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ANNEX 7

to the Commission Implementing Decision on the financing of the multiannual action plan for the thematic programmes on Global Challenges (People) for 2022-2024

Action Document for the contribution to the Global Education Monitoring Report (GEM) and the International Bureau of Education (IBE)

MULTIANNUAL PLAN

This document constitutes the multiannual work programme within the meaning of Article 110(2) of the Financial Regulation, within the meaning of Article 23 of the NDICI-Global Europe Regulation.

1 SYNOPSIS

1.1 Action Summary Table

1. Title CRIS/OPSYS business reference Basic Act	Support to Global Education Monitoring Report and the International Bureau of Education to support progress on SDG4 and improved quality outcomes in education OPSYS number: ACT-61050 Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe)
2. Team Europe Initiative	No
3. Zone benefiting from the action	The action shall be carried out at global level
4. Programming document	NDICI Global Challenges Multiannual Indicative Programme (MIP) 2021-2027
5. Link with relevant MIP(s) objectives / expected results	The action will contribute to Specific objective 2 (Education) of the People priority of the Global Challenges MIP and to the following results in particular: <ul style="list-style-type: none"> Result 1: improved access to inclusive, quality education for all, including children and young people living in countries affected by conflict or natural disasters, <i>inter alia</i> through support for global funds.
PRIORITY AREAS AND SECTOR INFORMATION	
6. Priority Area(s), sectors	110 – Education
7. Sustainable Development Goals (SDGs)	Main SDG (1 only): 4: Quality Education Other significant SDGs: Contribute to SDG 5, 10 and 16
8 a) DAC code(s)	11110 - Education policy and administrative management 11182 - Educational research

8 b) Main Delivery Channel	UNESCO - 41304			
9. Targets	<input type="checkbox"/> Migration <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Education <input type="checkbox"/> Human Rights, Democracy and Governance			
10. Markers (from DAC form)	General policy objective @	Not targeted	Significant objective	Principal objective
	Participation development/good governance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Aid to environment @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality and women's and girl's empowerment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Trade development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, maternal, new-born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disaster Risk Reduction @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inclusion of persons with Disabilities @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Nutrition @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Principal objective
	Biological diversity @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11. Internal markers and Tags:	Policy objectives	Not targeted	Significant objective
Digitalisation @		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
digital connectivity digital governance digital entrepreneurship digital skills/literacy digital services		YES <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	NO <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	/
Connectivity @		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
digital connectivity		YES <input type="checkbox"/>	NO <input type="checkbox"/>	/

	energy transport health education and research	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	Migration @ (methodology for tagging under development)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction of Inequalities @ (methodology for marker and tagging under development)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Covid-19	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BUDGET INFORMATION				
12. Amounts concerned¹	<p>Budget line: 14.020240 Global Challenges People</p> <p>Total estimated cost: EUR 49 934 642,61</p> <p>Total estimated amount of EU budget contribution for 2022-2023: EUR 4 000 000 (EUR 1 million for IBE and EUR 3 million for GEM).</p> <p>The contribution is for an amount of EUR 1 000 000 from the general budget of the European Union for 2022 and for an amount of EUR 3 000 000 for 2023, subject to the availability of appropriations for the respective financial years following the adoption of the relevant annual budget, or as provided for in the system of provisional twelfths.</p> <p>This action is to be co-financed in parallel for total amount of USD 49 456 911 for the 2022-2024 period.</p> <p>For the GEM: by at least 17 other bilateral donors and foundations (USD 5 500 000 annually for the Global Education Monitoring Report)</p> <p>For IBE: by at least France and Germany, also with USD 2 024 050 in annual contribution from UNESCO. (USD 10 985 637 annually for the International Bureau of Education).</p>			
MANAGEMENT AND IMPLEMENTATION				
13. Type of financing	Indirect management with UNESCO			

1.2 Summary of the Action

This action will contribute to strengthen outcomes on public goods for SDG4 (inclusive and equitable quality education and promote lifelong learning opportunities for all) by supporting two foundational, complementary and mutually reinforcing pillars that are necessary for transforming education: accountability and progress on SDG4 through improved data, monitoring and policy and geographical analysis on one hand, and quality education through curricula development on the other hand. The EU support will enhance the work of two entities hosted by UNESCO, the organisation mandated to develop, monitor and promote education norms and standards, and ensure quality education for all.

