



United Nations
Educational, Scientific and
Cultural Organization



Capacity Development for Education for All (CapEFA) Programme

Empowering Ministries of Education and public agencies of countries furthest from achieving the EFA goals with the capacities to improve the quality of education and increase learning opportunities.

Geographical scope/benefitting country(ies):	28 countries, most of them in Sub-Saharan Africa and Southeast Asia
Duration (in months):	18 (until December 2015)
Name and Unit of project Officer	Coordinated by ED/EO/PMC
Partner(s) institutions:	Ministries of Education, national curriculum development centres, teacher training institutes, etc. and other development partners active in the field
Total estimated budget inclusive of Programme Support costs	Seeking additional contributions to the existing special account for US\$ 2-5 Million

Rationale and background

Despite significant progress in education over the last decade, advances are uneven and many countries will not reach Education for All (EFA) by 2015. The need to mobilize all stakeholders in a last 'Big Push' to accelerate progress towards the attainment of the six EFA goals remains high on the agenda. A shortage of well-trained teachers is impeding development efforts, millions of young people still lack the foundation skills they need to earn a decent living and, on current trends, there will still be 743 million adults unable to read or write in 2015, two thirds of them being women.

Achieving EFA is not simply a question of funding. New financial resources mobilized by governments, funding agencies, civil society and the private sector are essential, but will not lead to sustainable and long term change to education systems if countries lack the capacities to plan and implement the necessary reforms.

With a capacity development approach, UNESCO seeks to support rather than replace country efforts. Through its Capacity Development for Education for All (CapEFA) Programme, UNESCO empowers Ministries and public agencies of countries furthest from achieving the EFA goals with the capacities to improve the quality of education and increase learning opportunities.

Aiming to ensure national ownership and harmonization with ongoing initiatives to achieve short, medium and long-term sustainable results, CapEFA provides technical assistance to participating countries in four thematic areas: sector-wide policies and plans; literacy; teachers; and technical and vocational education and training (TVET). The Programme also puts special emphasis on gender issues and promotes the empowerment of girls and women through inclusive policies, gender sensitive curricula and learning materials, and other activities specifically targeting these groups.

Why UNESCO?

As the only United Nations agency with a mandate covering all aspects of education, UNESCO takes a holistic approach to educational development. It promotes access and quality of education as a human right, paying particular attention to girls and women and disadvantaged groups outside the formal school system. The Organization is well placed to dialogue and work directly with governments and mobilize a wide range of other partners to make education systems more effective, balancing its global normative and standard-setter role with action at country level. UNESCO is also the lead agency of the Education for All movement. It coordinates all partners to accelerate progress towards the 2015 targets, placing capacity development at the heart of its operational action at country level.

Launched in 2003, the CapEFA Programme is uniquely positioned to assist countries in developing capacities to achieve their national education goals. CapEFA's 10-year track record has been recently backed by an external evaluation (2012) that acknowledged the Programme's results and impact at country level. The evaluation team further recognized that CapEFA is placed in a 'clear, unique and complementary position compared to other development partners'. The CapEFA Programme therefore represents a solid and well-established platform for UNESCO's comparative advantages to be efficiently and effectively put into operation for the benefit of countries most in need. To date, more than 40 countries have been supported by UNESCO through CapEFA.

Examples of illustrative country interventions include:

In **Afghanistan**, CapEFA supported the development of a National TVET Strategy 2013-2018. It is the first-ever holistic TVET plan for the country, setting out a framework and common platform from which to implement programmes over the next five years. It is the result of three years of collaboration and consultations between government, development partners, civil society, and private sector. The Strategy is also a tool for aligning international aid to the national agenda and increasing donor support for education and labour.

In **Burundi**, a recent reform of the education system has introduced a 9-year cycle of basic schooling in replacement of the traditional 6-year cycle of primary school. The CapEFA Programme is assisting the government in the implementation of this reform by supporting the training and management of teachers. Particularly, CapEFA has reviewed and validated training modules for teachers of the 7th year of basic education – which are key for the effective implementation of the new school curriculum, as the 7th year now marks the transition between the 6-year and 9-year cycles.

