



Education
Sector

United Nations
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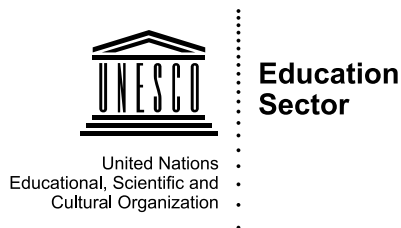
The CapED Programme

Annual Report 2018



UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



UNESCO's CapED Programme

The CapED Programme is UNESCO's key operational arm and delivery platform in the framework of the Education 2030 agenda. With a capacity development approach focused on system strengthening, it supports least developed and fragile countries in the design and implementation of education reforms that are essential for the achievement of national development priorities and the fulfilment of Sustainable Development Goal 4. The CapED approach allows UNESCO to engage with countries and partners alike, enhancing the sector's coordination and contributing to a more efficient use of resources towards the common goal of improving the quality of education.



The CapED Programme

Annual Report 2018

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 education policies and plans.

Created in 2003, the Capacity Development for Education (CapED) Programme has become a successful UNESCO implementation platform, providing a cohesive package of support that mobilizes the Organization's in-house expertise and shapes the way in which its Education Sector works. The following entities of UNESCO's global network are involved in the implementation of the CapED Programme:

- Headquarters
- UNESCO offices in Abuja, Amman, Bamako, Beirut, Bangkok, Bujumbura, Dakar, Dhaka, Harare, Juba, Kabul, Kathmandu, Khartoum, Kinshasa, Maputo, Nairobi, Phnom Penh, Port-au-Prince, Rabat, and Yaoundé.
- Antennas and Project Staff in Aden, Aleppo, Antananarivo, Cotonou, Damascus, Kampala, Lomé, Lusaka, Monrovia, and Yangon.
- Category 1 Institutes: International Bureau of Education (IBE), International Institute for Educational Planning (IIEP), International Institute for Capacity Building in Africa (IICBA), UNESCO Institute for Lifelong Learning (UIL), and UNESCO Institute for Statistics (UIS).

For more information on the CapED Programme, please see our website or contact us at: [caped\(at\)unesco.org](mailto:caped(at)unesco.org)

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Cover image: Adult Literacy Learners in Ancuabe District, Cabo Delgado Province. These government-run literacy classes indirectly benefit from CapED, as the Programme has supported the training of literacy teachers and the development of the curriculum.

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Foreword

by Stefania Giannini Assistant Director-General for Education



Last year, I attended the CapED Annual Review Meeting on my eighth day in my role as Assistant Director-General for Education and immediately recognized the strategic importance of this Programme. Created in 2003, one could say that longevity is often a sign of success and indeed CapED has numerous achievements, good practices to be shared and stories to be told. This is due to its flexible yet structured approach that allows UNESCO to be present where it is most needed, supporting countries long term as they transform education systems to achieve SDG4.

Leading and coordinating global efforts to achieve SDG4 is a multifaceted mission that tests our ability to link the normative and operational dimensions of our work. The CapED Programme enables us to do just that. As the Organization's key delivery platform for the SDG4-Education 2030 Agenda, CapED transforms lives by providing capacity development to countries' institutions, organizations and people, from government officials and lawmakers, to teachers, communities and young people in vulnerable situations. This operational work gets us on the ground, providing UNESCO with the means to work with countries on normative standard setting and crucially, to ensure these efforts have an impact.

Our work, through CapED, embodies some of what I consider to be key priorities in the Education Sector, namely, girls' and women's education, and education for migrants, refugees and internally displaced people. In 2018, to mention just a few interventions, the Programme empowered teachers in Niger and Uganda to become actors of change to improve girls' education. It worked with various groups of women in remote areas of Nepal and around the Lake Chad area to equip them with the knowledge they need to live healthier, more independent lives. As for migration, CapED continued to provide Malagasy youth with vocational training to acquire local jobs with the effect of discouraging disorderly urban migration, supported the harmonization of qualifications frameworks across West Africa, and promoted the prevention of violent extremism through education opportunities to refugees in the Sahel. These are just a few of the examples highlighted in this report.

CapED's agile approach enables UNESCO to more effectively utilize the Organization's expertise at Headquarters, Field Offices and Institutes, and to work closely with development partners to deliver as one. The Programme is operational in 25 least developed and fragile countries, allowing UNESCO to implement a long-term vision for development cooperation. Our results would not have been possible without the trust and generous support from the CapED donor group. Their commitment and partnership-oriented approach are crucial aspects of this 15-year story.

Looking ahead, the current external evaluation of CapED's SDG4 Pilot Programme will provide us with ways to move forward, improve and evolve as we work towards our common purpose. It will, I hope, offer another opportunity to further demonstrate UNESCO's added value in system strengthening, long term sustainable change and in helping countries progress towards the Agenda 2030 objectives in and through education.

A handwritten signature in black ink, which appears to read 'Stefania Giannini'.

Stefania Giannini

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2,225
government officials
trained in data collection, management & analysis



16,444
education practitioners
including teachers, curriculum developers & school principals trained in gender-responsive pedagogy

460,000
indirect beneficiaries




WHAT WE ACHIEVED IN 2018



25
countries supported


5 countries' national education statistical systems reviewed




41 high-quality & gender-sensitive curricula & learning materials developed



40 UNESCO entities involved in the Programme's execution, fostering in-house collaboration, effectiveness & efficiency with the delivery of a coordinated UNESCO response to beneficiary countries



field offices & institutes implemented **90%** of expenditures in line with CapED's participatory & decentralized approach



12.4 million USD executed in 2018

2018 in review

CapED Programme snapshots



Developing transition plans in a crisis context

Education authorities from Aden and Sana'a got together in the first workshop for the development of **Yemen's** Transitional Education Plan (TEP). Initiated in 2017 under UNESCO's leadership, the process benefits from technical support from IIEP, as well as co-funding from the Global Partnership for Education (GPE) and GIZ. TEP team members worked in the development of the education sector analysis and a joint priority programme for greater coherency of educational planning, as well as to set up and coordinate interventions throughout the country up until 2022.



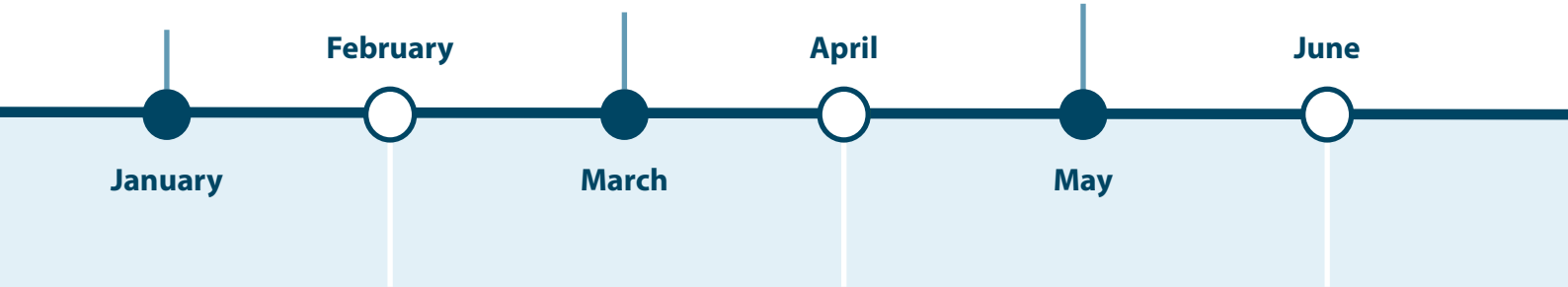
Improving TVET pedagogy and curriculum

A two-week training in pedagogy and curriculum development for TVET trainers, teachers and instructors was held at the Monrovia Vocational Training Centre in **Liberia** using modules developed with UNESCO's support in 2017. It brought together 153 teachers from 28 private, public and faith-based institutions. As a result, 20 of the trained teachers were identified to become master trainers to support future sessions. Participants also created a TVET Teachers Network and local support groups to encourage peer-to-peer learning.



Promoting multilingual education

CapED helped organize a seminar on the standardization of Mozambican Languages, as part of UNESCO's strategy to promote multilingual education in **Mozambique**, and to support the implementation of the country's 2016 Operational Plan for Literacy in local languages. Nineteen national languages were regulated and a technical team was set up to develop a law to legalize the standardization of the languages, which is expected to be submitted to Parliament in 2019.



Revising curricula to improve quality

Six years after the development of **Lao PDR's** first-ever early childhood teacher education curriculum, UNESCO is now supporting its first revision to improve relevance and quality. Three workshops were organized to train 38 members of the revision task force. The revised curriculum, completed in 2018, will contribute to improving the quality of preschool teachers and laying a solid foundation for children's learning and development. Two of Lao PDR's eight teacher-training colleges have adopted the revised curriculum, reaching over 1,200 teachers. There are plans for the other colleges to adopt it in coming years.



Better planning and budgeting in NFE

Building on the development of **Mauritania's** simulation model for literacy and non-formal education (NFE) in 2017, UNESCO continued its support to assist the Government in better planning and budgeting the sub-sector. A training session was held in Nouakchott for members of the national technical team from both the Ministry of Education and the Ministry of Islamic Affairs and Original Education, who are in charge of literacy and NFE, to use and maintain the model.



Strengthening NFE service provision

UNESCO assessed NFE service providers in **Nepal**. Participants of the study included the local mayor, rural municipality's chairpersons, and community learning centres' facilitators, managers and graduates. Based on the findings, UNESCO organized a three-day training workshop in management, assessing community needs, resource mobilization, and monitoring, targeting 45 staff from 19 centres from all of Nepal's provinces.



Building new technology learning opportunities

In the context of **Madagascar's** National Employment and Vocational Training Policy (PNEFP), the country's first ever cyber school was officially opened in June 2018. The school course content was developed hand in hand with the private sector and will train learners in technical skills, including information and computer technology, to meet the needs of the job market. The school caters to both youth who need training before entering the job market and those who are already employed and who wish to reinforce their skills.



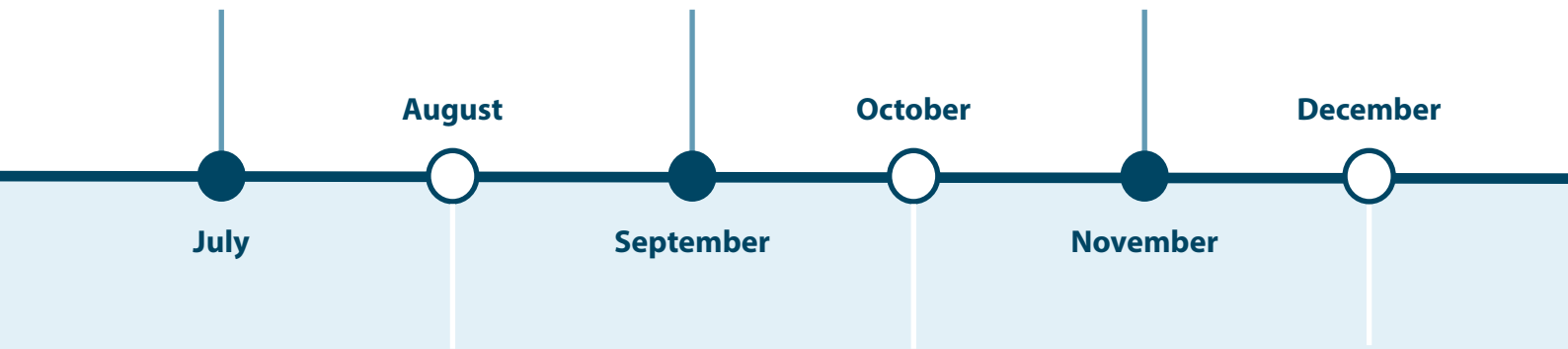
Assessing TVET sector to promote change

UNESCO conducted a rapid assessment of the TVET sub-sector in **South Sudan** and held a first of its kind high-level ministerial meeting to strengthen partnership among line ministries and share the findings of the report. Since this meeting, the report's recommendations have been widely used to advocate a single national TVET policy, to be supported through CapED, and have helped guide curriculum and programme design and implementation.



