United Nations
Educational, Scientific and
Cultural Organization

Mahatma Gandhi Institute
of Education for Peace
and Sustainable Development

ISEE Assessment

International Science and Evidence based Education Assessment

ISEE ASSESSMENT

WHY NOW?

Context

United Nations Educational, Scientific and Cultural Organization

Mahatma Gandhi Institute of Education for Peace and Sustainable Development

FAURE 1972
LEARNING TO BE

A critical reflection by men of different origins and backgrounds, seeking (with complete independence and objectivity) overall solutions to the major problems involved in the development of education in a changing universe.

DELORS 1996
LEARNING: THE TREASURE WITHIN

Proposed an integrated vision of education based on two key concepts, 'learning throughout life', and the four pillars of learning - to know, to do, to be and to live together. It was not in itself a blueprint for educational reform, but rather a basis for reflection and debate about what choices should be made in formulating policies.

RETHINKING EDUCATION 2015
TOWARDS A GLOBAL COMMON GOOD

An evaluation of the progress made since the Delors report.

United Nations
Educational, Scientific and
Cultural Organization

Mahatma Gandhi Institute
of Education for Peace
and Sustainable Development

Challenges

- Distinction between learning and knowledge acquisition
- Do we really know how people learn?
- Balance between intellectual and emotional intelligence
- Brain development and maturation synergistic with learning
- Core competencies versus higher order competencies
- Individualized, equitable, accessible
- Digital pedagogies and AI

Education Beyond 2030

7 Questions

United Nations Educational, Scientific and Cultural Organization

Mahatma Gandhi Institute of Education for Peace and Sustainable Development

Q1. What is the purpose of education?

a. Human Capital
b. Human Flourishing

Q2. How have we performed over the past 100 years (Q. too long back?)?

What would be the metrics to evaluate progress?

Education Beyond 2030

United Nations Educational, Scientific and Cultural Organization

Mahatma Gandhi Institute of Education for Peace and Sustainable Development

Q3. What were the main drivers or mediating factors affecting the evolution of our education systems across the world?

Q4. What were the main tools, approaches and methodologies that have been developed and evolved over the past 100 years?

a) What worked and what did not work (pedagogies, school systems, student assessments, etc.)?

b) Can or should education systems accommodate different learning styles and provide individualized learning?

c) Do assessments, the way we have now, really evaluate learning?

Science And Policy

United Nations Educational, Scientific and Cultural Organization

Mahatma Gandhi Institute of Education for Peace and Sustainable Development

Q5. How much has education policy been influenced by science and evidence?

Q6. Is the present way of data collection and reporting (eg. the Global Monitoring Report, the World Bank Report, the OECD) relevant for learning?

Q7. How will the data used by AI play a role in learning?

Key factors for Assessment

United Nations Educational, Scientific and Cultural Organization

Mahatma Gandhi Institute of Education for Peace and Sustainable Development

(Adapted from IPBES 2019)

- A critical evaluation of the state of knowledge by independent experts interacting with key stakeholders in education to ensure: (a) legitimacy; (b) relevance; (c) credibility
- Drawing from a multi-disciplinary team of experts ensuring perspectives from a range of disciplinary lenses
- A collective and iterative review, synthesis, analysis and judgement of policy relevance and confidence levels of available knowledge
- Drawn from peer reviewed scientific literature and credible grey literature
- Summarizing findings and highlighting their policy relevance without being policy prescriptive

Key factors for Assessment (contd.)

