



United Nations
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Education
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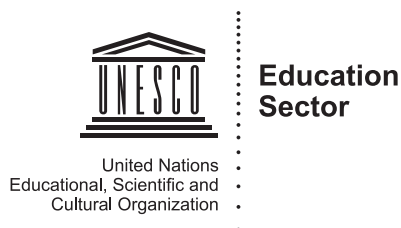
The CapED Programme

Annual Report 2019



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 a key delivery platform for UNESCO's Education Sector 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 2019

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:

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- 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: Two girls bend over their school books as part of the Second Chance Programme in Syria.

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Foreword

by Stefania Giannini Assistant Director-General for Education



As I write this foreword, the world is in lockdown as it grapples with the most global health crisis in history. A major knock-on effect of countries' attempts to contain the COVID-19 pandemic is extreme disruption to education. Most governments around the world have temporarily closed educational institutions, impacting over 91% of the global student population. UNESCO has an essential role to play to ensure that education continues in whatever form possible, particularly for marginalized and vulnerable groups, in the context of each country's realities.

Thanks to CapED's flexible yet structured approach and its focus on least developed countries, UNESCO has been able to swiftly respond to the crisis in some of the areas that need our support the most. As a result, UNESCO launched a USD 2.5 million CapED COVID-19 response covering 16 countries, in line with national response plans to the crisis. Interventions include adopting distance learning modalities by adapting existing content to TV, radio and digital platforms, supporting crisis-sensitive planning, and creating awareness raising plans for students, parents and local communities.

CapED is one of our key delivery platforms for the SDG4-Education 2030 Agenda. I have often highlighted how strategic the CapED Programme is, and the crisis we are all living through today confirms why we need flexible, well-rounded mechanisms that allow UNESCO to rapidly deploy its expertise at Headquarters, Field Offices and Institutes when priorities change. That is why CapED is so successful and at the forefront of UNESCO's operational response to COVID-19.

While the future will require ever-stronger collaboration to increase resilience and equity in education, this report focuses on the Programme's achievements in 2019. They range from reinforcing the right to education in Palestinian national legislation, to strengthening institutional capacities of vocational training centres in Madagascar – leading to new graduates ready to join the workforce. From building consensus around education priorities to develop a transitional education plan for the whole of Yemen, to assisting Burundi in creating its first ever teacher policy, to name just a few.

The external evaluation of CapED's SDG4 Pilot Programme, concluded in 2019, demonstrates 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. By highlighting what works and what does not, the evaluation has provided us with new ways to move forward in 2020 and beyond.

I renew once again my thanks to CapED's donors – Dubai Cares, Finland, Iceland, Norway, and Sweden – for their longstanding commitment, partnership-oriented approach, and support to CapED, and take this opportunity to welcome France as a new donor to the Programme. I encourage other partners to join us in this journey to transform education systems and lives.

Stefania Giannini

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25 countries

with education policies,
plans & strategies in line
with SDG4



Almost
52,000 education
practitioners

trained for the development,
implementation or monitoring of
up-to-date curricula & innovative
learning methodologies, including
gender-responsive pedagogies



WHAT WE ACHIEVED SO FAR: 2016-2019

Over

16,000
learners

(64% female) directly
benefitting from access to
skills development & lifelong
learning opportunities



Over

13,000
education
officers

trained for better
planning & evidence-
based policy making



Almost

8,000
education officers

trained in data collection,
management & analysis for better
monitoring & evidence-based policy



Creation of synergies
& implementation
agreements with

20
partners



across 19 countries

Over

170
gender-sensitive
& relevant curricula &
learning materials developed



55

training institutions with improved
tools & methods, including gender
responsive pedagogies



13 countries

with an analysis of national
legislation on the right to
education & in relation to
SDG4 commitments



Almost

27 million USD

mobilized from partners
at the country level to
complement & scale up
CapED interventions



2019 in review

CapED Programme snapshots



Hands-on training for a mid-term review

A series of workshops were organized to support the mid-term review of **Myanmar's** education sector plan (ESP). With IIEP's support, the overall objective was to strengthen Ministry of Education officers' skills to enable their active participation and ownership in the review process. A gap analysis report was produced outlining indicators and recommendations to strengthen strategic plans to come. Building on this, future support will focus on the country's second ESP in 2020, which will be key in shaping the next decade of education reform in Myanmar.



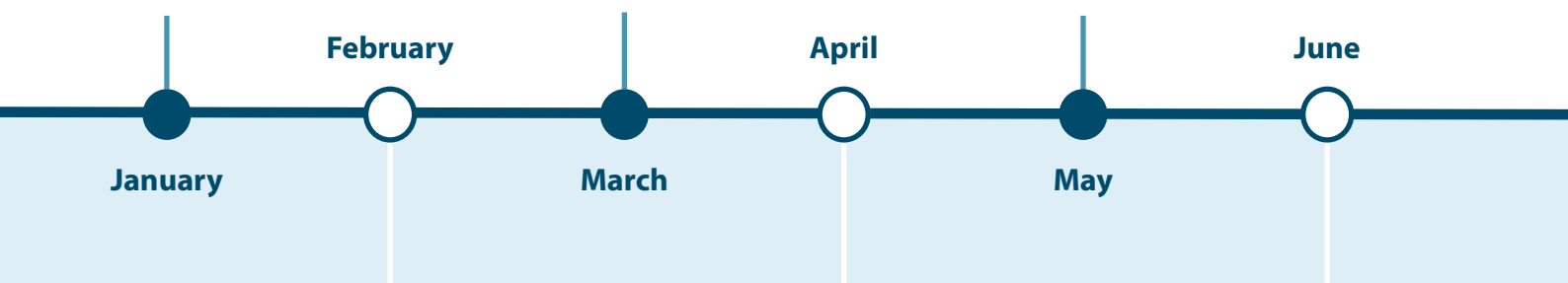
Giving vulnerable learners a second chance

In **Syria**, CapED continued to implement the Second Chance Programme, which supports primary level students, who failed their final year exam, study a condensed curriculum to help them resit assessments and move to the next grade. In 2019, 1,600 additional teachers were trained to deliver summer condensed classes and over 39,000 students benefited. The Programme aims to achieve gender parity among its beneficiaries and is close to achieving this with 47.5% female learners participating this year.



Certification of literacy and NFE learners

In **Mauritania**, UNESCO supported the Government develop tools to assess learning outcomes and certify literacy and NFE programme beneficiaries to help them access either further vocational training or integrate into the labour market. After training certifiers to run assessments and producing a guide to support them, the tools were piloted in two literacy classes in the Nouakchott region, leading to minor adjustments being made to the assessments. Following this, the tools will be rolled out nationwide.



SDG4 Strategic Framework under development

In **Bangladesh**, UNESCO helped organize a high-level national consultation on the SDG4 Strategic Framework to validate the country's education priorities for the coming years, in line with national and SDG4 targets. This was part of a series of consultations bringing together relevant ministries, members of the Steering and Technical Committees, development partners, representatives from civil society organizations, researchers, and teachers. Their collective feedback guided the finalization of the Strategic Framework, which was approved in October.



Gender Responsive Pedagogy Guidelines validated

In **Uganda**, following the recommendations of a 2018 study on gender equity in teacher education, guidelines on how to integrate gender responsive pedagogy (GRP) when teaching STEM subjects were validated. The guidelines aim to improve the uptake and performance of learners in the science disciplines, especially girls. They were used in a series of trainings, follow-up and mentorships sessions conducted in 2019 to strengthen the capacity of teacher educators of STEM subjects in Teacher Training Colleges and to assess whether GRP was being mainstreamed in schools.



Education Sector Plan adopted

In recent years, **Mali** has been marred by a security crisis that has hindered the development of its education system. Since 2014, the country has been acting on an interim plan, which includes developing a new ESP (2019-2028). CapED strengthened the capacities of 130 relevant stakeholders and helped the Government integrate SDG4 targets into the plan, which was officially adopted in June.



Piloting new curriculum for adult basic education

Following the adoption of **Mozambique's** curriculum framework for adult basic education in 2017, and the development of learning materials equivalent to grades 1-6 of formal education in Portuguese and five local languages, workshops provided teacher trainers with the knowledge and skills to test the curriculum and train teachers in its use. The first year of the new curriculum was successfully piloted in five districts with 500 learners and the piloting of subsequent years will continue until full roll out in 2020.



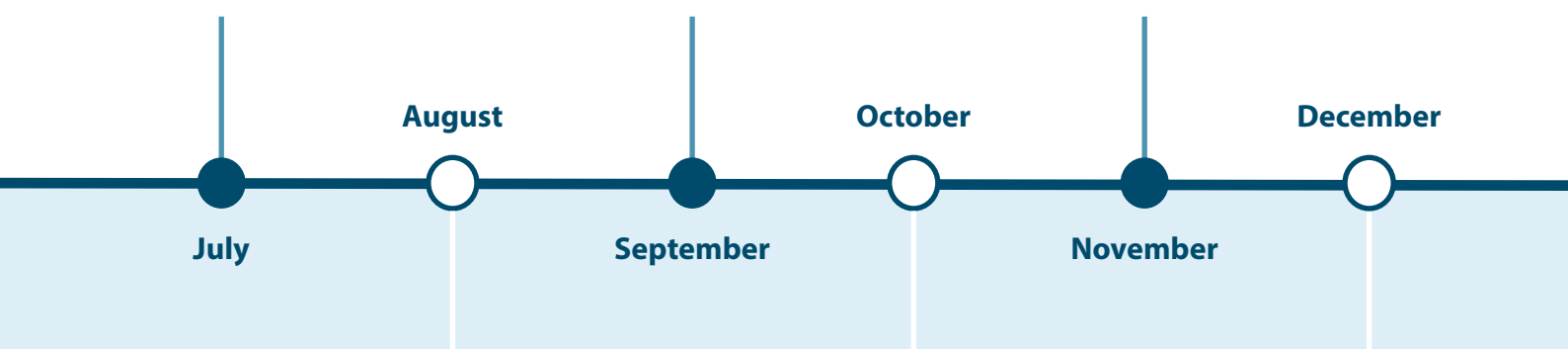
Strategy validated to relaunch TVET

In **Benin**, after supporting the country develop a Technical and Vocational Education and Training (TVET) relaunch strategy, CapED helped organize a round table in Cotonou to technically validate the document. The event brought together relevant ministries, institutions, private sector representatives, as well as technical and financial partners. A financing round table was held in early 2020 with pledges from development partners and the private sector to fully implement the strategy.



New Teacher Policy developed

In **Burundi**, a national workshop took place to validate the country's first ever teacher policy. Participants included policy makers, teacher educators, union representatives, teachers, and parents. The policy development process was supported by UNESCO with technical expertise from IICBA throughout the process, including updating a national diagnostic study on teachers and the sharing of lessons learned during a similar intervention in Uganda.



Strengthening education statistics

In **Nepal**, a national consultation meeting involved federal, provincial and local governments to present the finalized National Strategy for the Development of Education Statistics (NSDES). Through UIS, and in close cooperation with Nepal's Central Bureau of Statistics, UNESCO has been supporting the Government develop the NSDES, which aims to strengthen the country's EMIS in order to track progress towards SDG4.



Youths graduating in vocational trades

In **Madagascar**, 30 learners graduated from the Technical College of Tsiroanomandidy in either auto mechanics or masonry. Since 2014, UNESCO has been reinforcing the capacities of 17 training centres to provide quality vocational training for out-of-school rural youth in sectors that offer economic opportunities, with more than 3,400 graduates so far. Since the staff and centre managers received training, seven centres have been empowered to develop and teach additional trades on their own.

