



**Welcome!**

We are going to start in a couple of minutes!

You can ask questions both in terms of technical problems and contents through the Q&A function on your ZOOM tab.

The moderator will take the most relevant questions live.

**First Virtual Workshop of the Global Forum on the Future of Education and Skills 2030 – DAY 1**

# **Overcoming challenges in curriculum delivery during school closures and transition back to school**

**Virtual Workshop | 19-20 May 2020 | 9.00-12.00 CEST  
17.00-20.00 CEST**

Thank you!

**#Ed2030GlobalForum**

# Welcome to the Education 2030 Virtual Workshop

While you wait, please familiarise yourself with Zoom meeting controls  
*More guidance will be given during the introduction*

The image shows a Zoom meeting window with a dark background and white text. The window title is "Zoom". In the top right corner, there is a "Speaker View" button. The main content area contains four numbered instructions:

1. You are muted for now, but audio controls are located here
2. You may show your webcam, for which the controls are located here
3. We will use the 'raise hand' function, located under 'Participants'
4. As a backup, you can submit comments using the 'Chat' box

Arrows point from these instructions to the corresponding controls in the Zoom interface. The bottom toolbar includes icons for Unmute, Start Video, Participants (2), Chat, Share Screen, Record, Reactions, and Leave Meeting. On the right side, the "Participants (2)" panel shows "Test user (Me)" and "OECD (Host)", both with muted icons. Below this panel are buttons for "Invite", "Unmute Me", and "Raise Hand". The "Zoom Group Chat" panel is also visible, showing a message input field and a "Type message here..." prompt.

# Warm welcome to the E2030 Virtual Workshop



**Suzanne DILLON**

Chair of the Global Forum  
on the Future of Education and Skills 2030

# Warm welcome to the E2030 Virtual Workshop



## João Costa

Advisory Group member of the Global Forum on  
the Future of Education and Skills 2030

# Opening Remarks



**Andreas SCHLEICHER**

Director

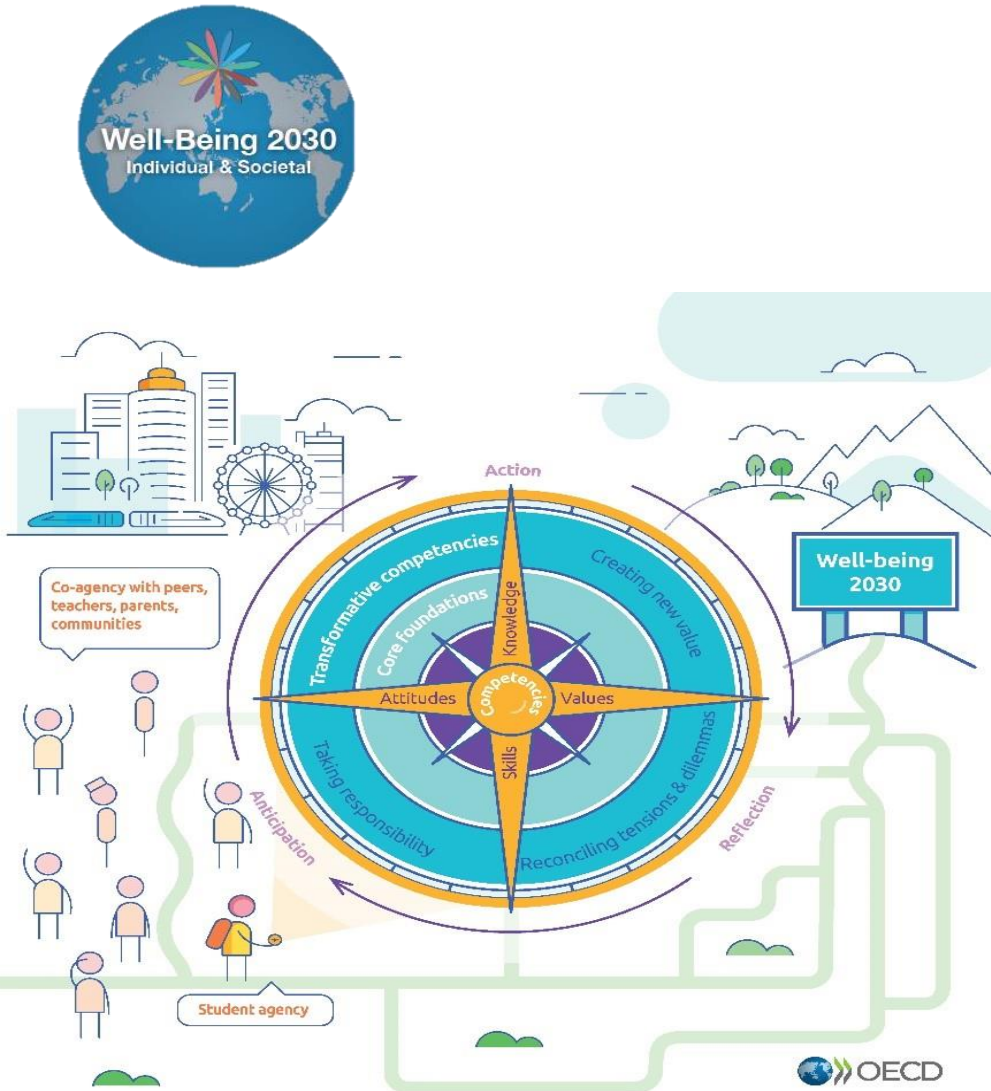
Directorate for Education and Skills

OECD

# Immediate Impact of Covid-19

- **1.5bn** students and their parents learned over the last two months that learning with technology must work in the future
- **Remote learning** has become the lifeline for learning but doesn't address the social functions of schools
- Access, use and quality of **online resources** amplify inequality
- **Accreditation** at stake
- Huge needs for **just-in-time professional development**
- Re-prioritisation of curricula and strategies for **re-opening** of schools needed
- But lots of highly **innovative learning environments** emerging !

# The OECD Learning Compass 2030 in the Covid19 context



- We are being tested
  - can we ensure **well-being** not just of ourselves but also of others and the planet?
  - Can we use the **transformative competencies 2030**, e.g. reconciling tensions, dilemmas, and trade-offs, taking responsibility, and creating new solutions.
  - Can we ensure **student agency** (e.g. motivation, setting goals and monitoring one's progress, growth-mindset) as well as **co-agency** (e.g. collaborative learning with peers) during remote learning.

# Thinking ahead...

- Do we want to go back to where we were?
- What do we want to see as the next 'new normal'?
- What does this mean for the OECD Learning Compass 2030 ?