United Nations Educational, Scientific and Cultural Organization

Mahatma Gandhi Institute of Education for Peace and Sustainable Development

- Confidence level in assessment findings determined by quality, quantity and consistency of evidence
- No new primary research but may include reanalysis of existing data and use of existing models
- Experts are guided by a conceptual framework
- Expert evaluation is subject to expert peer review as well as reviews by relevant stakeholder groups

Stage 1

United Nations Educational, Scientific and Cultural Organization

Mahatma Gandhi Institute of Education for Peace and Sustainable Development

Request: Contribution to UNESCO's Future of Education Initiative requested by member states

Scope: Involves defining the rationale, utility, thematic and geographic coverage, partnerships, data needs, costs and timeline

Output: A Scoping Report

Stage 2

United Nations Educational, Scientific and Cultural Organization

Mahatma Gandhi Institute of Education for Peace and Sustainable Development

- Identify and select a multidisciplinary team of Coordinating Lead Authors, Lead Authors, Contributing Authors and Review Editors
  - Criteria (publications, expert in area, gender & geographical balance)
- Develop chapter outlines in first Author Meeting as a zero order draft.
- Review internally and produce a first order draft for external review.
- Integrate reviewer comments and produce second order drafts.
- Review second order drafts internally and produce the final order drafts.
- Executive summaries for each chapter: Key findings, key messages and key recommendations are required at first order draft.
  Summary is not an abstract but a synthesis of the chapter.
- Co-Chairs responsible for collating all executive summaries from all chapters and producing an overall Summary for Decision Makers (SDM)

Stage 3

United Nations Educational, Scientific and Cultural Organization

Mahatma Gandhi Institute of Education for Peace and Sustainable Development

- Final production of Assessment by designers
- Final product released at UNESCO General Conference 2021 (November 2021)
- Series of workshops organized to disseminate Assessment results

Responsibilities of Authors

United Nations Educational, Scientific and Cultural Organization

Mahatma Gandhi Institute of Education for Peace and Sustainable Development

- Co-Chairs of Assessment - Oversee the preparation, scientific rigour and scope of the assessment report.
- Working Group Co-Chairs - Development of their respective working groups ensuring multidisciplinary perspectives, gender and geographical balance.
- Coordinating Lead Authors (CLAs) – Coordination and overseeing the production of a chapter ensuring consistency and coherence across the different sections, and also to make sure the relevant literature is fully covered from a multi-disciplinary perspective.
- Lead Authors (LAs) – Production of designated sections or parts of chapters drawing from available literature.
- Contributing Authors (CAs) – Preparation of technical information in the form of text, graphs or data to be included by LAs in their respective sections or chapters.