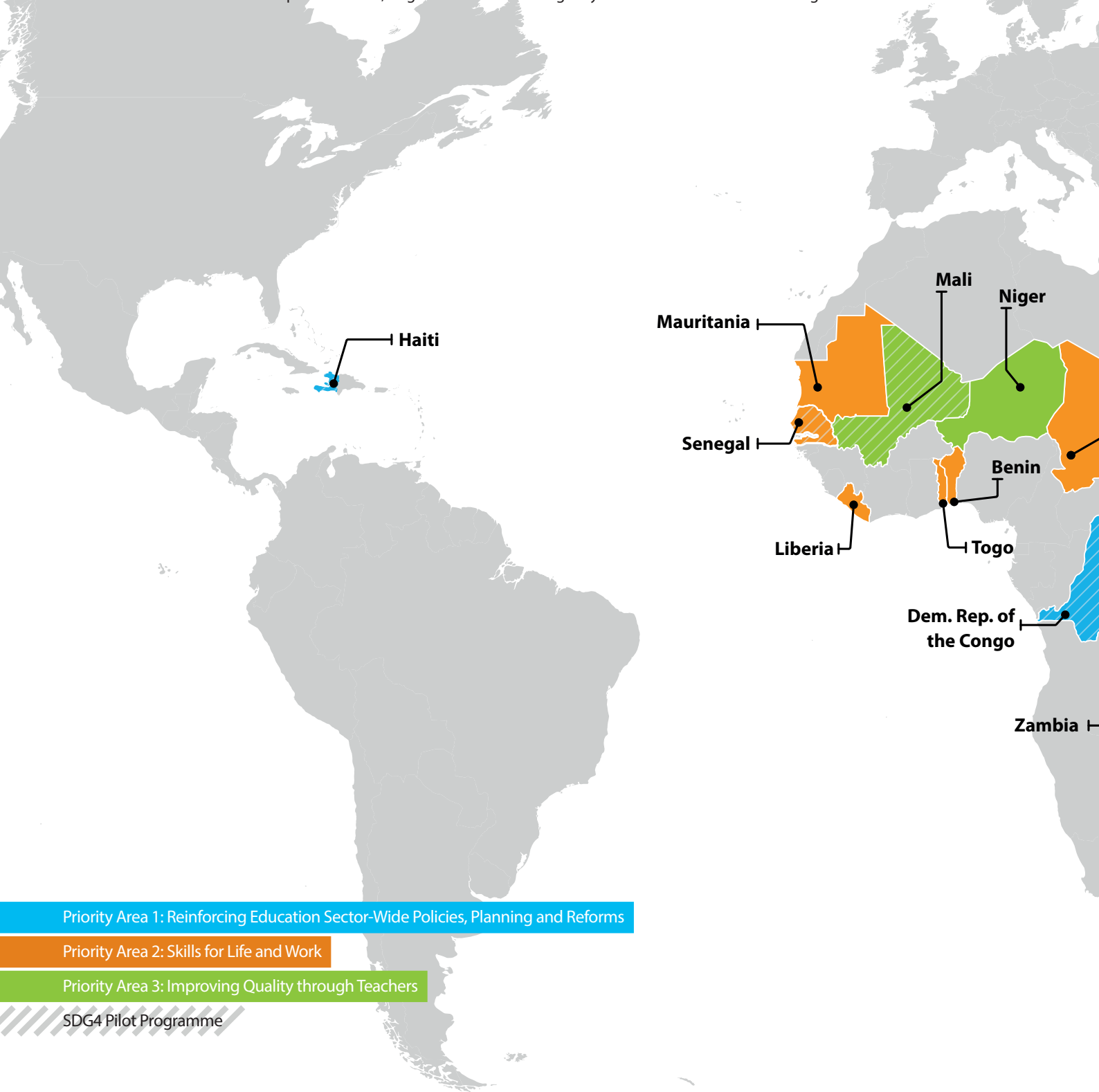


Developing data analysis capacities

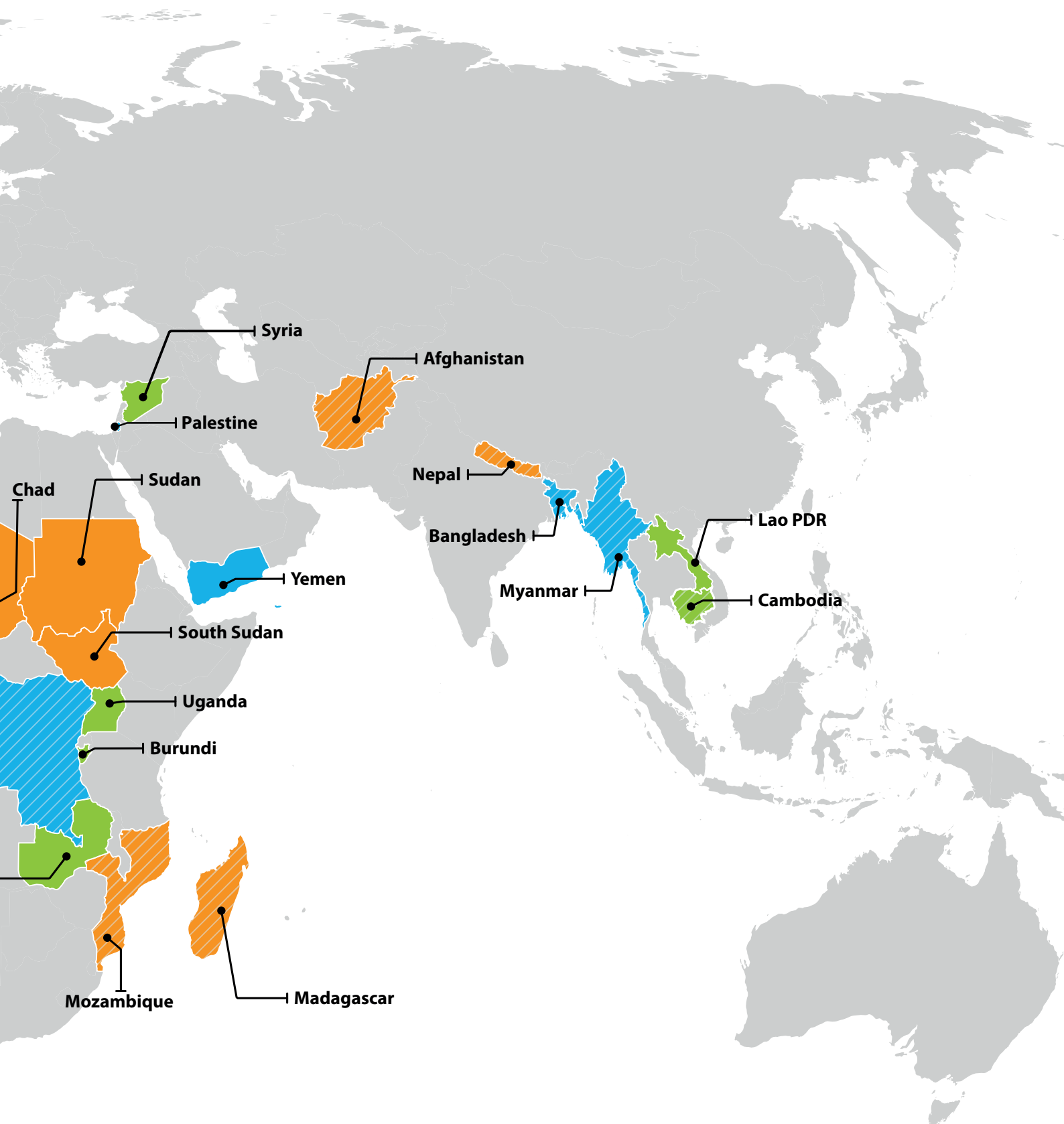
In **Liberia**, a workshop offered decentralized education staff at the county level hands-on training in extracting and interpreting data from their EMIS. With these strengthened capacities, staff will be better equipped to use education statistics to argue for priorities in resource allocation. In 2020, training will be rolled out to staff at the lower district level. Ultimately, this will benefit the quality of data on TVET institutions, which is CapED's focus in the country.

Geographic coverage 2019

CapED is currently working with 26 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.



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.

The CapED Programme is a pooled funding mechanism in support of least developed and fragile countries in the framework of SDG4. With a multidisciplinary focus, CapED contributes to all operational expected results of the Education Sector as established in UNESCO's four-year programme. This was considered revolutionary when the Programme was created in 2003 and remains unique to the Education Sector. As a common encompassing programme, presenting key building blocks such as sector-wide policy and planning, teachers, literacy and skills training as a unified whole, CapED was a precursor for the delivery of comprehensive and strategic support to Member States.

The pooled funding approach ensures flexible source of financing for strategic interventions within CapED's programmatically rigid operational framework. This unusual duality mixing flexibility and rigidity is one of CapED's main sources of effectiveness, as highlighted by multiple independent external evaluations. Indeed, the CapED model allows UNESCO to be more relevant to Member States priorities and more efficient to carry out its mandate as per the SDG4-Education 2030 Framework for Action, particularly for country-level policy dialogue and coordination, in addition to becoming an internal reference for better monitoring and reporting.

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 the 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 CapED Programme is managed by the Education Sector's Executive Office under the direct authority of the Assistant Director-General for Education, and is implemented by UNESCO's Field Offices through a decentralized approach with coordinated support from Headquarters' programme divisions and Specialized Institutes, particularly IIEP, IICBA, UIS, and UIL. As such, investing in CapED is investing in UNESCO's Education Sector as a whole. Contributions to the CapED Programme pooled funding mechanism allows UNESCO to respond more effectively, facilitating long-term planning, strengthening results-based management, and reducing transaction costs.

This annual report covers the period from 1 January to 31 December 2019. 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 2019 country implementation, as well as selected highlights from the Programme's partnership-oriented approach.



Participants of a CLC workshop are pictured travelling together in Nepal.

Results matrix

2019 marks the fourth year of reporting against the CapED results matrix, and the first under its new timeframe covering six years, from 2016 to 2021.

As explained in previous reports, the results matrix was introduced in 2016 with an initial three-year timeframe in replacement of the four individual results matrices covering the Programme's main areas of work, namely policies and plans, TVET, literacy and non-formal education, and teachers. The objective of a unified CapED results matrix was to better illustrate the full scope of UNESCO's consolidated achievements through the Programme, as opposed to fragmented reporting per theme.

In light of the positive feedback received on this new format, last year's annual report proposed to extend the results matrix for an additional three years, in line with UNESCO's biennial reporting period and four-year programmatic cycle ending in 2021. In addition to a necessary increase of programmed targets, the extension of the reporting period until 2021 confirmed the need of refining existing indicators. Limited changes to certain indicators ensured more clarity to internal reporting processes, and reflected new strands of interventions, particularly those in support of countries' COVID-19 education responses.

In this sense, the revised results matrix 2016-2021 available in the next page represents both change and continuity. While new indicators confirm CapED's flexibility and strong added-value of adapting to changing contexts and priorities, the cumulative aggregation of results remains coherent to the Programme's operational framework and is a seamless continuation of the original 2016-2018 reporting period.



A girl is pictured practicing her writing where she can in a Syrian refugee camp.

