



United Nations
Educational, Scientific and
Cultural Organization

Capacity Development for Education

The CapED Programme at a glance



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WHAT

CapED supports countries achieve key national priorities in the context of Sustainable Development Goal 4 (SDG4). CapED assists the development of more equal and sustainable societies by creating lifelong learning systems and increased learning opportunities for all. To this end, it focuses on three priority areas:

EDUCATION POLICIES AND PLANS

Operationalizing SDG4 through responsive education policies, plans and improved data collection and analysis.

SKILLS FOR LIFE AND WORK

Creation of lifelong learning systems and the effective delivery of relevant programmes on TVET, literacy and foundational skills.

TEACHERS

Comprehensive teacher policies and teacher training, with particular emphasis on gender-sensitive pedagogies.

HOW

CapED is a delivery platform that mobilizes UNESCO's global network and provides countries with a wide range of expert competencies.

It uses a participatory approach to build national ownership and promotes partnerships at all levels. This contributes to programme alignment among partners around national priorities and to use limited resources more efficiently. Individuals, organizations and institutions are all involved to allow sustainable change to take place.

CapED provides assistance in its priority areas across three levels:



1. Policy development, planning, ministerial coordination and education statistics



2. Tools and capacities to provide quality education, including teacher training, curricula and learning materials



3. Innovative skills development programmes targeting those most in need, particularly girls and women

WHY

Education has the power to transform lives and is at the heart of UNESCO's mission to build peace, eradicate poverty and drive sustainable development. Right now, 750 million adults – two-thirds women – still lack basic literacy skills. Around 264 million children and youth are out of school and the international community must have almost 69 million new teachers to reach the 2030 education goals. These challenges can be tackled effectively through education reforms. However, these can only take place when countries have the capacities to put this change into action.

As well as trained staff, countries need efficient organizational processes, functioning institutions and the tools and resources to design, implement and manage tailored education policies and plans. This is where the CapED Programme steps in. By mobilizing UNESCO's global network, the Programme provides selected countries with a cohesive package of support. It works alongside stakeholders to reinforce national capacities to undertake evidence-based education reforms that fit into their national priorities and respond to SDG4 commitments, in order to offer quality education opportunities to all.



Participating countries





A closer look at some results

CapED is currently working with 25 countries considered among those furthest away from achieving the SDG4 targets. As such, they need targeted support from the international community in their efforts to build equitable quality education systems.

CapED focuses on Least Developed Countries, fragile countries in emergency situations and those recovering from conflict or disasters.



One of the focuses of the CapED Programme in **Mali** is teacher training, with particular attention given to girls' education. With some of the lowest global rates of secondary school completion for girls, and a high prevalence of child marriage with more than half of girls married before their 18th birthday, CapED is supporting Mali in integrating gender-responsive approaches to keep girls in school and enabling them to learn. To this end, a new module on gender, as well as on mathematics and literacy, have been developed and integrated into Mali's teacher training curriculum.

-  Education Policies and Plans
-  Skills for Life and Work
-  Teachers
-  SDG4 Pilot Programme



In **Mauritania**, CapED is working with education authorities on the prevention of violent extremism through education. Textbooks and teaching guides were developed for population groups more prone to violent extremist messaging, particularly youth and out-of-school children, including migrants and refugees at the border with Mali. Through daily life examples, the textbooks propose activities and lessons on notions of respect for diversity, critical thinking about the use of information technology and media, social justice, and citizen engagement.