## “New Normal” in Education

### Past education system

Education system (treating it alone)

Division of labour

Traditional approach to analyse:  
“input to outcomes”

Static curriculum with linear learning progression

Bureaucratic accountability for compliance

Focus on academic performance

Focusing on standardised testing

### Emerging education system

Education system as part of a bigger eco-system

Shared responsibility

New ways to analyse:  
“input, process and outcomes”, valuing the “process”

Dynamic curriculum with non-linear learning progression

Professional accountability and feedback for improvement

Extend academic performance to cognitive, social and emotional outcomes and student well-being

Extend assessment of learning to assessment for learning and assessment as learning



# OECD FUTURE OF EDUCATION AND SKILLS 2030

For groups discussing “access to learning”	For groups discussing “quality of learning”	For groups discussing “student well-being”
Options for focus	Options for focus	Options for focus
1. Access to learning devices and content and internet connections	1. Maintaining students' motivation and staying on track with one's studies	1. Safe place to live and learn
2. Access to opportunity to learn (organisation & re-organisation of learning time) during school closure & when school reopen	2. Anxiety about examinations and transition to higher levels of education and university	2. The social functions of a school
	3. Shrinking of curriculum coverage	

## A little reminder: Design Thinking Process



**Suzanne DILLON**

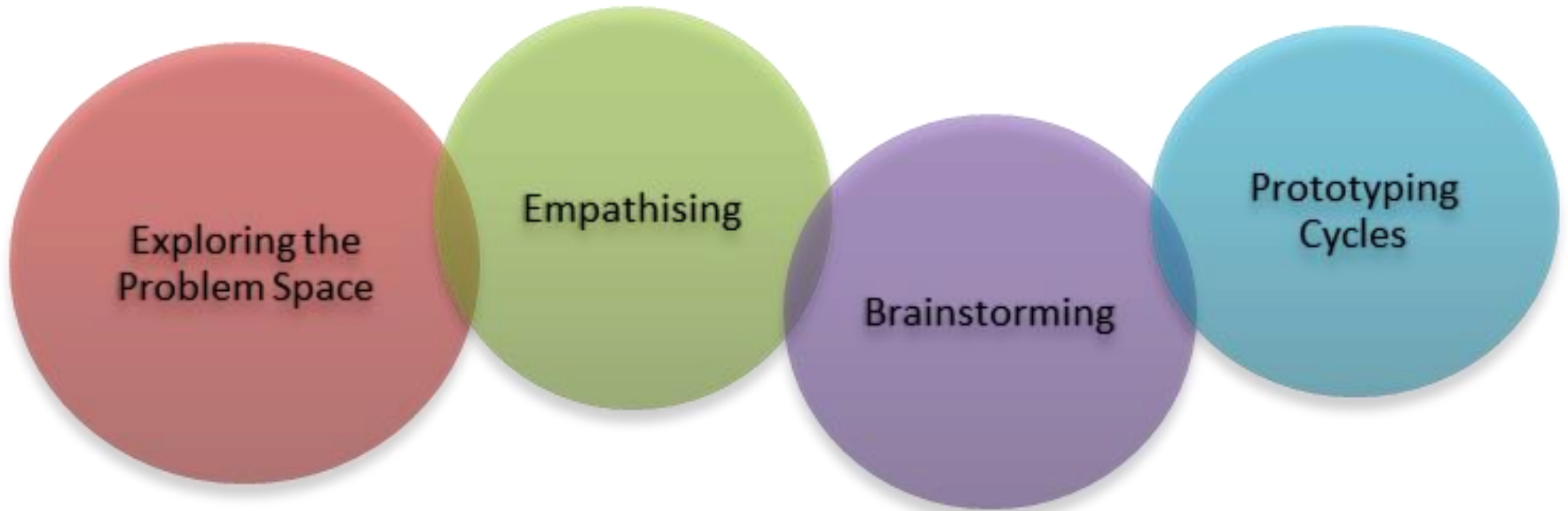
Chair of the Global Forum  
on the Future of Education and Skills



## **Expected outputs from this design-thinking workshop**

- **A set of action plans** generated by each working group that address key challenges that students are facing with learning and well-being during the COVID-19 crisis
- **Individual commitments** within each group to make the action plans a reality
- The set of action plans & individual commitments (without names) will be **shared with the broader public** as an output of the e2030 community

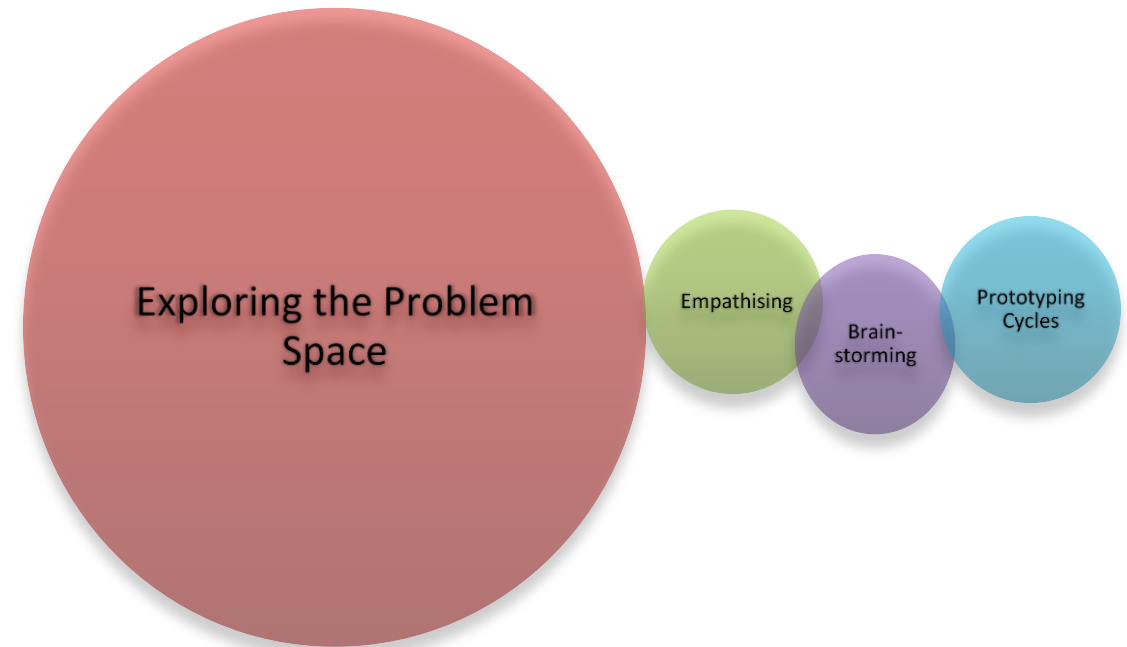
## Human-centred (student-centred) design thinking approach



## Human-centred (student-centred) design thinking approach

### Step 1: Exploring the Problem Space

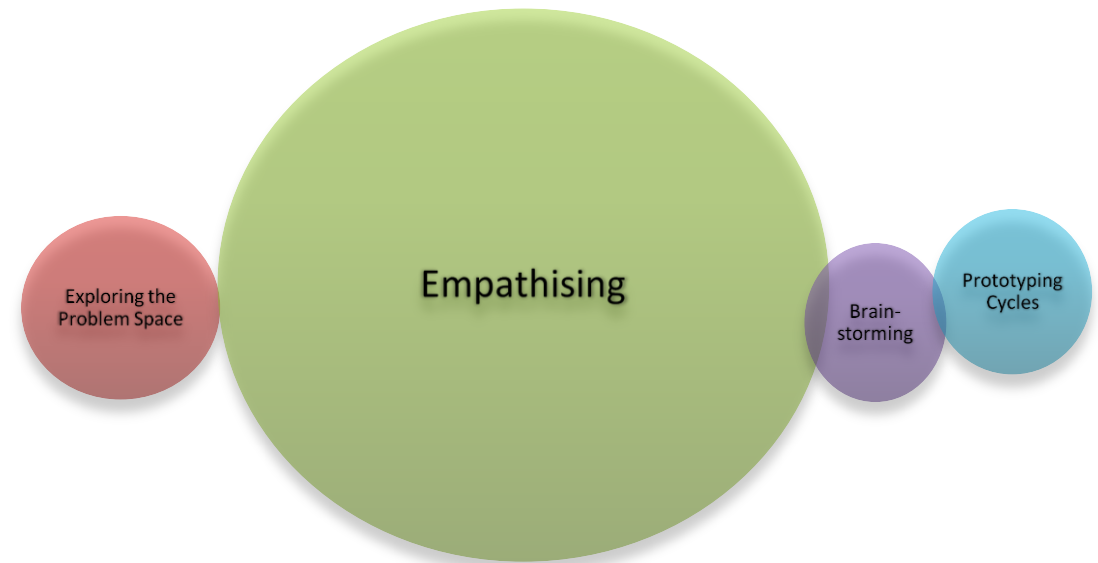
- Research current & past solutions, seek applicable information and expert knowledge