Table I: Results 2016-2019

Performance Indicators	Baseline	Programmed 2016-2021	Attained 2016	Attained 2017	Attained 2018	Attained 2019	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. ¹	N/A	16,000	341	3,773	5,191	3,938	13,243
PI 1.2 Number of country reports completed analysing national legislation on the right to education and SDG 4 commitments.	0	15	10	1	0	2	13
PI 1.3 Number of evidence-based sector-wide and sub-sector education policies, plans and strategies in line with SDG4 developed. ²	5	28	3	15	2	5	25
PI 1.4 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	11	3	1	2	1	7
PI 1.5 Number of countries strengthening distance learning modalities. ³	0	10	0	0	0	0	0
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)	9,000 (50% F)	1,168 (N/A)	1,376 (20%)	2,225 (17%)	3,082 (34%)	7,851 (23%)
PI 2.2 Number of statistical yearbooks produced with quality data to monitor performance of education sector or sub-sectors.	N/A	60	6	10	14	29	59
PI 2.3 Number of countries with national strategies for the development of education statistics (NSDES).	0	12	0	0	4	4	8
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	200	36	95	41	6	178
PI 3.2 Number of institutions with improved tools and methods, including improvement plans and gender-responsive pedagogies.	0	60	0	43	12	0	55
PI 3.3 Number of countries with national teachers' standards frameworks in place.	0	6	1	3	0	1	5
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	3,200	459	780	861	416	2,516
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	25,000	5,222	5,990	2,549	4,463	18,224
PI 3.6 Number of education practitioners trained in gender-responsive pedagogy.	N/A	25,000	636	3,000	16,444	1,440	21,520
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	10,500	1,584	2,314	3,588	2,267	9,753
PI 4.2 Number of learners benefiting through CapED from access to skills development and lifelong learning opportunities.	N/A	18,000	5,041	7,713	1,369	2,167	16,290
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	60%	60%	65%	60%	78%	64%

¹ PI 1.1 now reflects "crisis-sensitive" planning, in line with COVID-19 education responses.² PI 1.3 merged with previous PI 1.4 capturing the implementation of plans.³ PI 1.5 is a new indicator reflecting distance learning solutions being supported in support of COVID-19 education responses.

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.



The CapED SDG4 Pilot Programme evaluated as an effective, replicable and scalable model

After two years of implementation and with most planned activities coming to an end, the time was ripe to take stock of the achievements and shortcomings of the operational response piloted by UNESCO to help countries translate their commitment to the SDG4-Education 2030 Agenda into action. The findings of the CapED SDG4 Pilot Programme Evaluation demonstrate that it is worth investing in the continuation and expansion of this successful model.

The SDG4-Education 2030 Framework for Action paragraph 28, calls for governments to “translate global targets into achievable national targets based on their education priorities, national development strategies and plans, the ways their education systems are organized, their institutional capacity and the availability of resources”. In response to widespread demand for support to reflect SDG4 commitments into national education systems, UNESCO launched in 2016 a Pilot initiative building on the CapED platform to assist countries in the operationalization of SDG4.

The Pilot was designed and implemented around two components. Component 1 assessed the extent to which countries had integrated SDG4 commitments into key strategic documents and legal frameworks, while Component 2, led by UIS, aimed to improve national monitoring data and information systems for SDG4 through the development of an NSDES.

With activities nearing completion in the 11 Pilot countries, an improvement-oriented external evaluation was launched in 2018. It aimed to capture lessons from the Pilot implementation and formulate recommendations to inform a possible expansion of the model, as well as current and future efforts to strengthen operationalization of SDG4 commitments in other countries. It also looked at the Pilot’s operational modalities, including bottlenecks and drivers of success, and, to a lesser extent, at the achievement of its outputs and intermediate outcomes. The evaluation team conducted in-depth five-day field missions in four countries: Cambodia, Madagascar, Myanmar, and Senegal.



Anton Ivanov/Shutterstock.com



CapED SDG4 Pilot objectives:

Its specific objectives were to (1) advocate for and increase national ownership of SDG4; (2) mainstream critical principles of the agenda such as equity, quality and lifelong learning when assisting countries in reviewing their policies and plans; (3) promote normative frameworks on the right to education fostering a rights-based approach; and (4) improve national data collection and analysis systems to better monitor progress towards SDG4.

Main findings

The evaluation concluded that the Pilot package is a replicable and scalable model that can serve a range of countries, least developed or otherwise. The Pilot ensured that a human rights and gender equality agenda were integrated in the work towards achieving SDG4 targets, with outputs under Component 1 and 2 providing relevant, effective and country-specific means for gap identification and decision making to address them. In addition, the flexible approach towards the implementation of Component 1, which allowed for the adoption of different pathways to SDG4 operationalization across countries to align SDG4 targets into national plans, was considered a success. A series of consistent, relevant, flexible, and practical solutions to government needs with effective implementation tools to facilitate capacity development support resulted in high levels of government ownership.

After analysing Component 1, evaluators found that the Pilot fostered sector coordination and policy dialogue. In the four countries where the evaluation team conducted field visits, government officials stressed the ability of UNESCO staff to communicate easily across ministries, departments, agencies, and education stakeholders consistently emphasizing inclusivity by bringing all parties to the table. The evaluation also praised the efficient and effective use of UNESCO's in-house expertise from Headquarters, Field Offices and Institutes that is central to CapED's model as a platform for the delivery of technical expertise.

Under Component 2, the well-structured process leading to a major long-term strategic document, the NSDES, proved to be successful. The UIS-developed tools for the Pilot were considered relevant and useful by both government officials and development partners. According to the evaluation, they provide a clear structure and process for sectoral gap identification for SDG4 data, in addition to addressing previous data limitations and fragmentation, and thus improving data quality, limiting duplication, coordinating a range of data providers and data sources, and addressing the analysis and use of data.

Areas of Improvement

The evaluation team noted that, while the Pilot model had benefitted from CapED's 15-year experience and lessons learned in capacity development, there are still some shortcomings to be improved:

- The interrelation between both components was not equal in every Pilot country. While operational autonomy was important, in some countries this risked the two components not working in harmony. Such challenge is acknowledged and will be addressed in the future.
- The major concern of the evaluation team is the capacity of national authorities to implement the outputs (ESPs, roadmaps, vision statements, NSDES plans etc.), as well as upstream and downstream infusion of the plans. National authorities emphasized that continued UNESCO support beyond the Pilot would be beneficial. The evaluation team suggest that the capacity development approach could be improved through the addition of phases or periods to determine host country, national authority, or departmental readiness and thus 'periodize' capacity development.
- The evaluators also identified gaps in terms of knowledge sharing amongst beneficiary countries. Other than the Right to Education Synthesis Report⁴, no summary of consolidated reports had been disseminated to country teams as a separate information sheet prior to the evaluation. Nor had there been structured knowledge sharing sessions via electronic means, such as webinars. While countries were at various stages of support, in future iterations UNESCO can pinpoint successes in approaches and processes, and promulgate these across countries, to open up debate regarding policies, planning, and data monitoring in the development phases, without waiting for completion.

The evaluation praised the efficient and effective use of UNESCO's in-house expertise from Headquarters, Field Offices and Institutes that is central to CapED's model as a platform for the delivery of technical expertise.

⁴ Right to Education report: <https://unesdoc.unesco.org/ark:/48223/pf0000260460>

Towards a sectoral UNESCO CapED SDG4 Model of capacity development

The evaluation recommends UNESCO to maintain its support to the 11 Pilot countries and to scale-up, if funding is available, the Pilot package to the remaining 15 CapED countries. In the current Pilot countries, this would involve a continuation of UNESCO's capacity development support tied to monitoring the progress of follow-up actions and lessons learnt during the Pilot. Most follow-up strategies in beneficiary countries focus on identifying human capacity gaps in order to institutionalize the capacity to plan, initiate policy reform, and improve data collection – while focusing on the use and usefulness of data and information on the SDG4 goals. Additionally, since most countries have focused on the central level, expanding the scope of action to the provincial level would facilitate implementation of the plans.

With regard to the implementation of the model in other countries, some modifications will be necessary given that in a significant number of countries SDG4 has already become part of national policy dialogue and planning processes. If in 2016, countries struggled to reflect SDG4 commitments, they now seek support on how to implement them to achieve national goals.

Finally, and the evaluation explicitly highlights this, there are budget limitations that prevent UNESCO from rolling-out the Pilot approach systematically in all CapED countries, whether through follow-up support in the group of Pilot countries, or through the replication, or adaptation, of the Pilot model in the remaining countries.

In view of the above, the continuation and expansion of the UNESCO CapED SDG4 Model will be based on an ongoing mapping exercise that identifies potential entry points in each country and considers the most cost-effective interventions with a maximum potential for impact to frame interventions, inform funding decisions and guide resource mobilization efforts.

Does the legal framework ensure education for all? The importance of the right to education assessments

A major achievement of the Pilot Programme was the completion of the right to education assessments in all 11 countries. The evaluators highlighted that the right to education assessment is a critical and high-quality comparative strength, unique to UNESCO. UNESCO staff compiled these laws and any other related regulations in each country, suggested areas of legal reforms to support progress towards SDG4, documented results in a report, and organized national workshops to raise awareness of the vulnerabilities in the legal frameworks and their implications on the policy cycle in terms of SDG goals 4.1, 4.2, and 4.5. The benefits of the approach are the following:

- As a collection table and gap identification tool, evaluators described the reports as easy-to-read, relevant, and highly efficient and effective in rapidly summarizing country-specific legal frameworks, highlighting the most urgently needed legal requirements to ensure alignment with SDG4 commitments and the effective realization of the right to education.
- Evaluators also recognized that the reports provided an entry point and a benchmark for further discussion and improved legal compliance in the future. They particularly appreciated that the reports were based on the expertise of UNESCO Headquarters staff, who had full control of the process, and they highlighted the comparative advantage, as other development partners do not conduct such assessments.
- The analytical synthesis based on the findings published in 2017 demonstrated that improving legal frameworks is indispensable as legal gaps resulting from incomplete or obsolete national frameworks can be detrimental to the efforts made towards achieving SDG4 and securing the right to education for all.

Beyond these positive aspects, UNESCO identified three main challenges:

1. While the UNESCO-controlled process allowed for a rapid drafting of the reports, field office staff and national authorities were not always fully aware of the relevance of the report due to the technical legal content. Increased participation of national authorities, even if it risks slowing down the drafting process, would be beneficial to foster the ownership required for the recommendations to be taken forward.
2. The right to education reports, despite referring to education policies, focused mainly on reviewing legal texts. However, recommendations will eventually need to be translated into national legal, as well as policy frameworks. Broadening the scope of the reports would enable a comprehensive analysis of the right to education that identifies potential gaps between national education policies and national legislation.
3. Ensuring that reports stay relevant and up to date will always be a challenge. UNESCO has offered to revise the report to ensure that the most recent legal modifications are included whenever the Government showed interest in initiate legal reforms based on the report's recommendations.

Expansion and way forward:

Four additional CapED countries – Burundi, Mauritania, Palestine, and Togo – have already successfully benefited from right to education assessments. The approach has been flexible, either focused on the three targets of SDG4 that the Pilot programme focuses on or covering all SDG4 targets in response to the Member State's demands. Moreover, the information collected through the 15 assessments allowed UNESCO to accelerate the development of Her Atlas, UNESCO's Interactive Atlas on the status of national constitutions, legislation and regulations related to girls' and women's right to education.

Future initiatives will prioritize capacity development of field staff and strong engagement from national counterparts. To influence changes in legal and policy frameworks, tools to support the alignment of legislation, policy and planning will be developed. The flexible methodology used in the expansion phase will continue including the possibility of conducting a policy and a legal review. Recommendations and follow-up actions will cover the various dimensions of the right to education in relation to SDG4, mobilizing the expertise of the various units and sections of the Education Sector to provide support for the implementation of the recommendations.





