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Education
2030 



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The CapED Programme

SDG 4 Pilot Programme

Jordan Naidoo, TCG Meeting, Montreal, June 2017

Summary of the presentation

- Introduction to the Cap ED Programme
 - Overview
 - Implementation strategies
 - Thematic areas
- The CapED Pilot Programme
 - Overview
 - Objectives
 - Country Status & Key progress so far



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Overview of CapEFA

Created in
2003

Pooled funds from
**Finland, Norway,
Sweden,
Dubai Cares**

Approximately
\$ 85 million
raised to date, more than
40 countries
reached

Focus on
**Least Developed
Countries**

Support within
3 thematic areas:
**SWPP, teachers,
skills for life & work**

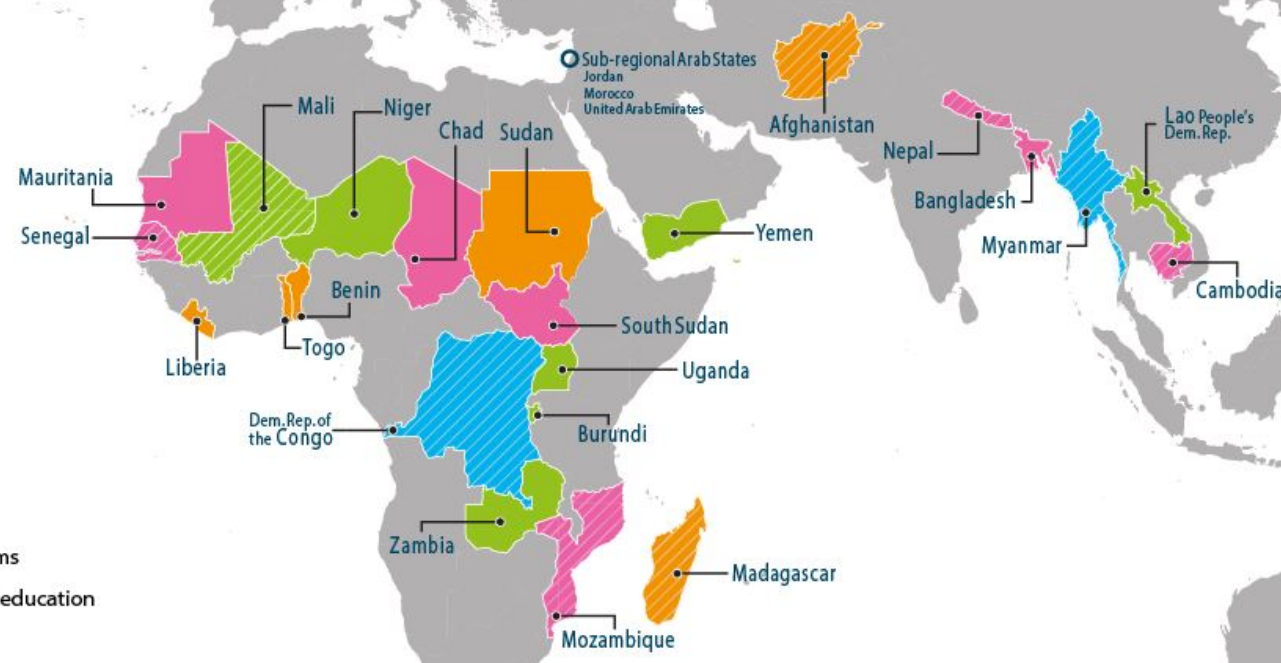
Capacity Development
approach with
National Ownership
at the center



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CapED countries in 2016

- Reinforcing Education Sector-wide Policies, Planning and Reforms
- Skills for Life and Work, with a focus on Literacy and non-formal education
- Skills for Life and Work, with a focus on TVET
- Improving Quality through Teachers
- Pilot Component on SDG4