In **Chad**, where only 34% of youth and adults are able to read and write, CapEFA is addressing the need to improve the quality of literacy programmes for adults and out-of-school children. Capacities were strengthened for the development of literacy textbooks and teaching guides in five national languages. The new material will be piloted in 2014-2015 with the support of the Global Partnership for Education and the civil society to reach out to an estimated 30,000 illiterates, 60% of which being women and girls.

In **Madagascar**, the CapEFA Programme is assisting national authorities in the design and implementation of strategies to properly address the needs and facilitate the transition of rural out-of-school youth to the labour market, including through self-employment. A census campaign resulted in the production of reports providing exhaustive information on the profile, including literacy levels, vocational aspirations and skills needs, of 4,500 rural out-of-school youth aged 7-22 years from 101 villages. A complementary study identified key business sectors by region, helping further link the aspirations of rural out-of-school youth with the skills needs of the labour market.

In **Nepal**, CapEFA is addressing the training needs of the Ministry of Education and Community Learning Centres in the areas of planning and management and literacy service delivery. The curriculum and learning materials were enhanced with life skills and livelihood components. Sixteen volumes of family literacy materials were produced featuring local, cultural and intergenerational content, and were piloted in classes where mothers would learn to read and write with the support of their own children.

Myanmar embarked on an ambitious education reform agenda following the change of government in 2011 and is conducting a Comprehensive Education Sector Review – the first of its kind in 20 years – which will result in a costed sector plan through the development of national capacities in policy formulation, planning and management. UNESCO is actively supporting the Ministry of Education in the reform process through CapEFA, which is targeted towards strengthening capacities at sector-wide policy and planning.

In **South Sudan**, CapEFA worked with national authorities in the preparation of a National Adult Literacy Policy and Strategy. However, the latest conflict has recently escalated in parts of the country and over a million people have now been displaced, including over half a million children. With so many children now forced to drop-out of school and move to refugee camps and protection sites, there is an urgent need to keep these children learning how to read and write. CapEFA is therefore now supporting the government in revising existing literacy materials to create a “Literacy Toolbox” that is easily accessible and which can be used by teachers and communities immediately, including in conflict-affected areas.

Overall Goal/Objective

CapEFA's overall goal is to enhance capacities in key areas of the education sector at central and provincial levels to improve the quality of education and increase learning opportunities, especially for girls and women and disadvantaged population groups.

The specific objectives of CapEFA are to strengthen national capacities:

- in **policy formulation, planning and management** to realize the right to education and accelerate progress towards EFA goals;
- to plan, manage and scale up gender-sensitive, quality **literacy and non-formal education** policies and programmes;

- to develop and implement evidence-based **teacher policies and practices**; and
- to develop and implement evidence-based **TVET policies**, to improve governance and widen stakeholders' engagement of TVET.

Main expected results

The CapEFA programme has a results framework, with performance indicators and targets to which all country programmes contribute. Each country programme also has its separate results framework to facilitate monitoring and reporting. All country programmes do not necessarily contribute to all the expected results of the global programme. Each have identified different entry points for support that UNESCO can provide to Member States via the Programme, allowing CapEFA to be relevant to the different contexts of beneficiary countries and responsive to their specific national needs. This adaptability confirms CapEFA's principle of operating within a framework for assistance that is led by national stakeholders and where UNESCO is not imposing the scope of interventions.

In the area of Sector-wide policy and planning:

- National capacities are strengthened to accurately and holistically diagnose and assess education systems.
- National capacities strengthened to elaborate and revise robust and viable education development strategies and plans.
- National capacities enhanced to implement and systematically monitor education strategies and action plans.

In the area of Literacy:

- Capacities of policy makers, planners and managers are strengthened for the development and implementation of effective literacy policies, strategies and plans.
- Institutional and organizational capacities are strengthened to scale up effective national literacy programmes.
- Capacities of key actors are enhanced to deliver good quality literacy learning opportunities that are gender-sensitive and relevant to a diversity of target groups.
- Capacities of different stakeholders enhanced for better collaboration in information and knowledge sharing and management.