Reinforcing the right to education in Palestinian national legislation

Palestine has made considerable efforts in ensuring the full realization of the right to education notably by ratifying, in April 2018, the UNESCO 1960 Convention against Discrimination in Education – a major instrument providing a robust framework on non-discrimination and equality of opportunity in education. To support the Ministry of Education and the Ministry of Higher Education and Scientific Research continue this momentum, UNESCO conducted a review of the legal framework in light of the recently adopted laws on general and higher education. The review's main aim was to inform and guide the elaboration of the education bylaws and to propose concrete measures to ensure further alignment of the national legal framework with international human rights normative instruments.

In the review, UNESCO advocated for Palestine to have an explicit number of school years or levels of education that are provided free of charge. The Ministry of Education is evaluating its financial position in order to define the budget allocation required to extend free education, including the provision of educational personnel, schools and classrooms to meet the 12 years recommended by the SDG4-Education 2030 Framework for Action.

SDG4 is centred around inclusion, which requires general principles of non-discrimination, equity and equality of opportunities to be enshrined in law. The review recommended the adjustment of the Higher Education Law to enshrine these principles in and through higher education. As a result, the Council of Higher Education took steps to promote non-discrimination and equality of opportunity, the most noteworthy of which were resolutions on the non-discriminatory enrolment criteria for universities and on justice in distributing financial grants to students and universities.

The right to education also requires the harmonization, to the extent possible, of national legislations that indirectly affect the realization of this right. This is the case for labour laws. In its review, UNESCO encouraged the revision of the Palestinian Labour Law to prohibit employing children under the age of 16 in line with the end of compulsory education. Subsequently, the Ministry of Labour is submitting a draft law to amend this, including a legislative text to raise the age of child labour in line with the Palestinian Child Law.

In parallel to the review, UNESCO has been working with the Palestinian Government to elaborate the education bylaws, which are currently pending approval, and will also continue to assist the Government implement the review's recommendations. The concerted efforts aim to achieve SDG4 and the realization of the right to education for every child, adolescent and adult to ensure they have access to learning opportunities to be able to fully participate in society.

A transitional education plan for increased consensus and support in Yemen

After extensive efforts since early 2018, Yemen's Transitional Education Plan (TEP) was fully endorsed and approved by the Local Education Group (LEG) in October 2019. Through CapED, UNESCO played a critical role in supporting planning, promoting dialogue and engagement of education partners, and facilitating consensus building around priorities in order to sustain a fragile education system in the war-torn country.

With almost a decade of instability, the escalation of armed conflict in 2015 deteriorated an already protracted crisis in Yemen, taking a severe toll on civilians and reversing hard-won development gains. On education, despite numerous challenges brought by the on-going conflict, including damaged infrastructure and stark budget constraints, education authorities strived to mitigate the loss of past progress in terms of access and quality, while addressing learners' pressing needs in education, nutrition, psychosocial support, health, and social protection.

In 2017, UNESCO assumed the roles of GPE Coordinating Agency and Co-Chair of Yemen's LEG, tasked with supporting coordination efforts between education actors, including education authorities, long-time donors, implementing agencies and International NGOs, the UN and community-based organizations. With its track record of engaging with a wide range of partners, UNESCO quickly emerged as an effective actor capable of brokering negotiations in that particularly challenging environment and building consensus around education priorities.

Despite political division, there was a shared desire by education authorities to prepare one plan with commonly identified priorities that account for the needs of all children and education staff countrywide. The Ministry of Education and development partners agreed on the conception of a three-year TEP, based on rigorous analysis of available data through an Education Situation Analysis (ESA). The TEP is transitional in nature, with a shorter duration when compared to traditional education sector plans, designed to address immediate needs and to strengthen national planning implementation capacities. For that, it targets basic education only and serves as a roadmap for selected priorities that support the transition from emergency responses to longer-term development. The TEP also acts as an important resource mobilization tool for significant financial contributions provided by development partners, including future humanitarian appeals.

UNESCO assumed the roles of GPE Coordinating Agency and Co-Chair of Yemen's Local Education Group (LEG), tasked with supporting coordination efforts between education actors, including education authorities, long-time donors, implementing agencies and International NGOs, the UN and community-based organizations.

Through CapED, the UNESCO regional office in Beirut facilitated consultations and consensus building, while IIEP led the provision of technical support to the Ministry of Education's staff and partners. Additional funding from GPE ensured crucial consultations among education stakeholders, including at the national level, despite limited opportunities at governorate and district levels due to the conflict.

For the ESA and TEP development processes, IIEP worked with a core team of education actors representing the whole of Yemen, with several technical workshops taking place in Beirut throughout 2018 and 2019. The availability of reliable data was a major challenge, as was the priority setting process when everything is a priority. The final document, reflecting two years of consensus building, identifies four key areas: safe, equitable access to education; improved teaching and learning; rehabilitation of educational infrastructure; and strengthened institutional capacities. The TEP was officially endorsed and approved by both education authorities and the LEG in October 2019. For 2020, the primary goal is to implement it, with the country now in a position to access much-needed financing from donors and development partners. In this context, as the Organization continues with the role of Coordinating Agency, UNESCO is planning to organize a donor conference with GPE, with a view to supporting Yemen to mobilize further resources to implement its TEP.



Solid Data for a strong education sector in Myanmar

The Annual Report 2016 showcased how UNESCO's support through the CapED Programme was crucial to the development of Myanmar's EMIS. Almost seven years since the first diagnostics were conducted, and following a four-year development process, the system was officially launched in December 2019. It inaugurates a new era where the country will for the first time be able to make evidence-based policy decisions founded on reliable, internally produced data.

Myanmar's ambitious education reform requires quality data, as when policy makers receive accurate and timely information they can make evidence-based decisions on resource allocation and strategic planning, which are essential to providing effective education and quality learning outcomes.

As can be seen in the timeline in Figure I, in 2012, in the context of the country's education reform, CapED supported a Comprehensive Education Sector Review, which helped the Government and development partners set priorities. Reinforcing education data collection became a key focus for the Ministry of Education (MoE) and UNESCO was charged with supporting the EMIS reform.

Myanmar's existing EMIS was not digitalized, with data collection at the township level relying on printouts, spreadsheets and manual calculations. This resulted in inaccuracies and data not being immediately available, meaning that important and time-sensitive policy decisions were delayed.

In 2013, CapED carried out a review of this system, including an analysis of what capacities needed to be developed, and in 2015, the Programme finalized a Master Plan to transform the system. To gather key data for the EMIS, the Programme also assisted the Government launch a school mapping system, which includes data on thousands of schools, government universities, education colleges, and TVET institutions. In parallel, the MoE created a budget for the EMIS development process and established an implementation unit within their ministry.

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For the first time, Myanmar
will be able to draw on quality
data produced by the EMIS
system to inform education
priorities and policies.

”
Minister of Education of Myanmar,
Myo Thein Gyi.

“Given the centrality of EMIS in our education reform agenda and the importance of national ownership, we have included EMIS development and management in the education budget since financial year 2016-17,” said Myanmar's Minister of Education, H. E. Myo Thein Gyi during CapED's 2019 ministerial meeting in Paris. “The Ministry of Education now fully funds EMIS, with UNESCO providing the technical support. The message and advice I would like to share with my fellow ministers is that we need to invest on the sustainable production and use of data, capitalizing on the support of partners.”

Following a four-year development process, the system was officially launched in December 2019, with two elements, Basic Education and Human Resources, finalized and piloted, and with more elements underway. The new EMIS, which is in line with the country's ESP, brings Myanmar up to date with international best practice. It streamlines the data entry and aggregation process by creating a single integrated system that manages data from all education subsectors. Administrators and schools will be able to directly submit raw data into one system, which will save time and improve accuracy.



What is more, as the data is sex disaggregated, it will allow for thorough gender analysis, a crucial tool in promoting gender equality. The new system will enable policy makers to view data at all levels. At the most granular level, they can track the progress of individual students, thus ensuring that all learners' needs are being met.

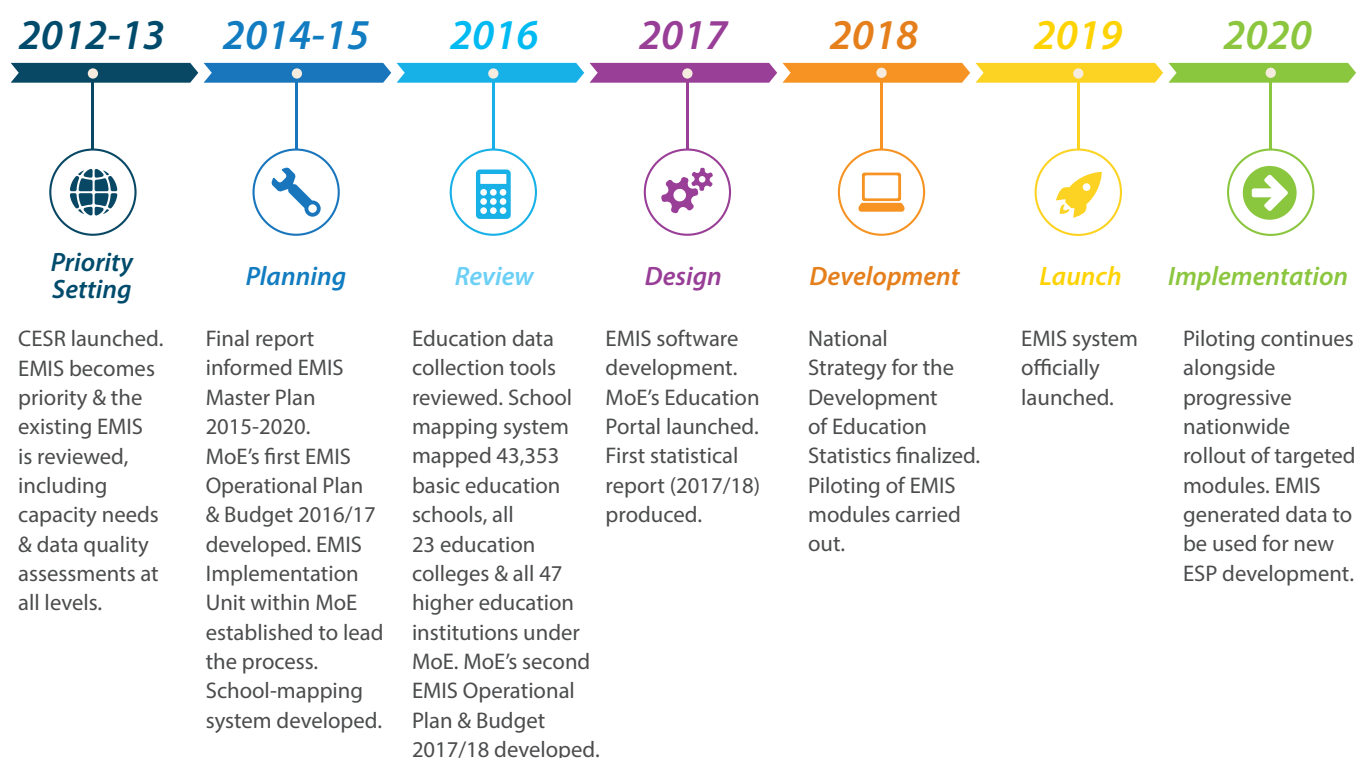
In addition to EMIS reform, CapED offered crucial support on data production and use through UIS. As one of the SDG4 Pilot countries, Myanmar developed a strategy to build a robust monitoring, reporting, and evaluation system in line with SDG4. The strategy sets clear steps to strengthen education statistics and aims to establish a strong coordination mechanism and comprehensive strategies for data management to ensure various data producers work together to generate the required data in a timely fashion. EMIS forms an important part of this strategy and ensures that SDG4 and national education indicators can be produced automatically through the EMIS system. In addition, through CapED, IIEP supported the training of education planners and managers, to interpret and analyze data produced by the EMIS for strategic planning, budgeting and evaluation. Following this, using EMIS data, the country carried out its first ever analytical report on a pilot region in 2019.

