



UNECE STEERING COMMITTEE

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EMBEDDING ESD INTO EDUCATION QUALITY AND STANDARDS

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ESD in Education Quality & Standards

Why?

Changes *in education* are not taking place at a pace or in ways that support change for sustainable development.

Educational quality processes, and supporting measures, provide **effective pathways for changing our learning systems**.

Beyond teacher and curriculum development...



What?

- ▶ Embedding **ESD into national institutional assessments or 'quality frameworks and practices'** in early, formal, further and higher education.
- ▶ This means that ESD will be in the **criteria and processes** of pre-school, school and college inspectors as well as HE quality assessors/reviewers.
- ▶ It will also be in the **guidelines, benchmarks and examples** of good practice these authorities generate.

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Who?

- ▶ The proposal is to work with education quality professionals
- ▶ There are qualified professionals that oversee this agenda in education and who work in pre-schools, schools, colleges and universities, government authorities or national agencies.
- ▶ They are trained to recognise good practice, support learning and change across the educational systems they are responsible for.



This stakeholder group of is core interest to the proposed strand of work – yet to engage

They are committed to improving learning and teaching experiences more broadly in education.

They have significant responsibilities and are key agents in the system with the ability to change education policy and practice across the UNECE region

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What do Quality Professionals Do?

TRADITIONAL:

External and independent assessments are undertaken periodically by authorities, at preschools, schools and colleges, to ensure standards are met and maintained.

In most countries, they review or inspect as required by law providing independent assessment of standards of education and checks of the quality of the learning.

These assessments also provide information to parents, to promote improvement and sometimes hold schools to account for the public money they receive and share reports publicly.



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More Recent:

In recent years, inspectorates of education across Europe have developed new inspection methods and modalities that fit a more decentralized education system; localized school-to-school improvement models that align with peer learning rather than expert visits.



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What Outcomes?:

- ▶ The **engagement** of education quality professionals, systems and authorities in ESD dialogues (ENQA; INQAAHE).
- ▶ **Strengthening the presence** of Ministries of Education at the UNECE SC 'table'
- ▶ Carving a **unique and impactful ESD pathway** that will assist the SC regaining its voice in ESD international dialogues.
- ▶ The **embedding of ESD into education quality systems** including inspection visits; peer review assessments; guidelines documentation; graduate attributes and learner competences.



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How?:

- ▶ A virtual network of quality professionals engaged in ESD supported by professional development opportunities.
- ▶ quality criteria frameworks for embedding ESD into the each educational level - early childhood, schools, colleges (VET) and universities
- ▶ A benchmarking tool to assess practice;

