



United Nations
Educational, Scientific and
Cultural Organization

Capacity Development for Education for All

The CapEFA Programme



THE CapEFA PROGRAMME

at a glance

THE COUNTDOWN *to 2015*

Despite significant progress in education over the last decade, advances are uneven and many countries will not reach the Education for All (EFA) goals by 2015. In the countdown to 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 being women.

Achieving the EFA goals is not simply a question of funding. Extra financial resources are essential, but will not achieve sustainable results unless combined with capacity development in policy formulation and service delivery at the national level. Education reforms can only be effective if countries have the capacities to make them operational, with not just trained staff, but with effective organizational processes, functioning institutions and the existence of tools and resources to plan, implement and manage effective and custom-built education policies and plans.



CAPACITY DEVELOPMENT

A sustainable response

To bridge the persisting challenges that hinder the achievement of the EFA goals in a sustainable manner, UNESCO seeks to support rather than replace country efforts. As the lead agency for EFA, the Organization places capacity development at the heart of its operational action at the country level, particularly through its Capacity Development for Education for All (CapEFA) Programme.

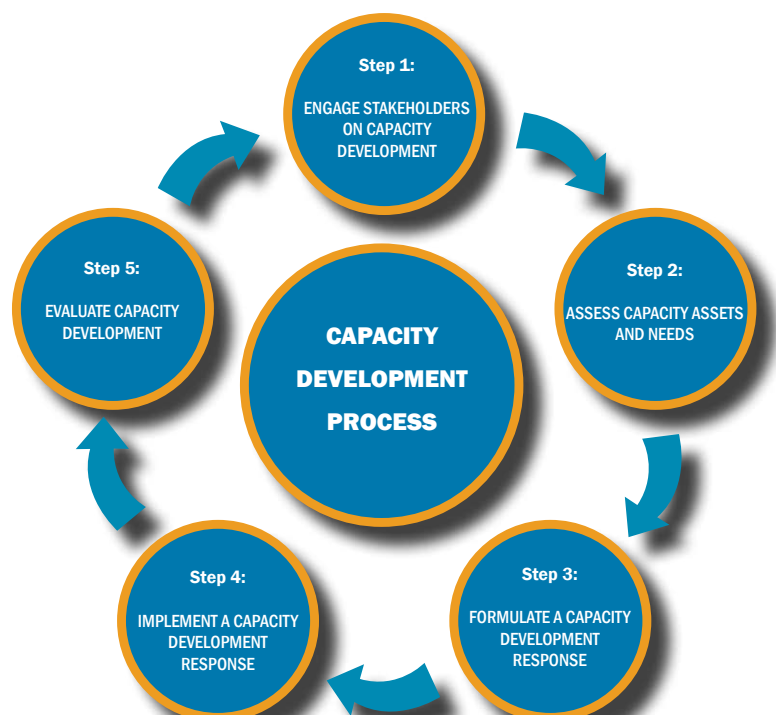


Created in 2003 to translate advocacy into practice, the Programme has contributed to strengthening national capacities of selected countries to improve education quality and increase learning opportunities for over 10 years.

CapEFA has mobilized more than US\$ 60 million to date and continues to provide technical assistance to participating countries in four thematic areas: sector-wide policies and planning; literacy; teachers; and technical and vocational education and training (TVET).

Interventions are planned and implemented through a five-step capacity development process adapted from the model pioneered by UNDP.

The approach aims to ensure national ownership and harmonization with ongoing initiatives to achieve short, medium and long-term sustainable results for the education sector through better performing institutions and service delivery.



PARTICIPANT COUNTRIES *and key results*

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 disasters. There are currently 28 country projects, most of which are located in Sub-Saharan Africa. In addition, the Programme runs one sub-regional project targeting the Arab region.

Below are examples of achievements of the CapEFA programme in previous years, as well as key areas of action to support countries in the road to 2015:

In **Afghanistan**, CapEFA supported the development of a National TVET Strategy. It is the first ever sector-wide TVET plan for the country, setting out a framework and common platform from which to implement programmes over the next five years. It is also a tool for aligning international aid to the national agenda and increasing donor support for education and labour.

In **Burundi**, CapEFA accompanied national stakeholders in the development of a code of conduct for the teaching profession, as well as in the introduction of 9 years of basic schooling (formerly 6 years) by developing in-service training modules for school teachers and principals.

In **Chad**, CapEFA supported the integration of literacy in budget simulation models, which largely contributed to literacy and non-formal education becoming part of the national budget and receiving a portion of the US\$ 47.2 million funding that the country was granted by the Global Partnership for Education.

In **Haiti**, technical assistance and cascade trainings on education statistics were provided by CapEFA to support central and regional planning units of the Government in carrying out census activities, leading to the finalization of the Education Census Yearbook 2011-2012.

In **Laos**, CapEFA supported the Government in enhancing teacher quality through better policies and pre-service teacher education curriculum, improved capacity of teacher educators in inclusive education, and new mechanisms for monitoring the implementation of the country's strategy for teacher education.

