

Capacity development for Education for All (CapEFA)

Description

The 2011 Education for All Global Monitoring Report suggests that national barriers to Education for All (EFA) have been largely under-estimated and that, over the past decade, insufficient attention has been paid to strategies for overcoming them. Clearly, the countries lagging furthest behind in their EFA targets are all too often the most fragile, beset by socio-economic crises and political instability, or recovering from years of civil conflict or natural disaster. In these countries, the 'how' of EFA has remained a challenge to this day - mainly because centrally designed education planning and delivery systems have been based on 'ideal world' scenarios rather than 'real world' delivery capacities.

UNESCO's CapEFA programme began in 2003 with the aim to translate global advocacy on EFA into concrete action at country level. It currently operations a 2-year cycle with a total of 13 million dollars and provides target capacity development for EFA in some 28 countries in close partnership with its Member States, and alongside international development partners.

Implementation modalities

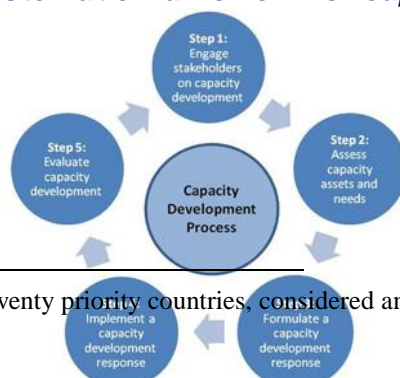
The programme recognizes that technical inputs to sector-wide and sub-sector planning must take into consideration operational implications. Upstream technical support therefore goes hand-in-hand with targeted capacity development (CD) strategies: i.e. reinforcement of institutional and governance arrangements; upgrading professional skills and competencies for evidence-based policymaking and planning; harnessing collective delivery capacities through innovative partnership arrangements with the private sector and civil society and; strengthening quality assurance and performance monitoring mechanisms.

Since 2008, the programme has focused on 4 thematic areas where UNESCO can add value to Member States own EFA efforts; a) sector-wide policy and planning, b) literacy, c) teachers, and d) and skills for the world of work or technical vocational education and training (TVET). Literacy, teachers and TVET being considered by UNESCO as necessary building blocks to achieve EFA and efficient sector-wide policy and planning as means to ensure a coherent and holistic approach to development of education systems. The balance of thematic and capacity development expertise is achieved by leveraging the expertise already available to the Organization through its Regional Bureaux, Field Offices, Specialized Institutes, communities of practice and networks.

Since 2010, UNESCO's education sector, including through the CapEFA programme, is giving increased support to twenty priority countries¹ considered among those countries furthest away from achieving the EFA goals. Twelve of these countries are located in Sub-Saharan Africa.

What is innovative about this approach?

- a systematic framework for capacity development



Over the past 5 years, UNESCO has developed a systematic approach to capacity development building on international development practice and underpinned by the 5-Step operational framework that was pioneered by the UNDP. The programme usually begins with a systematic

¹ The twenty priority countries, considered among those furthest have been selected based on three c

assessment of existing national capacities and education sector support strategies – thereby enabling the identification of priority areas for action and appropriate UNESCO entry points. In fact, the early phase of the programme cycle is characterized by a drive to align national and regional CapEFA programmes within national policy structures and multilateral frameworks such as the One-UN reform and the United Nations Development Assistance Framework (UNDAF).

- fostering innovation in EFA planning and delivery

CapEFA aims to mobilize donors and technical partners around Member States' priority EFA objectives. It recognizes the particular importance of multi-stakeholder forums and participatory dialogue as key to finding solutions for entrenched EFA access, quality and equity issues. These channels open up spaces for exploring the kinds of learning and delivery methodologies that can extend EFA to areas that the Government has so far been unable to reach, and most importantly improve quality in education provision, as well as promote personal growth and empowerment. They are also the first step in bringing together diverse partners who, by working together, could substantially increase delivery capacity at community level. Even the most effective States need partnerships with local NGOs, community organizations, the private sector and education research foundations. The scope and number of such partnership arrangements is expanding in CapEFA countries.

- Evidence of results and impact

Although it is difficult to directly attribute the programme's impact in terms of improved institutional and functional capacities at sector-wide or sub-sector level, since many actors work in parallel at country level on EFA coordination and support strategies, some observations can already be made on incremental changes to institutional and organizational capacities through the CapEFA programme: e.g. clearer institutional mandates; improved planning skills and data collection systems; greater clarity in roles and responsibilities at different levels of educational governance, etc. The drive to promote country leadership and ownership of capacity development processes on a more sustainable, long-term basis is particularly reflected in the integration of CD strategies within education sector development frameworks and establishment of national Management Committees, Tasks Teams and Working Groups to drive particular task areas.

- Costs associated with the development and implementation of the activity;

The CapEFA is a 2-year \$13 million dollar programme financed by 5 donors: Finland, Norway, Sweden, Denmark and Switzerland. It is a pool funding that has currently 28 countries and 5 regional programmes.

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