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
Overview of CapEFA

Created in 2003

Focus on Least Developed Countries

Pooled funds from Finland, Norway, Sweden, Dubai Cares

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

Capacity Development approach with National Ownership at the center

Approximately $85 million raised to date, more than 40 countries reached
## Multilayered Capacity Development Strategy

<table>
<thead>
<tr>
<th>Layer</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Institutional</strong></td>
<td>Legislation, regulations, institutions with regulatory functions, and other aspects for an inclusive environment in which organizations and individuals can perform effectively.</td>
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<tr>
<td><strong>Organizational</strong></td>
<td>Efficient structures, processes and procedures within a ministry or public agency, development of policies, strategies and operational plans, clarity in organizational roles, tasks and responsibilities, and others.</td>
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<tr>
<td><strong>Individual</strong></td>
<td>Abilities and performances of individuals, including personal attitudes, motivations, values, skills, capabilities, know-how, etc.</td>
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5 step Capacity Development Approach

Step 1: Engage stakeholders on capacity development

Step 2: Assess capacity assets and needs

Step 3: Formulate a capacity development response

Step 4: Implement a capacity development response

Step 5: Evaluate capacity development

Development of capacities

Terms of reference

Capacity baseline

Performance indicators

Action plan

Overview of CapEFA – thematic areas

<table>
<thead>
<tr>
<th>Thematic Focus</th>
<th>I. Reinforcing Education Sector-wide Policies, Planning and Reforms</th>
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<tbody>
<tr>
<td>Priority Areas of Intervention</td>
<td>Operationalizing SDG 4 in 10 pilot countries: Policy reviews &amp; monitoring frameworks</td>
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<td>Capacity development for national education reform, plans and policies</td>
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<tr>
<th>Thematic Focus</th>
<th>II. Fostering Skills for Life &amp; Work</th>
<th>III. Improving Quality through Teachers</th>
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<td>Priority Areas of Intervention</td>
<td>Policy Development TVET NFE /Literacy</td>
<td>Youth employment &amp; entrepreneurship</td>
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<td>Literacy skills for girls' and women's empowerment</td>
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<td>Teacher Policy Development</td>
<td>Training of Teachers</td>
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<td>Gender sensitive approaches to teaching and learning</td>
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<th>Mainstreaming</th>
<th>GENDER</th>
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<td>Scaling-up through innovations</td>
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| Approach | Capacity Development, National ownership & Knowledge sharing |
Overview CapED SDG4 Pilot Programme

- **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
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
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

<table>
<thead>
<tr>
<th>Supporting development of NESPs (SDG4 alignment)</th>
<th>Supporting development of SDG4 vision documents</th>
<th>Development of gap analysis – policies and SDG4</th>
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<tbody>
<tr>
<td>1. Madagascar</td>
<td>Comments: NESP 2017-21 finalized</td>
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<td>2. DRC</td>
<td>2016-2025 SSEF - SDG4 gaps identified, Revision &amp; action plan under development</td>
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<td>4. Haiti</td>
<td>UNESCO backstopping elaboration of new plan 2017-2026. Slow start</td>
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<td>8. Afghanistan</td>
<td>New ESP already adopted. Country wants new Policy Framework – integrating all existing policies and creating mapping with SDG4 targets</td>
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<td>9. Myanmar</td>
<td>Comments: NESP supported through 4 year CESR process. Gap analysis with NESP undertaken</td>
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<td>10. Mozambique</td>
<td>Policy Review underway, includes gap analysis with SDG4 – to impact development of new ESP</td>
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Thank you