advocacy, capacity development, analysis and tool development to provide support to countries in a coordinated effort is the *raison d'être* driving the regional coordination mechanism. With more than 50 activities planned for the upcoming biennium, and guided by the SDG4-CESA Acceleration strategy, the RCG4-WCA has established consensus on a way forward into 2020 and beyond.

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