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

**Analytic Tool, Teachers/Educators**

**Paramount Question:**  **To what extent the teachers/educators sub-system has been a major factor in explaining the quality problems we face in our education system?**

|  |  |  |
| --- | --- | --- |
| **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** |
| **Entry into the teaching profession** | | |
| 1. Who is attracted to the teaching profession and why? Do we have data on the profile of those applying for teacher/educator training? **[Promising practice X.1,Examples of countries which managed to attract the best students to the profession]** |  |  |
| 1. How well do our criteria for selection into training of teacher/educator (e.g. minimum qualification, attitudes and values, motivation) and selection modalities (e.g. exam, interview) reflect the type of teachers/educators we want to train? |  |  |
| **Training of teachers/educators** | | |
| 1. What is the profile of the trainers of teachers/educators? How are they trained, recruited, remunerated? Does the financing of training institutions reflect the central role teacher/educator training plays for quality education? **[Link to Analytical Tool on** **Financing]** |  |  |
| 1. How well does teacher/educator assessment reflect the competencies expected of new teachers/educators? Is practical training assessed? What are the modalities of assessment? |  |  |
| 1. Has the efficiency of our teacher/educator training programs in imparting teachers/educators with the expected knowledge and skills been analyzed? Is there any analysis of the impact of trained teachers/educators on learners’ achievements? [**Promising practice X.2]** |  |  |
| 1. How has in-service and CPD program been effective in raising the quality standard of our teachers/educators? Do we have evidence of that? **[Promising practice X.3]** |  |  |
| **Recruitment, deployment and retention of teachers** | | |
| 1. What mechanisms are in place to attract and retain the best qualified people to teaching? **[Link to Analytical Tool Financing for Quality]** Have they been effective? What is the extent of teacher/educator attrition in our country? Why did these teachers/educators leave? |  |  |
| 1. Are there mechanisms in place for the best teachers/educators to be recognized and rewarded for their teaching**? [Link to Analytical Tool on financing]** |  |  |
| 1. Are qualified teachers/educators deployed equitably throughout all educational levels, educational settings and in line with curriculum requirements? What are the mechanisms in place to ensure that teacher/educator deployment is equitable and the mechanisms are applied consistently? **[Link to Analytical Tool Equity and Inclusion**] |  |  |
| **Management of teachers/educators** | | |
| 1. What mechanisms are in place to support teachers/educators at all moments of their career? Do they foster a feeling of motivation and promote increased performance of teachers? |  |  |
| 1. What forms of supervision and performance evaluation are in place and how effective have they been? **[Link to Analytical Tool on Governance]** |  |  |
| 1. To what extent do teachers/educators participate in planning and decision-making at all levels of the educational system [**Promising practice X.4]** |  |  |

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 (Teachers/Educators)** | |
| 1. What are the key areas and binding constraints to be addressed urgently to achieve major improvements in the quality of our teachers/educators current and future? |  |
| 1. What are the knowledge gaps which need to be filled for a evidence-based policy and practice? |  |
| 1. What are the required actions to deal with the priority constraints and the identified knowledge gaps? |  |
| 1. Who does what and when? What will be the coordination mechanism to effect the changes in a cohesive and systemic way? |  |

**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: Teachers/Educators** | |
| 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 |  |