



EFA/FTI Global and Regional (GRA) Program
Second GRA Consultation
Expression of interest of the UNESCO International Bureau of
Education

This note is to confirm UNESCO's International Bureau of Education's interest in the activity included mainly in the point 2.3.1 *Curricular issues and curricular supports in assessment and learning materials*.

We propose to focus on the assessment of the coherence/link between the curricular content for language/reading in early grades, the content of the textbooks and other learning materials and their availability and use, the teaching practice and the assessment methods and tools available and used to know whether the curricular objectives are being met.

The project will be carried out in three parts:

1. Desk review/assessment and research based on curriculum documents and learning materials in several developed and developing countries in order to analyze:
 - a. the curriculum framework and guidelines regarding early reading and language (year 3) in order to ascertain to which extent these documents cover issues of fluency and comprehension and how countries consider the issue of reading in the early grades in their national curricula.
 - b. the coherence/link between the pedagogical methods, curricular content for language/reading in early grades, assessment of learning outcomes, textbooks and other learning materials and general assessment and remedial methods.
2. Action research field-based on case studies that look into a sample of primary schools of three selected African countries to analyze the way in which the curriculum is translated into practice by teachers for teaching/learning for reading and comprehension. It will also assess what are the teaching and assessment skills and tools that teachers have to know whether the curricular objectives are being met as well as the availability and use of the textbooks and other learning materials to foster reading.
3. Dissemination at workshops

We believe that the findings will give us important keys to understand better the “quality” issues that need to be taken into account by an educational system in order to improve its learning outcomes. The analysis could be completed by a comparison not only involving the three countries selected but also other countries whose learning outcomes are of higher standard in order to propose a “model” that could be useful for countries willing to improve their own.

We are adding some comments in the table proposed in the paper, in red.

Proposed activity	<ul style="list-style-type: none"> Assess the link between the curricular content for language in early grades, the content of the textbooks and other learning materials and the assessment methods, and disseminate knowledge.
Type of activity	<ul style="list-style-type: none"> Desk-based assessment and research. Field-based case studies in primary schools of 3 selected countries to analyze the teachers practice in the classroom (linkage of curricular expectations to available assessment methods). Dissemination at workshops.
Link with Results framework indicators	<ul style="list-style-type: none"> Outcome 1: Improved learning outcomes.
Proposed approach:	<ul style="list-style-type: none"> ✓ Assess curricular content with regard to reading and early math instruction <ul style="list-style-type: none"> ○ Focus on degree to which curricular content in language covers issues of fluency and comprehension, and their interaction, in a sample of key countries. Focus on both national language and mother tongue. ○ Assess degree to which teachers of the sample cover the curriculum and how (what their teaching skills are), and what they do when the students have difficulties ○ Assess how the teachers assess students progress and what they know about assessment methods and if there is assessment guidance to teachers, and/or in the systemic assessment approaches (sample-based quality and learning outcomes assessment), to accurately gauge the above-mentioned skills, particularly in the early grades. ✓ Assess whether books (and other learning materials) reflect the curricular guidelines well. ✓ Disseminate knowledge produced at appropriate venues and workshops.
Expected Deliverables:	<ul style="list-style-type: none"> Two international workshops (the first international workshop could be a specialist workshop to share and validate the methodology and present the first findings before the field work, the second international workshop could be to disseminate the results of the finding) The International Conference on Education could be an opportunity for presenting some of the findings Four regional workshops (for policy dialogue and capacity building)
Timeframe:	<ul style="list-style-type: none"> All events completed by XX. (The project will last from nov-dic 2011 till

	<p>November 2013. The first international workshop could be organized around april 2012, the second around October 2013)</p> <ul style="list-style-type: none">• One of the workshops might be organized in conjunction with the ICE depending on the subject and could be planned around November 2012.