*Summary Report*

# Regional consultation and dialogue on Education 2030 Framework for Action for West and Central Africa: Towards inclusive and equitable quality education and lifelong learning for all

## Dakar, Senegal
## 23-25 November 2015

**INTRODUCTION**

Since 2000, Africa has made uneven progress towards Education for All (EFA). While the pace of progress towards universal primary education has been faster than during the 1990s, other EFA goals have received insufficient attention. According to the EFA Global Monitoring Report 2015, 18 countries worldwide are far from achieving the quantifiable EFA goals, 10 of which are in West and Central Africa. Despite tremendous progress in expanding educational opportunities in Africa over the past 15 years, the Education for All (EFA) goals and education-related MDGs remain an unfinished agenda. Education 2030 attends to this unfinished business, while effectively addressing current and future global and national education challenges.

UNESCO Dakar in coordination with UNESCO Offices and Institutes, including Headquarters, Abuja, Yaoundé, Dar es Salaam, UNESCO Institute for Statistics (UIS), Pôle de Dakar of the International Institute for Educational Planning (IIEP), and International Institute for Capacity Building in Africa (IICBA), and in partnership with UNICEF, UNFPA, UN Women, UNAIDS, UNHCR, CONFEMEN, Global Partnership for Education (GPE) and civil society partners in education[1], organized a **regional consultation and dialogue on the Education 2030 Framework for Action for West and Central Africa on 23-25 November 2015 in Dakar, Senegal.**

This consultation was the first regional meeting to be held after the adoption of the Education 2030 Framework for Action on 4 November 2015, approved during a High-Level Meeting in Paris composed of representatives of Member States, civil society and other stakeholders. The fact that the first Education 2030 consultation was held in the West and Central Africa region reflects UNESCO's commitment to ensuring equitable expansion of access to effective and relevant learning opportunities in a region marked by on-going humanitarian crises and faced with critical challenges in education.

The consultation brought together officials of ministries of education from 25 Member States in the West and Central Africa (WCA) region[2], as well as other actors and stakeholders in education in order to determine how to translate global Education 2030 commitments into practice. The purpose of the consultation was to build a common understanding of the new Education 2030 agenda, and to prepare for and support the integration of targets and focus areas into national policy and planning processes within the region.

## DAY ONE Monday, 23 November 2015

**Opening Ceremony**

Mrs. Ann Therese Ndong-Jatta, Director of the UNESCO Regional Bureau in Dakar, opened the consultation with a welcome speech. In her speech, Mrs. Ndong-Jatta recalled the objective of the regional consultation meeting and informed participants about the official approval and endorsement of the Education 2030 Framework for action on 4th November 2015 in Paris. She further stressed that the Regional consultation is the result of a participatory preparation process.

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[1] Renewal of African Youth Intelligence for Development (RAYID Corporation), Inter-Agency Network for Education in Emergencies (INEE), Education International, Global Campaign for Education (GCE), Africa Network Campaign on Education For All (ANCEFA), la Coalition des organisations en synergie pour la défense de l'éducation publique (Cosydep), the Forum for African Women Educationalists (FAWE), etc.

[2] Central Africa includes 10 countries: Angola, Burundi, Cameroon, Central African Republic, Chad, Congo, Democratic Republic of Congo, Equatorial Guinea, Gabon and São Tomé and Príncipe. West Africa includes 16 countries: Benin, Burkina Faso, Cabo Verde, Cote d'Ivoire, the Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, and Togo. Although Mauritania does not belong to West Africa in UNESCO's classification, it is considered part of West Africa in UNICEF's classification. All cited countries except Chad participated in the consultation.

Following the welcome speech, Mr. Nicholas Reuge, Regional Advisor representing UNICEF West and Central Africa Office (WACRO), highlighted UNICEF's programmatic priorities regarding education, including inclusion, education in emergencies, quality learning and early childhood education. He then pointed to the importance of good coordination of efforts to achieve Education 2030 objectives and mainstreaming Education 2030 planning into national education sector planning processes.

The third opening remark was made by Mr. Jacques Boureima Ki, Secretary General, CONFEMEN (Conference of the Ministers of Education of French speaking countries), who made the case for education programmes that address learners in different contexts in line with the directives from the Framework for Action. In particular, sub-Saharan Africa faces several chronic and emerging challenges and threats that have an impact on education systems, such as terrorism, displaced populations, high population growth, and governance issues.

The forth opening remark was delivered by Mr. Kishore Singh, UN Special Rapporteur on the Right to Education, and emphasized that this timely consultation demonstrates that Africa is really a priority. Sustainable Development Goal (SDG) 4 is about the right to education; therefore, he expects the regional consultation to come out with firm commitments for the right to education, which is for all without discrimination or exclusion, and for education to be seen as a public good, not as a source of revenue for the private sector.