Developing SDG4 responsive education plans

As part of the CapED SDG4 Pilot Programme, UNESCO's supported **Mali** to develop the country's Education Sector Plan (PRODEC II 2019-2028), which was validated in November 2018 during a workshop involving 400 participants. The PRODEC II places teachers as a key priority for Mali, and UNESCO is supporting the development of a comprehensive teacher policy to be validated in 2019.



Improving teacher data for better planning

As part of World Teachers Day celebrations, UNESCO held an event to show case the progress and challenges in teacher education in **Uganda**. This follows the launch of the country's Teacher Management Information System (TMIS) supported through CapED since 2016. TMIS is an electronic web-based platform that digitizes teachers' records, providing accurate and timely data to improve policy development, planning, and teachers' working conditions.



Building strategies for education statistics

Over the summer of 2018, UNESCO held four training workshops in **Bangladesh** for 32 technical team members to equip them with the necessary skills to develop a National Strategy for the Development of Education Statistics (NSDES) and a corresponding Action Plan. This activity was implemented with UIS as part of the CapED SDG4 Pilot Programme, which supports countries integrate SDG4 targets into national policies, and improves monitoring of progress towards SDG4.

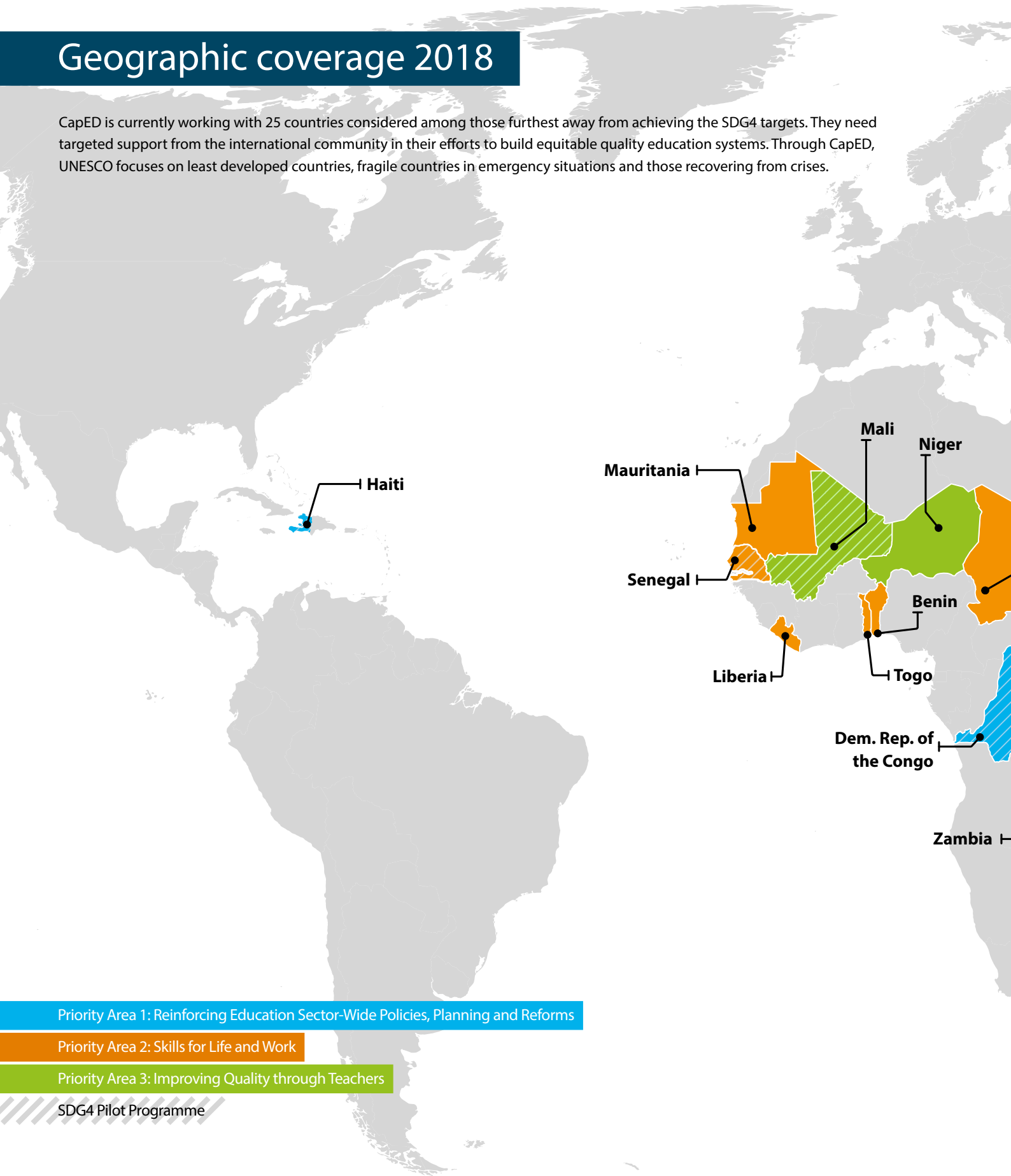


Training education planners and managers

In **Myanmar**, UNESCO and IIEP supported the Ministry of Education roll out a training programme for 90 education planners and managers from all states, regions and union-level departments of the Ministry to support the mid-term review of the National Education Sector Plan. The programme builds on the 2017 trainings by working with the same participants and moving towards an on-the-job training approach, giving them the opportunity to apply what they have learnt to their regular responsibilities. The overall aim is to strengthen officers' skills so they become autonomous in reviewing their education system and identifying objectives and targets for its future development.

Geographic coverage 2018

CapED is currently working with 25 countries considered among those furthest away from achieving the SDG4 targets. They need targeted support from the international community in their efforts to build equitable quality education systems. Through CapED, UNESCO focuses on least developed countries, fragile countries in emergency situations and those recovering from crises.



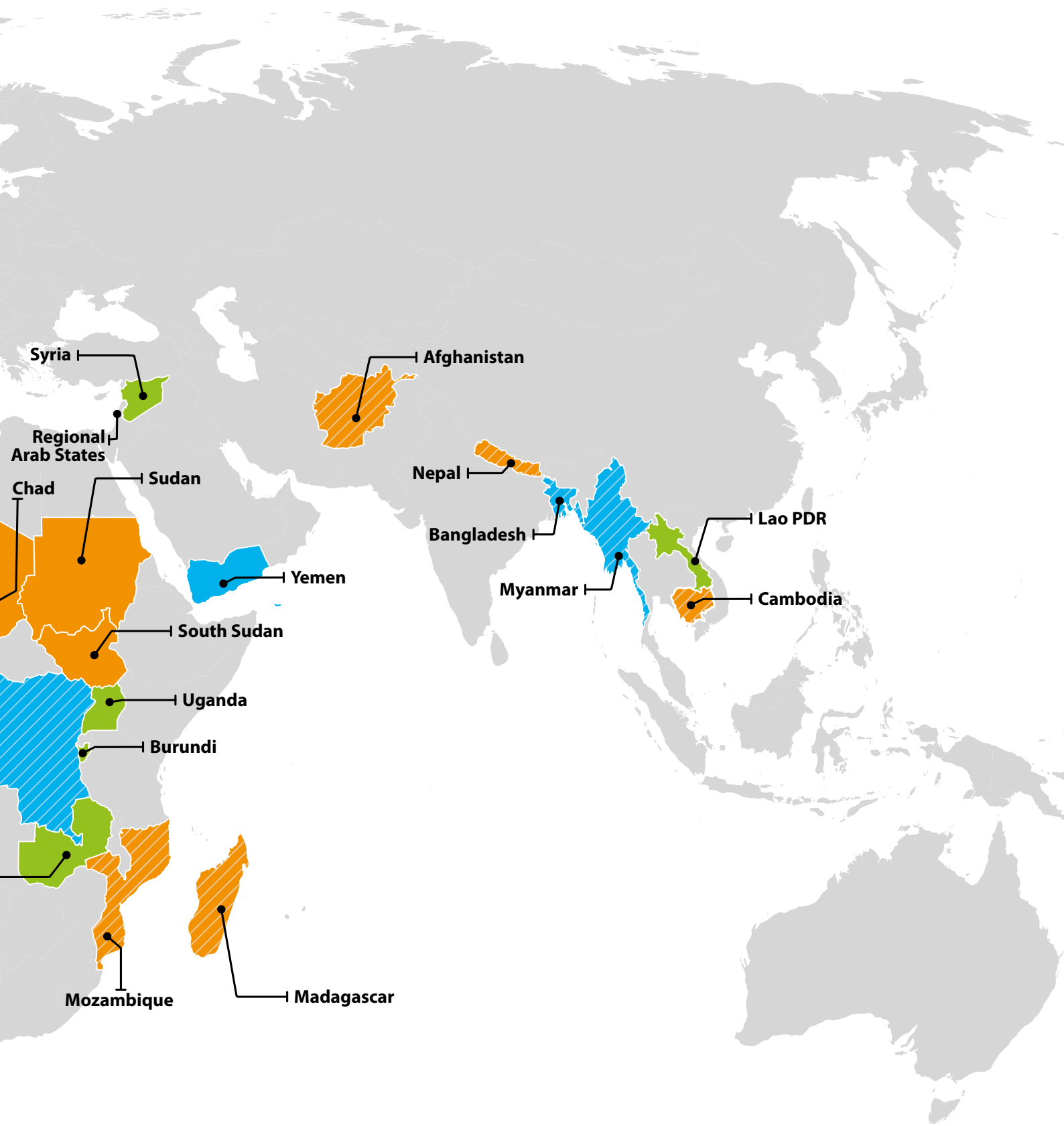
Priority Area 1: Reinforcing Education Sector-Wide Policies, Planning and Reforms

Priority Area 2: Skills for Life and Work

Priority Area 3: Improving Quality through Teachers

SDG4 Pilot Programme

Note: The map is stylized and not to scale. It does not reflect a position on the part of UNESCO on the legal status of any country or territory or the delimitation of any frontiers.



Introduction

CapED is one of UNESCO’s key operational responses to fulfil its mandate of providing capacity development to countries in the framework of the SDG4-Education 2030 agenda.

As a delivery platform for the Organization, UNESCO’s Field Offices implement the CapED Programme with technical support from various UNESCO entities, including Headquarters, Regional Bureaux and specialized Institutes. As opposed to scattered, uncoordinated one-off interventions, this approach increases efficiency by strengthening internal coordination and providing countries with a cohesive package of support.

Interventions are designed to make maximum use of UNESCO’s comparative advantages by linking its normative work at the global level and technical cooperation work at country level. CapED enables UNESCO to support governments integrate norms and standards related to SDG4 into legislation, policies and plans, strengthening their capacities for implementation. The Programme focuses on sector-wide policies and plans, lifelong learning systems and the provision of relevant skills development opportunities, and the quality and preparedness of teachers as pillars of education systems. Gender equality and the empowerment of girls and women are prioritized across all of CapED’s themes, namely, sector-wide policy and planning, literacy, technical and vocational education and training (TVET), and teachers.

This annual report covers the period from 1 January to 31 December 2018. It provides information on progress made at country level against the Programme’s results framework and in support of UNESCO’s work on SDG4. The following chapters present key achievements and challenges during 2018 country implementation, as well as selected highlights from the Programme’s partnership-oriented approach.

Table I: The CapED approach

Summary of CapED’s programmatic focus and approach						
Priority Area	Reinforcing Education Sector-wide Policies, Planning and Reforms					
Areas of intervention	Operationalizing SDG4: policy reviews and monitoring frameworks					
	Capacity development for national education reform, plans and policies					
Priority Area	Fostering Skills for Life and Work			Improving Quality through Teachers		
Areas of intervention	Policy development for TVET, literacy and NFE	Youth employment, and entrepreneurship	Literacy skills for girls’ and women’s empowerment	Teacher policy development	Teacher training	Gender-sensitive approaches to teaching and learning
Mainstreaming	Gender equality, equity and inclusion					
	Scaling-up through innovations					
Approach	Capacity development, national ownership, partnerships and knowledge sharing					

Summary Results Matrix

2018 marks the third year of reporting against the current CapED summary results matrix. Fifteen of its eighteen targets have been met for the period, many of which were exceeded by a large margin.