Achieving SDG 4 on education requires sound evidence and analysis to support policy-making and facilitate

the sharing of good practice. The Global Education Monitoring Report is the global public good that serves this purpose.

Achieving SDG 4 also requires policy makers to engage – on grounds of lessons learned and sector analysis – in curriculum development to ensure that education enables young people to meet future challenges, including challenges linked to digital and green development. The work of the International Bureau of Education (IBE) on curriculum reform and transformation directly supports the realization of the 2030 Sustainable Development Agenda.

The Global Education Monitoring (GEM) Report is the global reference document for education monitoring and data. It produces editorially independent, authoritative, and evidence-based set of public goods – reports and analytical products – that monitor progress on SDG4. Due to its mandate, the GEM Report has two decades of rigorous quality reporting on the state of education and of holding education actors to account for progress towards the international education targets.

The GEM Report is widely recognised as an indispensable advocacy and technical tool to support policy makers at the national, regional and global levels. Using both qualitative and quantitative research and data, the GEM Report provides broad and deep understanding of progress and challenges in education that serve to inform the global education agenda and influence policy change. The report promotes knowledge generation and dissemination, advocacy and capacity strengthening to support education policy and practice. It aims to inform policy makers on effective interventions, to increase evidence-based insights leading to more countries applying appropriate policies and achieving tangible improvements in education capacity and performance. Most importantly, the GEM Report serves as a convener – brokering dialogue on education issues with policy-makers, academics, education stakeholders and young people to effect policy change.

The GEM Report is an international project that tracks the performance of governments, communities, civil society, bilateral donors and international agencies towards SDG4 by 2030. Four external evaluations have concluded that the GEM report plays a discernible role in raising awareness of and strengthening commitment to global education goals. The fourth evaluation², carried out in 2018, found that the Report successfully fulfils its mandate. It concluded that it represents a rigorous, relevant and high-quality research project, providing up-to-date and authoritative evidence.

IBE is a UNESCO institute on curriculum development, bringing its knowledge and expertise to 85 member states to strengthen their curriculum capacities, processes and content. It provides practical technical support addressing curriculum, operational, and evaluation and regulation frameworks that impact provision and delivery of equitable quality education for all within the framework of the 2030 Agenda for Sustainable Development.

Under its Medium Term Strategy (2022-2025), IBE will be a core global standard setter on education curricula, which is one of the most effective long-term enablers and carrier for skills and values development. IBE is the reference point for Ministries of Education and education partners to address curriculum from a systemic, upstream perspective, that is to say curriculum as the guiding thread for all undertakings within education systems. It is also the only global actor with a comprehensive view on curriculum, looking into the standards for curriculum quality, the processes of curriculum reform/transformation, and curriculum coherence. IBE is also an active intermediary and partner to advise and support countries as they act on the Sustainable development agenda and Education 2030, through curriculum reform and transformation. It provides opportunities for the convergence of what is nationally and locally desired and feasible with what is internationally expected of education as a global public good, and as an enabler of sustainable development.

² See [Evaluation 2018](#).

2 RATIONALE

2.1 Context

The international education agenda is defined by SDG 4. The agenda is marked by two key documents agreed by the international education community: the Incheon Declaration at the World Education Forum in May 2015 and the SDG-Education 2030 Framework for Action, which is the roadmap for the implementation of SDG 4, signed in November 2015. These documents recognize the importance of good data and accountability for monitoring progress towards the agreed targets and make special mention to the role of the Global Education Monitoring Report (GEM Report) in this process.

- The GEM Report is an editorially independent, authoritative, and evidence-based global report that monitors progress on education in the SDGs. It was established in 2002 (as the Education for All Global Monitoring Report) and after the successful launch of 12 reports in the period to 2015, it received an official mandate with the Incheon Declaration of the World Education Forum in May 2015. The Education 2030 Framework for Action further defined this mandate for the GEM Report to be “the mechanism for monitoring and reporting on SDG 4 and on education in the other SDGs” and “on the implementation of national and international strategies to help hold all relevant partners to account for their commitments”.

With 17 editions between 2002 and 2021, the GEM Report is an indispensable part of the global education architecture.