## Human-centred (student-centred) design thinking approach

### Step 2. Empathising

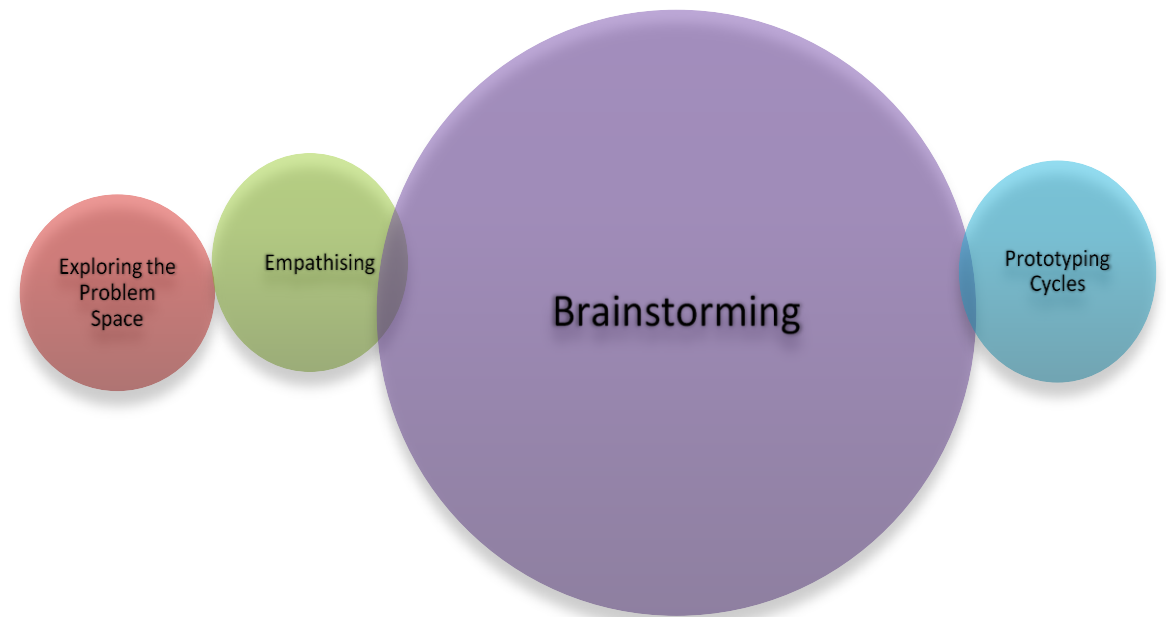
- Listen to, observe & interview students, collect sketches, photos, videos, artifacts, & take notes to analyse and synthesise user needs
- Develop & focus on insights about user(s) to focus solution space



## Human-centred (student-centred) design thinking approach

### Step 3. Brainstorming

- Generate many ideas using brainstorming and other techniques, narrow down and prioritise ideas

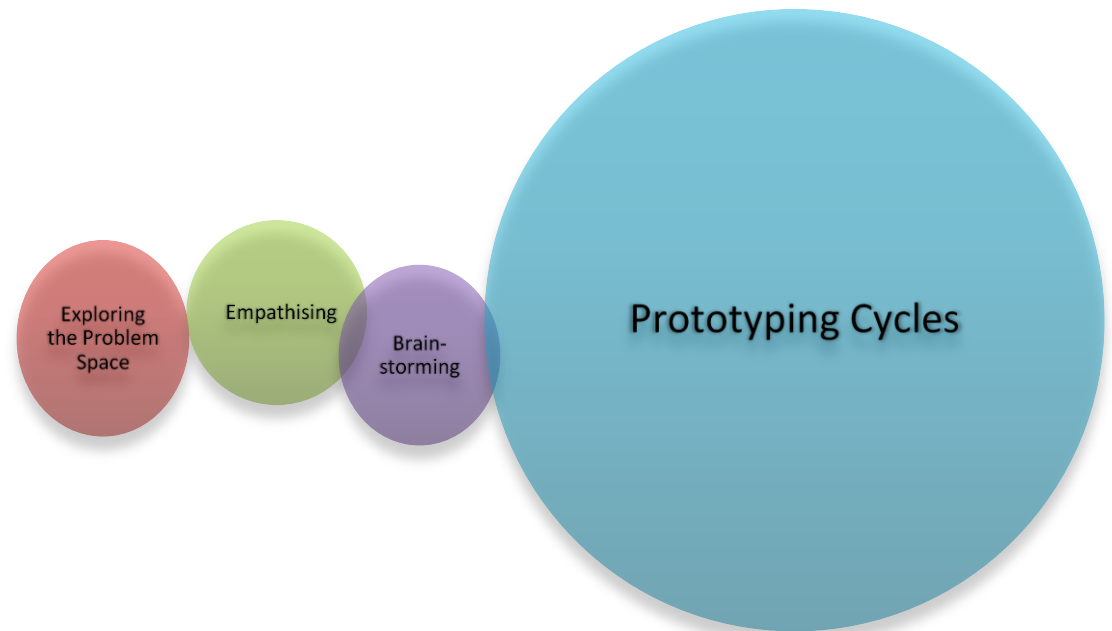




## Human-centred (student-centred) design thinking approach

### Step 4. Prototyping Cycles

- Create low-resolution representations solutions
- Discuss among students, teachers, school leaders, policy makers, researchers and other stakeholders about prototypes
- Iterate on prototypes or return to another step



and we need to make an individual slide for each student?

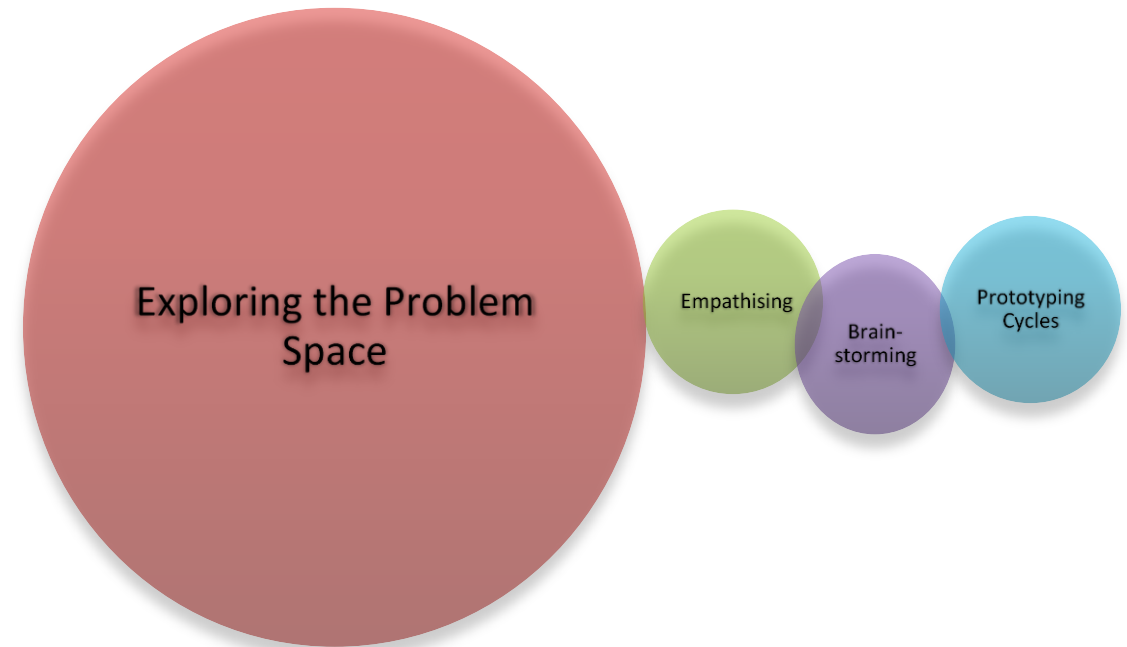
# OECD FUTURE OF EDUCATION AND SKILLS 2030