For instance, while UNESCO initially planned to support the training of some 1,745 teachers in gender-sensitive pedagogies to improve girls' performance, more than 20,000 teachers from primary and secondary levels were reached. As a result, over half a million girls are now learning from teachers who understand their needs and translate this knowledge into less gender-biased classroom practices.

The summary results matrix was introduced as an experiment in the 2016 Annual Report. Its objective was to better illustrate over a three-year reporting timeframe the full scope of UNESCO's consolidated achievements through the CapED Programme, as opposed to fragmented reporting per theme.

As part of this ongoing learning exercise, last year's annual report further stated the need to adjust the summary results matrix to national contexts and to UNESCO's own biennium reporting period and programmatic cycles. As a result, taking account of minor adjustments in these three years to fine-tune indicators and bring clarity to internal reporting processes, UNESCO proposes to extend the existing summary results matrix for an additional three years, i.e. covering a total of six years from 2016 up until 2021. This would serve a double purpose. First, it would allow UNESCO to plan, monitor and compare progress of interventions within an extended six-year planning cycle that reflects CapED's long-term capacity development approach. Second, it would grant UNESCO the well-timed opportunity to redesign CapED's results-based management (RBM) framework in alignment with the Organization's upcoming medium-term strategy 2022-2029 and programme and budget 2022-2025.

The extension of the summary results matrix until 2021 will entail a deeper refinement of indicators and an increase of programmed targets. It will be included in next year's annual report as a seamless continuation of the 2016-2018 reporting period.

Table II: Summary results 2017-2018

Performance Indicators	Baseline	Programmed 2016-2018*	Attained 2016	Attained 2017	Attained 2018	Total
Output 1. Education policies and plans implemented to improve the quality and performance of the education system in light of SDG4 commitments.						
PI 1.1 Number of national stakeholders equipped with knowledge and skills for better planning in education and evidence-based policy making, including gender-sensitive planning and budgeting.	N/A	850	341	3,773	5,191	9,305
PI 1.2 Number of countries with participatory planning processes and multi-stakeholder governance models and coordination mechanisms to advance national education reforms, policies and plans.	N/A	6	4	5	2	11
PI 1.3 Number of country reports completed analysing national legislation on the right to education and SDG4 commitments.	0	12	10	1	0	11
PI 1.4 Number of evidence-based sector-wide and sub-sector education policies, plans and strategies in line with SDG4 developed.	5	11	3	15	2	20
PI 1.5 Number of national and sub-national plans being implemented.	4	8	6	4	0	10
PI 1.6 Number of tools and mechanisms in place to recognise non-formally and informally acquired learning and advance literacy, non-formal education and TVET strategies and plans.	1	8	3	1	2	6
Output 2. Monitoring and evaluation systems improved to generate, analyse and share relevant gender disaggregated data.						
PI 2.1 Number of education government officials trained in data collection, management and analysis for better monitoring and evidence-based policy making (and percentage of women completing the training).	32 (N/A)	2,665 (50% F)	1,168 (N/A)	1,376 (N/A)	2,225	4,769 (N/A)
PI 2.2 Number of statistical yearbooks produced with quality data to monitor performance of education sector or sub-sectors.	N/A	17	6	10	14	30
PI 2.3 Number of countries with national strategies for the development of education statistics (NSDES).	0	10	0	0	4	4
Output 3. Education providers manage and deliver high quality, relevant and gender-sensitive training programmes for all levels of education.						
PI 3.1 Number of high quality, gender-sensitive and relevant curricula and learning materials developed.	28	72	36	95	41	172
PI 3.2 Number of institutions with improved tools and methods, including improvement plans and gender-responsive pedagogies.	0	43	0	43	12	55
PI 3.3 Number of countries with national teachers' standards frameworks in place.	0	3	1	3	0	4
PI 3.4 Number of education stakeholders trained for the development and revision of relevant and up-to-date curricula and learning materials.	N/A	700	459	780	861	2,100
PI 3.5 Number of teachers, educators and supervisors with the necessary knowledge and skills to monitor and use the revised/new curricula and learning methodologies.	1,447	7,110	5,222	5,990	2,549	13,761
PI 3.6 Number of education practitioners trained in gender-responsive pedagogy.	N/A	1,745	636	3,000	16,444	20,080
Output 4. Communities empowered to deliver broad, relevant and flexible formal and non-formal lifelong learning opportunities, particularly to girls and women.						
PI 4.1 Number of education providers, including those working with local authorities and Civil Society Organisations, with improved capacity to deliver formal and non-formal education innovative programmes at local level.	N/A	2,000	1,584	2,314 (41%F)	3,588	7,486 (N/A)
PI 4.2 Number of learners benefiting through CapED from access to skills development and lifelong learning opportunities.	N/A	11,150	5,041	7,713	1,369	14,123
PI 4.3 Percentage of girls and women benefiting from programmes, including ICT-based, literacy, numeracy, livelihood and income-generating skills identified as locally relevant.	N/A	50%	60%	65%	60%	65%

* Programmed as of March 2018, however some countries may expand their interventions, increasing certain programmed targets.

Chapter 1

Reinforcing Education Sector-Wide Policies, Planning and Reforms

To achieve nationally contextualized SDG4 targets, the elaboration and implementation of solid education plans and evidence-based policy dialogue are fundamental. They facilitate international cooperation and resource mobilization, while strengthening national leadership and partner coordination.

To this end, UNESCO launched an SDG4 Pilot Programme in the framework of CapED to support the operationalization of SDG4 in 11 countries, while maintaining its comprehensive support for educational planning, coordination and reform agendas.





School children sit in a class in Lao PDR.

Operationalizing SDG4 at country level

Through the CapED SDG4 Pilot Programme, UNESCO continued to support the operationalization of SDG4 commitments in 11 pilot countries, bearing in mind country needs, expectations and planning cycles. While the rate of progress varies from country to country according to national contexts, the Pilot was completed in four countries in 2018, with three others close to completion. This has included technical support for the integration of SDG4 in policy and planning cycles, a review of national legislations in line with SDG4 and the right to education, and a UIS-designed capacity development package for the on-the-job training of national statistical teams to improve the collection and use of data and to strengthen information systems for SDG4.

Rethinking strategies, policies and plans for SDG4 alignment and moving towards stronger national monitoring systems

Component 1, which relates to the development of new, or review of existing, policies, plans and legislation in light of the SDG4 targets, has been completed in most countries. Four countries – **Afghanistan, Bangladesh, Cambodia** and **Nepal** – decided to develop standalone SDG4 roadmaps to guide the elaboration of future Education Sector Plans (ESPs) until 2030. Five countries – **DRC, Haiti, Madagascar, Mali**, and **Senegal** – focused on the development of SDG4 responsive ESPs. **Mozambique** and **Myanmar** took different approaches: an education policy review by the former and a series of SDG4 policy dialogues by the latter. In Mozambique, the Pilot laid the foundations to position UNESCO as lead partner for the development of the country's next ESP.

Component 2 of the SDG4 Pilot Programme is structured around four main phases: (i) setting up a working group of

data experts; (ii) drafting a National Indicator Framework (NIF) and mapping data availability; (iii) assessing the quality of data sources; and (iv) developing the a National Strategy for the Development of Education Statistics (NSDES). Four countries – Cambodia, Madagascar, Mozambique, and Myanmar – completed all phases and therefore had their NSDES validated in 2018. Three countries – Bangladesh, DRC and Mali – had near-final drafts of their NSDES at the end of the year.

Delays in Afghanistan and Haiti are due to national planning cycles and governments' decisions to postpone the original plan of activities. Nepal's ongoing federalization process also caused delays there. These countries are on track to complete all trainings in 2019. Global training tools developed by UIS have been translated to Arabic and will be used in support of similar exercises in Mauritania and Palestine.



National Strategy for the Development of Education Statistics

The NSDES is a policy instrument that provides a medium-term vision for a strengthened education data system and data management platform in a country. It is results-oriented – outlining a coherent set of intended changes in the production, reporting and use of education statistics – and based on a sound analysis of the current education statistics situation. The NSDES is not an isolated plan: it should be integrated into the national ESP and the overall multi-sector National Strategy for Developing Statistics (NSDS).

Evaluating results and planning next steps

As the SDG4 Pilot nears its end, UNESCO is intent on capturing lessons learned from its implementation. These lessons will inform the possible expansion of the model and strengthen the operationalization of SDG4 commitments – both within and outside the scope of the CapED Programme. In this regard, a formative external evaluation was launched in 2018, providing recommendations on how best to replicate and expand the Pilot model. It will also look at the Pilot’s operational modalities, including bottlenecks and drivers of success.



A participant takes the floor during a TVET NQF meeting in Sudan.

Spearheading curriculum reform in Afghanistan

Much has been achieved in rebuilding Afghanistan's education system, often in very difficult circumstances. However, with more than three decades of conflict, many challenges remain not least alarmingly low rates of enrolment in formal education. Accordingly, since 2002, the Government's priority has been expanding access to the school system for all learners, especially girls.

The three priorities of Afghanistan's third National Education Strategic Plan (2017-2021) are improving access, quality, and management in the education system. To tackle the priority of quality, Afghanistan is carrying out comprehensive, evidence-based curriculum reform. The current curriculum was last revised in 2004. There are errors in textbooks, issues of relevance, inadequately prepared teachers, and non-standardized assessment practices. The curriculum is also overloaded, which leads to struggling students and teachers who are not able to cover all the content. By making the curriculum relevant and of high quality, the country aims to correct these flaws and equip learners with the skills, knowledge, and values to participate in and meaningfully contribute to their communities, and local and national economies.

UNESCO is the leading partner supporting the Government to achieve this ambition. The Organization's involvement in this area stems from previous support in 2015 through CapED to align non-formal skills training curricula with national standards. Building on this work, the Ministry of Education approached UNESCO that same year with a request to initiate a comprehensive revision of the country's general education curriculum. As well as improving quality and relevance, the Government wants the curriculum to prepare youth for the world of work linked to labour market needs. It should also become a tool to strengthen national reintegration, identity and peace building.

The CapED Programme's flexibility allowed UNESCO to respond positively to this request and act as a catalyst to generate support from other development partners. The process involves an extensive, and ongoing, consultation process to develop frameworks, syllabus, textbooks and teacher guides, as well as providing the Government with support to undertake field-testing, monitoring, and evaluation of the revised curriculum products. Once revised, implementing the curriculum will require extensive rollout, and capacity development of teachers, school leaders, and the Ministry of Education staff.

The first step towards transforming the curriculum came in 2016, when UNESCO and its International Bureau of Education (IBE) supported the Government to develop a Curriculum Reform Plan (CRP). Originally budgeted at USD 23 million, the CRP established the technical outline of the curriculum reform process and a budget estimate for its successful implementation.

CapED's flexibility allowed UNESCO to respond positively to the Government's request and act as a catalyst to mobilize USD 22 million from development partners in support of the curriculum reform.

It is structured around five streams of work: the revision of curriculum and textbooks, teacher training, assessment, capacity development of staff from the Ministry of Education and institutional strengthening of its curriculum directorate.

Following the initiation of the reform programme through CapED's seed funding, UNESCO mobilized an additional USD 1 million from UNICEF, complementing CapED's work in revising the core curriculum documents, including the syllabus. The World Bank's Education Quality Reform in Afghanistan (EQRA) project has allocated USD 17 million for textbook development and teacher training, following the completion of the core curriculum texts. UNESCO also directly mobilized USD 4 million from the Swedish International Development Agency (SIDA) for the curriculum reform, as part of the USD 20 million project Better Education Systems for Afghanistan's Future.

As partners join forces to provide coordinated support to the Government, CapED is currently supporting the revision of core curriculum texts, which will become part of the national curriculum, following an extensive consultation process with national education stakeholders. In 2018, the revised Afghan Curriculum Framework and Life Competencies underwent extensive consultation and several drafts; near final versions of both are currently with the Ministry of Education. In parallel, drafts of subject syllabi are in preparation.