In the area of Teachers:

- Capacities are enhanced for evidence-based teacher policy development and strategic planning.
- Management and training capacities of Teacher Training institutions are improved.
- Capacities of teachers and key stakeholders for sharing and exchange of knowledge are enhanced.

In the area of TVET:

- Capacities for evidence-based TVET policy development and strategic planning are enhanced.
- Capacities for planning, monitoring and evaluation of TVET system are improved.

- Capacities are enhanced for the use of analytical tools for labour market analysis.

Typical Activities and outputs/deliverables

In the area of Sector-wide policy and planning:

- Development of sector-wide and evidence-based education sector diagnosis reports that include the assessment of management capacities and cost and financing analysis;
- Creation of an analytical mapping of partners and development of effective and functional partners coordination and consultation mechanisms led by the national authorities;
- Training for the collection and production of reliable data for the creation of a functional Education Management Information System (EMIS) and Monitoring and Evaluation (M&E) to inform the education planning and policy-decision processes, and evaluate the performance of existing education programmes;
- Development of institutional and organizational arrangements allowing for credible, evidence-based and costed education strategies and plans and a smooth education programme implementation and monitoring.

In the area of Literacy:

- Training for the development and/or revision of literacy and non-formal education policies, strategies and plans with the participation of key stakeholders and other partners in the planning processes;
- Availability of reliable data to inform literacy and NFE planning and policy-decision processes;
- Training of curriculum developers for the development or improvement of relevant curricula and appropriate learning materials for literacy and NFE;
- Development of NFE equivalency frameworks, programmes and tools.
- Creation of communities of practice and platforms for the exchange of knowledge and documentation of good practices in literacy and NFE.

In the area of Teachers:

- Development of comprehensive and evidence-based diagnostic studies and needs assessments on teacher issues;
- Development of holistic teacher policies, professional development plans and deployment strategies;
- National strategies developed for mainstreaming gender sensitive approaches in the training programmes of teachers.
- Availability of national teachers standards, qualification frameworks and certification systems, appraisal and evaluation system, code of conduct and conditions of service;
- Availability of reliable Teacher Management and Information Systems (TMIS) that inform teacher policy, planning and management.
- Training for the introduction and use of by teacher training institutions of innovative and gender sensitive methods in teacher education, preparation and management;
- Alignment of teacher curricula to school curricula and availability in pre- and in-service training;
- School principals trained in the use of innovative methodologies for effective teacher appraisal and evaluation, supervision and effective school management;
- Availability of practitioners' networks for in-country and regional exchange of experiences.

In the area of TVET:

- Identification and involvement of relevant stakeholders in the TVET reform process and development of platforms for knowledge sharing and dissemination;
- Clear definition of institutional arrangements and responsibilities for steering TVET system;
- Training for oversight functions including quality assurance, curricula, teacher training, assessment and evaluation, etc.
- Training for data collection, processing and analysis of TVET policy and programmes;
- Development of new/adapted tools and guidelines for TVET planning, including data quality assessment and establishment of a TVET statistical information system;
- Development of analytical tools for labour market analysis and skills needs assessment.

Beneficiaries and stakeholders

The CapEFA programme operates in a limited number of 'priority countries'. Following a set of formal criteria, it provides support to least developed countries furthest from achieving the EFA goals according to the latest available data, or that are recovering from conflict or natural disaster. A total of 38 Member States are eligible for support based on these criteria. Unfortunately, due to limited funding to CapEFA, not all of the 38 countries are currently supported. With the funds currently available, there are 28 country projects, most of which located in Sub-Saharan Africa. In addition, the Programme runs one sub-regional project targeting the Arab region.

With an exclusive capacity development focus, CapEFA works with national counterparts – particularly officials from ministries of education. Given that capacity development processes can only succeed when national commitment is reflected in internal ownership and leadership, CapEFA strives to ensure that concerted efforts for technical assistance are embedded in processes in which national actors lead and set the objectives within their own political and governance systems.

