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

**Analytic Tool, Competencies**

**Paramount Question:**  **What are the most important sets of competencies for our general education learners to acquire as learning outcomes if they are to effectively contribute to our development agenda and to face today’s (and tomorrow’s) world?**

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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** |
| **Conceptualizing learning outcomes** | | |
| 1. **Vision and national frameworks:** What is our country’s vision about the kind of society desired today and in the future? Does our vision address issue of equity and inclusion? Are the aims and purposes of education identified relevant to our vision of future society and citizen? **[Link to Analytical Tool on development relevance and on equity and inclusion** |  |  |
| 1. **Competencies/desired learning outcomes:** What is our understanding on key competencies with which citizens have to be equipped to realize desired societies? How are desired learning outcomes (both short-term and long-term) currently understood and conceptualized in our country’s context (i.e. as standards, competencies, learning objectives) and shared by stakeholders? To what extent are the aims of current national development and educational policies and programs reflected in the desired learning outcomes? |  |  |
| 1. **Identifying desired competencies/learning outcomes**: What has been done to consider desired key competencies in our country and how the stakeholders contributed to their development? What is the mechanism for engaging and promoting participation of stakeholders from inside and outside the education system in the identification and prioritization desired learning outcomes? **(Link to Analytical Tool on governance)** |  |  |
| **Ensuring the achievement of intended learning outcomes: reorienting policies and interventions as well as adjusting elements of education systems** | | |
| 1. **Policies:** Are current national education policies relevant to achieve desired learning outcomes?If there are controversies/different opinions with regard to the understanding of competencies and competency development, how are they taken into account in our current educational policies? Have any particular policy measures been taken to address equity in learning outcomes? |  |  |
| 1. **Curricula:** To what extent is the current curriculum relevant in leading learners to achieve the desired competencies? What approaches were used to effectively develop a curriculum which ensures equitable acquisition of desired competencies? Can competency-based approaches be a main syllabi organizer and the sequence of learning and teaching? How are learning areas and cross-cutting issues and related contents organized in the curriculum? |  |  |
| 1. **Teachers as well as teaching and learning:** What is teachers’ understanding of desired competencies that learners should acquire? What measures have we taken to improve teachers’ competencies? How well do current teacher policies, management and teaching strategies accommodate learners´ diverse needs?How are competencies taught and learnt at school and classroom levels? |  |  |
| 1. **Assessment:** How well do existing assessments cover key competencies that should be measured? What are the current strengths and weaknesses of learning outcomes (e.g. type of competencies, level of acquisition, and equity in learning outcomes)? What have been the key challenges in measuring competencies acquired (e.g. technical capacity, curricula reform, teacher training, governance, financial issue)? How do we assess the effectiveness of policies and interventions introduced to ensure learners’ acquisition of key competencies? How were the results of assessment used to improve the relevance of expected learning outcomes? |  |  |
| 1. **Learning environment:** To what extent have we provided the necessary learning and teaching environment conducive for attaining the desired learning outcomes? What is the role of learning environment to facilitate the understanding of real-life situations? |  |  |

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, competencies** | |
| 1. What are the knowledge gaps which need to be filled for an evidence-based policy and practice to enable learners to develop and acquire a set of competencies relevant for individual and development needs? |  |
| 1. What changes (e.g. visions, policies, programs and interventions) should be made in our education system to attain the desired learning outcome more effectively? What are strengths that exist in our current system to facilitate these changes? How can they be leveraged most effectively? |  |
| 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***

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| **Analytic Tool: Competencies** | |
| 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

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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? |  |
| 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 |  |