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Mahatma Gandhi Institute of  
Education for Peace and  
Sustainable Development



# REIMAGINING **EDUCATION**

THE INTERNATIONAL SCIENCE AND EVIDENCE BASED EDUCATION ASSESSMENT

**isee**  
ASSESSMENT

**Education**  
**2030** 

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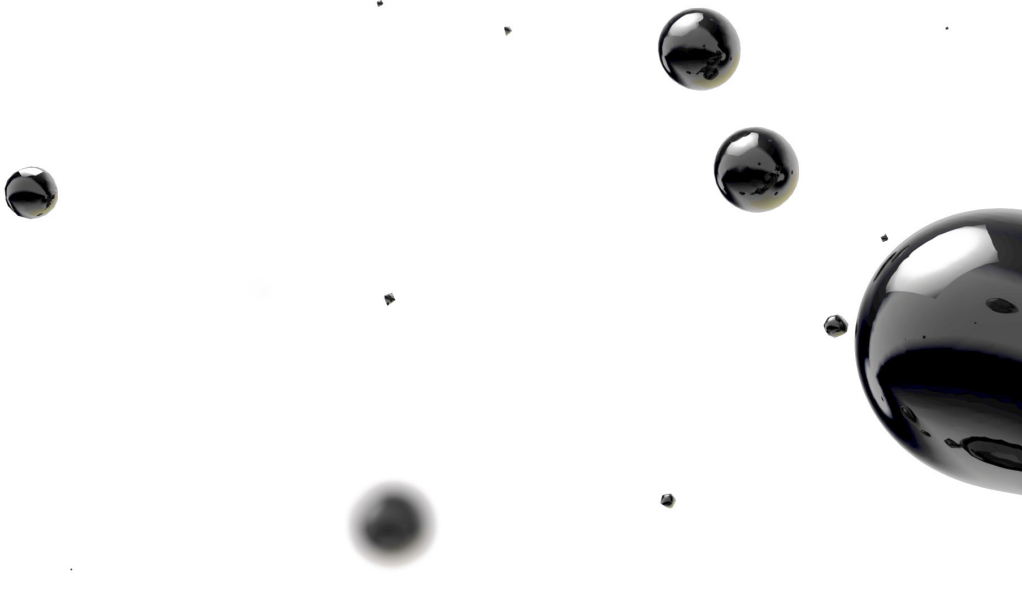
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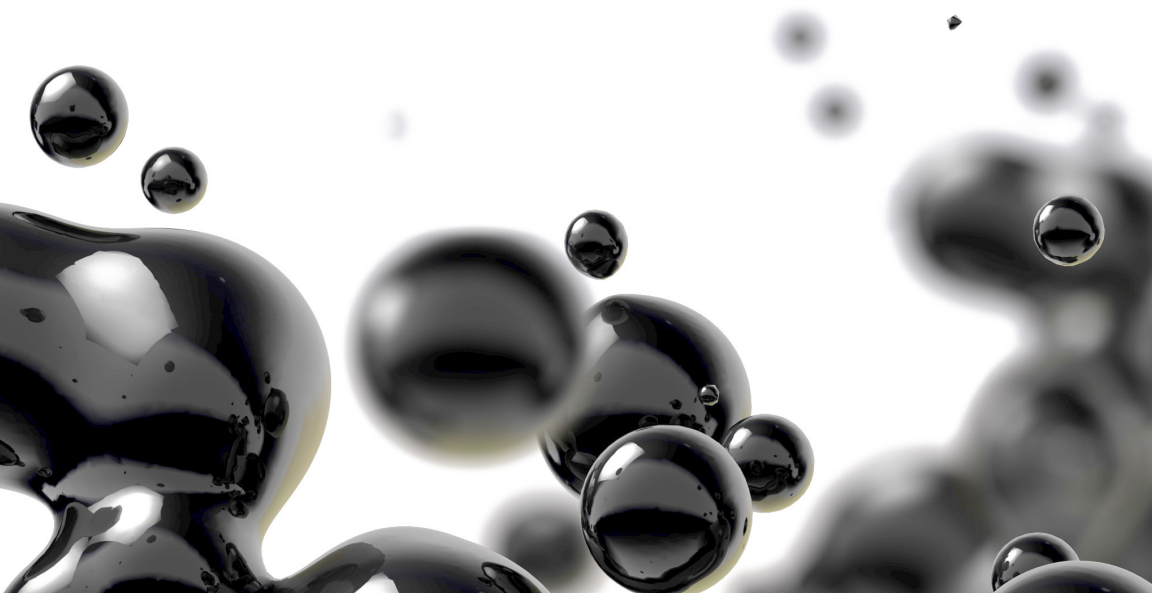
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# Headliners

These headliners encapsulate key messages, findings and recommendations from The International Science and Evidence based Education Assessment (ISEE Assessment). The full ISEE Assessment was put together by more than 300 eminent experts from 45 countries across a wide range of disciplines working on education. It was reviewed by over 50 scholars and took just over two years to compile. The ISEE Assessment began its journey in September 2019 at an inception workshop held in Montreal, Canada, hosted by the inaugural Chief Scientist of Quebec. In spite of the COVID-19 pandemic, the experts were able to produce an over 1,000 page, 25-chapter report covering education and human flourishing, the role of context in education, the learning experience, and the role of data and evidence in policy decision making. The headliners, while providing the critical results from the Assessment, are still just the tip of the iceberg and we urge readers to refer to the full report for a more detailed presentation and discussion of the key findings, messages and recommendations emerging from the Assessment.