Finally, Mr. Mary Teuw Niane, Minister of Higher Education and Research of Senegal, presented some of the key initiatives that the government of Senegal is implementing in the Higher Education Sector. He then declared the regional consultation officially opened.

Following the opening ceremony, Ms. Akemi Yonemura, Programme Specialist, UNESCO Dakar, presented the objectives and agenda of the consultation. Overarching objective of the consultation was to build a common understanding of the new Education 2030 agenda, and to prepare for and support its implementation at regional and national level with countries and partners. Specific objects were to:

1. build a common understanding of the new Education 2030 agenda, the global education goal and its corresponding targets;
2. start discussions on the identification of national priorities in the implementation of Education 2030 based on the context, needs, and resources and national development strategies and plans as well as on contextualized strategies for achieving national targets including setting intermediate benchmarks (e.g. 2020 and 2025); and
3. discuss and develop proposals for regional coordination and collaboration, partnership, monitoring and follow-up mechanisms, building on existing mechanisms, frameworks and strategies to the extent possible to support national implementation.

# SESSION I: Setting the Stage for Implementation of Agenda 2030

**PLENARY**
**A Changing Reality**
This session aimed to stimulate our thinking on a humanistic vision of education and development, and the principle of education as a common good, a shared societal endeavor and collective responsibility. Promoting humanism in education suggests an integrated approach that takes the debate on education

beyond its utilitarian role and implies a central policy focus on equity and inclusion. The Director of UNESCO Dakar chaired the session.

Mr. Sobhi Tawil of UNESCO presented "Education and learning in a changing global landscape" based on a new publication, *Rethinking Education: Towards a global common good?* Two discussants, Mr. Kishore Singh, UN Special Rapporteur on the Right to Education, and Mr. Wilfried Kouamé Stanislas Adingra, Renewal of African Youth Intelligence for Development (RAYID Corporation) from Côte d'Ivoire were invited to respond to this renewed education agenda.

Mr. Tawil explained that Education 2030 must be grounded in a humanistic approach to sustainable development – one in which economic growth is guided by environmental stewardship and a concern for social justice. It must be based on a common ethical foundation, which includes principles of: respect for life and human dignity, equal rights and non-discrimination, and respect for cultural diversity.

The discussants reiterated that the right to education is a special right, as not only is it a right in itself, but indispensable for all other rights. Despite the expansion of the education system, equal opportunity for all is being challenged. We need policies to ensure equitable opportunities for education in law and in practice. How can we make education an equalizing force in an unequal world? Can we work together with social responsibility for education from all stakeholders? Private supply of education addresses the quality of education and takes away the role of governments to ensure education for all. Various non-state actors and encouraging philanthropy have emerged. Benefits of education go beyond individuals. Skills acquired through education should also contribute to advancement of society. Likewise, girls' education serves as an enabler for men to take responsibility for decisions. Critical role of teachers in the learning process was also emphasized.

The session discussion recommended that privatization should be considered in a measured way and not for profit, and there is a need for regulatory frameworks. The session also recommended the role of education in promoting use of local knowledge, facilitating regional integration, education as an instrument for security, reintegration of those who were excluded from education systems, while improving mechanisms to measure progress in terms of attitudes/values, providing adequate conditions to teachers, cultural education fundamental in the African context, and promoting inter-generational learning.

**SDG 4: Education 2030 - Framework for Action**
This session provided a platform to discuss Sustainable Development Goal (SDG) 4 and its targets, the Education 2030 agenda and the Framework for Action at the Global Level. Mr. Tawil  presented "Introduction to SDG 4: Education 2030 - Framework for Action" which was followed by 3 discussants' responses from different angles: Ms. Florence Hamimi, Planning and Coordination Specialist at UN Women Regional Office on "Gender mainstreaming in SDG4 programming," Ms. Jessica Hjarrand, Coordinator for Education Advocacy, Inter-Agency Network for Education in Emergencies (INEE), on "Education in emergency and crisis situations across the 17 SDG goals and specifically in Goal 4," and Mr. Xavier Hospital, Regional Advisor on education issues related to HIV/AIDS and reproductive health at UNESCO, on "Can Goal 4 targets be reached without healthy and safe learners? Linkages between health and education outcomes."

The process of Education 2030 is based on multi-layered consultations that took place during 2012-2015. This resulted in major milestones, including Muscat Agreement in 2014, Open Working Group Education Goal and Targets (SDG4), World Education Forum (WEF) and Incheon Declaration in May 2015,

Transforming our World - Agenda 2030 for Sustainable Development adopted UNGA in September2015, and Framework for Action adoption in November 2015.