- IBE brings innovation in curriculum and learning by addressing critical and current issues, strengthening the analytical knowledge base towards ensuring quality and relevance of education and learning. It also intends to lead global dialogue on curriculum.

IBE’s Medium-Term Strategy (2022–2025) demonstrates the Institute’s determination to give its programmatic leadership a renewed impetus, thereby reaffirming the Institute’s commitment to the principles, values, and methods that underpin multilateralism, which is also underlined in the European Consensus on Development.

The IBE’s ambition, for the next 4 years, is to lead UNESCO’s work on curriculum and related issues and to influence the global, regional, and local discourses and practices in curriculum to ensure quality inclusive learning, so that each learner realizes their full potential. In order to do this, IBE capitalizes on expertise, achievements, partnerships, as well as reflections on curriculum transformation under the current, unprecedented global circumstances.

Supporting the GEM Report and IBE aligns with the European Union’s commitment to the global education goal. In particular, it fully supports the objectives of the thematic Programme on Global Public Goods and Challenges, and more in particular of its Human Development chapter (People) and its education component.

The GEM Report and IBE are ideally placed to support all three of the programme’s priorities on education, knowledge and skills and the commitment of the European Union to:

- support initiatives which address global challenges in the education sector to help partner countries achieve international commitments, and accountability;
- shape the global and regional education policy agendas in response to critical challenges; and
- strengthen links between global/regional initiatives and country level actions on key educational issues complementing geographical instruments.

2.2 Problem Analysis

Education system management, reforms, and transformations contributing to progress on SDG4 should build on solid evidence to trigger robust investments for quality education and quality information to measure the trajectory towards SDG 4, as well as to foster curricula development that ensures that learners develop their full potential in a changing global context.

Yet, some countries are still in the process of identifying benchmarks and targets, and many countries are unable to collect and analyse data required for a full reporting on the implementation of SDG4.

Many countries are still encountering difficulties to embark on curricula development towards improving the quality, equity and inclusiveness of their education systems and to make accurate use of available data analysis in that respect.

The SDG4 2030 Framework of Action recognizes the importance of good data and accountability for monitoring progress towards the agreed targets and make special mention to the role of the Global Education Monitoring Report (GEM Report) to be “the mechanism for monitoring and reporting on SDG 4 and on education in the other SDGs” and “on the implementation of national and international strategies to help hold all relevant partners to account for their commitments”.

The availability of global reliable data on education is equally instrumental to monitor results of EU funded education actions and strategic policy frameworks for education.

To contribute to the education agenda, the Report develops a series of evidence-based global public goods³, including:

- a flagship global report, supported by a summary, an executive summary and background papers, divided into two parts:
 - a **monitoring** part with findings on progress against the 10 SDG4 targets, other SDGs and education financing;
 - a **thematic** part, whose focus is selected by the Report’s Advisory Board, that contains policy recommendations.
 - two complementary reports focused on: **youth** and **gender**
- a series of about five policy papers per year on a wide range of issues tied to the global report theme or other areas; and
- the World Inequality Database on Education (WIDE) to support monitoring of SDG 4 from the equity perspective
- Two new websites: SCOPE (Scoping Progress in Education) education-progress.org, which complements the monitoring part of the GEM Report, featuring interactive data visualizations to provide a snapshot of main trends in education and explain the reasons behind them. And PEER (Profiles Enhancing Education Reviews) education-profiles.org, which provides comparative qualitative data on education policies and laws at the national level to inform policy dialogue between countries and regions, starting from the theme of the report.

The SDG4 Framework of Action also recognizes the importance of defining standards and reviewing curricula to ensure quality and relevance to the context, including skills, competencies, values, culture, knowledge and gender responsiveness. Curricula are at the junction between education policy and pedagogical practices. They provide the various frameworks that will organize education within which teaching and learning will take place.

However, the discussion on curriculum remains limited by an observed incapacity to implement the necessary continuum between the intended, taught, learned, and assessed curricula. Too often, revisiting

³ See GEM Report [webpage dedicated to publications](#).

curriculum is understood as adding content, modifying learning materials, or introducing “new” pedagogical approaches. This leads to curriculum overload and imbalances which adversely affect the quality of education and learning. Also, the more systemic view of curriculum becomes lost as the prerequisites for change are not fully taken into consideration (e.g. regarding teacher training or the convergence of pedagogical and evaluation approaches). As the 2019 Review on UNESCO’s work on curriculum points out, Member States “are often less aware of their needs to organize, plan, and monitor the curriculum reforms more broadly” – when these are in effect essential to the realization of SDG 4.

