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

**Analytic Tool, Learners**

**Paramount Question:**  **What are the critical impediments that prevent our learners of all ages and all diversities from becoming and remaining effective and efficient life-long learners and how should we remove these impediments?**

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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** |
| **Our views / perspective of learners** | | |
| 1. What is our formal/official view of our learners? [**Technical note IX.6, different views of learners**] Who is involved in articulating this view? Are those who should be involved really involved? Where is the evidence of their involvement? What are the drivers that change our view of learners? Where are the key markers of this change and where is the changing view documented? |  |  |
| **Knowing our learners and responding to their needs** | | |
| 1. How do we get to know and capture the diversity of our learners? What are key factors of this diversity? How do these factors differ across national contexts? How do we use assessment data to get to know our learners and their needs? For example, assessment can illustrate that certain learners have learning challenges. |  |  |
| 1. Where is the evidence of our knowledge of learner diversity? How do we keep the knowledge current? Who has this knowledge and how do they acquire it? How do we determine who should have this knowledge? |  |  |
| 1. How is our knowledge of learner diversity applied to differentiate support for learner effectiveness? Where is the evidence of this differentiated support? What are the diverse sources of support to learners? Where is the evidence that it works? How do we track the impact of our support on diverse learners and how do we ensure and sustain equity of learner effectiveness in learning? What are our proxies for tracking learner effectiveness? What are the mechanisms that we use to respond to diverse learner needs**?[Technical note IX.5, potential mechanisms and promising practices]** |  |  |
| 1. What is the role of diverse types of learners in defining their learning needs and how they should best be met? How do we incorporate the view of learners into the education and the learning systems? Where is evidence of the impact of this incorporation? |  |  |

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 (Learners)** | |
| 1. What are the key challenges and priority constraints which we need to address in order to equitably and effectively support each learner to become an effective and efficient learner throughout? |  |
| 1. What are the evidence, knowledge and information gaps that prevent us from effective and equitable support for diverse needs of learners? How can we close these gaps? |  |
| 1. What are the required actions to address priority constraints and the identified knowledge gaps to make our education system learner-centered? What partnerships and resources are needed to implement the actions identified? |  |

**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: Learners** | |
| 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 |  |