The presentation concluded with a global plan for the next steps, including the finalization of Global Indicators, support for the regional meetings (this consultation is one of them), ongoing consultations on strategic support with global education stakeholders, advocacy at global, regional and country levels, support for national engagement to implement context-based strategies, and support to establish a monitoring and reporting system.

Following the presentation of Education 2030 and Framework for Action, discussants presented key issues related to SDG4. The first discussant from UN Women argued that gender equality is inseparable from the right to education for all girls and boys, not only that they have the same access to different educational cycles, but that they have the same opportunities to flourish in and through education. With adequate information and skills, young people can change their behavior for reproductive health and a safer and fulfilling social life.

The second discussant from INEE argued that progress in getting all children and adolescents into school is being held back by conflict. She reiterated that there are a number of specific references on education in emergencies in the Incheon Declaration, and presented specific supports that INEE can provide under relevant targets.

The third discussant from UNESCO made a point on the role of health education to successfully implement SDG4. Young people express their demand for better sexual and reproductive health services, including in education. HIV, unwanted pregnancies, or gender-based violence are clearly identified obstacles to reaching the targets of Education 2030. Education is already contributing to solving these problems. For example, the effectiveness of sexual and reproductive health education (SRHE) is being demonstrated, and several West and Central African countries have developed good practice in this domain. However, in order to effectively address these issues, teacher's training needs to be improved to deliver quality learner-centered SRHE.

## PARALLEL GROUP DISCUSSION I: Contextualizing Global Targets
The purpose of the parallel group discussion of Session I was to:
- reach a common understanding of the Framework for Action; and
- link the global targets to national priorities/contexts and how they may be applied and realized taking account of national/country level opportunities and constraints.

Participating countries were divided into **6 Groups by target and language (4 French groups, 1 English group, and 1 Portuguese group)** and discussed three questions:

Q1. How are Global Targets understood and what further clarifications are necessary?
Q2. Given the national contexts, what are the realistic targets and strategies?
Q3. What are at least 3-4 conditions that need to be in place to reach designed results?

In applying the global targets to the local context, the discussions agreed on key issues in the respective targets. There are many active discussions on the conceptual clarification and necessary conditions for effective implementation, the question on whether these targets are realistic or not, did not reach a common response as targets are country specific and require thorough analysis.

However, 20 West and Central African countries in fact have already started the preparation of Education 2030 at the national level and included their own perspectives and country specific targets and indicators on Education 2030 in National EFA Review Reports and Post-2015 National Consultation Reports, which are available on the UNESCO website.[3]

The main issues to come out of the discussions are summarized below.

**Target 4.1**: **Primary and secondary education**
**(Burundi, Cameroon, Central African Republic, Chad)**
- Need for conceptual clarification. For example, what is meant by "free"? Does the target refer to "free education" or "free schooling"? In the case of "free education," does this imply "fee-free"? How can domestic and international financial resources be better leveraged to ensure "free access"? Political commitment needs to be translated into national legislation of a minimum of 9 years of compulsory "free-fee" education. Other clarification is needed for truly useful learning.
- At the national level, country stability is a primary condition; at the sectoral level, integration of targets into national plans are the necessary conditions. It is also important to strengthen the capacity of the education system, ensure appropriate resource allocation, define a basic education leaver's profile, and promote a good practice of participatory sectoral dialogue.

**Target 4.2 Early Childhood Development (ECD) and pre-primary education**
**(Congo, Democratic Republic of Congo, Equatorial Guinea, Gabon)**
- The group's understanding of this target is that "all children will benefit from a comprehensive development which takes into account both education to flourish in life, protection, health, and more generally their welfare, right from their birth." We still need to differentiate between global commitment to universalize "at least one year of compulsory pre-primary education" by 2030 and expand access to "quality early childhood development." Generally, in most countries of Central Africa, preschool is characterized by the fact that this is an optional cycle.
- To reach the target, we must have the political will, which assumes the establishment of an adequate institutional framework. In this perspective, it is necessary to establish pre-school and early childhood protection for two years minimum. We also need an inter-ministerial approach, flexible or better alternative approaches (community), training of educators and supervisors of early childhood care and education (ECCE), a system for monitoring results for fairness, and access and data quality at the country level. The problem of data quality is often associated with the data collected by foreign institutions that do not always involve local skills and even bypass the structure that is in charge. Another problem is that data is sometimes deliberately falsified in order to benefit from substantial financial allocations for the operation of basic school structures.

