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United Nations SDG Summit : The Global Campaign for Education calls for concrete actions around SDG 4

The 2023 edition of the United Nations SDG summit took place on September 18 -19, 2023 in New York. This meeting, organized halfway to the deadline set for the 2030 Agenda, launched a new phase of accelerating the achievement of the SDG targets. The summit was held in a context of multiple crises which are weakening efforts to contribute to achieving the Sustainable Development Goals. Education among others was at the heart of the summit. States parties reflected on their achievements. It appeared that many challenges are yet to meet, particularly in terms of respecting the commitments made by the States.

Within a declaration issued at the end of the summit, The Global Campaign for Education (GCE) expressed its gratitude to Governments and to the International Community for efforts provided in the implementation of SDG 4. Beyond the political rhetoric, the GCE calls for concrete measures permitting to leave no one behind. The GCE deplores insufficient funding to the education sector due to several factors including ignorance of importance of education, bad tax policy, mismanagement of debt, privatization

of education, weak support of international cooperation for the benefit of low-income countries in the design and the implementation of education policies. Lastly, the GCE reiterates the need to preserve the spaces of decision-making involving public actors and civil society organizations. In this order, it fully supports the call of the SDG Summit to strengthen public institutions, governance and accountability.



Annual workshop of Swiss cooperation in Benin : Education programmes' achievements under assessment



A group photo of the participants to the workshop

The meeting was held on Thursday October 12, 2023 at Azalai hotel. It made it possible to analyze the achievements of education programmes during the covered period (October 2022 - September 2023). These are Decentralized Literacy Management Program (DLMP), Support Program for Education and Training of Children Excluded from the formal system of education (SPETCE), Professional Training and Capacity Building Employment (FORCE), Quality Support Program of Education (QSPE), Support Program for Organizations and Pastorals (SPO2P) and the Regional Support Program to the Quality of Education in West Africa (RSPQE).

All these programmes are supported by the Development Department and Swiss Cooperation. They have been implemented in a relatively peaceful political context marked by social protection measures but also by degradation of security in the northern part of the country and by a slight slowdown economic activities. The government of Benin has maintained budget allocations to the social sector in general (73,7%) and to education (25,5%) in particular contributing to the strengthening of the resilience of the National Educational System. However, literacy remains the poorly granted sub-sector of education.

The main recommendation resulting from this workshop chaired by the Head of Education and Governance Department of Swiss Cooperation in Benin is the necessity to strengthen synergies between partners in the field of education for better advocacy and dialogue.



Florian Johannes Brändli, Head of Education and Governance Department





Placide Koffi ALLOMAHON :

Diminished but good calligrapher

Disability is an asset». This is the credo of Placide Koffi ALLOMAHON who made it a weapon to live throughout diverse obstacles. Because of his disability, Placide is facing discrimination since his early childhood. His first teacher found it of no effect to accept him at school since he would not go far. He advised his father to return home with his kid. But the little boy's tenacity was so strong that the school man was brought to accept him in his class. This is not the end of the story. Despite his short height, he was placed at the bottom of the classroom; which did not discourage him. "I had been making noise every time so as to catch his attention because I wanted to come to the front. What I finally gained". Over time, Placide has proven to be among the best students in the group, with a particular quality of calligraphy and a high reactivity to the teacher's assignments. It is true that his curiosity and his determination were the main factors of his success but he

would not have achieved his dream if some affable people had not been all along his road. With his bachelor degree in human resources management, he brilliantly leads an important position within a town hall administration.



Need to organize specific orientation sessions for the benefit of disabled A-level holders

The choice of university studies inevitably influences graduates' future employment chances. Many students find themselves unemployed after 2, 3, 4 or 5 years of studies sanctioned by academic or professional diplomas. Most of them make inadequate choices. They are mostly attracted by saturated sectors offering little job opportunities. People with disabilities are the most vulne-

rable. Their disability represents an additional obstacle. As it is known that people with disabilities are not prepared to all kinds of jobs and that they feel more comfortable in some sectors or domains than others, Governments, civil society and private sector must implement early jobs orientation sessions to help them choose study fields in line with their conditions.

Floriane BAHINI, Be blind to see life better

Floriane became blind at 8 years old following an overdose of chloroquine. This was a good reason to end her school years but her motivation was not damaged. "My classmates avoided me. They thought they could become disabled (like me) being in contact with me". Indeed, Floriane did not attend a school dedicated to people with visual disabilities. Mixed with non-disabled students, she

was submitted to all kinds of discrimination and stigmatization. This hardly blunted her determination as she was motivated to make her dreams come true.

After getting her high school degree, Floriane decided to

study journalism. She loved listening to the radio and had models whom she wanted to look like in the future. Her dream comes true and this doubly so. She is also a writer with several books.



Education of people with disabilities in Benin : What does the law say?

Law No. 2017-06 of September 29, 2017 on protection and promotion of rights of people with disabilities in Republic of Benin (Articles 30 to 36)

Article 30 : The State guarantees the right to education, teaching and training for people with disabilities. Education is free and inclusive for children and teenagers with disabilities in public schools.

Article 31 : No school may refuse access to a person due to his/her disability.

Article 32 : Every school that accepts people with disabilities shall provide reasonable accommodations taking into account their needs.

Article 33 : The State takes appropriate measures to :
- create an environment that optimizes academic progress and socialization...

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Education of people with disabilities in Benin : What does the law say?

- employ staff and teachers including teachers with disabilities who have been trained on different types of disability

Article 34 : The State as well as the grassroots communities shall provide for schools dedicated to inclusive education, technical and human supports necessary for their functioning. The practical modalities of these supports are

fixed by decree taken by the council of ministers.

Article 35 : Students with disabilities benefit, all throughout their schooling, from adapted supports. They also benefit from an additional time and particular device depending on the nature of their deficiency. Terms of application are set for a decree taken by the council of ministers.

Article 36 : The State provides financial or material support adapted to private vocational training centers which accept students with disabilities. This support can be tax reduction. The State provides accommodation for people with disabilities.

Local Authorities and the education of people with disabilities : The Municipality of Savè shows the good way

Three students with disabilities from Savè (Benin) benefit from a full support for their academic studies or professional training. They receive each year an endowment from the city hall. The subsidy decided by the Councilors is included in the municipality's budget. Currently fixed at F CFA 900,000, this amount must experience an



increase in the future, reassures an elected official of the municipality. This concrete political commitment of the Savè Town Hall must

set a precedent with other municipalities.

4 QUALITY EDUCATION



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