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

**Analytic Tool, Lifelong learning**

**Paramount Question:**  **Does our education system develop capabilities for life-long learning and do we provide our citizens effective opportunities for learning throughout their life?**

|  |  |  |
| --- | --- | --- |
| **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** |
| **Developing integrated system of Lifelong Learning** |
| 1. How do we effectively embrace lifelong learning as the master concept and guiding principle in the development and reform of general education?
 |  |  |
| 1. How do we provide opportunities of lifelong learning for all? What evidence do we have for effective uptake of these opportunities?
 |  |  |
| 1. Where is the evidence of equity of these opportunities? What policy has been developed and implemented to ensure that there will be no exclusion in the opportunity for learning? **(link to the Analytical Tool on Equity and Inclusion)**
 |  |  |
| 1. Does the education system support flexible learning pathways which enable each learner to choose his/her learning path more freely **(Technical note IV.2)?** In that way have the artificial barriers between different educational disciplines, courses and levels, and between formal and non-formal learning been abolished, and informal learning has been supported and integrated?
 |  |  |
| 1. In what way do we assess and monitor the progress our country has made in lifelong learning? **(Technical Note IV.3)**
 |  |  |
| **Vertical integration** |
| 1. What legislation and policy have been developed to facilitate learning at various developmental stages of life of people (infant, child, adolescent, adult and elderly)?
 |  |  |
| 1. How effectively does the basic education system equip learners with core skills that facilitate learning and sustainable self-educability (link to the Analytical Tools on curriculum, learning, teaching, assessment and competencies)? What evidence do we have?
 |  |  |
| 1. What mechanisms have been developed to ensure smooth transition between different areas and levels of education (early childhood, primary, secondary, vocational, adult and higher)? Are the mechanisms working properly? What is the evidence?
 |  |  |
| 1. What institutional arrangements do we have to assure diverse, flexible, convenient and relevant provision of learning opportunities throughout life? Where is the evidence of the uptake?
 |  |  |
| **Horizontal integration** |
| 1. What mechanisms do we have for ensuring mutual reinforcement, transition and even seamlessness across diverse learning pathways? Where is the evidence of this mutual reinforcement, smooth transition and seamlessness?
 |  |  |
| 1. What mechanism has been developed to create links and build synergies between learning taking place in formal and non-formal settings? How effective are the mechanisms in terms of recognizing competencies acquired in non-formal and/or informal means and settings? **(Technical Note IV.4)**
 |  |  |
| 1. What mechanisms have been developed to promote learning in a plurality of learning spaces covering life-wide contexts across family, school, workplace, cultural and community settings? What is the evidence of equitable benefit from learning opportunities in these varied learning settings?
 |  |  |
| 1. In what way do diverse institutions and channels (museums, libraries, parks, recreational places, cultural organisations, and faith-based organizations, media and ICTs) play role in facilitating lifelong learning?
 |  |  |
| 1. What are the major barriers to lifelong learners and what targeted policy measures have been adopted to overcome them? Is there evidence that these targeted measures have been effective?
 |  |  |
| **Developing enabling learning environments** |
| 1. What measures are being taken by villages, communities, cities and regions in our country to encourage individual citizens to become lifelong learners? **(Technical Note IV.5)** What are the lessons learned from those efforts?
 |  |  |
| 1. What mandate have media received from the government to play a major role in informing on and opening up learning opportunities? What policy and strategies have been developed and implemented in exploiting the potential of media in providing lifelong learning opportunities? What is the evidence that media is playing that role?
 |  |  |
| 1. What specific measures have been taken in ensuring the quality of open and distance learning? How effective are those measures? Have ICT been effectively integrated into formal, non-formal education and informal learning?
 |  |  |
| 1. What activities and programmes such as learners’ weeks and learning festivals have been organized to motivate and mobilize learners or potential learners? How effective are these programmes and activities?
 |  |  |

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 (Lifelong learning)** |
| 1. What are the key areas to be addressed urgently to further develop an integrated system for lifelong learning for progress towards a learning society?
 |  |
| 1. What are the knowledge gaps which need to be filled for an evidence-based policy on the provision of opportunities and conditions for lifelong learning?
 |  |
| 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: Lifelong learning** |
| 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
 |  |