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

**Analytic Tool, Equity and Inclusion**

**Paramount Question:**  **How well does our general education system assure all learners equity and inclusion in quality education and effective learning?**

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| **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** |
| **Understanding the situations of inequalities and exclusion in education in our general education systems and in the country** |
| 1. Is there any difference in people’s educational opportunities on the basis of socially ascribed or perceived differences, such as gender, economic condition, ability, language, place of residence, social origin, ethnic origin, disability, nationality, etc.? What are the most significant factors of exclusion in our context? Which categories of people tend to experience exclusion more in education? Between which categories of people do wide inequalities exist? (required information and data to know who is excluded, **(Technical note II.3)**
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| 1. What are the critical points in the general education cycle at which exclusion begin to strongly manifest? What precedes these points and can it be aborted? What are the critical points in the general education cycle at which inequalities begin to strongly manifest? What precedes these points and can it be aborted?
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| 1. How is exclusion manifest for those who experience it? How do inequalities manifest?
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| **Policies and strategies to address inequalities and exclusion in education** |
| 1. What are the existing policies, programs and interventions in education that are intended to address exclusion? What is the evidence that they are effective? What are some of the persisting forms of exclusion if any and how are they being addressed?
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| 1. Which current interventions—laws, policies, structures of the system, financing and operational frameworks, programmes etc—are redressing exclusion? What is the nature of that impact? Where is the evidence? How do we sustainably monitor the evidence?
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| 1. Beyond the education system—health, social, legal services etc—what current interventions have an impact on exclusion in education? Where is the evidence? How do we sustainably track the evidence?
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| 1. Based on your analysis of all of the above questions, what are the major gaps, obstacles, contradictions and dilemmas in your country’s efforts to provide quality education and effective learning experiences equitably and inclusively? What are some of the ways to fill the gaps, remove the obstacles, resolve the contradictions and negotiate the dilemmas?
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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.

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| **Priorities for action (example, in the area of LLL)** |
| 1. What are the required actions to deal with the priority constraints to inclusive and equitable provision of quality education and effective learning experiences?
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| 1. What are the most crucial next steps we need to take to improve the effectiveness of the education system to address inequalities and exclusion?
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| 1. What are the roles of different stakeholders in taking these step(s)?
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**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***

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

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| **The procedure of implementation** |
| 1. What significant adjustments did you make to the procedure suggested for piloting by UNESCO and why?
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| 1. What further improvements to the UNESCO guideline and piloting instrument would you suggest?
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| 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?
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| 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?
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| 1. What next steps were agreed or proposed to address major challenges identified during the diagnostic exercise?
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| 1. Who will be responsible and for what in following up on actions agreed or proposed
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