Haiti

Senegal

Liberia

Togo

Benin

Niger

Chad

Regional Arab States

Dem. Rep. of the Congo

Zambia

Mozambique

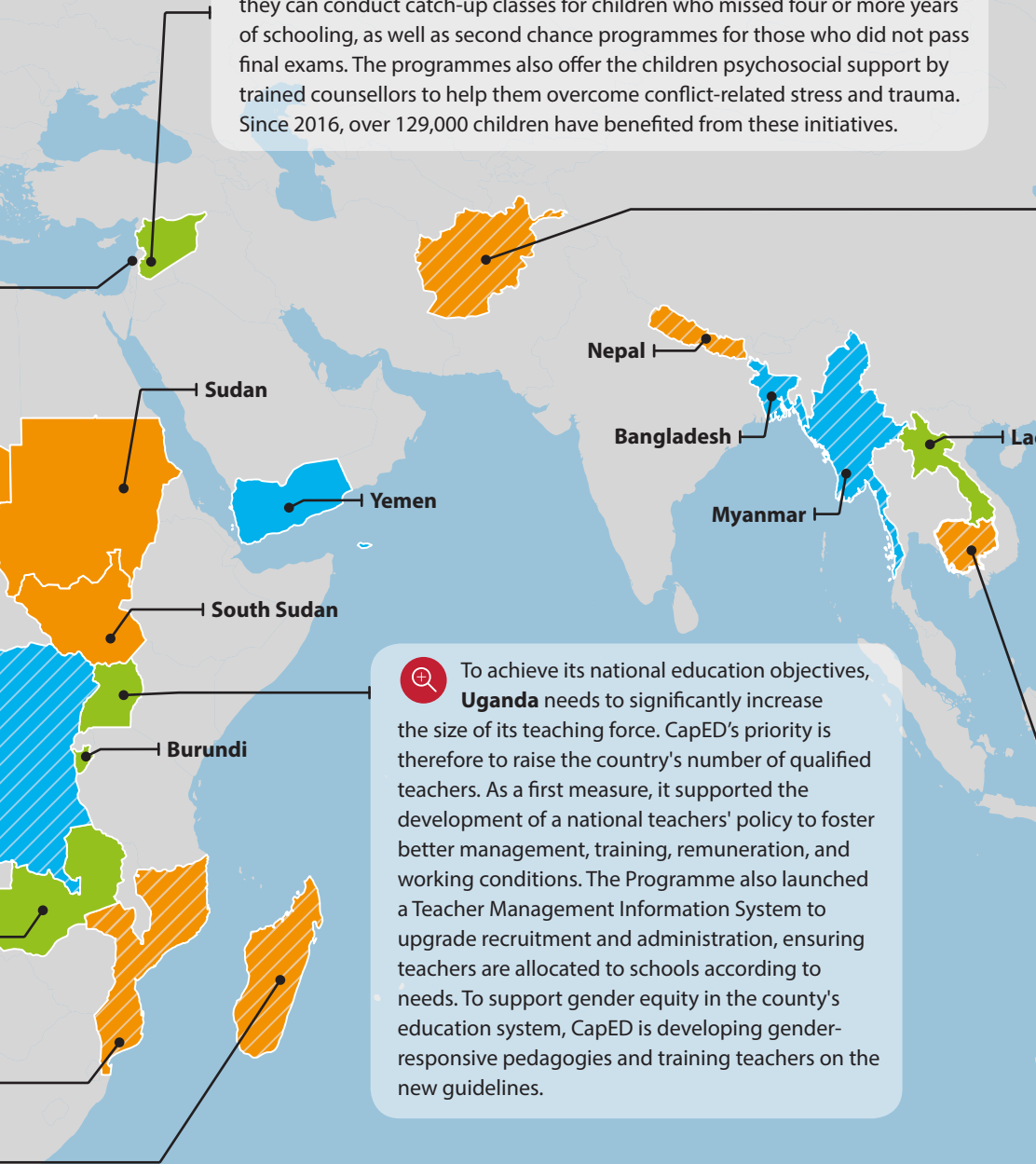


In **Madagascar** CapED focuses on helping to integrate rural out-of-school youth into the world of work. CapED supports 26 vocational training centres align their programmes to local labour market needs and to equip youths with relevant foundational, vocational and entrepreneurial skills. These centres become bridges between the individual aspirations of rural youth seeking to improve their lives and the regional economic opportunities available. To date, over 2,918 youths have been trained.



Due to the conflict in the **Syrian Arab Republic**, the number of children enrolled in basic education has decreased from 1 million to 400,000.

CapED is providing intensive gender-responsive training for teachers so they can conduct catch-up classes for children who missed four or more years of schooling, as well as second chance programmes for those who did not pass final exams. The programmes also offer the children psychosocial support by trained counsellors to help them overcome conflict-related stress and trauma. Since 2016, over 129,000 children have benefited from these initiatives.



To achieve its national education objectives, **Uganda** needs to significantly increase the size of its teaching force. CapED's priority is therefore to raise the country's number of qualified teachers.

As a first measure, it supported the development of a national teachers' policy to foster better management, training, remuneration, and working conditions. The Programme also launched a Teacher Management Information System to upgrade recruitment and administration, ensuring teachers are allocated to schools according to needs. To support gender equity in the country's education system, CapED is developing gender-responsive pedagogies and training teachers on the new guidelines.



One of the challenges **Afghanistan's** education sector faces is outdated school curricula. To address this challenge, CapED is supporting Afghanistan's government implement ambitious curriculum reform. So far, officials have been trained in curriculum design, syllabi drafts have been prepared in all subject areas, and a curriculum policy, essential to help steer the subsector in the coming years has begun to be developed.

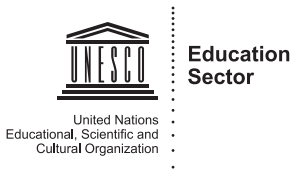
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Obtaining a quality education is the foundation to creating sustainable development. Achieving SDG4 not only requires progress such as training teachers, ensuring gender equity and increasing access. It also involves countries fundamentally reviewing their education policies and being able to monitor their progress accurately, which is why the **CapED Pilot Programme** is currently supporting 11 countries in these two crucial areas. For instance, to support **Cambodia**, CapED helped align the country's Education Sector Plan to SDG4 targets and trained government officials in data management, with the support of the UNESCO Institute for Statistics.

UNESCO Education Sector

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



The Global Education 2030 Agenda

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



UNESCO's CapED Programme


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



Stay in touch

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