From 2019, thanks to SIDA's support, once the core curriculum texts are finalized, UNESCO will provide technical support to assist the Ministry of Education train teachers to implement the curriculum. Following this, UNESCO will support the development of quality, gender-sensitive learning resources, namely, textbooks, workbooks, and teacher guides in coordination with the funding received by the Government via the World Bank's EQRA project. UNESCO will also ensure that key thematic areas such as environmental sustainability, climate change, global citizenship, prevention of violent extremism and gender equality are addressed.



Advancing the right to education in Nepal

In the context of the CapED SDG4 Pilot Programme, the national legal framework relating to the right to education in Nepal was reviewed with a human rights-based approach. The review highlighted the legal modifications required to better protect the right to education for all. As a result of the recommendations in the CapED Right to Education Report, Nepal has made significant progress towards ensuring the right to education.

The recently adopted Free and Compulsory Education Act of 2018 introduced explicit legal prescriptions on free and compulsory education as recommended by the report. The state is now responsible for delivering compulsory education to every child aged between 4 and 13, including one year of early childhood development and education. The Act also enshrined the right to equal access to quality education free of discrimination. UNESCO successfully advocated for the Act to reflect the constitutional provision of free higher education for people with disabilities and to expand the types of disabilities to include not only physical, but also mental disabilities.

Additionally, the new Act guarantees the right of every community to acquire education in their mother tongue. Whereas this right was already enshrined in the Constitution, the CapED Right to Education Report had recommended an explicit recognition in the legislation.

The Act's adoption is an important step towards achieving SDG4. However, while the law now guarantees eight years of compulsory basic education, there is still room for improvement. For instance, the Government could extend compulsory education to nine years, as recommended by the SDG4-Education 2030 Framework for Action. The stipulation that private schools should give scholarships from early childhood to secondary education is a positive development. Nonetheless, the Government could incorporate recommendations concerning fee regulation to improve social and economic equality, and ensure minimum quality standards for private institutions. UNESCO will continue to work with national authorities advocating for those.

In 2019, Nepal will complete its SDG4 National Framework for Action, with UNESCO's support, on how to achieve the SDG4 targets in the country. Beyond this, the capacity development work that CapED has already undertaken in the country will help to mainstream SDG4 into national plans and policies going forward.



Chapter 2

Skills for Life and Work

Lifelong learning is vital for millions of youth and adults who lack the necessary skills to improve their lives. To ensure it becomes a reality, countries must develop an inclusive approach to formal, non-formal and informal education, with a focus on TVET, literacy and adult education, as highlighted by SDG4 targets 4.3, 4.4 and 4.6.

CapED's support in this area focuses on policy development for the creation of lifelong learning systems and the effective delivery of relevant TVET, literacy and foundational skills programmes catering to disadvantaged groups, particularly girls and women.



Developing a TVET strategy in Togo

In Togo, there is a strong need to improve the quality and access of TVET provision. Over one in five of Togo's youth (15-29 year-olds) is unemployed and have not participated in formal education or vocational training. What is more, the quality of TVET is low, with outdated curricula and teachers who lack training.

There has been strong political will to dynamize the TVET sector since 2016, spearheaded by the Ministry for Vocational Training. UNESCO has been supporting this ambition by helping the Government reform its TVET system, to improve its quality, governance, and relevance and to meet Togo's development needs. To this end, a TVET policy review was conducted in 2017 in close collaboration with the Government, with one of the recommendations being to develop a new National TVET Strategy.

In 2018, UNESCO mobilized internal and external experts, building on similar work conducted in other CapED countries to help develop this strategy in line with Togo's national and sectoral priorities. The process was participatory with close collaboration between national ministries involved in vocational training, institutional representatives, the private sector, civil society, and technical and financial partners.

CapED supported the national technical team to develop the strategy and an action plan by making elaboration tools available. The Programme also reinforced the team's capacities, for instance the team was made aware of the UNESCO and the African Union's position on TVET and how to formulate guiding principles and priority actions in TVET.

The strategy's overall aim is for Togo to have a qualified workforce able to meet its socio-economic needs and participate in the sustainable economic growth of the country. More precisely, the strategy plans to establish effective and partnership-based governance and sustainable funding mechanisms, improve access, equity, gender equality, and employability, promote TVET as a career path, increase the quality of vocational training through apprenticeships, identify and anticipate demand for skills, and finally, to promote research and innovation.

In October 2018, the national strategy was presented to the TVET minister, TVET stakeholders, financial and technical partners, as well as the private sector. The following month the action plan was finalized and both documents will be officially validated in early 2019. In parallel, as part of the TVET strategy's implementation, CapED is also supporting the revision of TVET curricula and the strengthening of the national institute for teacher training. In parallel, UNESCO is positioning itself to support the Government establish and operationalize a national qualifications framework (NQF) and develop a pedagogical model to integrate national languages into the TVET system.



Togo's National TVET Strategy.

Supporting Madagascar develop a Recognition of Prior Learning System

In **Madagascar**, a high number of the working population does not have certification despite the fact that many of them have acquired skills outside the formal education system, leading to multiple disadvantages.

UNESCO has been working in Madagascar through the CapED Programme since 2011 in the field of TVET to tackle challenges such as the lack of a qualified workforce and to promote access to training opportunities. Since CapED began work in the country, the TVET sub-sector has gone from strength to strength, with more attention to youth unemployment. For instance, UNESCO has observed a reinforced national interest and ownership of TVET, as every candidate in the 2018 presidential elections included TVET in their manifestos, which is a new trend. In 2015, CapED supported Madagascar's National Policy for Employment and Vocational Training, which lays out a plan of how Madagascar will develop the means for the working population, in particular youth and women, to access decent jobs.

One of the Policy's priorities is developing a recognition of prior learning (RPL) procedure, a way for working people to formally document the skills and knowledge they have developed throughout their life, and to obtain a corresponding diploma or certificate. To apply to the RPL, applicants must be 23 years old or older and have worked for at least three years, in a job corresponding to the targeted diploma or certificate, and be able to provide related evidence. The process involves sending an application to a committee of professionals and teachers for evaluation and passing a practical exam. Those successful receive a certificate appointed by the Ministry of TVET. Those who do not pass the evaluation are invited to pursue further study or work experience in order to re-apply in the future.



Twenty-one-year-old Natacha Obienne and her two-year-old son feed their fish in Madagascar. Natacha benefited from CapED supported TVET training and is now financially independent.



Twenty-two-year-old Briox Fiadanana practices carpentry at the CapED supported Mangarano Tamatave learning centre in Madagascar.

Since 2017, UNESCO has supported Madagascar develop this system, aiming to improve the employability, mobility, lifelong learning, social inclusion and self-worth of individuals, as well as strengthening the country's work force and economy. As part of the procedure, sessions were structured to discuss what prior requisites would be needed to pass the RPL exam in both construction, hotel and restaurant industries. UNESCO also supported the development of tools and mechanisms to support RPL candidates, such as an RPL manual and organized exchange and training sessions for future RPL personnel.

UNESCO has observed a reinforced national interest and ownership of TVET, as every candidate in the 2018 presidential elections included TVET in their manifestos, which is a new trend.

In 2018, UNESCO led a one-year pilot of the RPL system in the Analamanga region with nine test candidates. The assessment consisted of case preparation, interview and work experience sessions. Out of the nine candidates, seven successfully received certificates in areas such as cooking, building, plumbing, and bar work. Now that the pilot has come to an end, next steps include consolidating the results, improving certain tools, expanding to new sectors and regions, and finalizing the phases of RPL implementation and roll out, in particular through communication.

A breakthrough came in December 2018, when a decree on the RPL was passed, officially adopting the procedure in Madagascar. In the same month, a national conference was organized, with the support of the Ministry and with strong participation of private sector representatives to raise awareness of the system, to discuss how the process will be implemented in the years to come, and to celebrate those who received RPL certificates during the pilot.

In parallel to developing the RPL, CapED had been supporting the Government develop an NQF. This document, which the RPL will be aligned to, was made available in 2018, after several consultations with both the technical team and the private sector. Looking forward to 2019, the NQF will be fine-tuned and will facilitate RPL certification and quality assurance.

Strengthening adult literacy and family learning in Mozambique

Adult illiteracy in Mozambique is at 45%, particularly affecting women. Illiteracy has a significant impact on the daily lives of individuals. For instance, it prevents them from accessing high-paying jobs and equal involvement in their local community. It also perpetuates intergenerational transmission of poverty and slows long-term economic growth.

As part of its long-term support to literacy and NFE in Mozambique, UNESCO is aligning interventions under the CapED Programme in support of a family learning programme, originally developed through support of the Malala Fund for Girls' Right to Education from 2015 to 2017. The initiative aims to improve parents' literacy, numeracy and life skills, such as hygiene techniques, nutrition and entrepreneurial skills. The programme also addresses the scarcity of early childhood education in Mozambique, as only 4% of under 5-year-olds receive this form of education. It therefore equips parents with skills to support the early development of their children and prepare them for primary school education through joint learning. In 2018, CapED enriched the programme by supporting the training of literacy teachers to use the family learning manual.

This year, 173 families, including more than 200 children, benefited from the initiative.

Maria Nhagegue, her husband Augusto Bernardo and their seven children are one of these families. Due to financial difficulties, neither Augusto nor Maria attended school as children. Augusto, a fisherman in Nampula, stated that their children now have better Portuguese skills and that he is more open with them. *"I can see a big difference between children who go to school and children who do not go"*, he said.

Zanaida Ayuba is a 27-year-old adult educator, responsible for 24 learners within the family learning programme. She said, *"our main challenge is the lack of books for post-literacy programmes. In addition, we don't have an appropriate place to learn but my students come anyway."* She told us that learners appreciated learning about nutrition, hygiene, and family dynamics. *"They use the knowledge for their daily lives, for calculations in the market, paying for transport, how to manage and understand their machamba [small plots of agricultural land]."*

Zanaida's training for the family learning programme has encouraged her to change her own habits with her four children. *"I am now more motivated to oversee and support my children with homework, discuss issues and what they learn at school."*

In 2019, UNESCO, through CapED Programme, will continue to roll out the family learning programme and will also support an entrepreneurial and business skills programme in the districts of Boane, Eráti and Memba focused on girls and women empowerment.

19 national languages had their written forms standardized as part of UNESCO's support to bilingual education in Mozambique.



Adult learners sit in a literacy class in Ancuabe District, Cabo Delgado province in Mozambique. They are indirect CapED beneficiaries as they follow a CapED supported curriculum and are taught by literacy teachers who have been trained with CapED support.



UNESCO/Maputo

Augusto watches his son, Deluzia, learn how to hold a pen as part of the family learning programme in Mozambique.

These interventions and many others across the country will also benefit from Mozambique's drive to promote bilingual education. While Portuguese remains the official language of instruction, the country has more than 20 national languages. Bilingual education remains, for the most part, in the planning and piloting stage and UNESCO is accompanying the Government in its efforts to operationalize and scale it up.

“

I am now more motivated to oversee and support my children with homework, discuss issues and what they learn at school.

”

27-year-old adult educator, Zanaida Ayuba,
Mozambique.

The process began in 2016, when the Ministry of Education and Human Development established an operational plan for literacy in local languages. In 2017, as a first step to set the scene, CapED supported the development of a curriculum framework for youth and adult education. In 2018, two important steps were taken to operationalize it in support of bilingual education. First, 19 national languages had their written forms standardized. With agreed orthography and syntax, this process is a precondition for the development of uniform learning materials. A technical working group led by the Ministry of Education involving media institutions was set up to develop a law to legalize the standardization of languages in the country, which is expected to be submitted to Parliament in 2019 for approval. Second, textbooks and teaching guides were developed in five of these languages in line with the curriculum framework, which is being tested with UNESCO's support. They will be printed and rolled-out in 2019 in the framework of FASE, which is a pool fund from key development partners to support the implementation of Mozambique's education sector plan in complement to the Government's budget.

Chapter 3

Improving Quality through Teachers

A young boy and girl are looking at books on a shelf. The boy is on the left, wearing a striped shirt, and the girl is on the right, wearing a red dress with white polka dots. They are both looking at a book with a purple cover. The book has Thai text on it. There are other books on the shelf, including one with a blue cover and one with a yellow cover. The background is a plain white wall.