**#Ed2030GlobalForum**

## Human-centred (student-centred) design thinking approach

### Step 1: Exploring the Problem Space

- Research current & past solutions, seek applicable information and expert knowledge



**Design Thinking Step 1: Exploring the problem space  
through survey results from FG1, 2 and 3**



**Janet LOONEY**

Director

European Institute of Education and Social Policy



# Top 3 priority challenges FG members 'think' their students face (mixed areas)

## During remote learning

### FG1

1. Access to devices needed for distance learning (56%)
2. Achievement of curriculum objectives (56%)
3. Access to all subjects and contents stipulated by the curriculum (33%)
4. Adjustment to new learning environment (33%)

### FG2A

1. Access to devices needed for distance learning (56%)
2. Adjustment to new learning environment (48%)
3. Access to good and stable internet connection (44%)

## Transition back to school

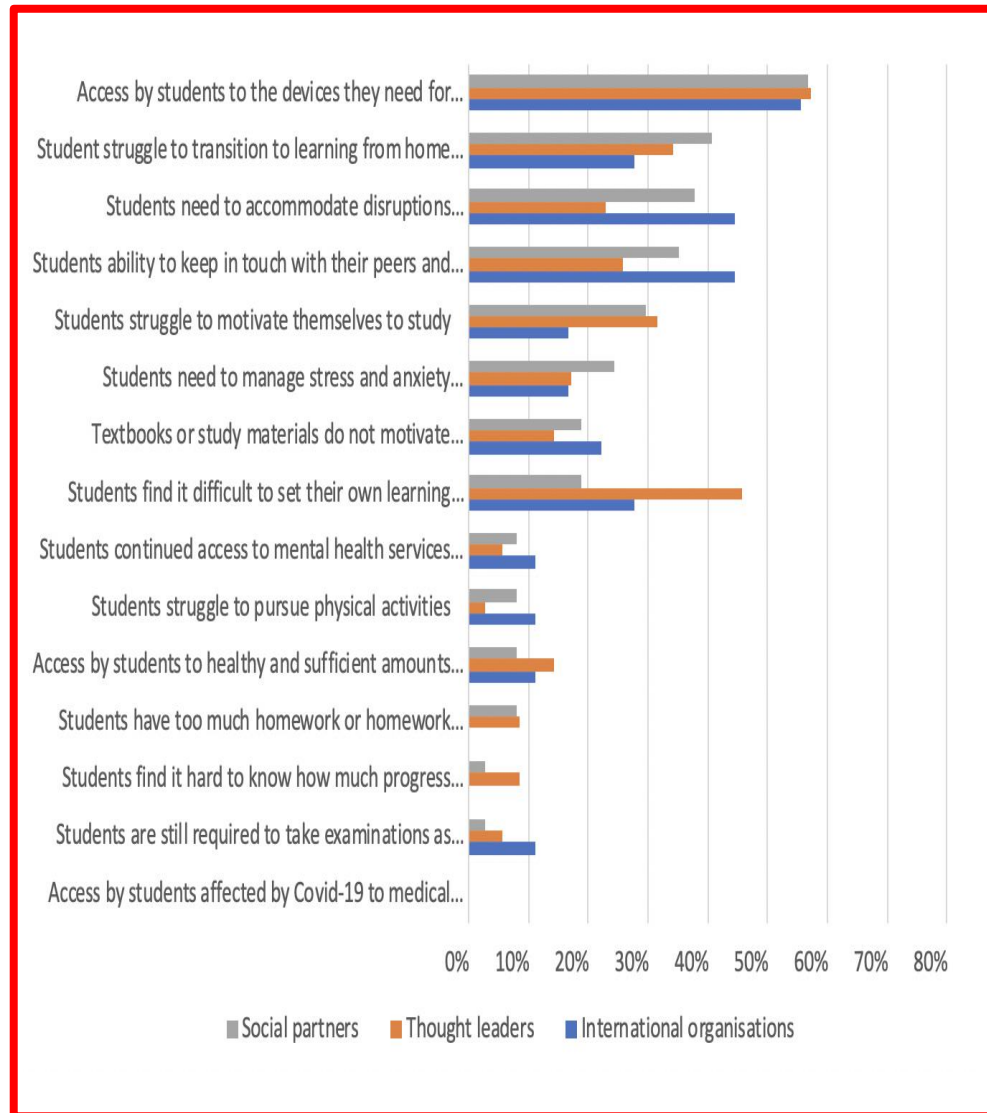
### FG1

1. Access to learning opportunities to catch up with content (67%)
2. Following rules of social distancing at school (67%)
3. Being aware and sure of their learning progress when resuming school (50%)
4. Self motivation for resuming learning at school/self-study at home (50%)