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[3] *Report of the national consultation in preparation for the sub-Saharan Africa Regional Conference on the Post-2015 Education Agenda*
[http://www.unesco.org/new/en/dakar/education/education-for-all-in-africa/sub-saharan-africa-regional-conference-on-education-beyond-2015/national-post-2015-consultation-reports/]
  ➢ The Gambia, Niger, and Senegal
*National Education for All Review Report*
[http://www.unesco.org/new/en/dakar/education/education-for-all-in-africa/sub-saharan-africa-regional-conference-on-education-beyond-2015/national-efa-2015-reviews-for-sub-saharan-african-countries/#c1470983]
  ➢ Angola, Burundi, Cameroon, CAR, Chad, Congo, DRC, Equatorial Guinea, Gabon
  ➢ Burkina Faso, Cabo Verde, the Gambia, Mali, Niger, and Senegal
  ➢ Cote d'Ivoire, Ghana, Guinea, Nigeria, and Togo

**Targets 4.3 & 4.4 TVET, higher education, skills development and employment**
**(Burkina Faso, Mali, Mauritania, Niger, Senegal)**

- We need further explanation of the concepts of affordability, the "equality of conditions" to technical and vocational or tertiary education for women and men for a better country ownership. We also need to clarify who has access to Technical and Vocational Education and Training (TVET), the concept of employment, and different kinds of jobs.
- To reach the targets, guidelines and strategies should be clearly defined. Specifically, we need to improve education provision (infrastructure, equipment, recruitment of qualified teachers), take into account the non-formal education, diversify training courses, and develop the multifaceted partnerships.

**Target 4.5 Inclusion and equity**
**(Benin, Togo, Cote d'Ivoire, Guinea)**

- Inclusion and equity policies should adapt to the social and cultural conditions of each country. This requires clearly-defined guidelines and strategies, availability of material resources, logistical, financial, human resources, measurable indicators, ownership of programs and inclusion policies by governments.
- Specific recommendations are: Increase and review the distribution of the budget allocated to the education system; develop a proposal for the decentralization and establishment of a monitoring mechanism; Implement innovative financing mechanisms; establish a multi-sectoral platform for education, including civil society; strengthen the capacity of teachers to support learners in vulnerable situations; ensure the inclusion of an indicator on the protection of girls (health, violence, marriage and early pregnancy, sexual abuse, etc.); strengthen the institutional capacity of statistical services and planning; establishment of a data collection system on children with disabilities and vulnerabilities in real time; generalized food and school-based nutrition education (school canteens); changing terminology from "children with disabilities" to "children with special needs"; and ensuring the effectiveness of the free schooling.

**Target 4.6**: **Youth and adult literacy**
**(The Gambia, Ghana, Liberia, Nigeria, Sierra Leone)**

- There are diverse ways of defining literacy across countries within the region. This diversity is reflected in variations of the minimal threshold of literacy competencies considered in each national context - the languages referred to when defining literacy rates, and the age groups considered when defining "youth."
- We need to develop alternative ways of measuring literacy and incorporating literacy (and non-formal education) into the national Education Management Information System (EMIS). Data/research needs to better identify populations excluded from education and also to better understand the dynamics of exclusion).

**Target 4.7**: **Responsible citizenship education for sustainable human and social development**
**(Angola, Cabo Verde, Guinea-Bissau, São Tomé and Príncipe)**

- The discussion reaffirmed the importance of citizenship education in a plural and increasingly interdependent world and also recognized the challenge of defining a common thematic focus for the region (e.g., peace education, human rights education, reproductive health education, etc.) Once thematic focus is identified, the next challenge is that of measuring change in attitudes both at individual and collective levels.

- We need to recognize the influence of the Internet and social media in the potential shaping of values and attitudes among youth. Alternative data sources (such as youth surveys) may be used to better understand perceptions and attitudes of youth regarding selected issues in order to inform teacher training, curriculum development, and learning assessment frameworks.

Generally, to reach a common understanding of global 2030 Education goal and targets, we need further clarification regarding key concepts used in the formulation of SDG 4 targets ("free education," "affordable," "literacy," "decent work," "global citizenship," and so on). It is also important to establish distinction between the following areas:

Global targets to underline access to quality basic education for all children and youth:
- A full cycle of primary and secondary education of 12 years, a minimum of 9 years of which should be compulsory [Target 4.1]
- Minimum of one year of compulsory pre-primary education [Target 4.2]
- Youth (15-24) literacy [4.6]

Global targets to ensure equal access to post-basic levels of education including:
- Post-compulsory secondary education
- Technical and vocational education
- Higher education

Furthermore, targets need to be defined at national level in relation to:
- Progress to be achieved in expanding access to quality early childhood development and care
- Progress in share of adults with demonstrable levels of minimal literacy competencies
- Share of youth and adults with demonstrable technical and vocational skills

Finally, we need to examine the 3 implementation targets regarding (1) learning environments, (2) scholarships for higher education, and (3) supply and quality of teachers.