Supporting teachers is key to achieving good quality education for all. CapED focuses on comprehensive teacher policies and the strengthening of teacher-training institutions through the development of quality assessment frameworks and improvement plans. The Programme also builds capacities for pre- and in-service teacher training programmes, curricula development, pedagogical supervision for continuing support in the classroom, and the piloting and scaling-up of successful initiatives and teaching practices, with particular emphasis on gender-sensitive approaches.

Raising the bar for teachers standards in Zambia

UNESCO joined Zambia's efforts to develop professional standards of practice for its teaching force to improve teacher quality, effectiveness and school performance.

The standards will set out what knowledge and skills educators need to possess, and will become the basis for appointments, performance, continuous professional development, inspections and promotions. They are also designed to be used by education staff to form professional goals and assess their progress.

UNESCO helped organize provincial consultations across the country to ensure the participation of teachers, teacher educators and education leaders in the standards' development process. The consultations, held in December 2018, provided 775 teachers, educators and leaders, with a balanced number of male and female participants, a platform to have their voices heard.

Early Childhood Education (ECE) teacher Masuzyo Sibanda who attended the consultations believes the standards of practice *"are going to bring harmony to our education system"*. With clear norms, she claims head teachers will better understand the school structure, for example the difference between ECE and primary education, which would in turn improve monitoring. She believes another potential improvement is that different types of schools would perform to the same benchmark, with teachers and educators all having a common goal.

"The Zambian education system is edging into the right direction", says teacher educator Samuel Silomba. He believes that without guidelines, teacher training and quality is unregulated, leading to a lack of trust.



Samuel Silomba is interviewed during the provincial consultations in Zambia.

“
We should have brought
on board standards and
practices long before
this.
”

Teacher educator, Peter Kalenga,
Zambia.

He thinks that the standards will solve this issue and will renew confidence in Zambia's education institutions, as parents will be able to enrol their children in public schools in the knowledge that they will be taught by qualified individuals.

The draft standards consist of six areas of practice, namely, culture, professional improvement, management, teaching and learning, partnership and networking, and research. Within each area of practice there are standards expected for teachers, teacher educators and educational leaders, with a description of the evidence needed to prove completion. For instance, in the area of partnership and networking teachers are expected to 'play an active role in the local community in promoting the work of the school', which can be accomplished by involving parents in school activities.

In parallel, as part of the standards' development, CapED conducted a review on pedagogical practices in Zambian primary schools in September 2018, which assessed best practices used by teachers, successful programmes to draw lessons learned, and the challenges teachers face. In collaboration with the Ministry of General Education, UNESCO organized a National Conference on Pedagogy in November 2018. The conference aimed to contribute to the development of best pedagogical practices, to foster stakeholder engagement and to provide teachers, teacher educators, policy makers, researchers, and education partners, such as Impact Network, JICA, and USAID, with a forum to share their knowledge, experiences and research findings to form a common approach to transforming pedagogy.

Looking ahead to 2019, one of the main outcomes of the conference was a clear roadmap towards the development of a national framework on pedagogy to enhance the quality of teacher education and pedagogical practice.

The teachers' standards development process will continue to be a collaborative effort with key government officers, teacher unions and development partners heavily involved to strengthen synergies and sustainability.

Supporting children and youth in Syria access urgent education

Quality teachers are vital in sustaining education systems in times of crisis and ensuring that the millions of learners who have missed out on years of education and are at risk of dropping out are catered for. To address these challenges, UNESCO is contributing to teacher capacity development in a holistic manner and is responding to acute needs through remedial education.

In 2018, CapED maintained UNESCO’s flagship initiative in **Syria**, the ‘Second Chance Programme’, which provides primary level students who failed their final year exams with an opportunity to catch up during an intensive eight-week summer programme to progress to the next grade. This initiative complements other innovative remedial programmes implemented by other UN Agencies and civil society organizations. However, the need in the country still outweighs what relief the Second Chance Programme is currently providing.

The programme combines academic and non-academic approaches, giving students the opportunity to learn intensively in often small-size classes and offering them psychosocial support by trained counsellors, helping children overcome conflict-related stress and trauma. To improve these counsellors’ capacities, CapED trained 10,000 teachers (8,500 of whom were women) on the psychosocial support handbook, which was published in 2017.

One of the programme’s aspects that was significantly reinforced this year was extra-curricular activities, such as music, games and sports that involve the local community. During discussions with teachers and parents connected to the programme, one parent said that, *“my daughter didn’t like to come to school. She is very shy. Now she comes home and tells me all about her day at school. She is happy”*. In 2018, 30,651 students took part in the Second Chance Programme, bringing the total number of beneficiaries since its launch in 2016 to 113,228.

“

My daughter didn’t like to come to school. She is very shy. Now she comes home and tells me all about her day at school. She is happy.

”

Parent of beneficiary, Syria.



A teacher runs a class for the Second Chance Programme in Syria.



© UNESCO/Beirut

A boy raises his hand during a Second Chance Programme class in Syria.

UNESCO also continued to roll out through CapED its Catch-up Programme, which helps out-of-school children, who had to abandon their education for at least three years due to conflict, to resume their studies and to quickly catch up with their peers, particularly to be in time for national examinations after Grade 9. In 2018, CapED expanded this programme to the governorates of Aleppo (including internally displaced children from Afrin), Al-Raqaa and Deir Ez Zhour, which have all experienced high levels of conflict for years. So far, the programme has reached 15,846 children.

35,491

learners benefited from catch-up lessons and second chance programmes in Syria in 2018.

The Programme has also continued to support the country to reform its education system. This started with ambitious curriculum reform for which UNESCO helped formulate a new national curriculum framework. Building on this, in 2018 CapED collaborated with the launch of the 'Assessment for Learning' initiative to enhance teachers' capacity in continuous assessment.

Workshops were held in Beirut and Syria to support the development of a guide for learning assessment, which will be aligned with the new curriculum framework. It will support teachers and teacher educators learn assessment techniques and classroom practices and act as a standard for assessment methods used in primary and secondary schools. This approach will complement UNESCO's support through the Second Chance and Catch-up programmes by ensuring education opportunities are not only available to thousands of children victims of this crisis, but that they effectively lead to learning.

Going forward, UNESCO will retain its focus on teacher capacity development in provision of alternative education, psychosocial support and continuous assessment using the new curriculum framework. The Programme will expand its support by contributing to the elaboration of a three-year transitional education plan, which will in turn align support and help sustain the national education system in rapidly changing operational contexts inside the country.



A new era for Teacher Information Management in Uganda

Uganda’s Ministry of Education and Sports has been grappling with managing teachers’ data for years. Up until now, three different departments and Ministries have carried out the teacher records management manually. This has led to inefficiency, concerns of poor record keeping and a lack of accurate data on teachers, which is key for policy, planning and management.

To tackle this challenge, UNESCO assisted Uganda’s Teacher Instructor Education Training department in the Ministry of Education and Sports to develop a new Teacher Management Information System (TMIS), which was launched in September 2018. The TMIS is an electronic web-based platform that digitizes teachers’ records, including recruitment, deployment, evaluations, training, leave, payroll and retirement.

The system’s harmonized records will provide accurate and timely data with the aim of supporting the planning and implementation of teacher policies to improve teachers’ working conditions.

During the development of the system, CapED tested the TMIS in 29 districts. As part of the testing period, UNESCO helped train 337 education personnel, including head teachers, ICT teachers and education officials on the collection, dissemination and analysis of comprehensive and sex-disaggregated data for teachers. Moving forward, the implementation of TMIS will be expanded to other districts in the framework with the Norwegian Teacher’s Initiative, for increased complementarity and strategic delivery of UNESCO interventions.



Participants during a training for teachers on STEM.

Chapter 4

Gender and Migration

The desire to leave no one behind is deeply rooted in the 2030 Agenda for Sustainable Development. While SDG4 target 4.5 calls for the elimination of gender disparities in education and equal access to all levels of education and vocational training for all, inclusion is also enshrined in SDG5 on gender equality and empowerment of all girls and women, as well as SDG10 on reducing disparities between and within countries.

Through CapED, UNESCO contributes to countries' efforts to tackle gender disparities and some of the multiple challenges related to migration. This chapter presents key examples of this work. It illustrates how the Programme puts forward gender-specific interventions and helps address pressing challenges of migration and displacement through education in its areas of work.



Strengthening gender responsive pedagogy for STEM in Uganda

In **Uganda**, girls are particularly under-represented in science, technology, engineering and mathematics (STEM) education, with low enrolment, poor performance, and high numbers of dropouts. A 2014 government report revealed a severe drop between 2009 and 2014 in the percentage of girls passing biology and mathematics examinations. This gender gap consequently reduces the number of women pursuing STEM careers. In Uganda, less than a third of science researchers are women.

Although the Ugandan Government has put measures in place, such as the 2018 Gender in Education Policy, to address the gender gap in STEM, the performance of girls and women in national STEM examinations continues to be worse than that of boys and men. Approximately 12% of primary school teachers are reported to be unqualified. While there is limited evidence of how pedagogy impacts on the quality of learning outcomes and the low participation of girls in STEM in Uganda, challenges related to teachers' competence have been considered a major factor behind the low achievement of learners in Uganda. This context indicates a strong need for continuous professional development to improve teachers' competencies, teaching quality, gender responsiveness and inclusiveness, especially in STEM.

CapED is supporting the country with this commitment by developing national guidelines on how to implement gender responsive pedagogies. The guidelines provide teachers with basic knowledge of gender concepts and equip them with the skills they need to use gender responsive pedagogy in teaching and learning activities.

This will enable both girls and boys to fully participate in STEM learning, improve their performance, encourage them to pursue scientific subjects, and potentially help them in their careers.

The guidelines focus on leadership, governance, curriculum, textbooks, teaching, learning, enabling environments, and professionalism. They also detail how to implement gender responsive pedagogy, the resources required to do so, the roles and responsibilities of various stakeholders, as well as how to monitor and evaluate implementation.

Developing the guidelines involved reviewing contextual information and the theories underlying the teaching of STEM subjects, holding consultations with stakeholders, schoolteachers and school heads, as well as training teachers on the application of the pedagogy. The guidelines also incorporated the Forum of African Women Educationalists' (FAWE) training model on gender responsive pedagogy, designed to help teachers and school managers explore gender issues in school and classroom settings.

In November 2018, the guidelines were developed and piloted by training 94 primary and secondary school science teachers in the use of appropriate gender responsive pedagogies and up-to-date STEM teaching skills.

Now that the document is finalized, CapED's next steps include publishing the guidelines in 2019 and training more science teachers to implement gender responsive pedagogy.

Celebrating girls in science in Mali

In order to boost the attendance rate of girls in STEM in Mali, the Ministries of National Education and Higher Education, in partnership with UNESCO, organized the first ever Miss Sciences 2018 national competition. The initiative aimed to encourage girls to pursue STEM subjects at school, advocate for access, and to celebrate girls' achievements in scientific disciplines.

The competition was inspired by Senegal's Miss Science, which has been running since 2011. To learn from Senegal's experience, CapED invited the organizer of Miss Science Senegal to Bamako for her to share her knowledge and lessons learned, as well as to explain what challenges her team faced when developing the initiative.

The competition was developed with an inter-sectoral approach, bringing together the Malian Education, Science and Higher Education sectors, as well as civil society organizations, technical and financial partners, and UNICEF, the chair of the local education group.

Eighty of the highest-achieving female students from across the country, from both primary and secondary levels were invited to compete. These girls were then supported by their schools to prepare them for the Miss Science competition.

All 80 competitors received either tablets or computers during the awards ceremony in Bamako, supported by the Ministry of Women's Affairs, UNICEF, the World Bank and the private sector, such as the BSIC bank, TELECEL. The four winners were 10-year-old Rokiatou Moussa Bagayoko, 13-year-old Djénèba Coulibaly, 14-year-old Aïssata Doumbia and 15-year-old Mariam Diarra, who will each become ambassadors in their respective schools to encourage their peers to engage in STEM.