Implementation strategy

The CapEFA Programme promotes collaboration across UNESCO's various entities to increase the Organization's own delivery capacity and to provide participating countries with the best competencies available within the Organization. It is the so-called UNESCO-family approach. While Field Offices are responsible for the implementation of all operations under CapEFA country programmes, experts from UNESCO's Regional Bureaux, Specialized Institutes and Headquarters Divisions are involved according to the kind of technical support that a specific country needs to advance its development objectives. By harnessing the human resources and technical expertise already available to UNESCO through its Education Sector programme staff, the CapEFA Programme ensures wide-ranging support to its beneficiary countries.

The approach adopted by UNESCO in the CapEFA Programme follows a five-step capacity development process that has been pioneered and used extensively by the UNDP, as well as many other UN agencies and bilateral development agencies. It creates a basic and agreed framework for working with countries to identify and reinforce existing capacities, and for ensuring that national ownership of capacity development processes is facilitated at all

stages of programme planning, implementation, monitoring, evaluation and knowledge generation.

In order to streamline interventions from the various country programmes and to provide a clear framework for measuring the Programme's overall contribution to gender equality, the CapEFA Programme is completely aligned with UNESCO's a Priority Gender Equality Action Plan 2014-2021. In the countries where CapEFA is already active, specific activities linked to the upstream work completed at central level will be scaled up to target girls or women's education addressing issues such as gender bias in teacher curriculum and school textbooks or gender based violence in school.

Sustainability and exit strategy

Agreed interventions are an integral part of a broader education sector strategy. To ensure sustainability, implementation is managed through national systems and processes, rather than parallel systems created as project implementation units which are bound to be disbanded at the end of interventions.

CapEFA also uses a three-level perspective for interventions – institutional, organizational and individual – with the understanding that in order to achieve sustainable results of transformative processes, capacity needs have to be considered not just at one level, but in terms of the linkages between all levels. Therefore, the Programme ensures sustainability by reinforcing the institutional environment through the revision of laws, regulatory functions, policies, regulations, plans, methodologies and strategies. It also addresses organizational capacities, focusing on how education systems actually work and how stakeholders interact with national counterparts and with each other. It considers process-related factors to improve clarity in organizational roles, tasks and responsibilities and to streamline practices, accountability relations and performance management systems. Efforts to reach institutional and organizational improvement may have discouraging results if there is a lack of skills among concerned staff. This is why CapEFA also works with key individuals and professionals within these structures and systems to provide them with the necessary training and materials to carry out their key tasks.

As the Programme evolves through time, CapEFA builds on the results achieved at the upstream level to pilot interventions that will inform policies and plans and secure further funding from different development partners for scaling-up. Examples include:

- In the Democratic Republic of the Congo, after strengthening capacities for the development of a national Education Management Information System at the central level, CapEFA supported the development of a national plan for the decentralization of the system at the provincial level, successfully piloted in two provinces: Katanga and Bas-Congo;
- In Ethiopia, the Programme supported the development of the Education Sector Development Plan (EDSP IV) translating overall education strategies into a concrete action plan. It is now supporting the decentralization process by providing technical assistance to four emerging regions for a contextualized and responsive ESDP IV implementation;
- In Malawi, building on the harmonization of the TVET curricula achieved in the first phase of CapEFA, an implementation plan has been developed in 2013. It is a tool for the management, coordination, and mobilization of funds for the implementation of the harmonized curriculum in Malawi technical colleges;

- In Mozambique, capacities are strengthened at the central and provincial levels for evidence-based planning, budgeting and implementation of adult literacy and education programmes. Through the CapEFA Programme, a set of five training modules (POEMA) developed by the Ministry of Education with technical and financial support from GIZ in 2010 will be tailored to the decentralized public education administration system in Mozambique;
- In Myanmar, as part of CapEFA's support to the country's Comprehensive Education Sector Review (CESR), UNESCO and IIEP provided training to Education Officers from all 18 States and Regions on decentralized education planning and on how national goals and targets set by the Ministry of Education at the central level can be applied to local specificities;
- In Bangladesh, the programme supported the inclusion of Non Formal Education in the country's legislation. This has also been accompanied by the development of sustainable NFE delivery mechanism at local level, mainly through the strengthening of Community Learning Centers.