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

**Analytic Tool, System Efficiency**

**Paramount Question:**  **To what extent is resource inefficiency in our education system a serious impediment to improve education quality and equity?**

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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** |
| **Policies and strategies for resource efficiency** |
| 1. How do our education policies and strategies promote and assure efficient use of resources? What are our indicators of resource efficiency? To what extent do we set resource efficiency targets and what mechanisms are there to monitor their achievement?
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| 1. To what extent do we conduct cost-effectiveness of various measures before committing resources? How have we benchmarked the resource needs of various sub-sectors and programs?
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| 1. To what extent is our resource allocation results-oriented than input-focused? What is the evidence of that? What adjustments have we made in our resource allocation to take account of the differential impact of various inputs (teachers, teaching material, management, monitoring, supervision, etc.) on learning outcomes? What is the evidence such consideration is taking place?
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| 1. What incentives are there for managers at different levels to be efficient in their use of resources at their disposal? How is resource allocations linked to performance?
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| 1. In our context, what are the key factors that drive resource efficiency/inefficiency? How do we know? If we know, what have we done to address them? Have the measures been effective?
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| **Monitoring and evaluation of system efficiency** |
| 1. To what extent have we been able to provide the human, organizational and technical capacity to monitor and analyze resource efficiency in our education system?
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| 1. Does the EMIS provide quality and up to date information on internal efficiency (repetition, drop-out, completion and retention rates)? What analysis of the data have we done to understand the underlying causes of observed internal inefficiency? What measures have we undertaken to improve the situation? Do we have evidence that the measures have been effective?
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| 1. What is the level of external efficiency of our education system (**Technical Note XIV.2**)? What recent studies are available on private and social rate of returns to education? Do we know the extent of graduate unemployment? what does the evidence on rates of return to education suggest about external efficiency of education in our country?
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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 (System Efficiency)** |
| 1. What are the key constraints which we need to prioritize in order to achieve significant gains in efficiency for improving education quality?
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| 1. What are the knowledge gaps which need to be filled for an evidence-based policy to improve system efficiency?
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| 1. What are the required actions to deal with the priority constraints and the identified knowledge gaps?
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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: System Efficiency** |
| 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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