"The Miss Science competition encouraged me to study and appreciate scientific subjects even more than I did before," said eleven-year-old Coulibaly Seydou, who took part in the competition and who wants to pursue a career as a mining engineer. She went on to say that, *"these types of competitions help girls peruse scientific subjects by encouraging them."*

“

The Miss Science competition encouraged me to study and appreciate scientific subjects even more than I did before.

”

Eleven-year-old Miss Science participant, Coulibaly Seydou.

As well as promoting female participation in STEM in Mali, UNESCO, through the CapED Programme, is assisting the Government in the elaboration of a Teacher Policy, in line with the country's Education Sector Plan. CapED has also supported the development of a new gender-sensitive teacher-training curriculum, which started to be implemented in Teacher Training Institutes in 2018, including modules on reading/writing, mathematics and school management in post-crisis situations.



Miss Science 2018 participants receive awards during the prize ceremony in Bamako, Mali.

Facilitating recognition of skills, qualifications and competences in West Africa

People migrate due to environmental, security, economic, cultural, political and social reasons to name a few. In line with the SDGs and the Global Compact for Safe, Orderly and Regular Migration, UNESCO is contributing to the development of a Regional Qualifications Framework (RQF) in West Africa. Through CapED, it is supporting selected countries develop their NQF in line with the regional requirements.

RQFs contribute to the Agenda 2030 objectives by playing an important role in improving lifelong learning and increasing the transparency of cross-border qualifications to directly support worker mobility, learning and careers. Concretely, RQFs support workers have their formally and informally acquired skills recognized outside their country, making it easier for them to find decent employment. This contributes to the integration of migrants, the reduction of inequalities, marginalization and crime, as well as helping the host country benefit from migration economically, instead of it being a burden.

To this end, UNESCO is supporting the Economic Community of West African States (ECOWAS) in reviewing and harmonizing NQFs across its 15 member countries. Given the demographic, economic and social challenges of the ECOWAS region, cooperation in the field of education and training is a priority to enable economic and social development and to tackle inequality among host and migrant populations.

UNESCO assisted ECOWAS organize a capacity development workshop in June 2018 on reforming qualifications to encourage the development of qualifications systems that recognize skills and certificates across different countries, and to examine the fundamentals of regional cooperation.

The event provided an opportunity to share experiences, knowledge and lessons learned from different international and continental experiences, notably through the European Qualifications Framework and the SADC National Qualifications Frameworks in Southern Africa. Next steps involve implementing the roadmap that was adopted by all ministers present at the ministerial round table held after the workshop.

Against this background, CapED is working at country level to develop NQFs that will correspond to the ECOWAS' regional criteria. For instance, in **Benin** UNESCO has taken on a leading role through CapED to help energize and drive the Government's new vision for TVET in the country.

In 2018, it supported the Government begin work on establishing an NQF by organizing a technical team to develop the framework and by building the capacities of relevant staff. A similar exercise is currently being carried out in **Togo**, where CapED helped review the current qualifications landscape and defined an action plan to implement an NQF in the country.

Looking ahead, CapED will continue its support to Benin and Togo in developing their NQFs. The Programme will also commence work with the Liberian government to develop an NQF that corresponds to the standards set by ECOWAS.

Empowering rural youth through vocational training in Madagascar

CapED has been tackling unemployment and strengthening the TVET sector in **Madagascar** since 2010. This has the knock on effect of reducing urban migration of low-skilled workers, as individuals are empowered and equipped with relevant skills corresponding to local market needs, enabling them to secure local jobs instead of relocating to large cities in search of employment.

For instance, with support from local partners such as the International Fund for Agricultural Development (IFAD) and UNDP who together contributed USD 1.75 million to the Programme, CapED strengthened 17 Vocational Training Centres (VTCs) and offered out-of-school rural youth in four pilot regions vocational training in areas relevant to the job market. Since 2014, 2,918 youths have been trained.

2,918

youths have been trained since 2014
in skills such as farming, producing
handicrafts, entrepreneurship,
accountancy, job-specific literacy and tour
guiding.

Similarly, a partnership with Fondation CHANEL supports two programmes to improve the financial independence of 750 locals, particularly women, living in the Tsingy Nature Reserve region. The first programme equips women with vocational skills in agriculture, producing handicrafts, entrepreneurship, accountancy and job-specific literacy to sell at local partner hotels. The second programme trains and certifies both women and men in local sustainable tourism trades, such as being a tour guide.

As well as helping empower individuals, CapED is supporting the country systemically improve TVET delivery nationwide. Following the CapED Programme's successes in Madagascar, the president called for the first-ever National Employment and TVET Policy to increase job opportunities by reinforcing demand-driven TVET. In 2015, the policy, which was developed with CapED support, was legally adopted and a 5-year Operational Action Plan (2016-2021) was launched.

Expanding on this progress, in 2018, CapED supported the development of the country's NQF. The Programme also helped establish and pilot an RPL process in the country. The RPL is a way for working people to formally document the skills and knowledge they developed throughout their life to help them secure formal employment. In 2018, the process was officially legalized in Madagascar and CapED carried out a pilot with 78% of candidates successfully receiving certificates.



Eighteen-year-old Saïpha and twenty-two year old Michelot learn cooking skills at the Onja Ankirihiry Tamatave learning Center in Madagascar.



Supporting the Syrian crisis response by strengthening data

Currently, 65.6 million people are forcibly displaced worldwide. In particular, the Arab region has faced severe crises that led to a massive displacement of people. The Syria crisis alone has led to 12.6 million people in need of assistance within the country, while over 6 million refugees have fled to neighbouring countries. The region faces a significant challenge given the prevailing human conflict, which exacerbates inequality, poverty, and marginalization. To support development in the region, there is a strong need for consistent, timely and disaggregated data to inform programming and prioritization.

To respond to this need and to enhance the resilience of education systems, in 2018, CapED contributed to the elaboration of the Syrian Crisis Response monitoring framework. This framework, which incorporates SDG4 targets, is used to monitor the Syrian crisis education provision in Egypt, Iraq, Jordan, Lebanon, Syria, and Turkey.

UNESCO's contribution aims to ensure monitoring of outputs and outcomes broaden linkages between the humanitarian and development nexus. The framework is also applicable in other crisis contexts such as Libya and Yemen.

Promoting non-formal education and prevention of violent extremism among Malian migrants in Mauritania

The armed conflict that broke out in northern **Mali** in 2012 between the Government and insurgents, including radical extremist groups, caused a migration crisis with large numbers of the population fleeing to surrounding countries. According to recent UN and Government figures, over 135,000 Malian refugees have migrated to neighbouring Burkina Faso, **Mauritania** and Niger, with many more internally displaced within Mali.¹

While security-based responses to extremism are needed, extremists often recruit young, low-literate individuals, which is why prevention through education is key. In 2017, CapED supported the Ministry of Islamic Affairs and Original Education, in charge of literacy, and the Ministry of Education, with its mandate on NFE, develop a national plan for the integration of Global Citizenship Education (GCE) and Prevention of Violent Extremism (PVE) in literacy and NFE programmes.

The plan defines the concepts, methodology, scope and strategies for the successful integration of GCE-PVE-E into education programmes and also provides monitoring and evaluation tools.

With support from CapED, the Government also developed modules, textbooks and teaching guides for adult education and out-of-school children that include concepts on respect for diversity, gender, critical thinking, technology and media, social justice, and citizen engagement.

The modules, which were adopted nationwide by the Mauritanian government, are currently also used by the International Organization for Migration (IOM) and UNICEF in literacy and NFE classes for Malian migrants in the Southern Mauritanian Mbera refugee camp, close to the Malian border.



¹ UNHCR, Situations, <https://data2.unhcr.org/en/situations/malisituation>, accessed on 26/02/19

Chapter 5

Partnerships, Innovation and Knowledge Sharing

CapED's participatory approach stimulates partnerships at all levels. It compels local actors, decentralized departments and ministries to work together, often for the first time - a prerequisite for the success of the SDG agenda. Its effects are felt beyond government walls and reach out to the development community at large, forging partnerships that complement efforts, sharing knowledge, spreading innovative practices and extending the reach of interventions through new resources. This is also one of CapED's main objectives: to create synergies towards the common goal of improving the quality of education.



Multi-Partner approaches

Cooperation with development partners at country level is key to achieving SDG4. Here are some highlights of the different partnerships and synergies CapED fostered in 2018.

CapED has built on UNESCO's role as a specialized agency perceived as a neutral broker, with the capacity to bring different education stakeholders together. In **Uganda**, the Programme worked alongside the Ministry of Education and UNICEF on the development of a Teacher Motivation Framework.

The programme also supported the development and launch of the country's new TMIS. Now the TMIS is launched, additional funding from UNESCO's Norwegian Teacher Initiative will allow the Government to scale up the capacity development effort and train more district education staff on supporting teachers use TMIS. CapED also assisted in the development of national guidelines on gender responsive pedagogies in schools and trained science teachers to implement them. UNESCO partnered with the FAWE for this intervention, building on existing initiatives focused on STEM, such as a Dubai Cares-funded programme focused on promoting STEM amongst girls.

CapED also focused on creating synergies in **Mali**, where the Miss Science competition 2018, which promotes girls in STEM, was developed with an inter-sectoral approach, bringing together the Malian Education, Science and Higher Education sectors, as well as civil society organizations, technical and financial partners, and UNICEF, the chair of the local education group. Similarly, in **Zambia**, UNESCO cooperated with development partners to organize the innovative National Conference on Pedagogy, the first ever in the country. UNESCO also supported the creation of a roadmap for the development of the National Framework on Pedagogy, in collaboration with the ministry under the directorate of Teacher Educational Specialized Services and partners such as, JICA, USAID, and VVOB.



A UNESCO staff member takes the floor during the National Conference on Pedagogy in Zambia.

USD 100,000

has been contributed by ECW in Uganda for teacher certification and training.

In **Liberia**, a TVET Working Group, a coordination mechanism for the TVET sector, was established with UNESCO's technical support. The working group is chaired by GIZ and members include BWI, Don Bosco Polytechnic, the EU, MVTC, TVET Teachers Network, UNIDO, and the Inter-Ministerial Task Force on TVET. The working group's aim is to share knowledge and experiences of TVET initiatives, to avoid duplication and to create synergies. The group will also contribute to building a national TVET system in the context of the National TVET Policy and the draft TVET legislation.

In **Sudan**, CapED is supporting the country develop their NQF and has created synergies with GIZ, who are including short vocational courses into the framework. The purpose of the short courses is to achieve better employment opportunities for youth, increase awareness about NQF short courses and to take the specific needs of youth and women into account.

Seed funding initiatives have positioned UNESCO as an important trusted partner in the Education Sector.

For instance, in **Afghanistan**, thanks to CapED's experience and the trust it has built the Ministry of Education requested UNESCO to initiate a comprehensive revision of the country's general education curriculum. The CapED Programme was able to act as a catalyst to mobilize funds from UNICEF, the World Bank and the Swedish International Development Agency in order to generate coordinated support to initiate this work.

Similarly, in **Uganda**, the Ministry of Education's and development partners working in refugee settings requested UNESCO be a part of a project on teacher certification and training, through a USD 100,000 partnership with Education Cannot Wait (ECW). The initiative has come at a critical time as Uganda is currently housing over 1.5 million refugees, mainly from South Sudan.



A participant makes a statement during a meeting on TVET NQF in Sudan.

Schools are experiencing a high teacher-pupil ratio of 1:150, which has a negative impact on education quality. Moreover, due to the difficult circumstances, unqualified teachers who are not trained to implement the national school curriculum are being recruited. The ECW project aims to improve access to quality primary education within refugee camps in Northern Uganda by strengthening systems and the teaching workforce, specifically in certification and deployment.

To achieve this, the Programme will help develop national and district level policy guidelines for refugee teacher certification and deployment and UNESCO will continue to work alongside the Ministry of Education, as well as other partners such as, UNICEF, UNHCR, Save the Children and Windle Trust.