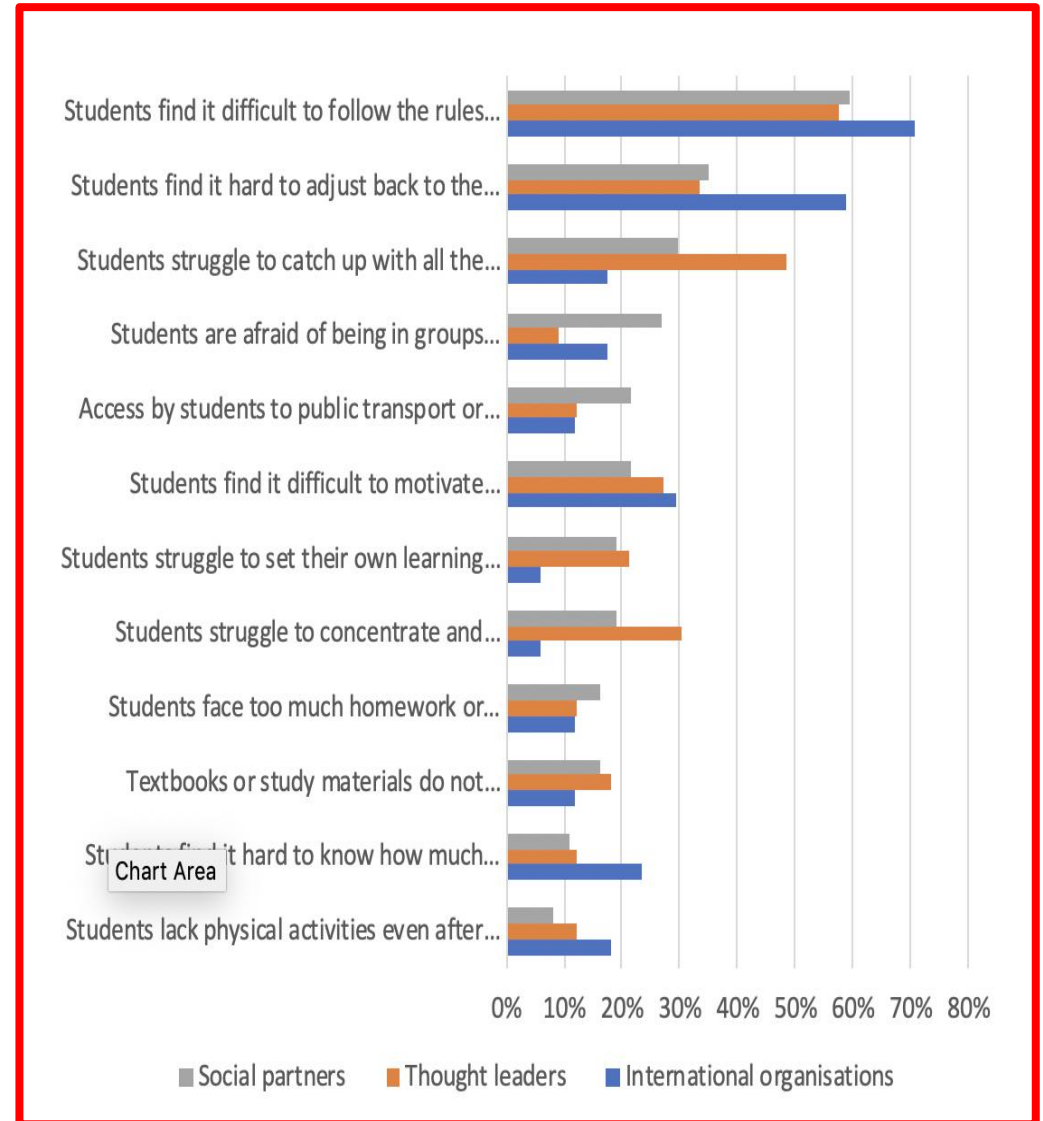
### FG2A

1. Safe access to school (e.g. public transport and other) (64%)
2. Worries about examinations being affected by school closures (64%)
3. Adjustment to change in school schedule (partial or full return) (56%)