According to IBE, curricula are relevant if they meet two conditions: curriculum must be rooted in national/local realities, and it must be open to the world and global aspirations, including due consideration to digital challenges and opportunities, environment and climate change. In order to achieve this:

- IBE develops global-dialogue and intellectual leadership in curriculum development aiming at recognising the still understated potential of curriculum to democratize learning and to create lifelong opportunities for all.
- IBE develops capacity building and provides enabling support through knowledge-sharing, skills transfer, policy and technical advice, and professional development courses, among other strategies.
- It develops knowledge creation and management and identifies, select, and interpret research findings for policy-making and practical application in curriculum and learning.

3 DESCRIPTION OF THE ACTION

3.1 Objectives and Expected Outputs

The **overall objective** is that foundational pillars towards SDG4 are developed through synthesised, analysed and clearly presented comparative data and context adapted curricula design based on data analysis and knowledge sharing.

The **specific objective** is to increase commitments and improve practices of national and international education stakeholders towards quality education, learning and skills.

The **expected outputs** are:

1. Evidence, research and data: High-quality and relevant research, compiling, synthesising and analysing the latest evidence and data in education with an emphasis on cross-country and over-time comparisons and on learning, equity and gender;
2. Knowledge sharing and outreach: Key findings, clear messages and global knowledge sharing and outreach outputs further developed to support regional and national policy and programmatic responses, including curricula development and implementation;
3. Curricular strategy development: endogenous quality curricula, attuned to the SDG agenda are developed and implemented by countries;
4. Knowledge sharing on curriculum development: interaction between key curriculum agents is enhanced in a manner conducive to an adequate implementation;
5. Curriculum implementation: Improvement in countries’ curriculum are identified, notably in terms

of alignment and quality.

6. Policy advocacy and knowledge sharing: Partnerships and peer learning mechanisms as a basis for dialogue to influence change in education policies towards the achievement of international education targets and curriculum development.

3.2 Indicative Activities

Indicative activities for the expected outputs are:

1.1 GEM Report

GEM Report (printed and online) with summary, statistical tables and background papers. The next edition of the GEM Report will be on technology and education, therefore closely aligning with the Commissions priority on digitalisation. Accompanied by the Gender and Youth reports.

1.2 Regional Report series

The GEM Report's strength is its global perspective. At the same time, this can be a constraint if national policy stakeholders feel the recommendations are too general. In response to the need to be more relevant and more context-specific, every global Report will be accompanied by one or two regional editions that will examine the theme in more detail, working with regional partners where possible. The GEM Report team has already published: an Arab States report on migration, displacement, and education (2019); a Latin America and Caribbean Report on inclusion and education (2020), and a Central and Eastern Europe, Caucasus and Central Asia report on inclusion and education (2021)

1.3 Spotlight series

The Spotlight series is a new partnership between the GEM Report and the Association for the Development of Education in Africa (ADEA). It will conduct new analysis on the current situation and on the steps taken towards universal basic education completion and foundational learning in Africa to ensure this issue is on top of national and continental policy makers' agendas. The Spotlight series will cover a dozen countries per year: of these, four focus countries (one per region: West, Central, South and East) will be covered in-depth, while eight countries (two per region) will offer additional insights.

2.1 Reporting for the global SDG follow up and review

The Education 2030 Framework for Action offers a roadmap for SDG 4 implementation, calling for national education policy and planning to be aligned to the Agenda 2030 targets and priorities, there is a risk that SDG 4 means everything to everyone, making it difficult to establish what constitutes progress in qualitative terms. As part of the global SDG follow up and review process, the GEM Report team is supporting partners at national level to identify and report about clear benchmarks towards the SDG 4 targets.

2.2 User-friendly online presence

Up-to-date and accessible website, with all GEM publications, including statistical and aid overviews, and a relevant and representative blog.

3.1 Capacity development

Tailored technical assistance in curriculum transformation and tackling thematic issues, as well as specialized training offers to address the capacity needs of a diversity of curriculum actors.

