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KEY
Sustainability
ESD Competences
Quality
• Q. What do we mean by Quality in the UNECE ESD Strategic Plan?

• Embedding ESD into quality standards, framework mechanisms and resources associated with formal quality assessments and institutional reviews

• Effectively involving all those who oversee quality enhancement and have responsibility for this agenda in education at the national/international level

• Avoid top-down approaches – engage youth and students to drive quality dialogues and reviews.
We must remember that the 2030 agenda does not seek to adjust but to change the world.
- EE: Stockholm 72; The IEEP 1975 - UNESCO-UNEP;

- ESD: UNESCO leading organisation in this area with convening power (DESD; GAP and ESD 2030) - global engagement. 1992 Jburg.

- UNECE ESD SC provided innovative frameworks to drive agenda (competences; indicators; established M&E); documented good practice)

- IUCN and UNEP have also build capability regional - and influenced agendas e.g. MEAs
- Education has not been addressing what matters when it comes to Climate Education.

- Focus on knowledge, understanding and science has created eco-anxiety.

- We have more knowledgeable individuals aware of the significance of this agenda but who feel powerless to influence change.

- We need education to help students *shape a rapidly changing landscape* rather than simply learn how to analyse or understand the landscape as it is changing.
Take-aways…

• **SDGS are not add-ons** but should question assumptions in current knowledge; **developing skills and action competence**

• **Create real experiential opportunities** - changing the learning experience - **new resources and training**.

• **Lack of connected practice** - school estate; grounds; catering, curriculum, Ted - **leadership development**

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Three Key Issues
UK Commitment

• To support Quality Education work for the UNECE Strategy

• To bring together quality professionals through the establishment of a network that solely focuses on ESD

• To engage and involve youth and students in shaping this work.

• Developing a framework or tool for students to use to review provision in their university, college or school and establish what needs changing.