We define science as the pursuit and application of knowledge and understanding of the natural and social world following a systematic methodology based on evidence (The Science Council- <https://sciencecouncil.org/about-science/our-definition-of-science/> ).





## Take-Home Messages

01

**Every learner learns differently**, and is influenced by a complex combination of internal factors (biological including neurobiological) and context (political, social, cultural, institutional, environmental, technological, etc.) Therefore, receiving a personalized learning experience is an entitlement and a human right for every learner.

02

**A whole-brain learner-centric** approach towards learning strengthens the interconnectedness of cognition and the social-emotional domains, which is essential for human flourishing.

03

**Context heavily influences** the design and implementation of an education for flourishing but over time, education for flourishing will also influence context, leading to an upward spiral towards sustainable and peaceful societies across the world.

04

**Learner agency** should be promoted by shifting from passive to active learning, where each learner actively engages in and experiments with information and the environment and the relationship between teacher and student is bi-directional.

06

**Investment in education** is needed but must be directed to a whole-brain learner-centric system designed and implemented to be equitable and inclusive.

05

**Potentiality instead of meritocracy** should be used to evaluate the success of learners. Potentiality is measured by an individual's own rate of learning based on a personalized learning trajectory that uses dynamic and formative learner assessments.

07

**Multidisciplinary** dialogue, research and collaboration is needed to ensure different perspectives, understanding and context to guide education and learning.

# Policy Recommendations

01

**Re-organize curricula, pedagogies, and learning assessments** toward a whole-brain learner-centric, socially inclusive education for human flourishing that emphasizes interconnectedness instead of isolation between cognition, metacognition and social-emotional learning.

02

**Replace credentialism and meritocracy** that pits individuals against each other with potentiality which focuses on investing in self, and evaluation of self-growth over time.

03

**Implement the six domain curricula** (environment, culture, society, technology, interpersonal, self) for a learning experience towards human flourishing.

04

**Invest in mother-tongue instruction** in early childhood education to maximize the potential of children from diverse backgrounds.

05

**Introduce early universal screening**, intervention, and monitoring to design inclusive education and learning.

06

**Provide a global database** to facilitate personalized learning experiences for all learners across the world.



07

**Support and strengthen school-community partnerships** to promote more localized, place-based curricula to link learning to real world problems learners face daily.

08

**Enhance teachers' flourishing by recognizing** the importance of the profession, building their social and emotional competencies, information literacy, and investment in pre- and in-service teacher training.

09

**Involve parents as partners** in the implementation of whole-brain learner-centric education.

10

**Re-organize education funding** to ensure equitable and inclusive whole-brain learner-centric quality education for all learners at all stages of learning.

11

**Re-organize research funding** to enable truly multidisciplinary, large-scale, and global research programmes.





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**The International Science and Evidence Based Education (ISEE) Assessment** is an initiative of the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), and is its contribution to the Futures of Education process launched by UNESCO Paris in September 2019. In order to contribute to re-envisioning the future of education with a science and evidence based report, UNESCO MGIEP embarked on the first-ever large-scale assessment of knowledge of education.

The overall goal of the **ISEE Assessment** is to pool multi-disciplinary expertise on educational systems and reforms from a range of stakeholders in an open and inclusive manner, and to undertake a scientifically robust and evidence based assessment that can inform education policy-making at all levels and on all scales. Its aim is not to be policy prescriptive but to provide policy relevant information and recommendations to improve education systems and the way we organize learning in formal and non-formal settings. It is also meant to identify information gaps and priorities for future research in the field of education.

In the education sector, the term assessment generally refers to activities used to measure student progress. Going beyond this narrow notion of education assessment, and drawing lessons from the IPCC Assessment Reports and other scientific environmental assessments (such as the Millennium Ecosystem Assessment and IPBES), UNESCO MGIEP aspires to initiate a scientifically credible, legitimate, relevant and inclusive process that will assess the state of education as a complex system and its role in achieving sustainable and peaceful societies.

The ISEE Assessment uses the 1996 Delors Report's four pillars of education — Learning to be, Learning to know, Learning to do and Learning to live together as evaluative benchmarks and the lens of 'what', 'where', 'when' and 'how' we learn and teach. The assessment is compiled by four Working Groups: (1) Human Flourishing, Education and Learning; (2) Education, Learning and Context; (3) Learning Experience; and (4) Data and Evidence. The ISEE Assessment is expected to be released on 22 March 2022.