4.1 Research

Research and knowledge creation and dissemination on a wide range of curriculum issues, and the production of tools and guidelines for capacity development.

5.1 Production of practice-oriented tools and standards for curricular development

Publication of a Resource Pack with different notes to support specialists and practitioners involved in curriculum reform.

6.1 Outreach and advocacy

Organisation of events to increase awareness, understanding, foster policy dialogue and debate on progress towards SDG4 and curriculum reform and transformation.

3.3 Mainstreaming

Gender equality and empowerment of women and girls

As per the OECD Gender DAC codes identified in section 1.1, this action is labelled as G1.

For GEM, this implies that Every GEM report includes a Gender Review, consisting of a gender review of policy debates and good practices to advance education and gender equality, women empowerment and the protection of women and girls' rights.

IBE will support countries, particularly developing countries, to ensure that all aspects of SDG 4, including gender, are translated into the curriculum and that curricula contribute to maximizing the social returns on education. To that end, IBE will ensure that all its interventions mainstream gender, equity and inclusion as transversal topics. This implies that all aspects of the teaching-learning transaction, including gender, are attentive to offering differentiated approaches and adapted pedagogies in the most adequate language of instruction, sensitive materials and supports, conducive environments.

Human Rights

As part of this collaboration, the GEM Report will seek the engagement of education, human rights and gender equality specialists within EU delegations to share the report findings and recommendations in order to inform the technical and policy work being undertaken by delegations and associated partners.

IBE has renewed and highlighted in its Medium Term Strategy 2022-25 its intention to bring to life and translate into action a vision for curricula that is conducive to strengthening respect of human rights, peace and fundamental freedoms.

GEM Report and IBE align with SDG4 principles for leaving no one behind: gender equality, inclusion, education relevance and adaptation to local and global needs, stressing the need for shared values (respect, tolerance, living together, global) citizenship, rule of law, non-discrimination and common purposes (sustainable development).

3.4 Risks and Lessons Learnt

Category	Risks	Likelihood (High/ Medium/ Low)	Impact (High/ Medium/ Low)	Mitigating measures

Contextual	The main topic of the GEM report may not be fully suitable to an EU thematic priority within the education sector	Low	Low	The next topics for the 2022 edition are highly relevant to support the achievement of SDG 4 and the priority areas of the EU's decision on EU development assistance in the field of education. Additionally, through its participation in the GEM Report's Advisory Board, the governance structure of the Report, the EU will be able to voice its views on future priority Report themes relevant to the sector of Education
Operational	Lack of resources for GEM and IBE	Medium	High	<p>The GEM Report has a variety of funding partners to fund the activities that are essential to success but existing and committed funds are not enough to continue with its mandate. EU funds will support GEM to continue generating knowledge and promoting policy dialogue to achieve SDG 4. EU funds will support GEM to continue delivering results and mobilizing other partners.</p> <p>The reform of IBE has led to increased pledging for the institution by several EU Member States.</p> <p>Additionally, a pledge of funding from the EU could also have the catalytic effect of encouraging other like-minded partners to join the initiative and offer their support too.</p>
Operational	Delays in the implementation of the project	Low	Low	The GEM programme has a proven record of accomplishment in delivering its programme through extensive planning and monitoring of its own activities as evidenced through its established publishing schedule and its four external evaluations. It provides regular six-monthly programme management reports to ensure transparency with funding partners. Furthermore, the European Commission will ensure a steady implementation of its own internal procedures and will follow-up closely

				<p>on processes of main stakeholders involved.</p> <p>IBE reform involved the shaping of a clear workplan with output indicators, which should alleviate the risk of delays in implementation. The mid-term strategy also integrates clear activities and indicators.</p>
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Lessons Learnt:

The GEM Report's programme strategy (2019-2024) will remain in place for the period and activities will not deviate substantially.

Based on the previous cooperation with key partners, and as part of the risk mitigation strategy, regular dialogue will need to be ensured between implementing partners and the EU, as well as within the funders' group.

GEM Report team have the capacity to support the EU in reaching its global results, and it is key to strengthen the cooperation between both institutions.

For the past years, IBE struggled to secure funding and UN Member States questioned its performance. This led to a reform process that ended with the approval of new statutes and a revised IBE mandate to enhance its governance, alleviate administrative procedures and ensure stronger coherence across education stakeholders.