## During remote learning

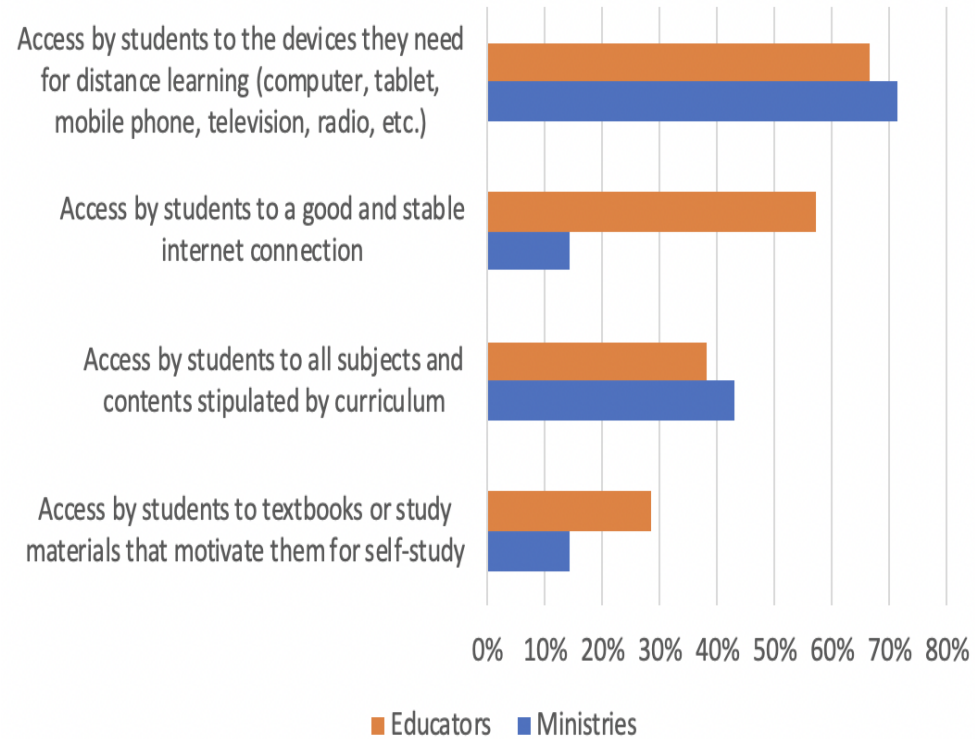


## Transition back to school

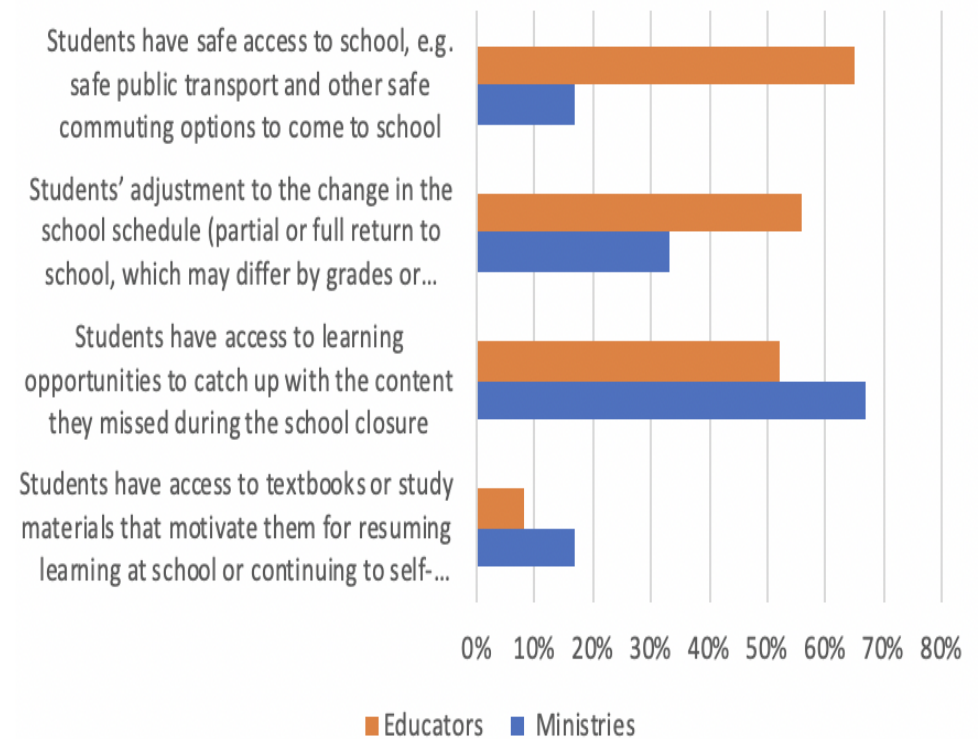


# Top challenges within an area: **Access**

## During remote learning

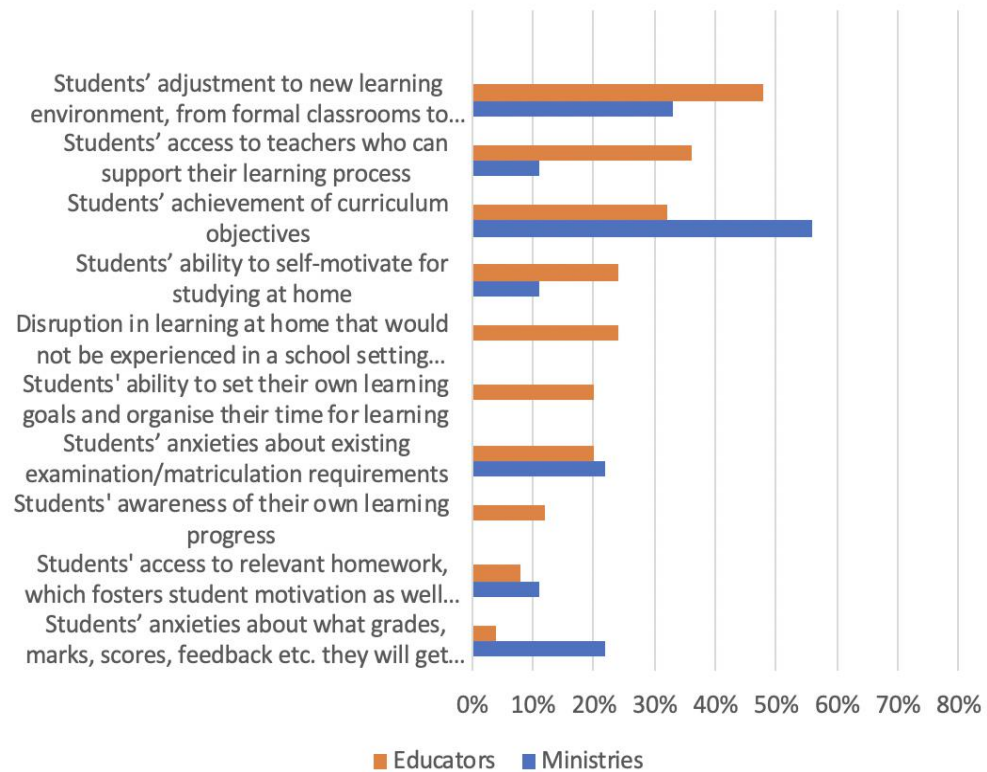


## Transition back to school

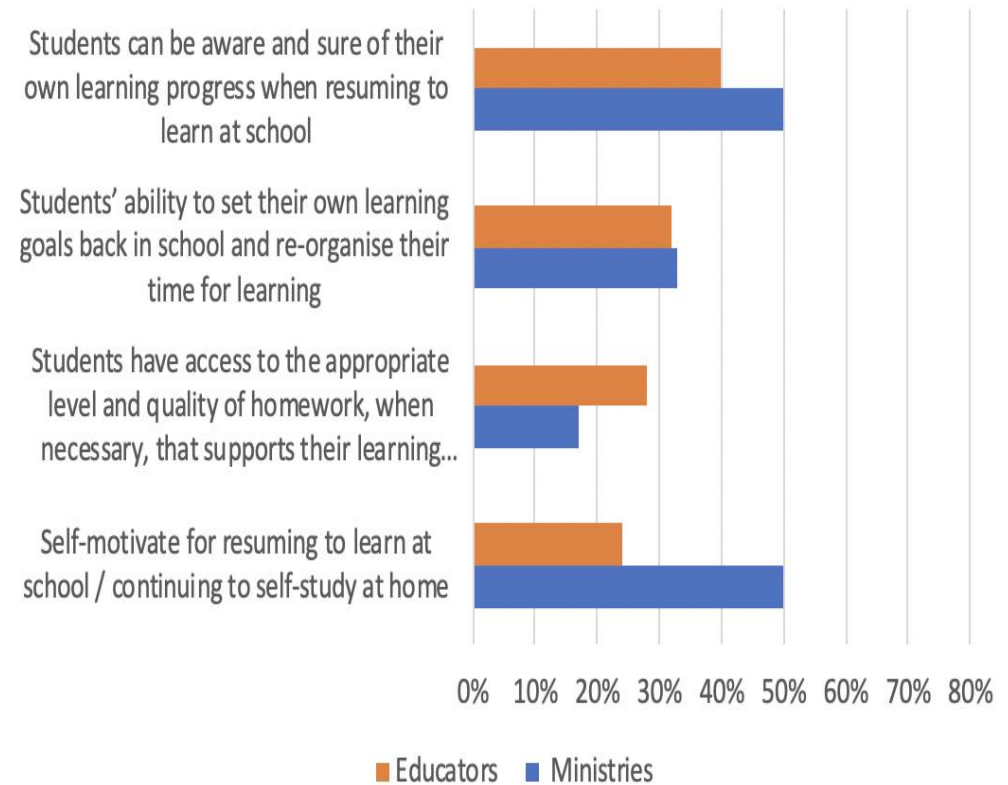


# Top challenges within an area : **Quality**

## During remote learning



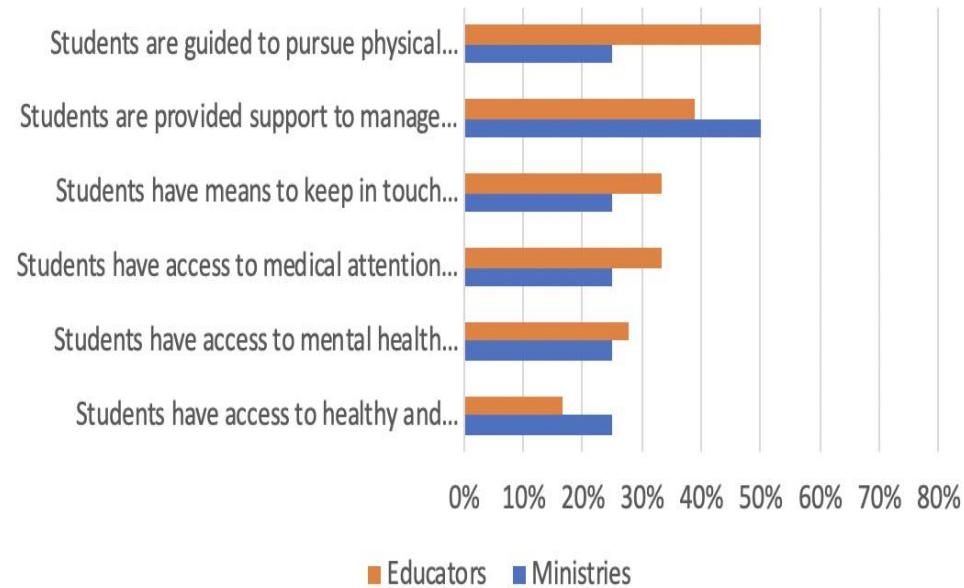
## Transition back to school



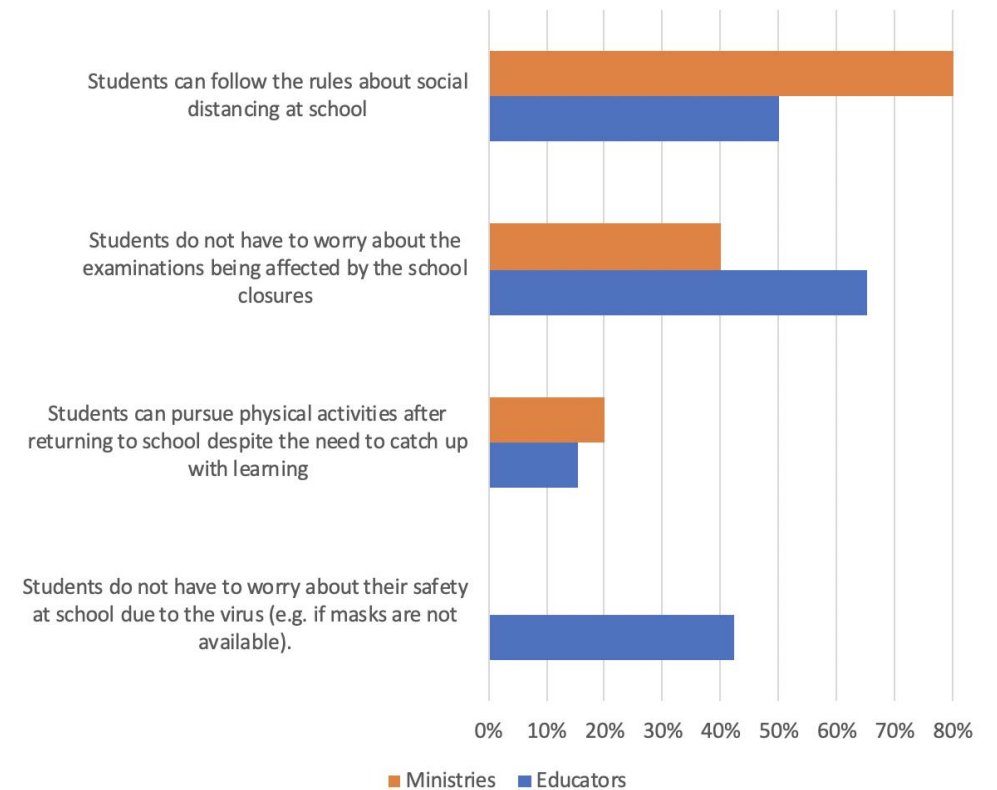


