Results agreement with UNESCO International Bureau of Education (IBE) on Quality of Education/Learning Outcomes under the Global and Regional Activities (GRA) program

1. Thematic Area  
Quality of Education, Learning Outcomes

2. Subtheme  
Basic Skills & Key Competencies

3. Managing Entity  
Contact Information  
(Program manager)
Ms. Amapola ALAMA  
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4. Amount out of GPE Fund  
US$ 2,998,996 (including the agency fee of US$ 196,196)

5. Proposed Start Date/End Date  
Start: November 2013  
End: October 2016

6. Reporting on Implementation  
Monitoring reports due June 30 and December 31; completion report due within 3 months after end date of implementation

7. Regional Focus  
Africa (Sub-Saharan) Burkina Faso, Niger, Senegal and South Sudan

8. Knowledge/Capacity Gap to be Addressed  
(in very brief form)  
In many GPE countries, there is a lack of validated curricula on early literacy and reading, aiming at well-defined minimum basic learning outcomes for the majority of students (around 80%) in the early grades. Several countries are implementing large scale interventions (or pilots) on reading in mother tongue and/or in official language, focusing on massive teacher training, textbooks production, or even revision of curricula and reading assessments (EGRA). However, many education systems do not yet have evaluated, well defined curricula and syllabi in early literacy promoting the success on reading, the foundation for any school learning. Thus there is an urgent need to fill this knowledge gap and help the selected countries assess, define and diffuse among teachers the key components of reading curricula that effectively support basic learning outcomes for the majority of students in early grades.

9. Results/Outcomes Expected (in very brief form; also see page 3)  
The IBE, in close cooperation with the national teams of four countries, will assess and define the key elements of the reading curricula (formal and implemented) that promote successful reading skills for all students (at least 80%) and will help countries make the evaluated curricula (and syllabi) available to all teachers and teacher training institutions.

(i) Existing reading curricula (formal, hidden and implemented) will be assessed by the IBE in close cooperation with the national teams of Burkina Faso, Niger, Senegal, South Sudan, in light of available evaluations in the selected countries and related international research findings.

(ii) Key elements of good quality, effective curricula (and syllabi for reading in the first 3 grades in each country) will be defined by the IBE team together with participant countries as a result of (i).

(iii) Module(s) on teaching reading in early grades, including training methodology, will be prepared by IBE and Initial teacher training institutions using the findings of (ii).

(iv) Countries will prepare cost-effective prints of the curricula on reading that will be distributed to the teachers in grades 1, 2 and 3 (recommended 10 to 20 pages max.)
If the Supervising Entity/Managing Entity sees a need for substantial change of scope or sequence, a request can be sent to the Secretariat for consideration.

The Secretariat will conduct a mid-term review in **February 2015** which aims at ensuring that the activity stays on track and remains relevant to GPE strategic objectives. This may lead to adjustments in the activity.

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<th>ACTIVITY</th>
<th>OUTCOMES</th>
<th>EXPECTED RESULTS</th>
<th>HOW ACTIVITY WILL SUPPORT GPE OVERALL GOAL/OBJECTIVES</th>
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| • Composition of national teams  
  • Signature of letter of understanding between the IBE and the 4 Ministries | o Each country has a functioning national team  
  o An agreement has been signed between each of the four countries and the IBE | Commitment among ministries to partner with IBE to implement the project | Through these activities, the project will improve the knowledge of decision makers on what steps to take to improve curriculum, curriculum alignment and learning outcomes in reading and numeracy in the first three years of primary. It will also build capacities of, as well as provide to and test new tools for, curriculum developers and teacher trainers on how to improve literacy and numeracy in those first three years of primary. The project supports the achievement of four out of the five objectives identified by the Global Partnership of Education: 1) supporting education in fragile and conflict affected states as South Sudan is one of the four countries that will be supported through it. 2) Promoting girls education; 3) increasing basic numeracy and literacy skills in primary school; 4) improving teacher effectiveness through training. |
<p>| • Desk Review | o A comparative international analysis of successful initiatives on reading is produced and available for Ministries of education to be able to make informed changes that will allow to improve learning outcomes in reading in the first three years of primary education | Improved knowledge on curriculum gaps for the ministries to be able to take informed steps to improve curriculum and curriculum implementation to improve reading in the first three years of primary | |
| • Existing reading curricula (formal, hidden and implemented and syllabus) will be assessed by the IBE in close cooperation with the national teams in Burkina Faso, Niger, Senegal and South Sudan in the light of available evaluations in the selected countries and related international research findings. | o 4 assessments through qualitative field research on curricula (including syllabus, teaching practices, teacher training, textbooks, assessments) in early literacy, carried out by the IBE team. | Produce a systematic picture of the early literacy curricula (and syllabus) on strengths and issues in the 4 countries | |</p>
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<th>• 4 workshops to share the findings on the Curricula (and syllabus) Assessment in the 4 countries, including what works and what does not work. Presentation and discussion of the researches findings for dissemination of findings of both the Desk review and the diagnosis of existing curricula</th>
<th>• Country teams (MOE, trainers etc.) identify strengths and gaps, what works and what does not work, in the early literacy curricula (and syllabus)</th>
<th>- Based on the findings, the IBE team, together with the 4 national teams, will prepare a draft of guidelines for reading curricula (and syllabus) change</th>
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<td>• The IBE will provide technical support to revise and develop the curricula (and syllabus) for early reading</td>
<td>• Technical support is provided in the four countries for the production of a curriculum (and syllabus) document based on the recommendations of the desk review, the field study and inputs from on-going pilots on early literacy.</td>
<td>- Each country has an evaluated curriculum (and syllabus) on early literacy promoting learning for the majority of students</td>
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<td>• Capacity building through IBE Curriculum development Diploma</td>
<td>• Enrolment in the IBE Diploma in curriculum design and development diploma</td>
<td>- 12 curriculum developers, teacher trainers, heads of schools supervisors and teachers) 3 of each one of the four countries follow the Diploma in curriculum development).</td>
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<td>• With guidance from the IBE, the country teams will prepare an action plan for the implementation of the changes in the curricula and the syllabus on early reading (national workshops)</td>
<td>• Each country adopts an action plan for the implementation of the changes in the curricula and syllabus are ready</td>
<td>- The reading curriculum and syllabus for grades 1, 2, and 3, including learning standards, contents and assessments, are ready.</td>
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- Prepare modules for Teacher training: The IBE will prepare one regional and 4 national workshop to revise the teacher training curriculum for literacy following the new literacy curriculum orientations

  - One regional technical meeting organised
  - A workshop organized in each of the four countries

- The Ministry’s teacher training specialists will be given the means to revise the literacy teacher training curriculum
- The teacher training curriculum for literacy revised and its content aligned with the new literacy curriculum

- Countries will prepare cost-effective prints of the curricula on reading that will be distributed to the teachers in grades 1, 2 and 3 (recommended 10 to 20 pages max.)
- Dissemination of the whole program: webinars, blogs, presentations at the CIES or other regional (ADEA) conferences

  - Curricula redistributed at national level to all teachers of grades 1, 2, and 3.

- All teachers of grades 1, 2, and 3 obtain the new curricula on early literacy.
- Presentation of the experiences and their results in the four countries