# SESSION II: Understanding the thematic monitoring framework and its indicators

**PLENARY**

This session aimed to present and discuss the thematic monitoring framework, the process and next steps. It also covered the thematic indicators and data limitations at the global level. Discussants included Mr. Nicolas Reuge, UNICEF West and Central Africa Regional Office, Mr. Jacques Malpel, CONFEMEN Programme for the Analysis of Education Systems (PASEC), and Bagnikoué David BAZONGO, Director of Forecasting and operational planning, Burkina Faso. The Director of UNESCO International Institute for Capacity Building in Africa (IICBA) chaired the session.

The presentation of "*Thematic framework to monitor the Education 2030 Agenda*" by Mr. Marc Bernal, UNESCO Institute for Statistics (UIS) started by explaining the context of the SDGs, which were launched at the UN Conference on Sustainable Development (Rio+20) in June 2012. This was followed by a series of technical meetings during 2013-2015, led by UN Member States, UN Statistical Commission, Inter-Agency and Expert Group on SDG Indicators (IAEG-SDGs), UN Secretary General, UNESCO and its partners, as well as civil society and other interest groups. Consequently, UNESCO established the

Technical Advisory Group (TAG) in 2014, including experts from the EFA Global Monitoring Report team, OECD, UNICEF, the World Bank and UNESCO. The TAG led the development of proposed thematic indicators, which were integrated into the Framework for Action at the World Education Forum (WEF) in Incheon in May 2015. The WEF recommended that TAG be expanded to include civil society and UNESCO Member States to further refine the proposal. After a number of consultations, the Ministries of Education adopted the proposed thematic indicators on November 4, 2015 at the 38th UNESCO General Conference. The Final list of indicators will be submitted to the new Education 2030 Steering Committee in early 2016. The presentation then turned to the process and next steps of the Global SDG indicators, which will be submitted to ECOSOC for the final adoption in July 2016 and then for the 71st UN General Assembly for adoption.

Mr. Bernal then explained that the criteria for selecting global and thematic indicators include: (1) **relevance** that reflects the key policy themes in each target, (2) **alignment** with validity and meaningfulness across countries, (3) **feasibility** for regular collection for most countries, and (4) **communicability** for easy understanding. The proposed levels of monitoring are from global (10 indicators) to thematic (43 indicators) and from regional (possibility of AU Continental Education Strategy for Africa (CESA) 2016-2025 indicators) to national.

Mr. Reuge, UNICEF, first pointed out that the programmatic context of UNICEF is guided by the strategic plan 2014-17, with focus on equity, and that monitoring and the evaluation system requires greater attention. The level of education impacts monitoring indicators, intermediate results and output at national, regional and global levels.

Regarding Early Childhood Development (ECD), a prototype in three analytical tools - costing model, studies on parenting and assessment of the level of students in the first years of primary school - has been implemented since 2010. The purpose of the prototype is to make the empirical basis for the development of preschool models adapted to local realities. UNICEF is also involved globally in the TAG on indicators of the target 2.

In the area of gender, the UNICEF regional office echoes the current measurement of gender and the definition of gender-sensitive sectoral policies. So far, UNICEF conducted case studies in 8 countries and developed a methodological guide on the institutional analysis and policy responding to the challenge of educating girls, ongoing work on gender equality monitoring indicator in school (beyond parity), and monitoring / evaluation of the gender-sensitive policy implementation from central to decentralized level.

Finally, he discussed UNICEF's recent work on Multiple Indicator Cluster Surveys (MICS) that included an additional module on children's learning at the global level. Currently, it is being tested before the possible operational phase of extension.

Mr. Jacques Malpel, a representative of the CONFEMEN's Programme for the Analysis of Education Systems (PASEC), first made general comments on the indicators used in the 7 targets of SDG 4. Since the Jomtien Declaration and the EFA goal commitments, monitoring indicators have not significantly changed. Nevertheless, as part of the SDG 4, it is important to note the complementary of targets.

Secondly, on the specific issue of indicators, Mr. Malpel mentioned that they placed importance on statistics that would encourage the countries to improve measuring and collecting of data. Beyond the evidence on the staffing and resources, indicators that use quality benchmarks, skills standards or levels

of satisfaction or understanding should be considered. The need for the countries to have competent teams capable of investigating and processing information was emphasized.

Thirdly, Mr. Malpel argued that the definition of level proficiency standards should be determined both at national and international levels. In a context where the combination of inputs is still insufficiently known for producing quality education, it is important to keep in mind that school is not just a place for acquiring knowledge but also for acquiring a capacity to learn and solve problems. The extent of the dropout rate is an important issue in some countries, which questions not only the quality of education throughout the cycle, but also the promotional policies and remediation for students who do not have the level.