# Top challenges within an area: **Well-being**

## During remote learning

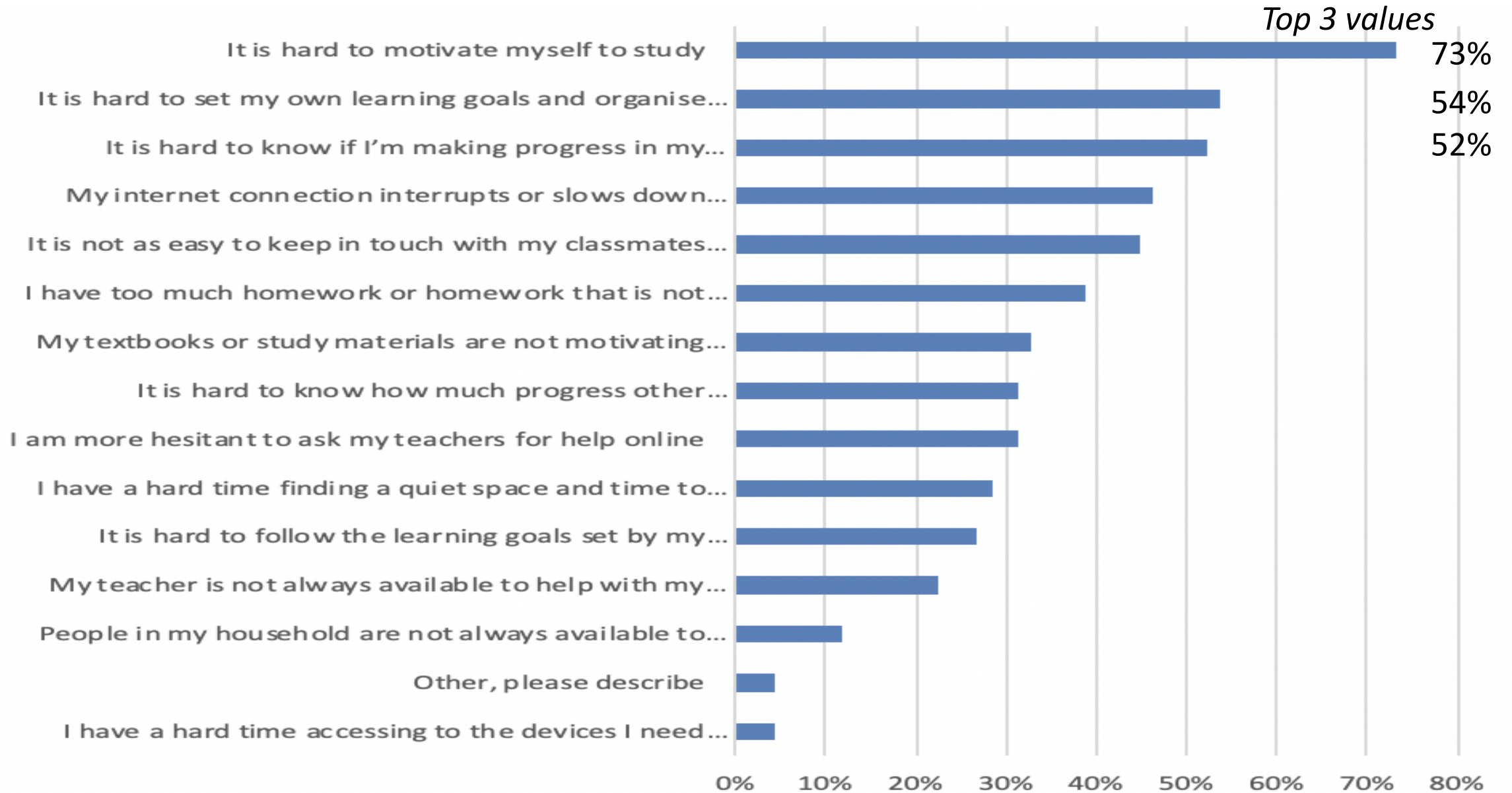


## Transition back to school

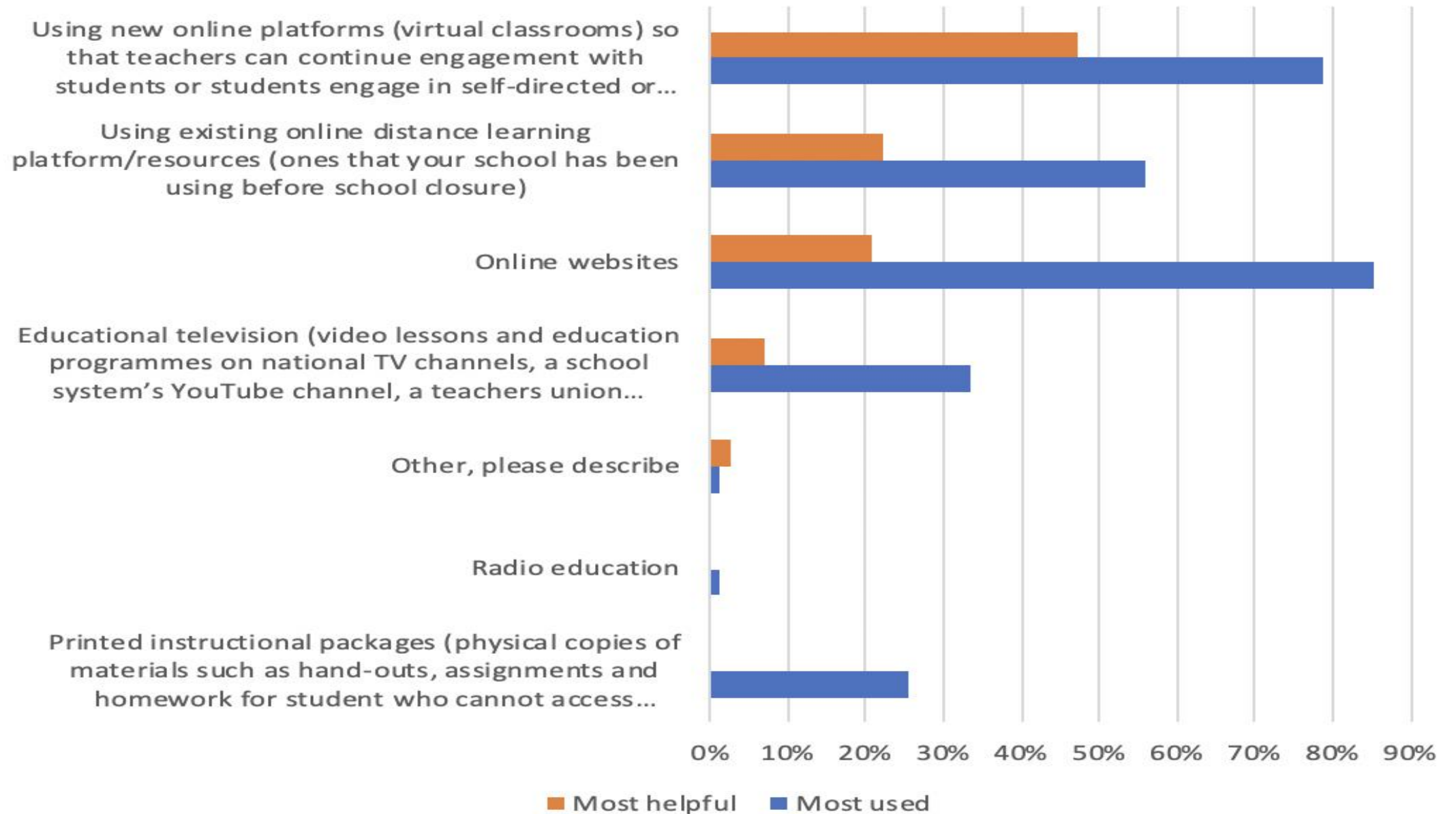


Let's compare with experiences of  
students in FG3

# Top 3 priority students reported as challenges they are facing in remote learning



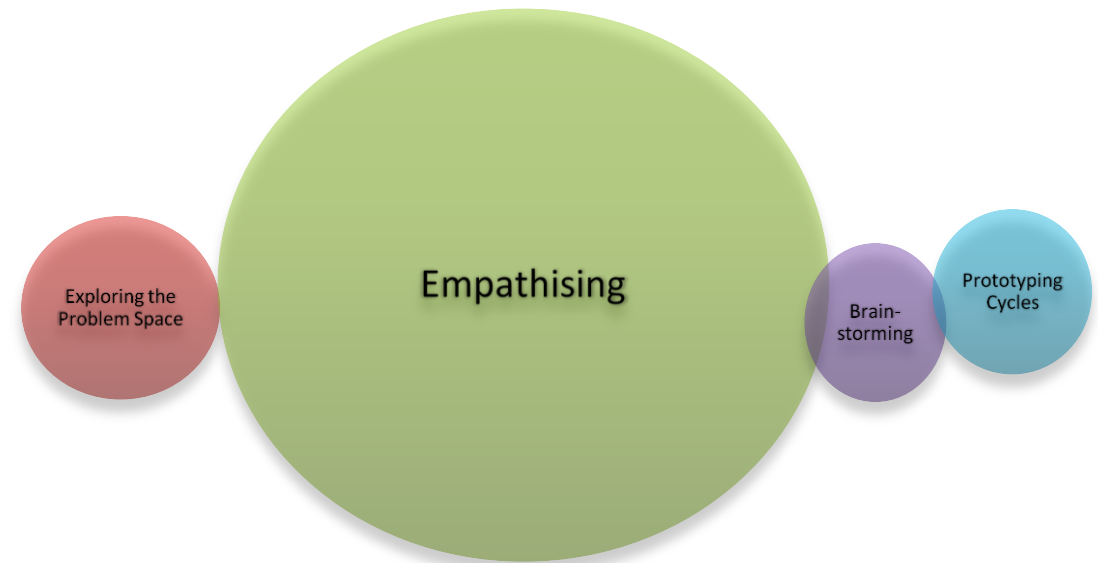
## Distance learning approaches: Most helpful and used



## Human-centred (student-centred) design thinking approach

### Step 2. Empathising

- Listen