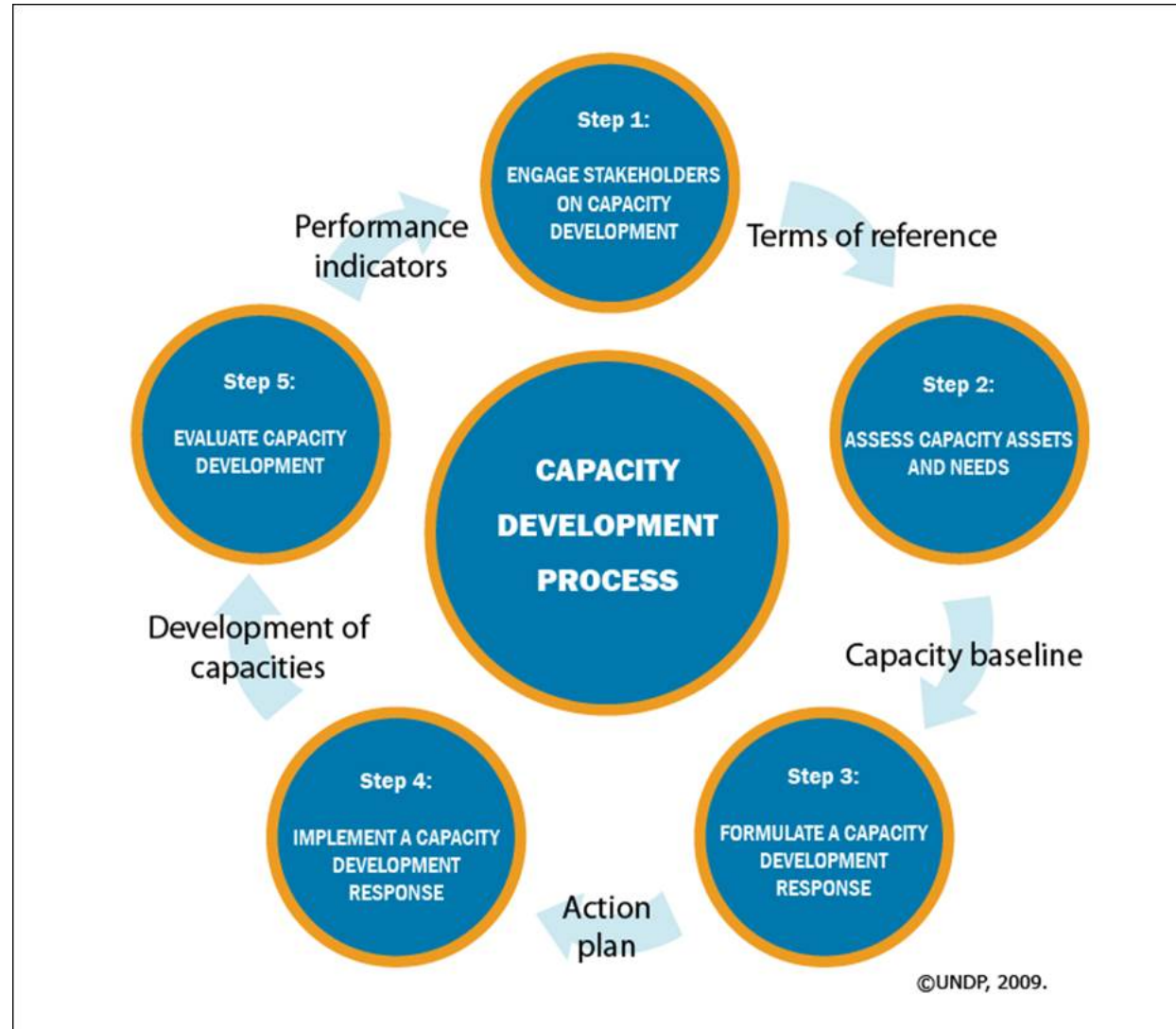
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Multilayered Capacity Development Strategy





5 step Capacity Development Approach





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Overview of CapEFA – thematic areas