The fourth point he made was about the role of measuring learning achievement programs from large-scale surveys like PASEC. These programs provide information on the basis of a representative sample of the population, allow us to go deeper than the tests on a number of key skills, and allows for an analysis of factors from questionnaires. These surveys do not replace school exams, but allow for a better assessment of contextualized learning outcomes and associated factors. PASEC is also working on building national capacity through the strengthening of national evaluation systems.

Finally, Mr. Malpel noted that the last survey conducted in 2014 PASEC had tested a sample of nearly 40,000 students in 1,800 schools ten francophone countries in Sub-Saharan Africa. The students start and end of primary were surveyed in language and mathematics. This was the first survey of this magnitude in Francophone Africa.

The third discussant was Mr. David Bagnikoué David Bazongo, Director of Forecasting and operational planning, Burkina Faso, who presented "implications of calculating thematic indicators proposed on the functioning of national educational statistical data collection systems." He explained that most of the data used for EFA monitoring were gathered from conventional sources and annual census data in the country, but some indicators require additional data sources, such as literacy data, calculated from survey indicators and student achievements, which are difficult to obtain.

## DAY 2 Tuesday 24 November 2015

**PARALLEL GROUP DISCUSSION II: Requirements for monitoring and evaluation of Education 2030**
These discussions informed about the region's preparedness to implement the newly proposed indicators. The 6 Groups by target and language discussed three questions on:

- Data sources availability and data quality at country level
- Plans for addressing data gaps at national / regional level
- Capacity building needs

**PLENARY**
**Report from Group Discussions (Sessions I and II)**
The reports from Group Discussions on Sessions I and II found many commonalities across countries and themes. Some of the highlights of the key responses from the group discussions are as follows:

➢ **Data sources availability and data quality at country level**

- Generally, uncoordinated data collection, management, and low use of available data are a challenge.

**Target 4.1.**
- Construction of new indicators related primarily to the quality and value that take into account the compulsory 9 years.
- Improved collaboration with the National Statistical Institutes.

**Target 4.3**
- Gross Enrollment Rate in higher education is available at country level.
- Difficult to have data on turnout in technical-vocational education (15-24 years: Percentage of young people/adults who participated in a program of education and training during 12 months by type of program (formal and informal) and by age group. It takes a harmonization program and implementation tools and data collection methods involving capacity reinforcements.

**Target 4.4**
- We need to develop a repository of minimum skills and capabilities for information on the percentage of young people/adults who have mastered at least the minimum level of proficiency in digital culture, and the percentage of individuals who have ICT skills, by type of practice.
- Indicator, "success rate of youth education/adults by age group, economic activity status, level of education and school counseling" is complex and difficult to learn only from the services of education.

**Target 4.6**
- Data sources are EMIS or schools, government, and the research data from civil societies and NGOs. All these sources do not have an exclusive youth and adult literary system.
- Quality challenges are that data collection and management are not systematic, most of them are also outdated, the instruments used to get data are not appropriate, multiple sources of data with different objectives from different individuals, and lack of a systematic format of getting data and analyzing.

**Target 4.7**
- No indicators of implementation levels.
- Some topics evaluated as material (qualitative or quantitative assessment) in some countries.
- Assessments are not based on standardized international indicators.

➢ **Plans for addressing data gaps at national / regional level**
- Redevelopment of the legislation on education.
- Reconstruction of evaluation systems that capture the skills and values acquired.
- Rethink the system (management of teachers, curricula, operations, etc.)

➢ **Capacity building needs**
- Capacity building of education personnel to conduct other investigations than the school census.
- Capacity building for the collection, processing and analysis of data.
- Capacity building in sector analysis, development of action plans.

For additional inputs, such as those related to Targets on implementation (4a, 4b, and 4c), opportunities were provided to all participants to express their views in open papers on the wall. Some key inputs that

were not discussed during the sessions are:
- need to reposition science, technology and innovation in education and training
- while preparing inclusive education, cost effectiveness should be taken into account
- Issues related to teachers should be more explicitly expressed, such as those in innovative management of teacher education and role of teacher union.

# SESSION III: Integrating the Education 2030 Framework for Action into national sector-wide planning processes

**PLENARY**
Implementing Education 2030 will require national target setting and ensuring that this process is fully integrated into the sector-wide planning framework of the country.

This session presented the key stages in the education policy & planning cycle and mechanisms for the integration of Education 2030's Framework for Action into national planning processes. Ms. Lily Neyestani- Hailu, UNESCO Dakar, Mr. Marc Bernal, UIS, and Mr. Koffi Segniagbeto, IIEP-Pole de Dakar presented the session jointly. Two country representatives were invited to share their experiences, including: Mr. Djibril Diouf, Director of Planning, National Ministry of Education of Senegal and Mr. Mathias Adedje, Head of National Coordination Unit of Sector Plan, Togo. A representative of Global Partnership chaired the session for Education (GPE).