In 2020, now that the EMIS is officially launched, UNESCO will support the Government collect data on higher education, TVET and alternative education institutions to supply the EMIS with raw data. Additionally, to improve future coordination, UNESCO supported the development of an EMIS roadmap for 2019-2021 to outline key development priorities over the coming years. This serves as a tool for partners to identify where their support is most needed.

As well as being able to use EMIS data for the mid-term review of their current ESP, Myanmar enters its next planning cycle with stronger institutional capacities to make evidence-based policy decisions founded on data. *"We are now starting the next ESP planning cycle, covering 2021-2030. For the first time, Myanmar will be able to draw on quality data produced by the EMIS system to inform education priorities and policies,"* Minister Myo Thein Gyi said. UNESCO will be the lead partner supporting the next ESP. Encouragingly, it is set to continue prioritizing the production of quality education statistics, in order to report progress on ESP implementation and towards achieving SDG4.

Figure I: Timeline of CapED's support to EMIS in Myanmar

CapED's support to EMIS development is a clear example of the Programme's multi-layered approach to capacity development, targeting the institutional, organizational and individual levels.



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.



Senegal's new recognition of prior learning ready for roll out

UNESCO has been supporting Senegal since 2015 to develop a Recognition of Prior Learning (RPL) system for literacy facilitators. Milestones included the development of guiding frameworks to undertake normative and regulatory reforms, as well as put in place an operational plan for the roll out of the RPL system. After a successful pilot phase in 2019, Senegal is ready to go nationwide.

Illiteracy is a major issue in Senegal, with only about half of the population, aged 15 and over, able to read and write (2017). The situation is made more complex by the fact that the country has 22 recognized national languages. Many literacy facilitators, who play a key role in tackling illiteracy and promoting national languages, do not hold formal qualifications despite years of experience teaching. This results in insecure jobs, inferior salaries, and lower social status. Recognizing non-formal facilitators is an important part to achieving SDG4, as it raises the number of qualified educators in the country and helps standardize teaching quality.

To help facilitators transform their years of teaching into a tangible qualification, the Government of Senegal, with technical assistance from CapED, is developing an RPL system in the country. This system involves certifying working people's skills regardless of how they acquired them. The facilitator needs to have at least three years of experience and demonstrate the same skills as stipulated by the national formal curriculum. If facilitators fail the exam, they are offered training to reinforce their skills, after which they can retake the assessment.



Recognizing non-formal facilitators is an important part to achieving SDG4, as it raises the number of qualified educators in the country and helps standardize teaching quality

"Literacy facilitators are just like us," said Souleymane Ly, who works in the Government's Literacy Directorate. "Some of them have spent 20 to 25 years teaching literacy and promoting national languages." He went on to explain that the training they receive are sometimes short and uncertified and that the RPL system aims to remedy this.

In 2019, Senegal completed an RPL pilot in three regions of the country, namely, Dakar, Kaolack, and Thiès. During this trial, 67 facilitators, of which 50 were women, received certification. One of the successful facilitators is Amy Ngom. She noted that her teaching methods have changed since she undertook the RPL process and that she now uses a schedule for her lessons. As a result, her students learn faster. Khoudia Kane, a student of one of the newly certified facilitators' said that, *"we really want the state to help facilitators achieve their diplomas because we learners would benefit fully."*

Now that the pilot is complete, UNESCO will support Senegal roll out the RPL system nationwide. In 2019, CapED produced a guide for evaluators and certifiers, a manual on how to develop an RPL system, as well as a report on the pilot, which sets out the lessons learned and aims to inform the rollout. The Programme has already supported the Literacy and National Languages Department adapt the RPL into three national languages and plans to adapt it to three additional languages. This is key to making the RPL accessible and effective in the country.

Since 2017, CapED has also been supporting Chad develop an RPL system based on the Senegalese model. In 2019, technical working meetings with government officials from several ministries led to the development of a regulatory framework for the RPL system, including certification rules, as well as competency training and occupation frameworks for literacy facilitators. Similarly, Mauritania has shown interest in putting in place an RPL through CapED. A ministerial team undertook a study visit to Senegal to learn about their experience and how to develop their own system in their context.

New bilingual curriculum for adults and youth in Mozambique

In line with the SDG4-Education 2030 Framework for Action, Mozambique's new curriculum for adult education provides a pathway for equivalency with basic education with particular attention to the role of learners' first language in becoming literate and in learning.

Mozambique is a multilingual country with over 20 spoken languages. While a knowledge of Portuguese is vital to access state services, a comprehensive understanding of local languages is crucial for community participation. Considering only 17% of the population speak Portuguese as their first language, incorporating local languages into adult education and creating opportunities for bilingual teaching is key to providing relevant and inclusive lifelong learning for all.

Before the new primary education curriculum for adults and youth was developed in 2017, the only adult education programmes available were limited to basic literacy and numeracy skills. The new curriculum, developed by the National Directorate of Adult Education, with CapED support, covers six subjects, Portuguese, Mozambican Languages, Natural Sciences, Social Sciences, Mathematics, and Life Skills. In 2019, CapED piloted the first year of the curriculum in five districts across four provinces and is currently training teacher-educators, teachers and adult educators to use the second year of the curriculum.

One of the benefits of bilingual teaching is an increased commitment and retention among learners. *"Individuals like what they know and are familiar with, they stay more engaged and attentive and feel respected,"* explains Alcido Timba, a specialist in bilingual education from the Ministry of Education and Human Development.

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This methodology helps them to participate and to understand the topic.

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Zenalda Silvestre Machonga, adult educator in the community of Nhampequene, Mozambique.

Another benefit is reducing communication challenges. Zenalda Silvestre Machonga, an adult educator in the community of Nhampequene, teaches her students in both Portuguese and Changana. She explains how she uses both languages in her classes. *"I use Changana as a resource to explain things that I feel they do not understand well. For example, I ask them "When the car passes what sensory organs do you use?" They first discuss the topic in their mother tongue and then we discuss in Portuguese. This methodology helps them to participate and to understand the topic."*

In parallel to implementing and testing the curriculum, CapED is building the capacities of teacher-trainers on adult education methodology and teaching in Mozambican languages. The Programme is also developing teaching and learning materials in five Mozambican languages, as well as Portuguese, and has supported the standardization of 19 local languages in the country.

In 2020, CapED plans to test the second year of the curriculum in 26 schools and adult learning centres, in five districts, benefiting 602 learners.



Women dance to celebrate International Literacy Day 2019 in Mozambique.



Breaking barriers to relevant vocational training in Togo

In 2018, UNESCO supported Togo develop their first National Strategy for TVET that aims to develop a reshaped vision for skills development, strengthen its governance and build a qualified workforce that meets the country's socio-economic needs. In line with this, in 2019, UNESCO is supporting the development of a pilot pedagogical model, which includes developing or reviewing a curriculum, pedagogy and related assessment for a given vocational field, in order to integrate priority national languages into the TVET system. This will give vocational education opportunities to those who may have missed out on education due to language barriers.

CapED has put in place a Technical Committee and Steering Committee to help develop the pedagogical model and strengthen the capacities of over 130 stakeholders. In July 2019, the Technical Committee began to plan their first pedagogical model, to be rolled out in the Kara region. The Committee carried out analysis on which Togolese trades were most in demand now and in the foreseeable future to ascertain those most likely to help learners gain stable employment. Based on the research, the chosen trade to pilot was the maintenance of agricultural machinery and equipment.

After the pilot area and profession were selected, the Technical Committee decided that the training would be held in the local language, the Kabiye. This choice was based on the use of the language in the pilot area, the availability of Kabiye literacy teachers and the codification of the language, meaning it has a standardized written form.

Following a workshop in August where Technical Committee members mapped and defined the skills needed in the agricultural machinery and equipment maintenance trade, in December, the Programme brought together the Technical Committee and auto mechanic and engineering teachers to support them develop a curriculum for the pilot. The new curriculum consists of a training repository of relevant skills for the pilot trade that was integrated into the ongoing National Qualifications Framework (NQF) development, as well as a literacy element.

In 2020, CapED plans to support elaboration of the curriculum, to define the trade's terminology in the Kabiye language and to gather information on market needs, to determine how many graduates are needed according to the expected growth of the pilot trade so as to not saturate the market. The curriculum will be piloted in one TVET training center and tracer studies will be put in place. In strengthening Togo's capacities to develop, pilot and implement this pedagogical model, CapED aims to empower the country to adapt its vocational training to the local cultural and socio-economic context, contributing to building a qualified workforce for sustainable growth, and to scale-up towards other fields and national languages.

Transforming South Sudan's TVET sector

UNESCO is assisting South Sudan transform its fragmented TVET sector with improved governance and consensus on priorities. An interim TVET Coordination Committee is laying the foundations to establish a permanent TVET governance body.

TVET can give another chance to young women and men, as well as adults, who have missed out on formal education. It can serve as a vehicle to improve economic means and livelihoods and can contribute to peace building in the face of conflict. However, for this to function, TVET requires effective governance, coordination and a solid government structure.

South Sudan's TVET sector suffers from fragmentation, with over 20 ministries involved in its management according to the rapid assessment conducted with CapED's assistance in 2018. In this context, UNESCO has been supporting the government's commitment to strengthen TVET for a more organized, effective and market-responsive service delivery.

In July 2019, UNESCO helped bring together all relevant ministries and commissions, the Transitional National Legislative Assembly, NGOs, faith-based organizations and the private sector to discuss the future of TVET in the country. As a result, an interim TVET Coordination Committee chaired by the Ministry of General Education and Instruction (MoGEI) was created. The committee, which is due to run for one year, aims to lay the foundations to establish a permanent TVET governance body. The committee's membership is made up of key TVET stakeholders including government representatives, the private sector, youth, and civil society.

"This is the right time to work in a coordinated manner to establish TVET governance for its smooth implementation and growth to reach out to youth", said Honorable Kuyok Abol Kuyok, Undersecretary to the MoGEI, who participated in the event.



Learners attend an auto-mechanic training in South Sudan.

**“
This is the right time to
work in a coordinated
manner to establish TVET
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implementation and growth
to reach out to youth.
”**

Kuyok Abol Kuyok, Undersecretary to South
Sudan's Ministry of General Education and
Instruction

The Coordination Committee's progress so far includes the development of a five-year operational plan to strengthen the governance and coordination of TVET. It has also formed five subcommittees each with an 18-month work plan, on resource mobilization, policy and legislation, qualification framework, curriculum, and monitoring and evaluation. For the time being, stakeholders agreed to allow the MoGEI to take the lead until a decision is taken on whether to form an independent TVET ministry.

To support TVET stakeholders form the Committee, UNESCO underlined the importance of promoting women's participation in law and policy making processes. The Organization also facilitated knowledge sharing so stakeholders could benefit from the experiences of other countries who have already established TVET coordination mechanisms. Examples from Botswana, Ghana, Kenya, Liberia, Malawi, Namibia, Sri Lanka, and Zambia were shared.

The country's consensus on TVET priorities is a significant achievement. Next steps include developing a unified curriculum, a monitoring and evaluation system, an NQF, a quality assurance system, an occupational standards, as well as a unified TVET policy and the enactment of a TVET Bill. CapED will be working closely with the relevant subcommittees and other national key stakeholders, offering technical support to achieve these goals, while ensuring national ownership at every stage.

Chapter 3

Improving quality through teachers

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.