United Nations
Educational, Scientific and
Cultural Organization

Mahatma Gandhi Institute
of Education for Peace
and Sustainable Development

ISEE Assessment

WG 1
Human Flourishing

WG 2
Context

WG 3
Learning Experience

WG Co-Chair

WG Co-Chair

Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 5 - - -

CLA CLA

LA LA LA LA - - -

CA CA CA CA CA - - -

Co-Chairs of the ISEE Assessment

Responsibilities of Reviewers, Secretariat and Advisory Board

United Nations Educational, Scientific and Cultural Organization

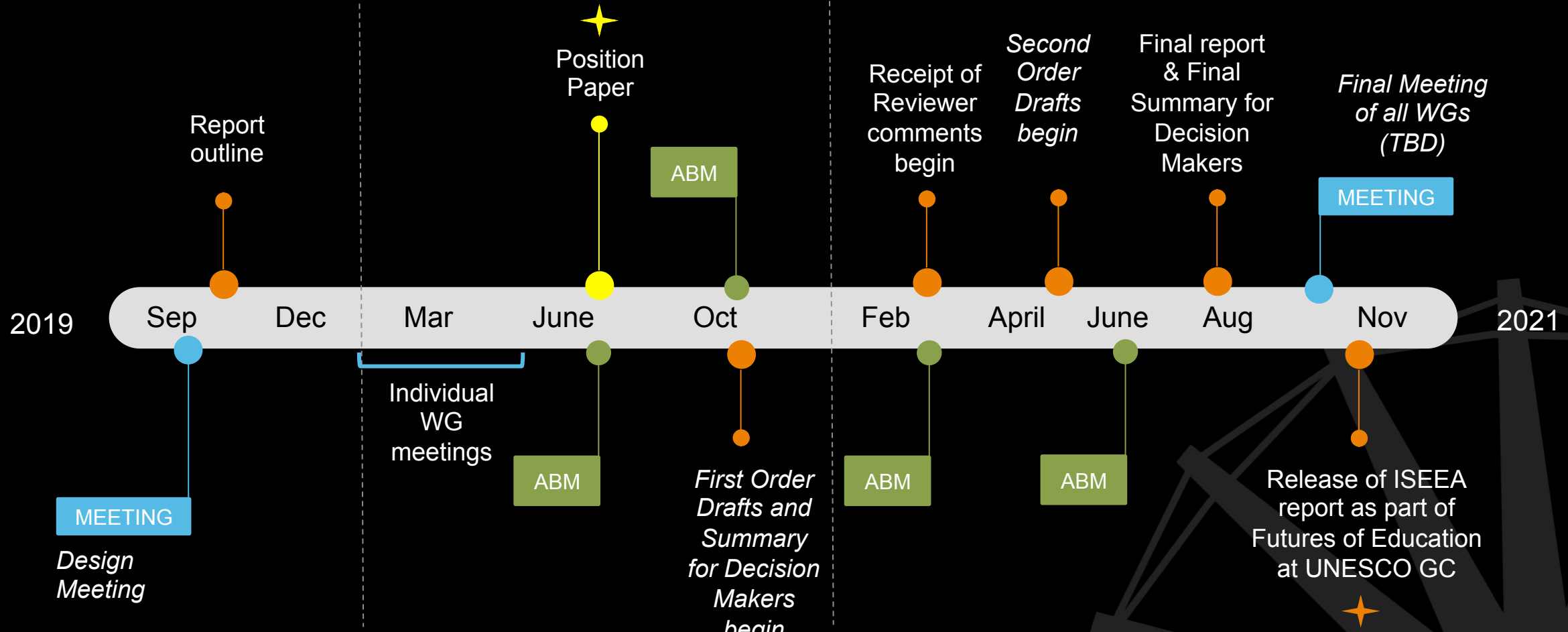
Mahatma Gandhi Institute of Education for Peace and Sustainable Development

- Review Editors (RE) - Identify reviewers and work with authors to ensure comments are given due consideration and to handle difficult issues that might arise.
- Chapter Peer Reviewers (CPR) - Critically review content and identify missing literature and suggest for improving scientific credibility of chapter.
- ISEE Assessment Secretariat - Support the Co-Chairs in the production of the assessment. To give overall support to authors and reviewers and to oversee the production and review process. To manage meetings and all communication across all relevant entities involved in the assessment.
- Advisory Board - Represent the relevant stakeholders and provide a sounding board and guidance in defining scope and outreach of assessment report.

ISEE Assessment Timeline

United Nations Educational, Scientific and Cultural Organization

Mahatma Gandhi Institute of Education for Peace and Sustainable Development



ABM: Advisory Board Meeting
WG: Working Group

Governance Structure of ISEE

United Nations Educational, Scientific and Cultural Organization

Mahatma Gandhi Institute of Education for Peace and Sustainable Development

Advisory Board

Co-Chairs

Mme Najat Vallaud-Belkacem

Sir Kevan Collins

Board Members

Remi Quirion

Roza Otunbayeva

Peje Emilsson

Mary Helen Immordino-Yang

Anurag Behar

Anantha Duraiappah (ex-officio)

Nienke van Atteveldt (ex-officio)

ISEE Assessment Co-Chairs

(A. Duraiappah, N. van Atteveldt)

Working Group Co-Chairs

WG1 (N. Chatterjee, O. Ergas)

WG2 (K. Pugh, E. Vickers, L. Gupta)

WG3 (S. Asah, G. Borst, S. Bugden),

Data and Evidence (S. Fraser, J. Mercier)