The Session underscored that separate planning processes should not be undertaken for the Education 2030 agenda, but that the Targets must be contextualized and prioritized and integrated in national sector-wide planning processes and Education Sector Plans (ESP) to ensure alignment of all education sector actions and resources within a single plan and results framework.

The education policy and planning cycle consists of the following stages: i) sector analysis, ii) policy formulation, iii) plan design and costing, iv) action planning, and v) monitoring and evaluation, with **sector dialogue** at the center of each of these stages. Countries in West & Central Africa will be at different stages of their policy/planning cycle, with different entry points to adjust existing policies & plans in order to take into consideration and re-prioritize actions & resources in relation to the Education 2030 Framework for Action.

The session recommended the following:

- The revision process of the 25 indicators should not stop the process of adaptation in countries.
- The countries have to determine how the framework education 2030 would be concretely incorporated to the national plan through targeting themes.

**PARALLEL GROUP DISCUSSION III**
The group discussion III aimed to determine a) the entry points and b) next steps in the short and medium term for integrating prioritized Education 2030 Targets under three country scenarios: a) those at the beginning of a new sector policy/planning cycle; b) those with an adopted sector policy/ESP but where implementation has not begun; c) those already implementing its action plans.

Each of the 6 Groups by target and language (4 French groups, 1 English group, and 1 Portuguese group) worked on the 3 scenarios and mapped the respective country situations.

**Day 3 Wednesday, 25 2015**

**PLENARY – Report back from Group Session III**
Country situations are greatly varied and each is an evolving process. Through intensive and inclusive sector dialogue, countries will set their roadmaps in the coming months. The following points for consideration by countries were underscored during the group sessions:
- Despite work done in this area, the SDGs present new challenges that demand that Sector plans are aligned
- There is therefore the need to go through the planning cycle again to factor in the complexities of the SDG targets and this must include a deliberate focus on local capacity development and the development of national level indicators
- There is the need to:

  - Get a clearer understanding of the SDG target(s)
  - Identify the respective target groups
  - Put together school based and out of school expanded strategies and activities to meet targets, including through non-formal education and flexible passages between
  - Ensure implementation and effective M&E
  - Strengthen national EMIS as basis

The session revealed that there is still a need to get more clarity on the targets and indicators in order to prioritize and integrate them within existing ESPs, and that sector analysis must take into consideration all the dimensions of the Education 2030 Targets, and countries must pay specific attention to the huge challenge of reaching the unreached.

# SESSION IV: Regional coordination mechanisms in West & Central Africa

**PLENARY**
During this session, the assessment of the EFA architecture in West and Central Africa was presented along with recommendations on the coordination and partnership mechanisms for Education 2030. Following the UNESCO presentation on the key issues, some of the key partners, including Illiass Alhousseini, Global Campaign for Education (GCE), Solange Akpo, Capacity Building Manager, ANCEFA, Ian Macpherson, Global Partnership for Education (GPE), responded from their respective perspectives. A representative of CONFEMEN chaired the session.

Ms. Valerie Djioze-Gallet of UNESCO Dakar presented the overall background of regional coordination, and highlighted that the objectives of Education 2030 coordination in West and Central Africa would be to:

1. Sustain the mobilization of all partners and Incheon momentum up to 2030;
2. Report regularly on progress and challenges;
3. Raise the voice of countries from the region in international coordination bodies; and
4. Stimulate dialogue, reflection and joint action on specific issues and challenges faced by countries in the region (knowledge sharing, mobilization of supports).

In this region, EFA coordination mechanism was organized largely at international, regional and national levels. International coordination was led by a high-level group on EFA, the EFA working group, and EFA Global Monitoring Report. Mechanisms at the regional level had less clear outlines and were guided by agencies' priorities, such as EFA Regional Forums, biennial meetings on education, ministerial meetings, parliamentarian forums, or thematic coordination. The national level coordination mechanism was characterized by a multiplicity of bodies with occasionally weak links, including the EFA coordinator, national EFA Forum, education partners' local coordination group, government-development partners' national coordination entity, and UN country team.