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Preventing violent extremism in Niger and Mali

Teachers play a key role in the process of preventing violent extremism (PVE) by creating learning environments that benefit students and foster a culture of peace and resilience. Mali and Niger are adopting a common approach to enhance trainers' and teachers' capacities on PVE and have successfully piloted in 2019 country-specific teacher training guides.

In addition to environmental and food crises, for years the Sahel region has suffered from insecurity and political instability, as well as pockets of violent religious extremism. Violent extremism not only needs to be countered, it needs to be prevented and a key way to build resilience in vulnerable young people who are at risk of radicalization is through education.

To tackle this challenge, UNESCO, through the CapED Programme, focuses its efforts on Mali and Niger. These two countries adopted a common approach to PVE - to enhance trainers' and teachers' capacities through a guide developed by IICBA for the Sahel region on PVE through education.

CapED supported Mali and Niger contextualize the guide to their realities, taking into account existing curriculum development and teacher training in the countries. The contextualization process was consultative, including relevant government ministries, civil society organizations, and teacher trainers.

The initiative also benefitted other countries from the region since CapED organized a three-day contextualization workshop in Niamey, Niger, to ensure greater knowledge sharing and a common approach to the contextualization.

In Mali, CapED trained approximately 50 teachers from Timbuktu, on how to incorporate the guide into their teaching, with a focus on safeguarding cultural heritage.

Participants included representatives from Burkina Faso, Mali, Mauritania, Niger, and Senegal. During the contextualization process, the Government of Mali ensured that their priority of cultural heritage preservation was included in their PVE guide.

After the adapted guides were validated, in 2019, CapED supported the Nigerien Government pilot the guide in schools in the Diffa region. During this trial, 81 primary and secondary teachers, 63 of which were women, were trained to apply the PVE guide to a classroom setting. In addition, teachers' skills in lesson planning were also reinforced.

Similarly, in Mali, CapED trained approximately 50 teachers from Timbuktu, on how to incorporate the guide into their teaching, with a focus on safeguarding cultural heritage. The activity was jointly carried out by the Government's heritage preservation body, which represents the Ministry of Culture in the region (*Mission Culturelle de Tombouctou*), the regional youth council and the regional representative of the Ministry of Education (MoE).

In 2020, the Programme will pilot the guide in the Torodi region of Niger so that the tool can be further refined. Discussions are underway to create a way to monitor the initiative, as well as a pedagogical guide to support teachers. In addition, CapED will support the MoE to develop a school policy on promoting global citizenship education, and a training module for literacy and non-formal education facilitators with a special focus on Global Citizenship and PVE education.

In Mali, the Programme will continue its efforts to train teachers and teacher educators, especially in priority regions, to integrate the PVE guide into pre-service teaching, and to translate the training modules into three national languages.

In 2021, it is hoped that a sub-regional workshop could bring together countries who are implementing PVE education to discuss lessons learned and ways forward.



Kadidia Wangara receives a certificate as part of the training held to help teachers incorporate the PVE guide into their classrooms, in Mali.

Scaling-up through GPE to transform Cambodia's teaching sector

CapED's interventions at country level often lay the foundations for UNESCO to collaborate with partners. In Cambodia, UNESCO is successfully developing through CapED a primary in-service teachers training package to improve early grade learning. The package is being piloted and scaled up in targeted provinces through the GPE-funded programme that the Organization serves as Grant Agent.

In Cambodia, CapED's support to the development of the teacher sector was instrumental in enabling UNESCO to take on the responsibilities of GPE Co-Grant Agent, together with UNICEF, for the country's program implementation grant in 2018. With USD 14.4 million managed by UNESCO, CapED interventions were strategically designed to lay the ground for, and be scaled-up through, the three-year long GPE-funded programme called Strengthening Teacher Education Programmes in Cambodia (STEPCam).

STEPCam focuses on improving the quality of teaching and learning in the early grades. Its objectives are in line with the national Education Strategic Plan 2019-2023 and the country's commitment to achieving SDG4 targets. Through CapED, UNESCO supports the development of early grade learning mathematics Grades 1 and 2 teaching and learning materials, as well as a senior mentoring manual and school-based mentoring packages. These materials will be implemented in five provinces through STEPCam reaching approximately 4,500 early grade teachers and teacher trainers.

Through CapED, UNESCO worked closely with partners and a national mathematics core team to develop the materials, promoting sustainability and ownership of the package implementation. The early grade teaching and learning materials consist of a teacher's guide and teaching aids to promote a new student-centred approach to the classroom. The materials will also help teachers build an understanding on cross-cutting topics such as equity, inclusivity, and gender issues in teaching.

In September 2019, the mathematics Grade 1 materials were approved, with over 200 teachers, senior mentors and national core trainers receiving the materials and approximately 100 school directors receiving the teacher's guide. In addition, CapED organized two training workshops to prepare 47 national core trainers on early grade teaching methodology in mathematics. Now that the Grade 1 materials are being distributed, the Grade 2 materials are being finalized and both being piloted in two districts in Siem Reap province under STEPCam intervention.

Looking ahead, in 2020, CapED will continue to support Cambodia with strategic interventions to be scaled up through STEPCam to reach national priorities and enable the country to maintain a steady path towards achieving SDG4.



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Two girls read the Khmer learning materials distributed as part of STEPCam.



Teacher Standards launch in Zambia

The availability of teacher standards is essential to secure qualified and trained teachers. In Zambia, UNESCO supports the Government's efforts to develop standards that outline the expected knowledge, skills, values, conduct, and obligations for teachers and educators. These standards will also form the basis for appraisal, promotions, inspections and teacher certification.

In 2017, CapED supported the Ministry of General Education (MoGE) review their teacher standards draft. This fine-tuning ensured broad-based consultations and helped build synergies with regional efforts to finalize the Southern Africa Development Community's (SADC) Regional Framework for Teachers' Standards.

The following year, SADC Ministers approved their Regional Framework, which informed the revision of Zambia's national standards. The Programme also supported the MoGE carry out consultations to ensure that the voice of teachers, teacher educators and education leaders was heard in the standards' development process.

As a continuation of this participatory approach, UNESCO organized platforms for national stakeholders to give feedback on the standards' revised draft in 2019. Over 400 stakeholders were consulted, including central and provincial government officials, corporation partners, NGOs, teacher educators, teacher unions, as well as teachers themselves. One of the key recommendations was the need for implementation guidelines and a nationwide pilot strategy to demonstrate how the standards will be rolled out, monitored and evaluated.

Thanks to this feedback and with additional support from CapED, implementation guidelines for the teacher standards were developed and finalized. Monitoring and evaluation tools were also produced internally by the MoGE. At this stage, the tool will be used by supervisors of teacher educators in training institutions.

Following the consultative revision and validation process, in December, the standards were officially launched. During the event, the Permanent Secretary for the MoGE thanked UNESCO for its involvement and appealed for further support for implementation stating that, *"UNESCO should not just end here. There is also need for concerted efforts by other stakeholders in the education sector to support the dissemination of these standards as widely as possible to all teachers, teacher educators and education leaders in order to facilitate effective implementation at all levels"*.

"It has been a very good day for me as a teacher and also as a unionist," said Andy Makala, a teacher and Deputy General Secretary of Zambia's Secondary School Teacher's Union. *"What we are planning today gives me the assurance that the system is going to change,"* he added.

In 2020, the focus will be on implementing the standards through the development of teacher profiles and licensing, trainings, as well as monitoring and evaluation at sub-regional levels.



A participant takes part in a panel discussion during the launch of Zambia's standards of practice for the teaching profession.

Chapter 4

Gender and inclusion



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 inclusion. This chapter presents key examples of this work.

Empowering female leaders in DRC

Gender inequality is a cross-cutting issue in DRC's education sector. According to an Education Sector Analysis (ESA) carried out in 2014, gender disparities are virtually non-existent in terms of access to school, but appear during primary education and then continue to widen. In the education sector administration, very few women are appointed to positions of responsibility and, when it comes to developing policies, in the past, the gender lens was not often fully considered.

In this context, CapED, in collaboration with the Department of Life Skills Education within the Ministry of Education, seized the momentum from International Women's Day to launch workshops to develop the capacities of leading women in the education sector.

In March, the first workshop was held. The capacities of 44 women working in the fields of education, gender, finance, and planning were developed to help them participate more actively in key decision-making processes. Participants reinforced their knowledge of the Government's Gender Strategy and ESP, which was developed with the support of CapED's SDG4 Pilot Programme in 2015. They also gained awareness about the Government's planning process at both the central and provincial levels, as well as how to analyse education data. Participants mapped the current constraints to achieving SDG4 in each education sub-sector and brainstormed solutions. A key achievement of this meeting was the setting up of a Women's Network for Education in DRC, which will be a platform for women to support each other and share experiences.

To continue these efforts, another workshop was held in July where participants developed the first draft of an Action Plan, which aims to reinforce the capacities of the Women's Network's members. Participants used the knowledge gained from the first workshop to align the Action Plan with the Government's Gender Strategy, as well as the ESP, which is in turn aligned to SDG4 targets.

One participant was Chantal Kalala, a communications and advocacy officer for the National Education Coalition composed of representatives from the civil society. She said that she appreciated the workshop as it allowed women to reinforce their capacities in areas such as education planning and advocacy, and come with an action plan by themselves.

"This costed action plan is considered a compass to direct women," said Florence Mbwiti, another participant, who works in the Statistics Division for Education Management of the MoE. She added that gender issues are particularly important in the education sector, as this sector opens doors of opportunity for people. She called for UNESCO to continue to support these efforts and to help mobilize other partners.

Despite encouraging progress, the activities to date have not reached as many women as hoped. The main constraint is that very few women hold high-level positions in governance structures, both centrally and provincially. This further underlines how serious the issue is.

The next step is planned for the summer 2020, when the Women's Network will present their Capacity Development Action Plan for validation to Ministries and partners. The meeting aims to raise awareness among ministry staff on gender issues in the education sector and will also serve as an opportunity to advocate and raise funds for the implementation of the Action Plan.



Participants gather for a photo during a workshop, held in July 2019, to develop the first draft of an Action Plan, which aims to reinforce the capacities of women working in the education sector, in DRC.



Miss Science enters its second year in Mali

In 2019, CapED continued to support Mali's Miss Science Competition, which was launched last year. The initiative aims to encourage young girls to study STEM subjects in school, pursue scientific careers and to advocate for better access for girls in science disciplines.

As part of the competition, all 20 of Mali's decentralized academies took part to evaluate their female learners in STEM subjects. The academies put forward 90 laureates from various schools around the country to compete. The 12 winners were crowned during a prize giving ceremony, where all laureates received prizes including laptops, tablets and personal hygiene kits. The event was an opportunity to advocate for gender equality in education and was attended by 400 learners and led by the Minister of Women's Affairs, Dr Diakité Aissata Kassa Traoré.

"I am proud of myself, my school, my principal and my teachers. I will keep the title of Miss Science by working hard at school and always staying top of the class," said 11 year-old winner Mariam Fofana, from Koulikoro. "Loving science is a revolution for girls. Through science, we can become scientists, doctors, archaeologists and many other professions that can change the world. I urge girls to fearlessly embrace science where they can find success."

As well as empowering girls, the Miss Science competition has reinforced synergies between the country's education and science sectors. The two sectors worked side by side, with the support of the National Commission for UNESCO, to develop the competition and put together the assessments alongside STEM teachers. Going forward these synergies will benefit the Government work with a more harmonized approach. Amid the COVID-19 crisis, the Miss Science network is being leveraged with girls acting as change actors with awareness-raising messages in social media to prevent the spread of the virus, counter disinformation and fight xenophobia.