Review Editors

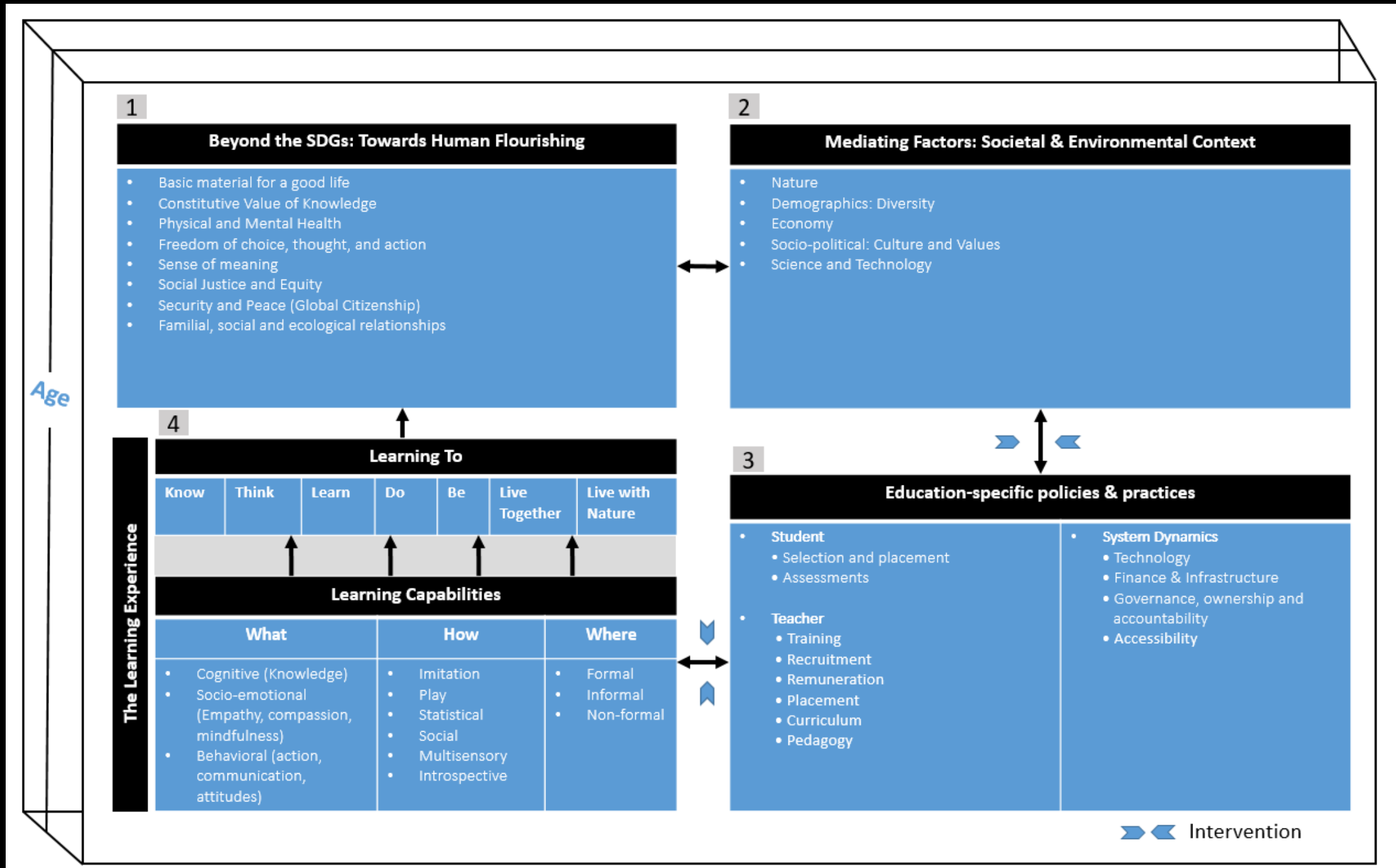
ISEEA Secretariat

UNESCO MGIEP

(Y. Mochizuki,

S. Gupta)

Conceptual Framework of the ISEE Assessment



1st Drafting Committee Meeting of the ISEEA at Montreal, Canada (Sept 2019)

1st Meeting of the ISEEA's WG2 on "Context" at Fukuoka, Japan (Jan 2020)