IBE has also developed a new strategy for 2022-25 that will contribute to building its sustainability:

- Maintain a structured, open dialogue with its constituency
- Maximize the potential of its Geneva location
- Nurture and diversify its strategic partnerships
- Draw on the expertise and networks of the IBE Council
- Build stronger anchors within the UNESCO family, the UN, and the broader education aid architecture
- Diversify the IBE's funding base

It will also strengthen IBE's capacity to deliver:

- Construct the conditions for the institutionalization of knowledge and approaches
- Improve monitoring, evaluation, and learning for strategic decision-making

3.5 The Intervention Logic

The theory of change underlying the GEM Report's approach is based on the idea that, by making rigorous evidence, data and recommendations on education available and accessible, the GEM Report will improve policy dialogue and peer learning and will strengthen education systems, plans, policies and budgets towards achieving SDG 4.

The GEM report works on ensuring:

- high quality and relevant research, compiling, synthesizing and analysing the latest evidence and data in education with emphasis on cross-country and over-time comparisons are available;
- key findings, clear messages and global communication and outreach outputs are developed further to support regional and national policy and programmatic responses;
- partnerships and peer learning mechanisms as a basis for dialogue to influence change in education policies towards the achievement of international education targets are established;

Evidence and recommendations should then improve policy dialogue and peer learning and to strengthen education systems, plans, policies and budgets towards achieving SDG 4.

IBE's intervention logic will focus on improving the quality, coherence, and articulation of curriculum functional frameworks at all levels of education. It will bring a core contribution to making quality education a reality for all by working with its beneficiary countries on:

- Curriculum frameworks: analysing, interpreting and giving effect to education policies so they can be implemented through curricula, developing the curriculum orientations and architecture through curriculum frameworks and companion documents;
- Operational frameworks: developing the pedagogical, technical, and administrative frameworks that will support curriculum implementation;
- Evaluation and regulation frameworks: evaluation of curriculum itself, looking into the functions of curriculum such as translation of education policies and development objectives; implementation of the pedagogical, evaluation, and administrative action plans; implementation of control mechanisms.

IBE's expertise and knowledge are available to all countries. However, IBE's direct interventions will be prioritized to serve developing countries and, more specifically, least developed countries (LDCs) to ensure that the resources benefit those countries in most need of support and that a strong focus on African countries is maintained, in keeping with UNESCO's overall Priority Africa.

IBE's primary beneficiaries will be:

- curriculum experts and actors in MoEs and affiliate entities for the design, development, implementation, and assessment of curriculum;
- cadres in teacher training centres for the adequate transposition and implementation of the curriculum in teacher training;
- school inspectors, to ensure the adequate transposition and implementation of the curriculum in teachers' practice;
- textbook commissions to ensure the adequate transposition of the curriculum in textbooks and educational resources.

IBE's indirect interventions may be less tied geographically and will be directed at policymakers, change agents, and actors in international development to:

- promote guidance on SDG-related transversal themes;
- advocate and promote the importance of endogenous curricula, their significance for quality education and learning, and the necessity to adopt a systemic approach to curriculum;
- influence the worldwide curriculum debate in enhancing SDG and endogenous curriculum understanding;
- making curriculum reflections of countries in the global south known and visible.

3.6 Logical Framework Matrix

This indicative logframe constitutes the basis for the monitoring, reporting and evaluation of the intervention. On the basis of this logframe matrix, a more detailed logframe (or several) may be developed at contracting stage. In case baselines and targets are not available for the action, they should be informed for each indicator at signature of the contract(s) linked to this AD, or in the first progress report at the latest. New columns may be added to set intermediary targets (milestones) for the Output and Outcome indicators whenever it is relevant.

- At inception, the first progress report should include the complete logframe (e.g. including baselines/targets).
- Progress reports should provide an updated logframe with current values for each indicator.
- The final report should enclose the logframe with baseline and final values for each indicator.

The indicative logical framework matrix may evolve during the lifetime of the action depending on the different implementation modalities of this action. The activities, the expected Outputs and related indicators, targets and baselines included in the logframe matrix may be updated during the implementation of the action, no amendment being required to the Financing Decision.