CapED also developed knowledge sharing tools to increase synergies, efficiency, and fill information gaps. For instance, it has worked with several countries in the development of Recognition of Prior Learning systems. To help future countries emulate this process, UNESCO took the case of Senegal and produced a detailed step-by-step guide on how to plan and implement the RPL system, as well as how to set up a national training system for polyvalent teachers. The guide also incorporates information on potential challenges and CapED's lessons learned.

In 2019, CapED will expand the development of these knowledge sharing tools, which will be disseminated to relevant stakeholders.

Cooperation within the Global Partnership for Education

UNESCO is cooperating with the Global Partnership for Education (GPE) at different levels; at the global level, UNESCO participates actively in the GPE Board and its technical committees; at country level, UNESCO participates in the local education groups (LEGs) and in some countries plays the role as GPE coordinating agency (CA) or grant agent (GA). At country level, CapED interventions very often lay the foundation to allow UNESCO to take on these roles, which has helped UNESCO advocate for holistic education plans and policies.

In 2018, an internal GPE information session was held at UNESCO Headquarters. One of the conclusions from the meeting was that the availability of soft-earmarked extrabudgetary

funds have proved to be instrumental in a number of countries for UNESCO to engage meaningfully in LEGs.

It has also helped in funding human resources necessary for a full engagement in broad education planning processes. CapED's flexibility and upstream support allowed UNESCO to contribute to key reforms and strategically position the Organization at the system-wide planning level.

In particular, it helped to position UNESCO in becoming CA in Myanmar, Senegal and Yemen, and GA for the plan development in Mozambique and Yemen, and for the GPE-funded programme in Cambodia and Chad.

Creating in-house synergies

A large part of CapED's added value is to foster a participatory approach within UNESCO. As UNESCO's delivery platform for the Education 2030 Agenda, CapED harnesses the wide range of technical expertise available across UNESCO's entities, including Headquarters, Regional Bureaux, Field Offices and Specialized Institutes to deliver as one. In doing this, CapED ensures technical expertise from policy and planning to specific areas of education including literacy, curriculum, pedagogy, teachers, gender equality, education in emergencies, and global citizenship education. This fosters in-house collaboration, effectiveness and efficiency with the delivery of a coordinated UNESCO-response to beneficiary countries.

Eleven countries benefit from the close cooperation with **UIS** within the SDG4 Pilot Programme, which bridges the gap between national education policies and monitoring systems. Thanks to this partnership, flexible tools have been developed that can be adapted to specific contexts and thus help countries strengthen national capacities to improve monitoring of progress on SDG4 and national education targets. More information about CapED's cooperation with UIS is available on page 14.

IICBA has continued to be an important implementation partner for countries through CapED in 2018. For example, in Burundi, **IICBA** is supporting the development of a comprehensive teacher policy. Similarly in Uganda, IICBA has technically supported the development of an evidence based national teacher policy and its accompanying framework through a consultative process. In Zambia, IICBA supported consultations with development partners and Ministry of General Education officials to share, consult and identify opportunities to create synergies in supporting government effort in the education sector.

UIL provided inputs to the evaluation of the piloted NFE-MIS in Nepal and took part in a workshop to facilitate reflection and discussion on how to deliver NFE in the country's new federal system. UIL shared insights and best practices on the delivery of NFE in the context of decentralization. In Cambodia, UIL's involvement with SEAMEO Regional Centre for Lifelong Learning in the framework of the SEAMEO-UNESCO Project on Towards a Lifelong Learning Agenda in Southeast Asia helped ensure the necessary synergies with CapED interventions thanks to the leadership and coordination role played by UNESCO Phnom Penh. The output was the development of Cambodia's Lifelong Learning Policy.

CapED's strong relationship with **IIEP** continued in 2018. In Myanmar, through CapED, IIEP and the Ministry of Education rolled out a training programme for a core group of 90 Myanmar education planners and managers from all states and regions and union-level departments of the Ministry. Looking ahead, the Ministry of Education has requested UNESCO and IIEP to continue providing support to officials with a specific focus on the mid-term review of the education plan. In Yemen, IIEP provides lead technical support for the development of the TEP, complementing UNESCO's coordination and brokering role in generating and sustaining dialogue between authorities in both Aden and Sana'a, and development partners. This is a perfect example of the added-value and full support UNESCO can bring to the table that the CapED approach strives to coordinate and demonstrate.



Participants take part in a literacy workshop on International Good Practices of NFE Governance under Federal Structure in Nepal.



Joining forces in South Sudan

Strong partnerships and coordination at country level is fundamental to achieving the Agenda 2030 objectives. In South Sudan, the TVET sector is marred by fragmentation. The 2014 TVET policy review conducted by UNESCO and GIZ could not capture the implications of the recent conflict in the sub-sector. Therefore, UNESCO, through CapED, carried out a rapid assessment in 2018, revealing that 21 government ministries are involved in the sector. What is more, according to the assessment, donor-funded activities are often project based and can be unharmonized and unsustainable, leaving no long-term system in place.

Multiple development partners, civil society and faith-based organizations have worked without a harmonized approach in areas ranging from constructing TVET centres, to developing TVET's curriculum to providing vocational programmes. Moreover, many are offering TVET based on their own curricula and certifications. To tackle the TVET sector fragmentation, improve synergies amongst education stakeholders and increase efficiency, CapED supported the Government establish a TVET working group in 2018. In the past, Save the Children had attempted to facilitate national TVET dialogue, but faced challenges due to the sector's landscape. To date, the newly established group encompasses 70 members including main government ministries, the EU, Israel Aid, Norwegian Plan International Refugee Council, UN agencies, World Vision, and various national civil society organizations. Pending the clarification of mandates within the TVET sector, UNESCO is leading the group as an interim platform to discuss common approaches and partnerships related to TVET.

The working group has already aided streamline interventions across partners by reviewing and implementing the findings of the UNESCO-supported TVET rapid and labour market assessments. For the latter, CapED worked alongside the EU, Ministry of Labour and the National Bureau of Statistics. This partnership allowed the assessment to be more cost-effective and robust, as more data could be collected from the field given the combined resources of all the organizations involved.

The rapid assessment's findings led to governmental commitment towards a single TVET policy. UNESCO is coordinating with the EU-funded Empower project to support the Government in the development of the policy and to establish a TVET body of authority. In its efforts to create synergies among development partners, UNESCO has also supported relevant stakeholders in the technical review of the existing TVET curriculum produced by various ministries and has guided stakeholders in the development of the new curriculum. UNESCO's input will contribute to a formal gap analysis and subsequent curriculum development, which will be carried out by UNICEF through GPE funds from 2019-2023.

In addition, CapED conducted a TVET-specific education management information system (EMIS) study whose findings are expected to inform and focus GPE funding in strengthening South Sudan's EMIS system. Once the system is operational, it will allow other interventions to have greater and quicker impact, as accurate data will help inform decision-making in TVET provision, curriculum development, policy-making and other components.

The current situation is encouraging. As a result of evidence-based advocacy, TVET is now part of the new UN Country Framework, Humanitarian Response Plan and GPE Phase 2. Furthermore, many working group partners are expressing interest in conducting joint activities in the future, including policy, curriculum, mobile learning, and TVET provision. By taking the lead in ensuring national ownership, developing national capacities and supporting the Government streamline TVET, stakeholders, institutions, and potential donors now see UNESCO as a reliable and efficient TVET partner in the country. Moving forward, this position will greatly help UNESCO spearhead governmental efforts to push forward TVET reform.



Launch of the Labour Market Assessment and Review in South Sudan.

Afterword - The birth of CapED, looking back to see the future

by Svein Østtveit, former Director of the Executive Office

Svein Østtveit, former Director of UNESCO's Education Sector Executive Office, played a major role in the creation of the CapED Programme in 2003, convinced of the need to establish an operational arm that would enable the Organization to support Member States in improving access to quality education. Fifteen years later, he looks back at the evolution of a programme that has grown to be one of UNESCO's key platforms towards the Education 2030 Agenda.



The initial conceptualization of CapED goes back almost 20 years. The background was 10 disappointing years following Jomtien, and the preparation of Dakar 2000. Past experience had shown that very limited progress on the Jomtien goals could be linked to uncoordinated funding mechanisms, weak monitoring and a very scattered approach to operationalization of the goals. UNESCO, in addition to its importance as a convenor, normative agency and sector wide expertise, was also having several of its key operational priority areas, such as literacy, planning, teachers and TVET conceived, planned and implemented in a rather uncoordinated way.

Based upon this recognition, much work was devoted to how a more strategic and streamlined approach could be developed, trying to avoid one of the key challenges in development assistance, namely the scattered and isolated projects, not leading to stronger capacities of governments to better manage their education systems. The main idea was to develop a common encompassing programme, presenting key building blocks such as sector-wide planning, teachers, literacy and skills training as a unified whole.

With strong support from the Nordic donors, a first tentative programme was proposed in 2002, securing funding for operationalization. Over the years, several trials and tribulations were encountered, but CapEFA - CapED's original name - soon became recognized as a programme, which gave better and more sustainable results at country level, and facilitated coordination within UNESCO's three core entities, Headquarters, Field Offices and Institutes, in addition to the fact that it was a platform for better monitoring and reporting.

A major shift came when CapED developed a UNDP inspired systematic capacity development approach in 2010. This started a much more rigorous approach and helped colleagues to implement in a more harmonized way. Several external evaluations have given very positive feedback, and CapED is recognized as a crucial UNESCO programme.

There are certainly areas that can be further improved, such as clarification of its role within the new integrated programme and budget, better synergies with other large scale extrabudgetary programmes, clearer articulation of the links between UNESCO's operational and normative work. In spite of these challenges, there is no doubt that CapED delivers, and more donors are encouraged to take note of what seems to be one of the best investment "portfolios" at UNESCO.

A handwritten signature in black ink, appearing to read 'Svein Østtveit'.

Svein Østtveit

Annex

Analysis of financial statements

Results achieved by UNESCO under the CapED Programme are made possible through the participation and cooperation of multiple actors: government officials, UNESCO staff, national and international experts, and partner agencies and organizations. Most importantly, they would not have been achieved without the longstanding commitment to education and capacity development from the CapED donor group.

Although contributions to the CapED Programme soft-earmarked pool funding decreased in 2018 by 46% in relation to 2017 to USD 5.5 million, CapED’s budget for 2018 remained high at USD 12.4 million, with an implementation rate of 85%. CapED achieved this high implementation rate by using funds received in previous years. However, this poses a challenge to UNESCO’s ability to sustain CapED operations in the short-mid term, as the Programme’s pool funding will not be properly resourced to plan and carry out consistent, long-term interventions. This funding gap hinders efficiency and reduces overall effectiveness of the Programme.

As a delivery platform that pools together the different UNESCO entities across Headquarters, Field Offices and Institutes, investing in CapED is investing in UNESCO’s Education Sector as whole. Soft-earmarked contributions to the CapED Programme allows UNESCO to respond more effectively, facilitating long-term planning, strengthening results based management and reducing transaction costs. In 2019, UNESCO will continue to seek to broaden and diversify CapED’s funding base to meet funding needs.

