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Tools for Quality Assurance of EDC

European Workshop 'Quality Standards and Quality Assurance in Terms of EDC'
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A handout of the power-point presentation prepared for the Forum, 15 Oct 2005

The presentation will focus on four aspects of quality standards and quality assessment with an aim to open discussion on assets and obstacles to promoting quality assurance for EDC in Europe:

1. The background of the shift towards quality standards and quality assurance
2. The difference between quality assurance and quality control
3. EDC as an integrative force in the process of educational change
4. The role of the tools for quality assurance in EDC
5. The obstacles to implementing the tools

The background will be described in terms of political, economic and social changes that put complex and often disparate demands on education. The shift from quality control to quality standards and quality assurance has been promoted recently with a view to bridge the gap between external and internal pressures on education. However, it is only through the introduction of EDC that such link may be established successfully. EDC involves the acquisition of a citizen-relevant knowledge and skills of participation and responsibility-taking in a lifelong perspective and across the curriculum, as well as across the formal-informal education divide. As such, it may serve as an integrative force in the process of educational change in Europe. This may be achieved only by adopting a comprehensive approach to change in which national standards are combined with institutional self-development planning based on self-evaluation processes and in the context of a broad European EDC policy.

The tools for quality assurance in EDC now available in Europe assist stakeholders in initiating, conducting, monitoring and assessing self-development planning in that field. They tell them what EDC is and how it may be integrated into education. A successful integration fully depends on the acquisition of knowledge and on the development of skills in the methodology of quality assurance for EDC by all stakeholders and, especially, by teachers. The preparation should include skills for the development of an institution's strategic plans and quality assurance policy, the design of self-evaluation instruments, the monitoring and reviewing techniques, as well as the issues of team-making, conflict resolution and professional ethics. A solid preparation should also encompass factors that hinder the adoption of quality assurance approach and the means of resolving them through intra- and inter-institutional cooperation at national and European level.

<http://unesdoc.unesco.org/images/0014/001408/140827e.pdf>