PROJECT MODALITY (3 levels of results / indicators / Source of Data / Assumptions - no activities)

Results	Results chain (e): Main expected results (maximum 10)	Indicators (e): (at least one indicator per expected result)	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
Impact	Foundational pillars towards SDG4 are developed through synthesised, analysed and clearly presented comparative data and context-adapted curricula design, based on lessons learned and knowledge sharing.	Number of SDG and Agenda 2030 indicators on education for which data is available	All SDG 4 indicators	1 All SDG 4 indicators	UNESCO/GEMR	<i>Not applicable</i>
Outcome 1	Increased commitments and improved practices of national and international education stakeholders towards quality education, learning and skills	Number of global, national or local development policies or programmes influenced by the GEM Report	TBC	TBC	UNESCO/GEMR	

Output 1 relating to Outcome 1	1. Evidence, research and data: High-quality and relevant research, compiling, synthesising and analysing the latest evidence and data in education with an emphasis on cross-country and over-time comparisons and on learning, equity and gender	1.1.1 Global report			UNESCO/GEMR	
		1.1.2 Number of gender, youth and reports produced	1.1.1 1	1.1.1 1		
			1.1.2 2	1.1.2 2		
		1.1.3 Policy papers produced and launched	1.1.3 4	1.1.3 4		
Output 2 relating to Outcome 1	2. Knowledge sharing and outreach: Key findings, clear messages and global knowledge and outreach outputs further developed to support regional and national policy and programmatic responses, including curricula development and implementation.	1.2.1 Copies printed Distributed (Global Report, English)	1.2.1 7500	1.2.1 7500	UNESCO/GEMR	
		1.2.2 Language versions of the report summary	1.2.2 25	1.2.2 25		
		1.2.3 Downloads in first year (Global Report, English)	1.2.3 100,000	1.2.3 100,000		
		1.2.4 Blog visitors per month	1.2.4 25,000	1.2.4 25,000		
Output 3 relating to Outcome 1	3. Curricular strategy development: Endogenous quality curricula, attuned to the SDG agenda are developed and implemented by countries.	3.1.Number of curricular documents that IBE co-developed with ministries and affiliates that reflect at least 50% of the features of an endogenous curriculum	TBD	TBD	End of project reports, project material, mid-term and summative evaluations	
		3.2. Percentage of curriculum functional frameworks co-developed with ministries and affiliates that are responsive to SDG 4 topics and targets (notably SDG 4.7), and responsive to crisis contexts when appropriate.	TBD	100% (in 2025)	End of project reports, project material, mid-term and summative evaluations.	
		3.3.Weight of the various regions in IBE's country-level TA and capacity development portfolio, including share of countries in fragile and conflict affected settings	TBD	At least 50% in Africa; At least 25 % in fragile and conflict affected countries (in 2025)	IBE record of country/regional projects	

Output 4 relating to Outcome 1	4. Knowledge sharing on curriculum development: Interaction between key curriculum agents is enhanced in a manner conducive to an adequate implementation.	4.1.Percentage of key curriculum agents involved in IBE projects who express readiness to use alignment tools and processes for curriculum and implementation	N/A	At least 80% (in 2025)	End of activities and projects questionnaires, KAP survey.	
		4.2.Percentage of key curriculum agents involved in IBE projects who express better understanding of need to improve interactions between ministries and affiliates ahead of curriculum implementation	N/A	At least 80% (in 2025)	End of activities and projects questionnaires, KAP survey	
Output 5 relating to Outcome 1	5. Curriculum implementation: areas of improvement in countries curriculum are identified, notably in terms of alignment and quality.	5.1.Percentage of curriculum agents involved in IBE projects who express readiness to use IBE's curriculum diagnostic approach and tools	N/A	At least 80% (in 2025)	End of activities and projects questionnaires, KAP survey	
		5.2.Percentage of key curriculum agents involved in IBE projects who express better understanding of the usefulness of improved curriculum diagnosis	N/A	At least 80% (in 2025)	End of activities and projects questionnaires, KAP survey	
Output 6 relating to Outcome 1	6. Policy advocacy and knowledge sharing: Partnerships and peer learning mechanisms as a basis for dialogue to influence change in education policies towards the achievement of international education targets and curriculum development.	1.3.1 Number of events where GEM Report products are launched 1.3.2 Policy dialogue events engaging GEM Report expertise 1.3.3 New global and regional partnerships established	1.3.1 70 1.3.2 10 1.3.3 4	1.3.1 70 1.3.2 10 1.3.3 4	UNESCO/GEMR	

4 IMPLEMENTATION ARRANGEMENTS

4.1 Financing Agreement

In order to implement this action, it is not envisaged to conclude a financing agreement with partner countries.

