Quality Education for Sustainable Development

29th May 2024

Palais des Nations, Salle V, Palais des Nations, Geneva Switzerland

Professor Daniella Tilbury,

**UK government focal point,
UNECE Bureau and SC on ESD**

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Welcome and Introduction

- Overview of Workshop

- The UNECE ESD SC Strategic Plan:
  Quality education strand

- Key ambitions of this work

- Inspiring examples and quality education

- Student led quality intiatives

- Priorities and future activties

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Strand 2: Quality Education Workshop – 11.30 am - 1.00pm

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DRAFT PROGRAMME

Implementing the first strand on "Quality education and education for sustainable development" of the implementation framework of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development from 2021 to 2030. Members of the UNECE ESD Youth Platform are encouraged to join, as participants will be exploring how said activities could be led by learners or students.

11.30 **Introduction**: *Welcome and overview of workshop*
The UNECE ESD SC strategic plan and the Quality Education strand
Inspiring examples on quality education and ESD
Student lead quality initiatives

Prof Daniella Tilbury,
UNECE UK government focal point; Strand leader on Quality Education

11.45 Case Study 1: **Students driving curriculum quality for sustainability: engagement, criteria and tools**
Dr Alex Ryan

12.00 Case Study 2: **ESD quality frameworks for teachers and teacher educators: Hungary and Scotland.**

12.10 Student **Opportunities for student leadership in quality education**
Leadership Simon Herteleer and Members of the UNECE ESD Youth Platform

12.20 *Mapping* *Working Groups: Consideration of core activities for 2024-26*
Activities *quality network in ESD; online high-level policy event; case study publication. Consideration of other tools and capacity building activities.*

12.50 Plenary Moving Forward: Partnerships for progress

1.00 Close

Q. What do we mean by Quality in the UNECE ESD Strategic Plan?

- **Embedding ESD into -** education standards and quality framework as well as, resources **associated with assessments, certification, reviews.**

- Effectively involve quality professionals **– ie who oversee education quality enhancement, teacher professional standards, learning standards, learner assssesments, institutional reviews, professional and programme certification; of have some responsibility for this agenda in education.**

- Avoid top-down approaches **– engage youth and students to drive quality dialogues and reviews.**

ESD Quality Professionals

WHY QUALITY EDUCATION ?

Whilst great strides have been taken to transition our education practices

towards SD, **changes to education systems** are taking place at a much slower pace.

Little attention has been paid to *quality criteria, assurance and enhancement systems*. Failed to reach these important education stakeholders.

Quality education has the potential to have catalytic impact across the education system

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Quality Education

NEEDS:

There is a need to:

- build up the work of champions to **extend** work beyond small circles of influence.

- **Deepen** good practices that defies greenwashing and poor practices that take us in different directions.

- **Connect** work across different aspects of the school/university/college/centre

This can be done by:
- o Recognising the need for quality standards and frameworks in policy documents
- o defining educational quality criteria and processes
- o Building networks and capacity for quality

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Learning from Experience:

There are a handful of national initiatives that have brought together ESD and quality education concerns.

It is proposed that these efforts are considered today and that colleagues who led the work are invited to participate in an advisory capacity.

COMPONENTS OF THE QUALITY SYSTEM

- Teacher professional standards: training, recruitment and career progression
  - Examples: Hungary and Scotland National Standards (FE)

- Certification of non-formal education provision
  - Examples: NUN Hamburg Germany (NFE)

- Institutional reviews
  - Examples: Andorra (HE)

- Quality enhancement processes led by students
  - Examples: UoG (HE)

- Quality assessment: graduate and learner outcomes:
  - Examples: Australia (HE); CUPA (FE)

Annex I

Outline of the draft workplan for the implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development from 2021 to 2025

Strand 1
Quality education and education for sustainable development

Activities	Description	Funding resources	Timeline for implementation	Partners for implementation	Estimated cost (Euros)
Develop quality criteria frameworks/benchmarking tools for embedding ESD into each educational level	Activities would include convening meetings of working groups; research and trialling of quality criteria; development, trial and publication of guidebooks	Explore possibilities of funding through joint submission of proposal by UNEP/UNESCO/ECE to EU and private sector	2023–2025	Establish international and sectoral working groups for developing quality criteria for each level	30,000
Develop professional development programme for education quality professionals, authorities and agencies	Development of series of national workshops across ECE region to support stakeholders in embedding ESD into quality education polices and institutions	Explore possibilities of funding by a member State or as part of funding obtained from the above activity	2023–2025	Establish working groups for developing quality criteria	100,000

Quality Education Professionals

- Education institutions, bodies and centres have **internal and external quality assessment mechanisms** that add value to the educational experience of students and maintain standards

- This strand is seeking to work closely with the **qualified professionals that oversee the quality enhancement and assurance** and have responsibility for this agenda in education.

- They work in pre-schools, schools, colleges and universities, NGOs and museums, government authorities or national agencies and are trained specifically to **recognise good practice,** support **educational change** and **ensure equal opportunities** across the educational systems.

- Many of these quality professional have not encountered ESD or have had limited engagement but are in their posts because they are committed to **improving learning and teaching** experience more broadly in education.

ESD Quality Professionals

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Quality Education Strand: Challenges

- As with other strands, there is the issue that **ESD is misunderstood or superficially interpreted** as the adding of themes into the existing curriculum.

- Addressing ESD requires **revising** the 'how' **pedagogical & assessment approaches**, as well as the 'what' or content & outcomes.

- The initiatives emerging from this strand of work may find it **difficult to get traction** not must prior engagement with ESD in quality education circles.

- Another challenge is to ensure that the efforts promote a **WIA**

- It is recommended that a list of head of **national quality agencies** is developed. Varies between countries.

- The biggest challenge is finance. Efforts will **need funding** and identifying a grant authority, a donor or several donors from the different components of this strand that will be vital to successfully attaining the outcomes outlined above.

Please Consider

Q. **Who** are the quality government agencies or other bodies or groups that are relevant to this work?

Q. **How and when** do you engage with quality professionals?

Q. Can you share **examples** of work relevant to this strand?

Q. Would you like to **join** the Working Group?