Thematic Focus	I. Reinforcing Education Sector-wide Policies, Planning and Reforms						
Priority Areas of Intervention	Operationalizing SDG 4 in 10 pilot countries: Policy reviews & monitoring frameworks						
	Capacity development for national education reform, plans and policies						
Thematic Focus	II. Fostering Skills for Life & Work			III. Improving Quality through Teachers			
Priority Areas of Intervention	Policy Development TVET NFE /Literacy	Youth employment & entrepreneurship	Literacy skills for girls' and women's empowerment	Teacher Policy Development	Training of Teachers	Gender sensitive approaches to teaching and learning	
Mainstreaming	GENDER						
	Scaling-up through innovations						
Approach	Capacity Development, National ownership & Knowledge sharing						



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Overview CapED SDG4 Pilot Programme 1/2

- **Objective:** *Develop national capacities to integrate SDG 4 into national education policy and sector management including monitoring of progress towards SDG 4.*
- **Timeframe:** 18 months - until end 2017
- 10 participating **countries:**
 - In Sub-Saharan Africa: Democratic Republic of Congo, Madagascar, Mali, Mozambique, Senegal,
 - In Asia: Afghanistan, Cambodia, Myanmar, Nepal
 - In Latin America: Haiti
- **2 key components:** SDG 4 policy gap analysis & SDG4 monitoring

Component 1: Policy analysis against SDG4 commitments

- Objective: To identify policy priorities and gaps of current national policies, strategies and plans in light of SDG 4's global targets and indicative strategies

3 Different Outputs depending on country situation in planning cycle:

- A capacity development action plan prepared to address the capacity needs for implementing the identified policy gaps; or
- New Education Sector Plans (ESPs) better integrating SDG4; or
- New national roadmaps or vision documents for SDG4 to guide future ESPs



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Component 2: SDG4 data & indicators

Led by UIS

- Objective: to improve national capacities to monitor SDG4/national ESPs by
 - developing global training materials and adapting them to national context
 - training government officials to map data sources, identify data gaps and assess quality of data and statistical processes
- Key Output: A national strategy for the development of education statistics (NSDES) – as a roadmap and capacity development action plan to address gaps identified. A fundraising tool

Component 2: Main Steps

- Institutionalisation of the national education data group
 - Data needs assessment
 - ↳ • Identification of relevant data sources
 - ↳ • Mapping data gaps and data quality assessment
 - ↳ • Recommendations for improvement
 - ↳ • Development of the NSDES
 - ↳ • Validation and launch
 - ↳ • **Implementation**

■ Resources mobilization

Key Progress:

Component 1:

- Technical guidelines developed
- 10 reports on the right to education
- 5 countries working on ESPs, 3 on vision documents, 2 on policy reviews (see overview)

Component 2:

- Inception missions completed in 2017
- All training material in final stages of development
- National teams and steering committees established in most countries



Country Status progress overview

Supporting development of NESP (SDG4 alignment)		Supporting development of SDG4 vision documents		Development of gap analysis – policies and SDG4	
1. Madagascar	<p><u>Comments:</u> NESP 2017-21 finalized</p>	6. Cambodia	<p><u>Comments:</u> Preparation of roadmap 2030 started. Expected ready in August. Should impact new ESP to start 2018.</p>	9. Myanmar	<p><u>Comments:</u> NESP supported through 4 year CESR process. Gap analysis with NESP undertaken</p>
2. DRC	2016-2025 SSEF - SDG4 gaps identified, Revision & action plan under development				
3. Senegal	PAQUET – expanded timeframe until 2030. Action plan until 2020. Simulation model and NEA	7. Nepal	New ESP 2016-2023 – integrates SDG4 only partly. Development of a national framework for action 2030 underway. Draft expected end July	10. Mozambique	Policy Review underway, includes gap analysis with SDG4 – to impact development of new ESP
4. Haiti	UNESCO backstopping elaboration of new plan 2017-2026. Slow start	8. Afghanistan	New ESP already adopted. Country wants new Policy Framework – integrating all existing policies and creating mapping with SDG4 targets		
5. Mali	PRODEC II (2018-2027) preparation underway. Dialogue on how to integrate SDG4				



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Thank you