4.2 Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 60 months from the date of where a financing agreement is adopted by the Commission of this Financing Decision.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Financing Decision and the relevant contracts and agreements.

4.3 Implementation modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures⁴.

4.3.1 Indirect Management with a pillar assessed entity

This action will be implemented in indirect management with UNESCO, using the following criteria: mandate and experience on education and development, experience monitoring and reporting, management capacities, pillar-assessment.

This implementation entails all actions of the programme contributing to the overall and specific objectives. UNESCO hosts the GEM Report entity which has a unique mandate as an editorially independent publication hosted by the UNESCO.

UNESCO hosts the IBE entity which has a long experience in curriculum development (IBE was established in 1925 and fully integrated into UNESCO in 1969 as a category 1 Institute).

4.4 Indicative Budget

Indicative Budget components	EU contribution (amount in EUR) 2022-2023	Indicative third party contribution, in currency identified
Implementation modalities – cf. section 4.3		
Indirect management with UNESCO	EUR 4 000 000	
Evaluation – cf. section 5.2	will be covered by	N.A.

⁴ www.sanctionsmap.eu. Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.

Audit – cf. section 5.3	another Decision	
Totals	EUR 4 000 000	USD 49 456 911

4.5 Organisational Set-up and Responsibilities

UNESCO will be responsible for implementing the action in indirect management. The European Commission will be part of the trust fund governance arrangements to be put in place. As part of its prerogative of budget implementation and to safeguard the financial interests of the Union, the Commission may participate in the above governance structures set up for governing the implementation of the action.

5 PERFORMANCE MEASUREMENT

5.1 Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (Outputs and direct Outcomes) as measured by corresponding indicators, using as reference the logframe matrix.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

Roles and responsibilities for data collection, analysis and monitoring:

Where necessary additional studies will be carried out and financed by the (co) beneficiaries to obtain additional data. These studies should be carried out during any phase of the projects funded through this action.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

5.2 Evaluation

Having regard to the importance of the action, a final evaluation may be carried out for this action or its components through a joint mission and/or contracted by the Commission.

The Commission shall inform the implementing partner at least 30 days in advance of the dates envisaged for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports may be shared with the partners and other key stakeholders following the best practice of evaluation dissemination. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, apply the necessary adjustments.

The financing of the evaluation may be covered by another measures constituting a Financing Decision.

5.3 Audit and Verifications

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audit or verification assignments for one or several contracts or agreements.

6 STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

The 2021-2027 programming cycle has adopted a new approach to pooling, programming and deploying strategic communication and public diplomacy resources.

Action documents for specific sector programmes are no longer required to include a provision for communication and visibility actions promoting the programmes concerned.

However, in line with Article 46 and subject to Article 47 of the NDICI Regulation, all entities implementing EU-funded external actions shall take all reasonable measures to publicise the European Union support. This obligation will continue to apply equally, regardless of whether the actions concerned are implemented by the Commission, partner countries, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU member states

Appendix - REPORTING IN OPSYS

An Intervention (also generally called project/programme) is the operational entity associated to a coherent set of activities and results structured in a logical framework aiming at delivering development change or progress. Interventions are the most effective (hence optimal) entities for the operational follow-up by the Commission of its external development operations. As such, Interventions constitute the base unit for managing operational implementations, assessing performance, monitoring, evaluation, internal and external communication, reporting and aggregation.

Primary Interventions are those contracts or groups of contracts bearing reportable results and respecting the following business rule: 'a given contract can only contribute to one primary intervention and not more than one'. An individual contract that does not produce direct reportable results and cannot be logically grouped with other result reportable contracts is considered a 'support entities'. The addition of all primary interventions and support entities is equivalent to the full development portfolio of the Institution.

The present Action identifies as;

Action level		
<input checked="" type="checkbox"/>	Single action	Present action: all contracts in the present action