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UNDP and Education For All (EFA)

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UNDP's work

- UNDP is the UN's global development network
- Presence in 166 countries working on helping countries develop local capacity to find local solutions to development challenges.
- UNDP's network links and coordinates global and national efforts to reach the MDGs:
 - Democratic Governance
 - Poverty Reduction
 - Crisis Prevention and Recovery
 - Environment and Energy
 - HIV/AIDS
- In all its activities, UNDP advocates for the protection of human rights and the empowerment of women.



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UNDP's strategic role in EFA

- Assisting adoption of policies and actions at country level, with special emphasis on:
 - developing capacities,
 - sharing knowledge,
 - working in partnerships and advocating the case for linkages with poverty reduction,
 - empowerment of girls and women, and
 - participatory governance and local development.



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UNDP's strategic role in EFA (cont.)

- One of the 5 original Convenors of the EFA Global Action Plan
- Advocacy at global and national level to raise awareness of linkages between EFA goals, poverty reduction and the MDGs
- Strengthen capacities to use methodologies, instruments and tools for mainstreaming MDGs in development planning and budgeting
- As a complement to the *EFA Global Monitoring Report*, UNDP's *Human Development Report* can be a tool for monitoring achievements in education and literacy (included in Human Development Index)



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UNDP's strategic role in EFA (cont.)

- UNDP's management of the Resident Coordinator system helps to build political support for education both with the national government and within the UN system.
- Promotes pro-poor choices and measures in *national development strategies* and frameworks
- Strengthens cross-sectoral linkages in implementation
- Provides platform for sharing effective strategies and action
- Work on ICT helps to have an enabling environment to achieve EFA goals



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Education is key to achieving all MDGs

- To ensure development effectiveness it makes sense that MDGs and EFA goals be mutually reinforcing
- Education is instrumental to achieving the other MDGs
 - Employment → poverty reduction
 - Early childhood care and education → nutrition, gender equality
 - Better health information → improvement for maternal and child mortality and combating disease
 - Education for environmental sustainability
 - Adult literacy → gender equality



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The Millennium Development Goals (MDGs) and EFA goals

MDGs:

- 1: Eradicate extreme poverty and hunger
- 2: Achieve universal primary education
- 3: Promote gender equality and empower women
- 4: Reduce child mortality
- 5: Improve maternal health
- 6: Combat HIV/AIDS, malaria and other diseases
- 7: Ensure environmental sustainability
- 8: *Develop a Global Partnership for Development*

EFA goals:

- 1: Expand early childhood care and education
- 2: Provide free and compulsory primary education for all
- 3: Promote learning and life skills for young people and adults
- 4: Increase adult literacy by 50 per cent
- 5: Achieve gender parity by 2005, gender equality by 2015
- 6: Improve the quality of education



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MDG-based national development strategies

- Assisting over 100 countries to develop MDG-based National Development Strategies (NDSs).

The process has to have:

- High-level political commitment
- National ownership
- Coherence with on-going processes
- MDGs as outcome indicators
- Inclusion with participation from key actors
- Transparency
- Regular review processes



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How can MDGs be integrated into national development strategies?

Office of the President/Prime Minister/
Ministry of Planning and Finance



MDG Strategy Group

(led by Ministry of Finance or Planning, participation from **line ministries**, representation from UNCT)



Thematic Working Groups

(led by line ministries, including civil society, donors and UNCT, among others, covering different investment clusters such as rural and urban development, health, **education**, gender equality, environment, science and technology)



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Country Examples

- **Bhutan:** An MDG Needs Assessment and Costing exercise helped to mainstream the MDGs into the Tenth Plan. UNDP also assisted in rolling out an MDG Consistent Simple Macro-economic Framework (SMF) and Financing Strategy (FS)
- **Vietnam:** Recently started support for formulation of Socio-Economic Development Strategy 2011- 2020
- **Yemen:** Based on an MDG needs assessment, the latest NDS contains targets and specific actions for **girls' education** (among others)



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MDG Needs Assessments

MDG Needs assessments can feed into
MDG-based national development
planning and poverty reduction
strategies



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Key Assumptions for Education Needs Assessment

- **Interventions:** Comprehensive set of interventions to achieve primary education, secondary education and literacy
- **Targets:** Coverage targets should aim at meeting MDGs for entire population
- **Investment model:** Service delivery models should reflect local needs and education structure; unit costs should reflect costs for reaching hard-to-reach populations.
- **Financing:** User fees should be eliminated for primary education



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Interventions Needed to Meet Universal Primary Education (UPE) Goal

- 1. Direct Primary Education interventions:**
infrastructure, human resources, learning materials, demand side interventions, etc
- 2. Secondary Education interventions because:**
 - For marginalized groups, post-primary education is needed to realize sufficient returns on education
 - Availability of secondary education increases parents' incentive to send children to primary school
 - Secondary school graduates are needed to meet supply of primary school teachers
- 3. Adult literacy programs**



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Estimating Resource Needs

- Education Policy and Strategy Simulation model (EPSSim) developed jointly by UNESCO, UNICEF and UNDP for education policy planning.
- UNDP uses EPSSim for MDG Needs Assessments within the frameworks of MDG-based national development strategies.
- This tool allows users to translate intervention and target choices into quantitative estimates of financial and human resource needs
- Common tool used by UNDP, UNESCO and UNICEF for policy simulation and financing projections
- The tool can be fully adapted to country needs and objectives



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Some countries where EPPSSim has been applied

- Nigeria
- El Salvador
- Mali
- Mongolia
- Niger



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Nigeria

- Close to 60 policy-makers in education at the state and federal level were trained on the use, application and adaptation of EPSSim
- Capacity development in education policy simulation and planning.
- Example of collaboration between UNDP, UNESCO and UNICEF in support of sector-wide planning at the country level.
- Nigeria's National Institute for Educational Planning & Administration – NIEPA – which participated in the training could become a hub for Nigeria, and potentially could also serve the rest of the Region.