**Annex 1: Pilot instrument of the UNESCO General Education Quality Analysis/Diagnosis Framework (GEQAF)**

**Analytic Tool, Learning Environment**

**Paramount Question:**  **Have we assured every learner an environment that is both physically and psychosocially enabling to their learning and thus conducive to improving the quality of education and learning effectiveness?**

|  |  |  |
| --- | --- | --- |
| **Diagnostic question** | **A brief summary of responses to the diagnostic question from a Team of national education policy makers, planners, managers and experts conducting the diagnosis and analysis**  | **Priority actions and knowledge gaps identified in the process of addressing the diagnostic question** |
| **Policies, instruments and process in support of a good learning environment** |
| 1. How well do existing policy guidelines and instruments ensure enabling learning environments? To what extent are our legal frameworks consistent with the goal of creating an enabling learning environment? What is the evidence that they support a rights-based approach to education (the principles of availability and accessibility for all, non-discrimination, equality of opportunity, fundamental freedoms)?
 |  |  |
| 1. To what extent do education quality improvement efforts reflect the learning environment as key factors of achieving quality education for all? What key dimensions of these environments are taken into account and using what instruments?
 |  |  |
| 1. What is the mechanism for participation of the education community (administrators, headmasters, teachers, learners, counselors, support staff, etc.), in setting the criteria for a good learning environment? How do we ensure a gender balance? Has the mechanism been effective? How do we know?
 |  |  |
| 1. What is the role of centralized/decentralized structures in defining an enabling learning environment? **[Link to Analytical Tool on Governance]**
 |  |  |
| 1. What evidence exit that current policies, legal frameworks and instruments have been effective in improving the learning environment? Which are the mechanisms in place for data collection and analysis to support measures to create and sustain a good learning environment?
 |  |  |
| **The physical learning environment** |
| 1. What mechanisms (guidelines, standards, norms and safety requirements) have we in place to address the selection of sites and the design and construction process of our learning places? To what extent the community, including staff, learners, and villagers is consulted in the planning and design? What is the evidence that these standards and requirements are adhered to? **[Promising Practice XI.1]: Rwanda’s “Child friendly schools infrastructure standards and guidelines]**
 |  |  |
| 1. How do we ensure that our physical spaces correspond to the requirements set in our educational policies and programs (e.g. availability of laboratories to ensure the delivery of science programs; ICTs spaces, etc.)?
 |  |  |
| 1. What concrete measures have we taken to ensure that access routes to the learning places are safe and secure for all, especially for girls and women?
 |  |  |
| 1. What physical conditions exist in learning settings that may impact on the health of learners (e.g. access to clean drinking water, proper sanitation facilities, lighting, ventilation and heating, drainage and dampness)? Do we have separate provision of sanitation facilities for girls and boys?
 |  |  |
| 1. How do we ensure the needs of learners with disabilities?
 |  |  |
| 1. How do we ensure equitable distribution of physical learning environment throughout the country (e.g. rural versus urban)? What is the evidence that physical infrastructure and facilities are distributed equitably in accordance with policy goals?
 |  |  |
| 1. How efficiently are physical environments utilized and maintained? To what extent is it closely monitored? What is being done to address possible poor management and maintenance of infrastructure?
 |  |  |
| **The psychosocial learning environment [Technical Note: XI.1]** |
| 1. What concrete measures have we taken to address discrimination, to ensure respect for diversity and to promote living together? **[Link to** Analytical Tool on **equity and inclusion toolkit] [Promising Practice XI.2]: Rights, respect, respect: A Whole School Approach (United Kingdom)]**
 |  |  |
| 1. What are the measures put in place to protect our learners, such as safety and protection from violence (including corporal and humiliating forms of punishment of children): physical violence; bullying; mental/psychological violence; cyber bullying, external violence (e.g. effects of gangs, conflict situation)? To what extent does our curriculum integrate the necessary tools against violence? **[Promising Practice XI.3]: Anti-bulling programme in Finland]**
 |  |  |
| 1. What is the evidence on the type, form and extent of violence on our learners? What national mechanisms for data collection, monitoring and evaluation of violence exist?
 |  |  |
| 1. What are the vigilance mechanisms (national/regional/local levels) within the learning environment?
 |  |  |
| 1. Do we have a national policy/plan/framework in regard to health and nutrition in schools? If so, what aspects (e.g. HIV and AIDS, malaria, deworming, school feeding, etc.) does it cover? How effective is the implementation? Which specific health and nutrition issues merit more specific policies/plans/frameworks?
 |  |  |
| 1. To what extent do our educational policies promote effective Guidance and Counselling Programmes innovations that are sustainable, demand driven and implementable? What types of services and thematic areas are included in our Guidance and Counselling programme policy?
 |  |  |

The diagnosis and analysis above should culminate into identifying critical problems requiring urgent attention and the necessary information and knowledge for addressing them. It is also necessary to clearly formulate action plan and clear identification of roles and responsibilities and timelines as well as required human, financial and organizational resources which the action plan might entail. At this stage it is a question of prioritizing the priorities and knowledge gaps identified in the right most column of the table above to focus action on those areas severely hampering progress.

|  |
| --- |
| **Priorities for action (Learning environment)** |
| 1. What are the key areas to be addressed urgently to make our learning environment conducive to delivering quality education to all our learners?
 |  |
| 1. What are the knowledge gaps which need to be filled for an evidence-based policy on the provision of adequate and quality physical and psychosocial learning environment?
 |  |
| 1. What are the required actions to deal with the priority constraints and the identified knowledge gaps?
 |  |

**Annex 2: Format for feedback on the piloting of the individual Analytic Tool of GEQAF**

***To be completed at the end of the discussion of each Analytic Tool***

|  |
| --- |
| **Analytic Tool: Learning Environment** |
| 1. Which questions did you find unclear or hard to understand? If so how would you suggest they be reformulated?
 |  |
| 1. Which of the questions did you find less relevant in your context? Why?
 |  |
| 1. Which questions of critical importance in your context are missing in the toolkits?
 |  |
| 1. Which questions did you find too demanding on data and information relative to the significance of the issue for ensuring quality education?
 |  |
| 1. Would you have preferred more and detailed question or were the set of questions in the toolkit adequate to discuss the issues in depth?
 |  |
| 1. To what extent did this toolkit help you analyze the issues raised comprehensively?
 |  |
| 1. What kind of further support materials you would have needed for a more in-depth analysis?
 |  |
| 1. How much time was allocated for the discussion of this toolkit? Would it have required more or less time and if so how much?
 |  |
| 1. Would you use this toolkit in the future? Is so, how often?
 |  |

**Annex 3: Summative evaluation of GEQAF and the guidelines for piloting**

To be completed by the pilot Core Team with inputs from Heads of Departments and/or agencies

|  |
| --- |
| **The procedure of implementation** |
| 1. What significant adjustments did you make to the procedure suggested for piloting by UNESCO and why?
 |  |
| 1. What further improvements to the UNESCO guideline and piloting instrument would you suggest?
 |  |
| 1. To what extent do you think the results from applying the UNESCO education quality framework have been worth the time and resources you have invested in the exercise?
 |  |
| 1. Do you think you would use the framework (or parts of it) from time to time to check the pulse of your education system? If so, how often?
 |  |
| 1. What next steps were agreed or proposed to address major challenges identified during the diagnostic exercise?
 |  |
| 1. Who will be responsible and for what in following up on actions agreed or proposed
 |  |