In **Madagascar**, CapEFA supported the establishment of a national TVET management information system covering rural out-of-school youth. It also conducted an accurate profiling of youth and an assessment of the labour market needs for the formulation of an integration strategy for this target group.

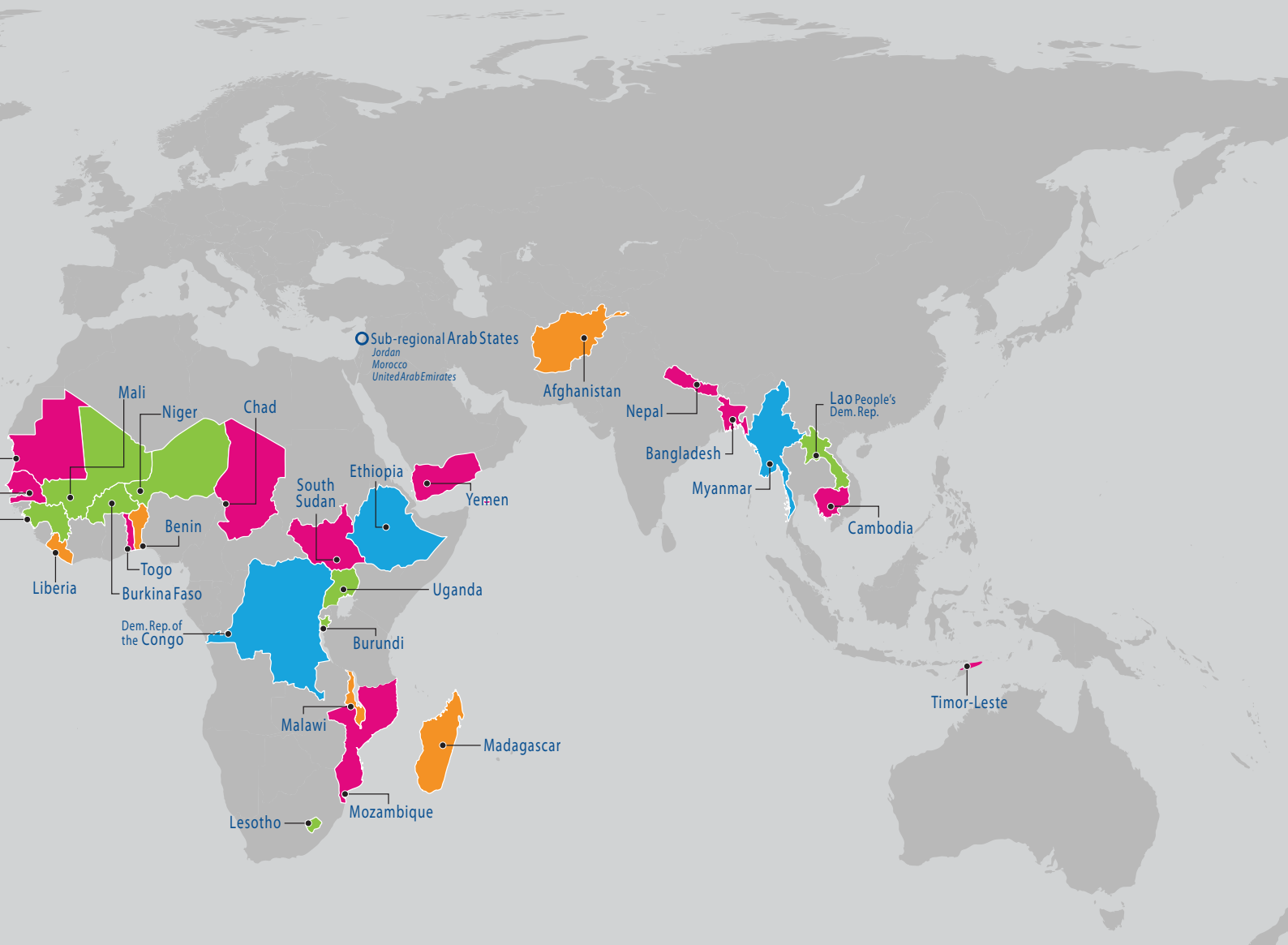
In **Myanmar**, CapEFA is accompanying the Government in a Comprehensive Education Sector Review – the first in 20 years –, which will result in a costed sector plan, and in the development of national capacities in policy-formulation, planning and management.

In **South Sudan**, CapEFA accompanied national authorities in the preparation of a National Adult Literacy Policy and Strategy with the active participation of representatives from all 10 states.



SECTOR-WIDE POLICIES AND PLANNING

Policy formulation, planning and management of the education sector for up-to-date and evidence-based education development strategies and plans.



LITERACY

Design and implementation of gender-sensitive and development-responsive literacy and non-formal education policies, strategies and programmes.



TEACHERS

Evidence-based teacher policy formulation and reinforcement of teacher training institutions, including through curricula and pedagogical materials.



TVET

Design and implementation of evidence-based TVET policies, strategies and plans that are responsive to the changing needs of the labour market.



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