As in 2018, UNESCO mobilized 70,000 USD from partners including UNICEF, the private sector, the World Bank and ministries to organize the 2019 competition. The Government has now integrated the need to fundraise for the competition in their budget, which is an encouraging step to making the initiative sustainable. Going forward, the Programme will continue to further enhance girl's interest in STEM disciplines by expanding the coverage of the initiative.



Keen STEM students are pictured during the examination phase of the Miss Science Mali 2019 competition.

Strengthening special needs education in Niger

In Niger, CapED has been supporting the Government implement their revised curriculum in teacher training colleges. Achievements so far include strengthening the capacities of college supervisors to teach modules on gender, mathematics, science, ICT, educational leadership and school administration. In 2018, during a monitoring mission into these activities, college managers raised the need to integrate special education into teacher training programs, in line with the curriculum reform.

To this end, the managers requested UNESCO's assistance to reinforce the capacities of training college supervisors and for the CapED Programme to support the development of relevant teaching materials for Niger's 11 teacher training colleges. The aim was to provide the approximately 3,000 teachers that graduate per year, with skills in catering for students with visual impairments and hearing loss.

In 2019, to tackle this challenge, alongside the Ministry of Primary Education, Literacy, the Promotion of National Languages and Civic Education, CapED helped develop targeted teaching tools, such as modules, guides, and a sign language dictionary to train teachers to care for special needs students.

These materials were disseminated among the colleges and used to train teacher trainers in every college. To ensure sustainable rollout of the initiative, following the training, the teacher trainers were instructed to pass on their knowledge to their colleagues.


In Niger, there are four specialist schools that cater exclusively for special needs students, 48 schools that offer some inclusive classes, and 129 inclusive schools that cater to all learners. As more and more teachers graduate under the new curriculum, CapED aims to benefit every special needs student enrolled in these schools.



Seventeen-year-old, Mahmoudou Boubakar reads braille at Ecole Yantala in Niger.

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 2019.

Bangladesh on the path to a new Education Sector Plan

In Bangladesh, as part of the Pilot Programme, CapED focuses on enhancing national capacities to integrate SDG4 commitments into national education policies and plans to ensure quality, inclusive and equitable education for all in the country.

In October 2019, Bangladesh's SDG4 Strategic Framework was approved by the Steering Committee. To ensure the document was developed in a collaborative manner, a variety of consultations were held at the sub-national and national level, involving the MoE, the Ministry of Primary and Mass Education, education policymakers, teachers, media, professors, education officers, community based organizations, parents, NGOs, as well as development partners, including JICA, EU, DFID, Global Affairs Canada, the World Bank, and UN agencies.

The framework covers the entire education sector and charts the way forward for the country to achieve SDG4 targets. Crucially, it will help better align education policies and practices with SDG4. Moreover, the Strategic Framework is a useful tool for education ministries to prepare inputs for the country's eighth Five-Year Plan, which is under development.

Thanks to the support extended to the Government to produce the SDG4 Strategic Framework, UNESCO became the main partner to support the country's new ESP.

Thanks to the support extended to the Government to produce the SDG4 Strategic Framework, UNESCO became the main partner to support the country's new education sector plan.



A participant takes the floor during a national consultation on the development of the SDG4 Strategic Framework, in April 2019, in Bangladesh.

In this role, through CapED and as Grant Agent for GPE's ESP development grant, UNESCO is assisting the Government to conduct an ESA as first step. The first draft of the ESA was finalized in 2019, drawing from the SDG4 Strategic Framework, which identified gaps and priority areas. Looking ahead, UNESCO will build on the ESA to provide technical guidance for the Government to develop the ESP in close consultation with the LEG. To aid this process, UNESCO, in partnership with IIEP, has mobilized expertise to support the ESP's costing and quality control.

Support will continue in 2020 raising awareness amongst all levels of Government about the SDG4 Framework and continuing to strengthen the capacities of government officials for the ESP development and implementation based on a capacity assessment.

Partnering with UNDP to reach marginalized communities in Nepal

In Nepal, many communities live in rural, hard to reach locations, which can hinder their access to formal education. Community Learning Centres (CLCs) are key to tackling this gap, as these community-based educational institutions function outside the formal education system, providing lifelong learning to marginalized communities.

CapED has been supporting the pivotal role of CLCs by strengthening their awareness of SDGs, enhancing their coordination with local government in line with the decentralization measures, developing their capacities in management, fund-raising, ICT and proposal writing, as well as promoting CLCs as a platform to share good practices. UNESCO also encouraged participants to rethink CLC functions and mechanisms and to learn from each other's experiences.

To showcase the important role of CLCs in sustainable community development, in May 2019, UNESCO invited UNDP and UNICEF to a workshop targeting CLCs. As a result, UNDP realised the potential of working with CLCs as a platform to promote civic education ahead of an upcoming by-election, in line with its Electoral Support Project.

“
After hearing the work of
other CLCs, I realize that they
can play multiple roles in the
community.

”

Purna Prasad Bhattarai from Hangdewa CLC
in the Himalaya, Nepal.

USD 120,000

were mobilized from UNDP to contribute to
CapED's Programme activities in Nepal.

The partnership established to conduct joint CLC workshops allowed UNESCO to support a significantly larger number of CLCs than initially programmed. Together, UNESCO and UNDP, alongside the National Election Commission and the Centre for Education and Human Resources Development (CEHRD), organized 11 workshops. The sessions reached education officials, 451 CLC representatives, and teachers from all seven of the country's provinces, building their knowledge of SDG4, the role of CLCs in non-formal education, as well as democratic governance and elections.

Purna Prasad Bhattarai from Hangdewa CLC in the Himalayas in north-eastern Nepal, who attended one of the workshops, stated that, *“we thought the role of CLCs was only to conduct literacy classes and income generating skills, but after hearing the work of other CLCs, I realize that they can play multiple roles in the community.”*

This partnership mobilized an additional USD 120,000 from UNDP contributing to CapED's Programme activities in Nepal. Moreover, UNESCO reached out to a further 415 beneficiaries than planned and enlarged the CLC community network. The collaboration also drew the attention of other development partners on the importance of CLCs in community development. This will raise chances of further fundraising for CLC capacity development activities, as well as expand potential scope for further collaboration with UNDP in other areas of Nepal.



Beneficiaries of a CLCs and the members of the local community gather in Nepal.

The CapED Programme ministerial meeting 2019

In November 2019, representatives from both CapED beneficiary and donor countries, including 17 ministers, gathered to attend the Programme's 5th Ministerial Breakfast Meeting at UNESCO Headquarters in Paris. The side-event of the 40th Session of the General Conference facilitated open discussion on SDG4 policy making and implementation. The Programme's five donors attended the meeting, namely, Dubai Cares, Finland, Iceland, Norway, and Sweden.

Participants highlighted the need for urgent action in the face of the current global learning crisis. A clear message that came across was that every country – regardless of development status – and development partners should strive to raise more funds for education, as education is an investment, not an expenditure.

The theme of leaving no one behind was discussed by all participants. For instance, Nepal's minister spoke about their new bill on free and compulsory education, which was based on a CapED supported Right to Education Report. *"We have learned many good practices from other countries and agencies, and we are eager to continue working collaboratively with the international community to ensure the right to education and achieve the SDGs,"* he noted.

Another facet of leaving no one behind is gender. Uganda's Minister for Higher Education discussed the concern that Ugandan girls are particularly under-represented in STEM. Describing how the country acted to tackle this challenge, he explained that, *"the MOES, in collaboration with the Forum of African Women Educationalists, the national curriculum development centre, and with support from UNESCO, developed national guidelines on how to implement gender responsive pedagogies in education."*

Since 2016, CapED has been piloting an innovation to look at how policies, plans, legislation, data and monitoring systems can better align to the Education 2030 Agenda. In this context, Mali's Minister of Education took the floor, announcing that his President adopted their new ESP in June 2019. *"UNESCO support enabled Mali to align the education sector plan with the objectives and strategy of SDG4,"* he added.



Mali's Minister of Education takes the floor during the Ministerial Meeting at UNESCO Headquarters in Paris.

The common thread of donor interventions was the importance of leaving no one behind, including teachers as key drivers for quality, innovation, and gender equality. On this theme, Sweden's Minister for Education and Research, noted that, *"I am happy to see UNESCO's focus on gender equality and increasing efforts to further strengthen gender analysis and mainstreaming to make sure that education systems are inclusive and deliver quality education for all, regardless of gender."*

Although many interventions cited the concrete progress countries are making, alongside UNESCO, to improve their education systems, the meeting also focused on the challenges that remain. Among others, Norway's Minister of Research and Higher Education drew attention to the first review of SDG4 at the 2019 High-Level Political Forum, stating that, *"the message was clear, we are not on track to reach SDG4."*

There are ten years left to achieve SDG4, and despite progress made, there is now a tone of urgency to transform education and strengthen partnerships across all spectrums to accelerate progress, leverage opportunities, and meet the challenges ahead.



Education and culture sector synergies attracts partners in Madagascar and Mali

In both Madagascar and Mali, UNESCO, through CapED, is supporting intersectoral interventions between the education and culture sectors.

Through its innovative partnership with Fondation CHANEL in Madagascar, CapED is bringing together the expertise from UNESCO's Culture and Education Sectors. The initiative provides women living around the Tsingy Nature Reserve, a UNESCO World Heritage Site, with access to training opportunities in the sustainable tourism sector and agriculture to improve their livelihoods and help them become financially independent.

The activity is strengthened from an ongoing in-kind partnership with Fondation TELMA – the Malagasy telephone company. TELMA is supporting the initiative by constructing a school for the community living around the Tsingy Nature Reserve. The Foundation is also building a well to improve access to water in order to support women who are growing crops as part of the initiative.

Similarly, in Mali, CapED helped mobilize some USD 400,000 through an upcoming partnership with the United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA). Alongside the Culture Department, CapED helped lay the foundations for the partnership in 2019. It will focus on the conservation of ancient manuscripts at the University Ahmed Baba in Timbuktu in 2020.

Mali's unique collection of manuscripts cover a wide range of subjects and were transmitted by families from one generation to the next, with some dating back to the 13th century.

USD 400,000

were mobilized in Mali through an upcoming partnership with MINUSMA.

They are of significant cultural value to the country, Africa, and of humanity as a whole. In 2012-2013, during the conflict in Mali, over 4,000 manuscripts were lost. Some were burned or stolen, while more than 10,000 were left in critical condition.

To help protect the remaining manuscripts and to bolster access and research, using MINUSMA's funds, CapED will support the University Ahmed Baba put in place a new technical university degree that focuses on safeguarding written cultural heritage. The degree will have three specializations, conservation, digitalization, and codicology – the study of manuscripts as physical objects. As well as offering new educational opportunities to young Malians that will ensure national ownership in the manuscripts' conservation efforts and research, this initiative is a big step forward for post-conflict recovery and for the people of Mali to reclaim heritage that is essential to their identity.



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As part of the initiative to rehabilitate damaged heritage in the northern regions of Mali, supported by the Ministry of Culture, MINUSMA, and UNESCO, a woman carefully dusts one of the Timbuktu manuscripts before it is scanned and archived.

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.

Contributions to the CapED Programme pooled fund increased in 2019 by 16% in relation to 2018, reaching USD 6.4 million for the year. Despite this increase, 2019 represented the Programme's third lowest annual income when compared to the past 12 years.

CapED's budget for 2019 totalled USD 10.4 million, with an implementation rate of 85% that exceeded the income for the same period. This was possible through the use of funds received in previous years, albeit to the risk of reducing the Organization's ability to sustain CapED operations in the short- and mid-term, as the Programme's pooled fund 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. Figure IV presents a thorough analysis of CapED's historic income and expenditures, and the impact of the recurrent funding gap to current and future interventions.

