Report from Working Group 2 on Capacity building

Said Ould Voffal
3rd SDG 4 TCG meeting
Montréal, 1st June 2017
<table>
<thead>
<tr>
<th>Participant name</th>
<th>Organization/Country</th>
<th>Function in the group</th>
<th>Participation status to the 3rd TCG meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Sir Wonder Masebola</td>
<td>Botswana</td>
<td>Member and Possibly the chair</td>
<td>Absent</td>
</tr>
<tr>
<td>Ms Anna Ericsson</td>
<td>Sweden</td>
<td>Member</td>
<td>Present</td>
</tr>
<tr>
<td>Mr Elly Kamahungye</td>
<td>Uganda</td>
<td>Participant to TCG3 meeting</td>
<td>Present</td>
</tr>
<tr>
<td>Ms Rashida Choudhury</td>
<td>(CCNGO Coordination Group)</td>
<td>Member</td>
<td>Absent</td>
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<tr>
<td>Mr Manos Antoninis</td>
<td>GEMR</td>
<td>Member</td>
<td>Present</td>
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<tr>
<td>Mr Moritz Bilagher</td>
<td>GPE</td>
<td>Member</td>
<td>Present</td>
</tr>
<tr>
<td>Mr Abdelhaq El Hayani</td>
<td>Morocco</td>
<td>Member</td>
<td>Absent</td>
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<tr>
<td>Mr Jordan Naidoo</td>
<td>UNESCO HQ</td>
<td>Co-Chair of the TCG</td>
<td>Present</td>
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<tr>
<td>Mr. Napoleon K. Juanillo Jr.</td>
<td>Philippines</td>
<td>Member</td>
<td>Present</td>
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<tr>
<td>Mr Marc Bernal</td>
<td>UIS</td>
<td>Member and Secretariat</td>
<td>Present</td>
</tr>
<tr>
<td>Mr Said Ould Voffal</td>
<td>UIS</td>
<td>Member and Secretariat</td>
<td>Present</td>
</tr>
</tbody>
</table>
Governance of the Group

• The Working Group will work under the auspices of the TCG with UIS as secretariat. The secretariat will closely liaise with UNESCO Ed 2030 Support and Coordination. The Working Group will report to the whole TCG group in the meetings.

• It is recommended that the Working Group is chaired by a representative from a Member States (Botswana already expressed interest but this needs to be confirmed)
Outputs (ToRs) of the group:

1. Produce a framework document that covers the following 3 topics:
   a. An inventory of key areas where national education statistical capacity needs to be developed;
   b. A repository of CD tools for countries to inform their strategies in these areas
   c. Mapping of capacity development initiatives and funding opportunities

2. Development of proposed responses to the identified gaps
Framework assumptions

**Education sector plan**
within national development plan

- with monitoring framework
- consistent with *international reporting demands* (SDG4)

**National strategy for development of educational statistics**
within national statistical system

- to improve *supply* of data
- to improve *demand/use* of data

will address capacity development needs and improve coordination in five steps
Framework components

1. Key **areas** where national education statistical capacity needs to be developed
2. Repository of capacity development **tools** for countries to inform their strategy in these areas
3. Mapping of capacity development **initiatives** and funding possibilities for countries to support coordination

- **Work so far**: broad **outline** of framework which is:
  - ...based on **existing** tools, including those produced under **CapED**
  - ...broad and **generic** with possibilities for adaptability at country level
  - ...designed around **principles of guidance** rather than prescription
# Framework Outline

<table>
<thead>
<tr>
<th>Stage</th>
<th>Activity</th>
<th>General</th>
<th>1. TOOLS</th>
<th>2. TOOLS</th>
<th>3. TOOLS</th>
<th>School census</th>
<th>Household survey</th>
<th>Learning assessment</th>
<th>Personnel data</th>
<th>Financial data</th>
<th>School survey</th>
<th>AND FUNDING OPPORTUNITIES</th>
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</table>
| 1. Engage stakeholders | Develop sector plan  
Institutionalize:  
- within-country coordination  
- coordination with funders | General | School census | Household survey | Learning assessment | Personnel data | Financial data | School survey | AND FUNDING OPPORTUNITIES |
| 2. Assess needs | Map monitoring indicators against data sources | General | UIS/WB DQAF  
CapED DQAF admin data  
SABER EMIS  
CapED DQAF household surveys | EPDC/IHSSN  
WB LSMS  
ACER/UIS ADP  
and EAC  
SABER Student Assessment | UNESCO CD Guidelines in Planning and Resource Management | CapED DQAF  
public expenditure  
UIS/IIEP NFA | US IES Compendium of Classroom Measures |
| 3. Design strategy/plan | Develop recommendations  
Develop NSDES and capacity development plan | General | General | EPDC/IHSSN  
WB LSMS  
ACER/UIS ADP  
and EAC  
SABER Student Assessment | UNESCO CD Guidelines in Planning and Resource Management | CapED DQAF  
public expenditure  
UIS/IIEP NFA | US IES Compendium of Classroom Measures |
| 4. Implement strategy/plan | Data collection  
Data processing  
Data analysis  
Publication  
Dissemination  
Data use  
Feedback | General | EPDC/IHSSN  
WB LSMS  
ACER/UIS ADP  
and EAC  
SABER Student Assessment | UNESCO CD Guidelines in Planning and Resource Management | CapED DQAF  
public expenditure  
UIS/IIEP NFA | US IES Compendium of Classroom Measures |
| 5. Evaluate | Institutional development | General | EPDC/IHSSN  
WB LSMS  
ACER/UIS ADP  
and EAC  
SABER Student Assessment | UNESCO CD Guidelines in Planning and Resource Management | CapED DQAF  
public expenditure  
UIS/IIEP NFA | US IES Compendium of Classroom Measures |
Next steps for WG2 and timeline

1. Complete the framework
   - Develop further the structure of the framework and describe the elements in a complete narrative way
   - Populate with existing tools (draft by december 2017)
   - Validate the framework (Q1 of 2018)

2. Responses to gaps (in the course of the first half of 2018)
   - Formulate responses to gaps
   - Advocacy for use and funding of the framework
Data to transform lives

Said Ould Voffal, UIS
Member of TCG Working Group 2

Learn more: http://uis.openplus.ca/gaml/