Figure I: Overview of contributions in 2018 to the CapED Programme pool fund

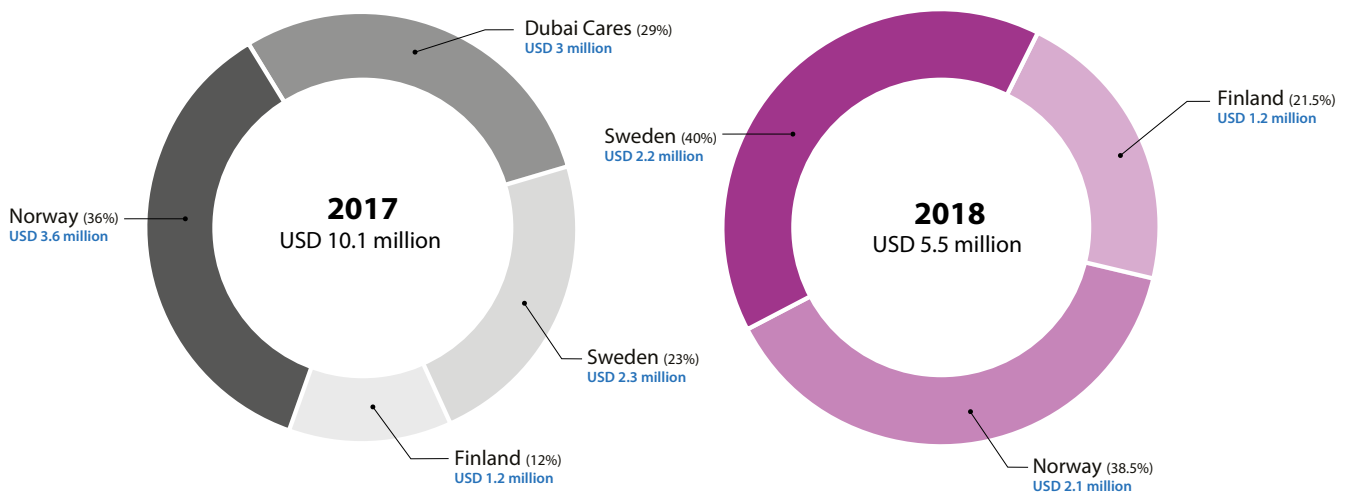


Figure II: Implementation, coordination and technical backstopping through the UNESCO-family

In line with CapED’s decentralized approach, 85% of expenditures were on country level implementation of programmes. Funds channelled to Institutes account for 5% and serve a double purpose: technical assistance from IBE, IICBA, IIEP, UIL and UIS to countries according to their expertise and added-value, and the development of global public goods. For instance, the training tools developed by UIS in the framework of the CapED SDG4 Pilot Programme and discussions within the Global Alliance to Monitor Learning with support from UIL and UIS to reach consensus on how to address monitoring challenges related to SDG global indicator 4.6.1 on literacy proficiencies. Approximately 10% of funds covered Headquarters role in coordination, advocacy and knowledge sharing, monitoring and evaluation, management oversight, quality assurance and technical assistance to Field Offices implementing country programmes.

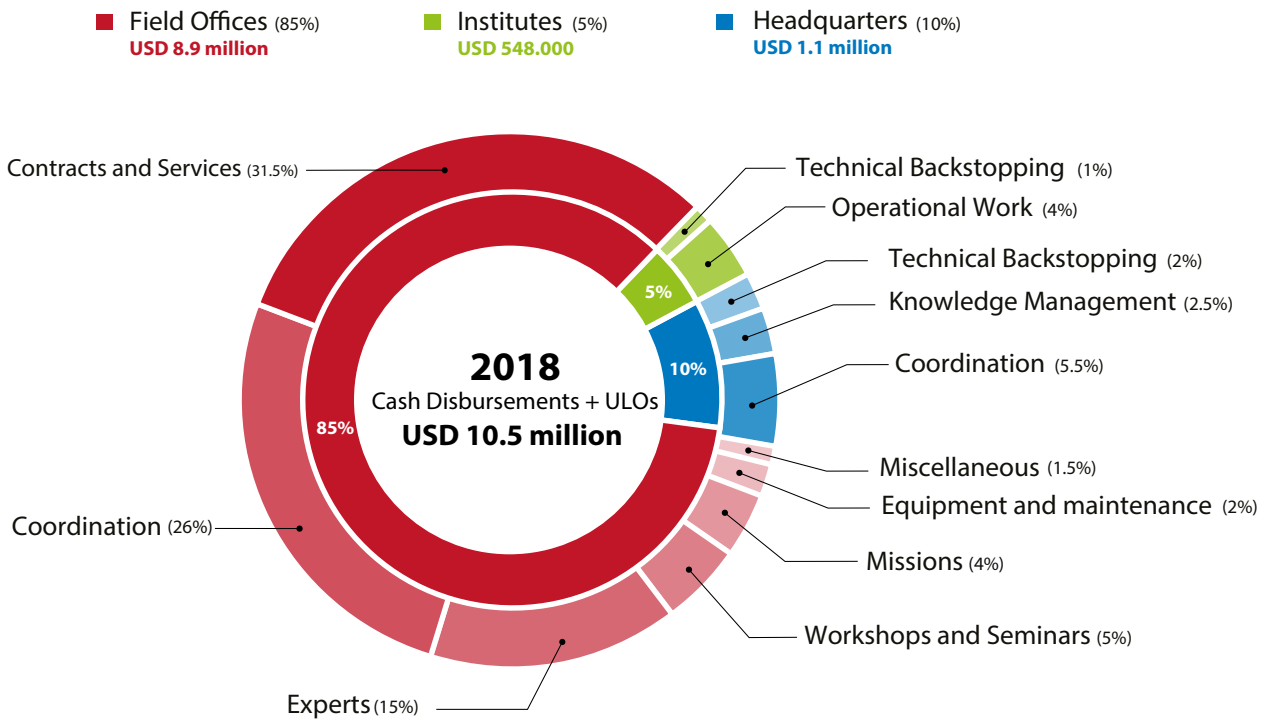


Figure III: Field Offices' expenditures per region and theme

Thirty-two per cent of expenditures in the field were in support of education reforms, sector-wide coordination, policy development and planning, highlighting UNESCO’s focus on system strengthening and the operationalization of SDG4 at country level through the Pilot Programme. Under skills for life and work, literacy and NFE accounted for 16%, while support to TVET accounted for 21%. Expenditures on teachers totalled 31%. In terms of distribution by region, 60% of expenditures were in direct support of Africa, highlighting CapED’s full alignment with UNESCO’s Priority Africa policy.

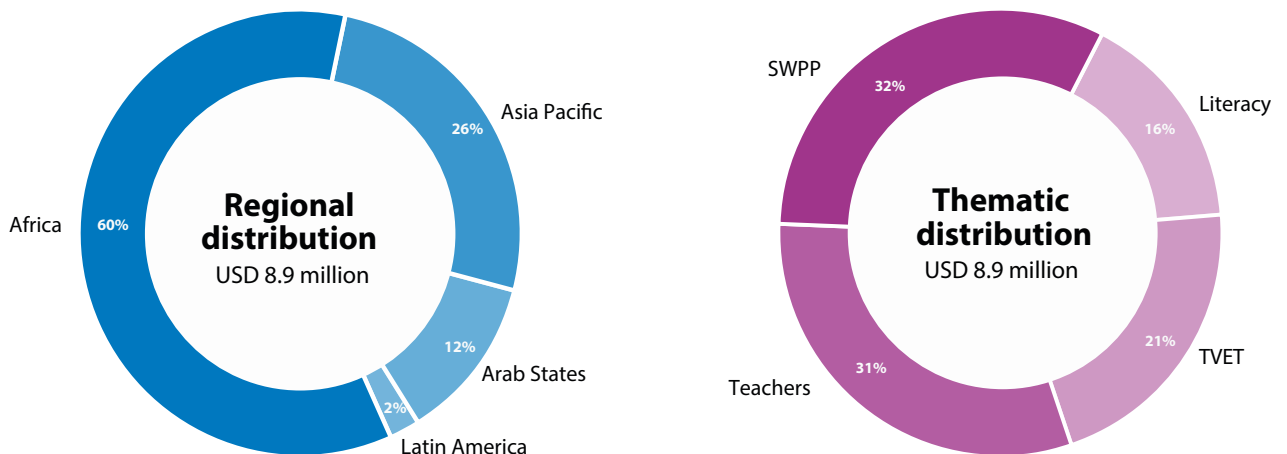
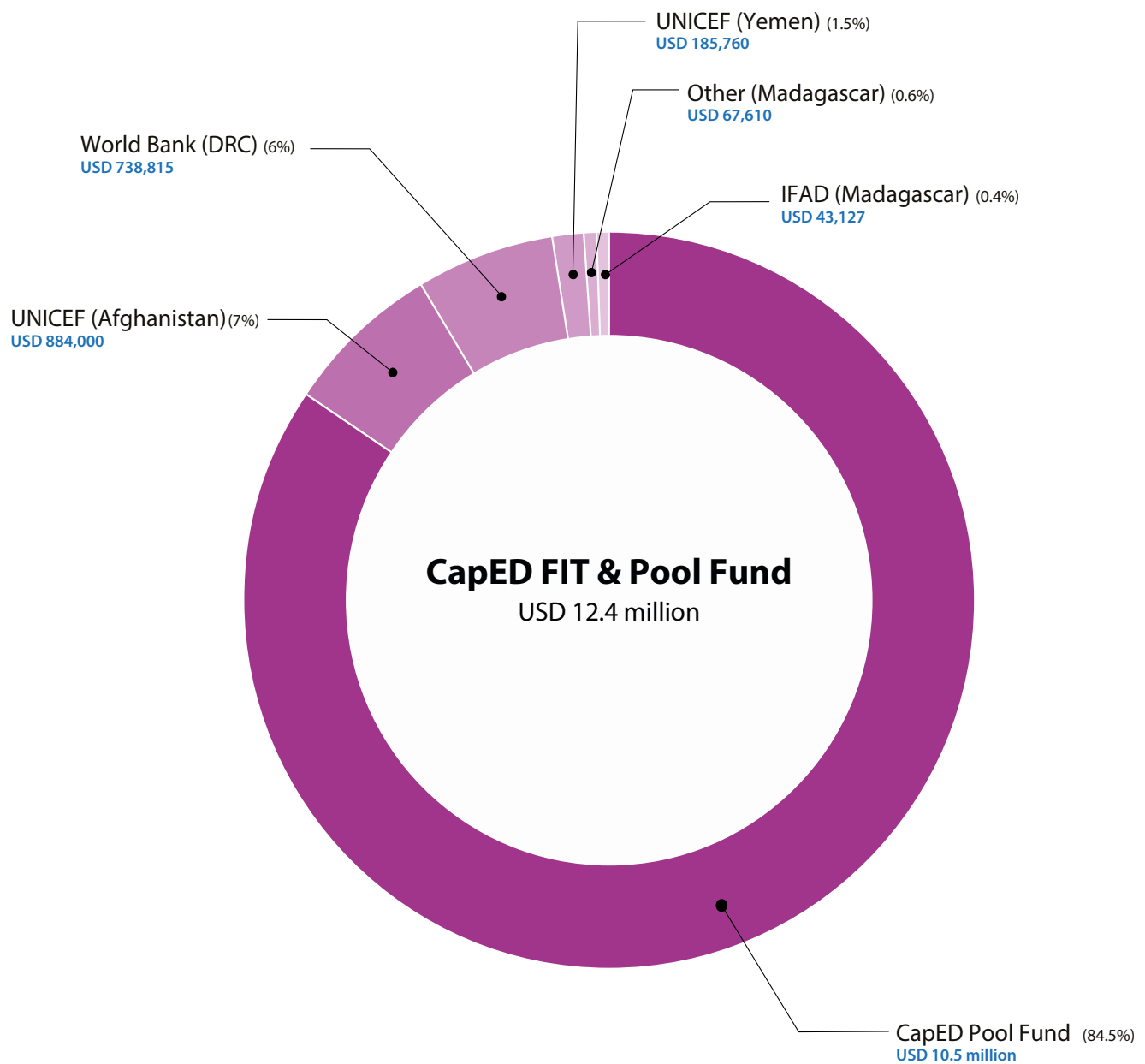


Figure IV: Expenditures in the framework of contributions earmarked for specific CapED country programmes

CapED's cooperation and partnership-oriented approach leads to the mobilization of resources outside the Programme's soft-earmarked pool funding. In 2018, other development partners provided contributions to the CapED Programme in Afghanistan, DRC, Madagascar and Yemen, with total expenditures amounting to USD 1.9 million.





Education Sector

United Nations Educational, Scientific and Cultural Organization

Capacity Development for Education

The CapED Programme

UNESCO is the United Nation’s specialized agency for education and is mandated to lead and coordinate progress towards Sustainable Development Goal 4 – “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

The CapED Programme is central to delivering on this mandate through capacity development. It mobilizes UNESCO’s worldwide network of specialized Institutes and offices and works with partners to assist countries as they develop and implement national plans to deliver on SDG4 commitments.

The Annual Report 2018 provides information on achievements and progress made in the 25 countries where CapED is operational.

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