In 2020, UNESCO will continue to seek to broaden and diversify CapED's funding base to meet funding needs.

Figure I: Overview of contributions in 2019 to the CapED Programme pooled fund

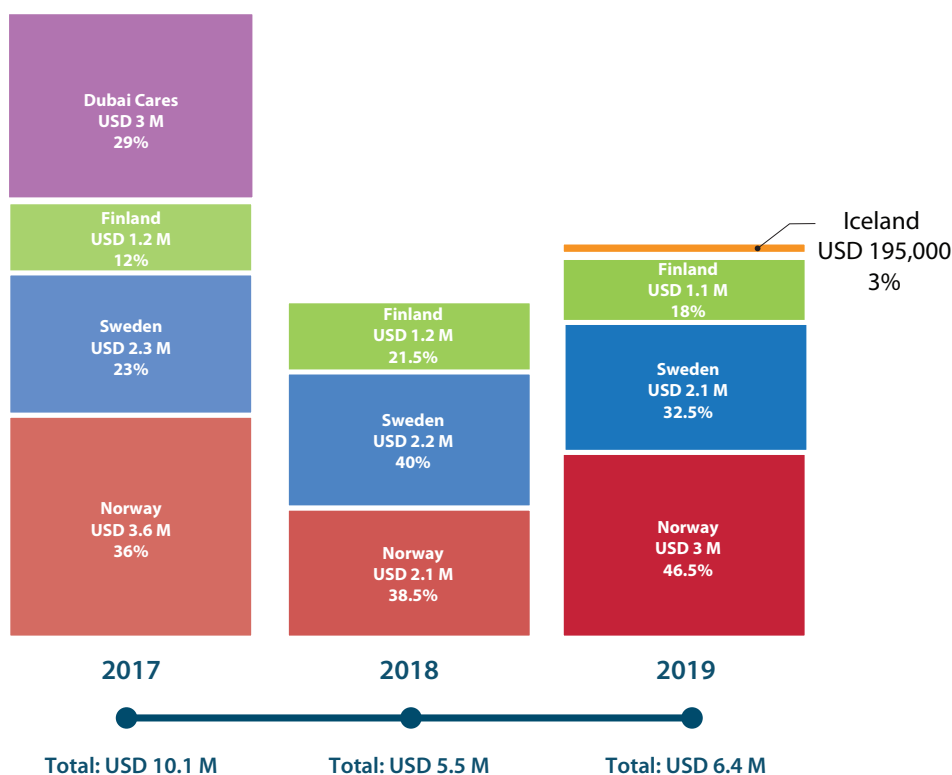


Figure II: Implementation, coordination and technical backstopping through the UNESCO-family

In line with CapED's decentralized approach, 86% of expenditures were on country level implementation of programmes. Funds channelled to Institutes account for 4%, with IIEP and IICBA as the most involved in technical backstopping to CapED countries, in addition to UIS as a continuation of previous years' engagement through the SDG4 Pilot Programme. 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..

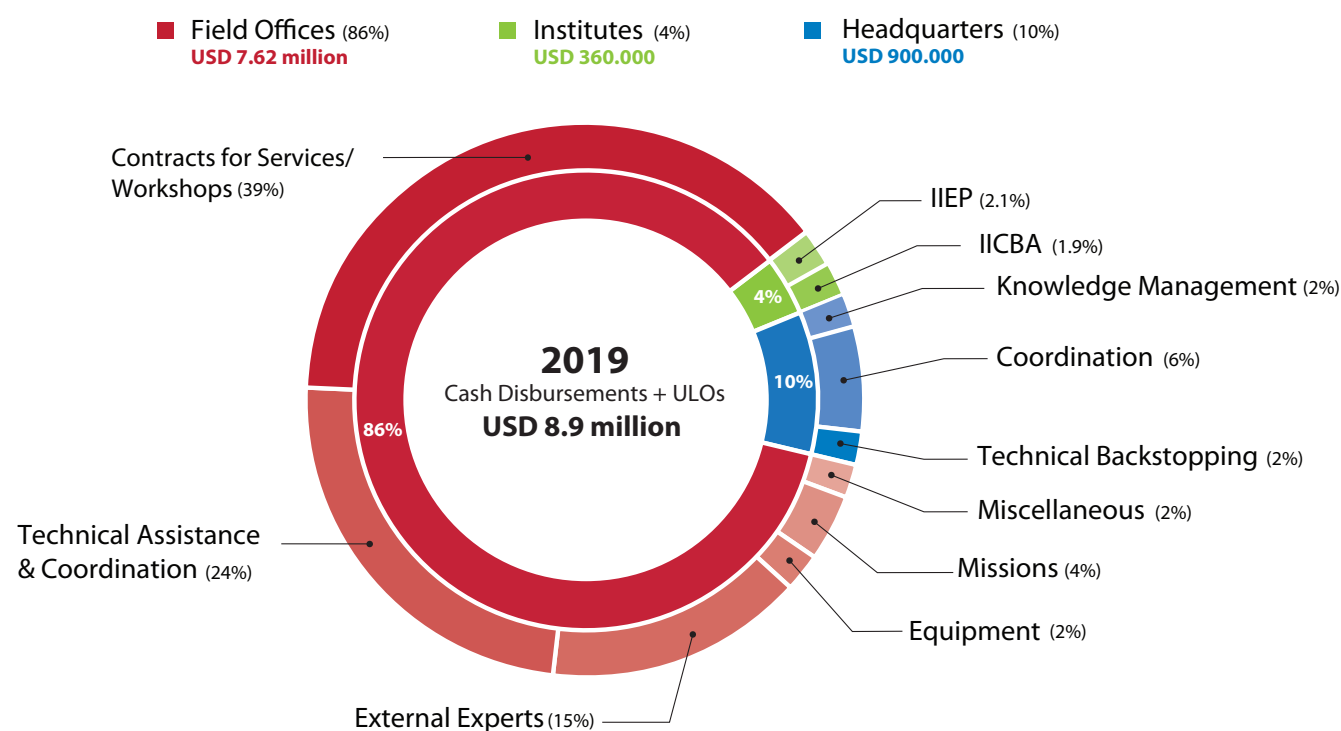


Figure III: Field Offices' expenditures per region and theme

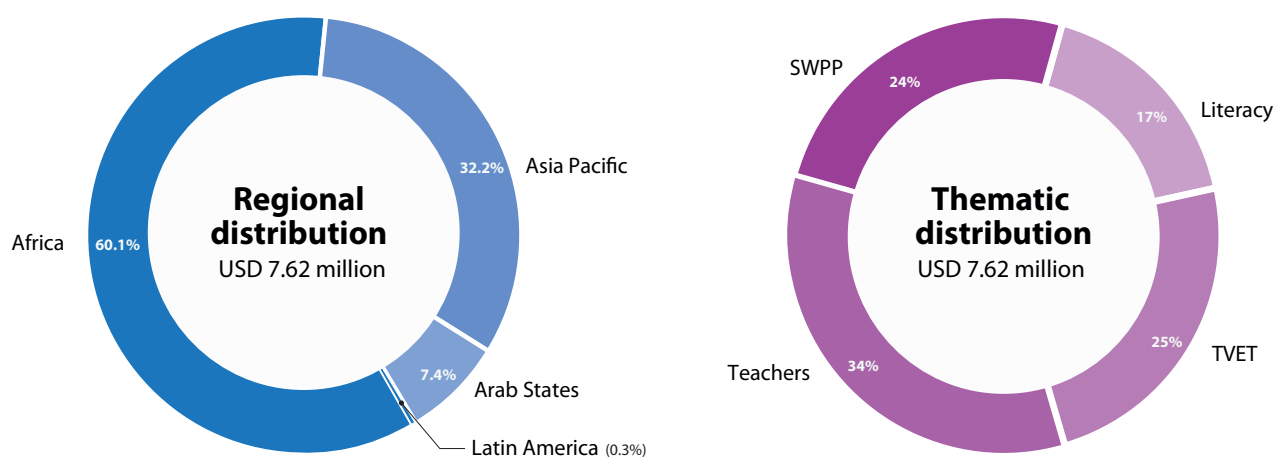
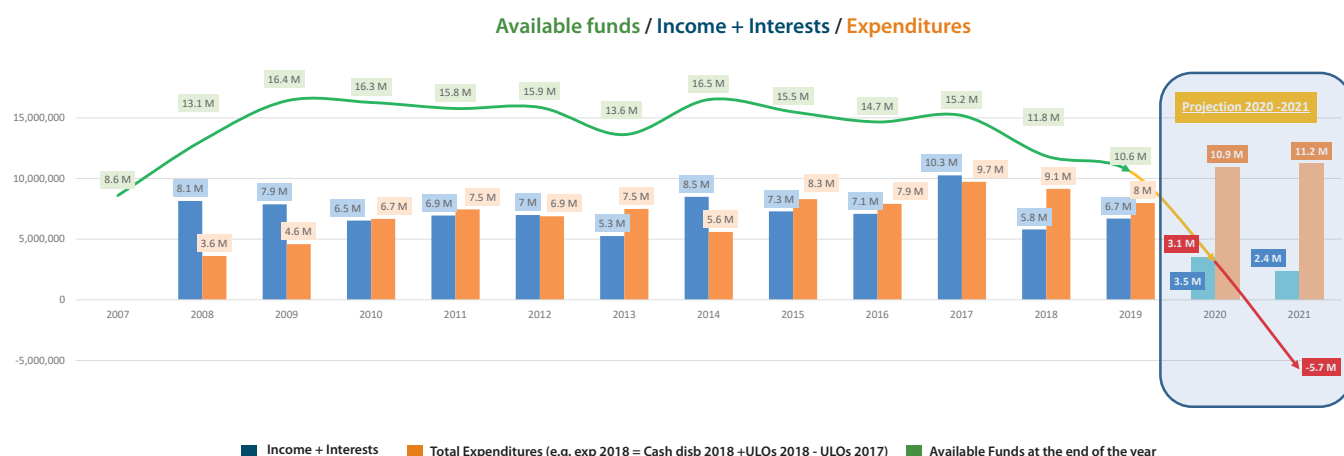


Figure IV: Evolution of CapED's available funds and projection for 2020-2021

CapED's yearly income does not meet existing demands for implementation. While UNESCO has been able to continue the implementation based on the availability of funds received in previous years, projections based on the forecast 2020-2021 considering signed contributions to the CapED pooled fund at the end of 2019 show a scenario of insufficient funding to complete planned interventions in 2021 and start a new programmatic cycle in 2022.

Maintaining an operating reserve is essential for CapED's long-term capacity development approach, as well as to mitigate potential funding oscillations from the donor group. Throughout the years, UNESCO has managed to create an operating reserve for CapED, mostly due to three factors:

1. Annual level of contributions has remained constant, with an average of USD 7.3 million per year. Exceptions were 2013, 2017, and 2018.
2. In past years, contributions for a given year were often received very late in the calendar year they were due. For instance, contributions for 2010 were received in December of that year, so technically they were considered for implementation in 2011.
3. An implementation that has historically adapted to the level of contributions. In 2010, UNESCO's C/5 established priority countries with CapED as the main mechanism of support in complement to the regular programme. This led to an increase in the number of CapED countries (from 8-10 in 2009 to 30+ in 2010). Since then, expenditures in a given year are usually close to the level of contributions from the previous year. This trend is very clear in 2013-2014, with USD 5.3 million received in 2013 and USD 5.6 million executed in 2014. However, since 2017, particularly with the launch of the SDG4 Pilot Programme, CapED has reached a point where implementation is close to USD 10 million per year.



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 2019 provides information on achievements and progress made in the 26 countries where CapED is operational.

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