EFA coordination mechanisms have produced a number of notable successes, including:
- **Funding:** Common Framework for assessment and financial and technical support to national Education plans (Fast Track Initiative (FTI)/GPE)
- **Global monitoring of progress**: EFA Global Monitoring Reports
- **Education in emergencies:** Standard and basic tool database for education in emergencies (INEE)
- **HIV/AIDS and Education**: Analysis and interventions tools and funding of educational programs on sexuality and RH
- **Out of School:** Estimation methods and reporting
- **Teachers:** Methodological guide for analysis of the teacher issue, guide for development of holistic policies on the teacher issue, and joint financing (International Task Force for teachers)

However, EFA coordination mechanism had some weaknesses as documented by the EFA global monitoring reports. Some of the examples are:
- Weak interaction between the education goals and the countries' wider development goals
- Weak communication amongst global, regional and national coordination levels which resulted in low receptiveness to needs expressed by countries
- Fragmentation of coordination mechanisms and initiatives contributing to their relative ineffectiveness, including at country level (multiplicity of steering and coordination bodies)
- Lack of clarity as to each partner/ agency's role

These are important lessons, which should guide us when designing the Education 2030 coordination mechanism.

Mrs Djioze-Gallet suggested some guiding principles for group work on Education 2030 coordination in West and Central Africa. These are: country's leadership, coordination and synergy with broader socio-economic development frameworks, inclusion of all, building on what already exist (no duplication), clarification of roles, sustainability (including financially), communication between the different levels, bottom-up' approach, and focus on effectiveness.

**PARALLEL GROUP DISCUSSION IV**: **Exchange on coordination and partnerships**
These parallel group sessions discussed the structure, scope and functions of the coordination and partnerships mechanisms for Education 2030 in West & Central Africa, including M&E and accountability mechanisms. The role of WEF 2015 co-conveners, civil society, donors and the private sector was also be discussed. Findings of the assessment of the EFA architecture in West and Central Africa, the EFA and guiding questions informed and guided discussions.

The participants were divided into 3 Groups by national, regional, and continental levels, and shared the following results:

Key issues:
- Importance of all actor's involvement in the Education 2030 process and implementation at national and local levels
- Implication of private sector in the financing process
- Importance of states financial involvement in Education 2030
- Regularity of follow-up and monitoring

Main Discussion points:
- Importance of financing issues
- Follow-up and monitoring
- Responsibility of civil society
- Different stakeholders and states accountability
- Continental and sub-regional entities involvement at all levels of ED 2030 process

Recommendations
- Institutional developments needed to address monitoring challenges at national level
- A communication mechanism to inform about the coordination architecture to be established
- Regular follow-up SDG 4 implementation and reporting at national, regional and international levels
- Frequent monitoring of SDG 4 implementation
- More financing and more actors involvement needed

# SESSION V Next Steps and Closing

This section presented the key messages and recommendations from the 3-day consultation. The final statement was shared by Akemi Yonemura, UNESCO Dakar, which was disseminated widely to the participants and to the public immediately after the consultation.

Key points include the following:

- The participants of West and Central Africa representatives reached a common understanding of the Framework for Action. This understanding includes the issues of definitions, planning, coordination and partnership mechanisms, as well as monitoring and evaluation.
- It is important to link the global targets to national priorities and contexts and to take into account country-specific opportunities and constraints.
- The availability of data sources and data quality at country level is much needed for a quality follow-up and monitoring of SDG4.
- There will be still capacity building needs during the implementation of Education Agenda 2030.
- It will be essential for countries to integrate Education 2030's Framework for Action into national planning processes, depending on their needs and their EFA goals progress.
- It remains important to clarify the definitions of "free public schools", "literacy", "technical and vocational education" and "accessibility."
- SDG4 financing will be a crucial issue to be taking into account by different stakeholders and responsible at national, continental and international levels.

Mr. Kishore Singh reminded us of still remaining challenges, which are to protect education as a public good and basic right, modernization of legislation on education, and to strengthen coordination within a multi-stakeholder approach.

The youth representative reiterated the need for mobilization of youth education, promotion of reproductive health, entrepreneurship and employability.

Mr. Ian Macpherson of GPE highlighted the importance of the complex yet urgent agenda, common understanding and shared purpose, domestic resource mobilization and engagement of non-state actors, particularly the need for mobilizing domestic resources and financing of education, promoting strong and purposeful engagement of teachers, and support for education in emergencies

The Director of UNESCO Dakar noted that the intention of the extensive dissemination of the closing statement is to begin the engagement with governments, partners, and civil society organizations to coordinate the implementation process effectively at the national and regional levels. Mechanisms for effective planning, implementation, monitoring, evaluation and coordination at both national and regional levels have received adequate attention.

One of the agreed outputs of this first regional meeting was to develop an implementation guide by the beginning of the year 2016 based on the discussions and recommendations of the group work activities on the various thematic areas. This consultation should promote further discussions on indicator development at national level, and the identification of capacity development needs of Member States for a successful implementation of Education 2030.

For more information, please visit UNESCO Dakar website
http://www.unesco.org/new/en/dakar/