to, observe & interview students, collect sketches, photos, videos, artifacts, & take notes to analyse and synthesise user needs
- Develop & focus on insights about user(s) to focus solution space



## **Design Thinking Step 2: Empathising**

Dismantling the attributed challenges while grounding thoughts  
in student voice



**Wesley Chew**

1<sup>st</sup> year university

The University of British Columbia  
Student Advisory Group representative

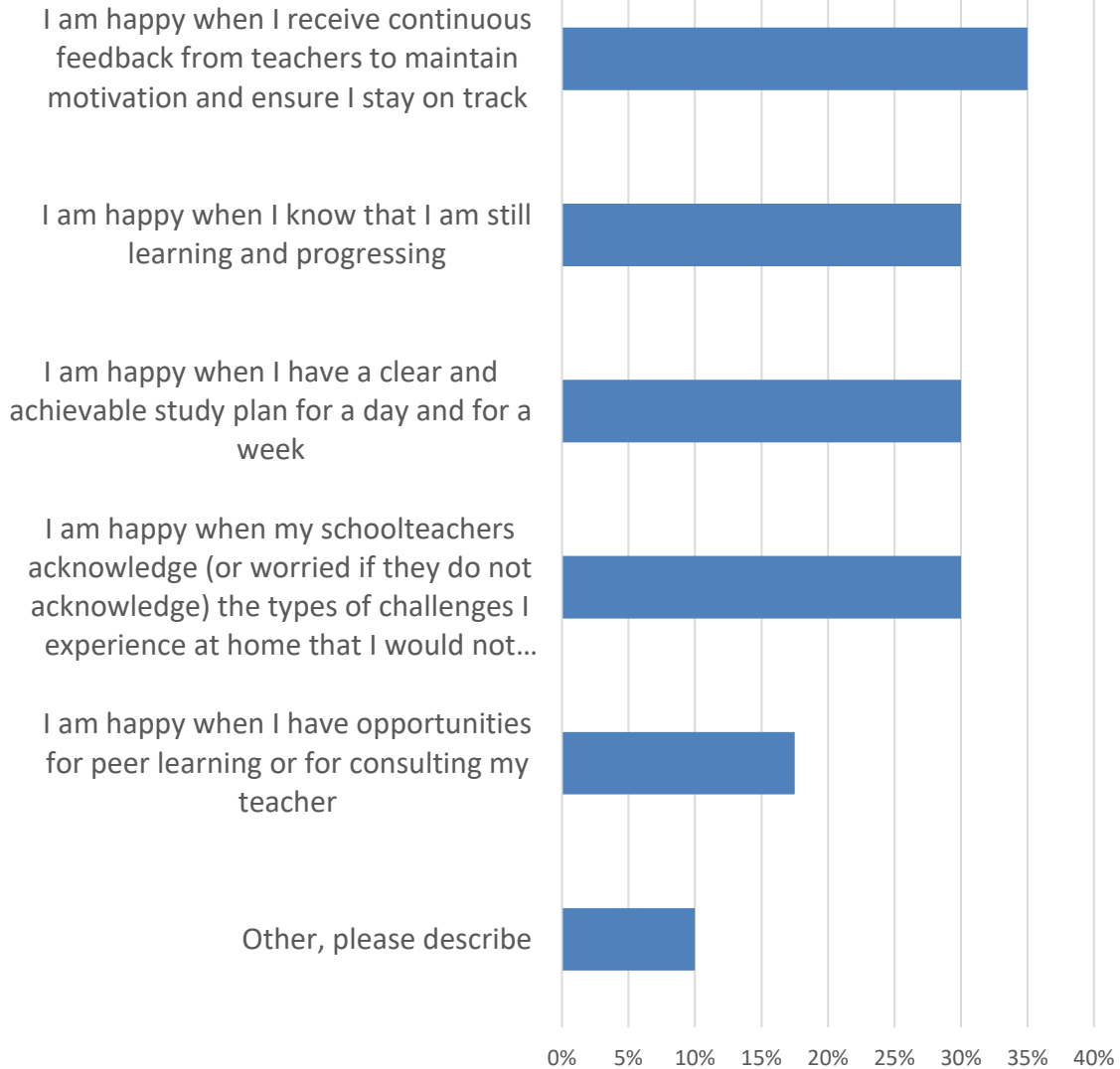


## SURVEY RESULTS FG3

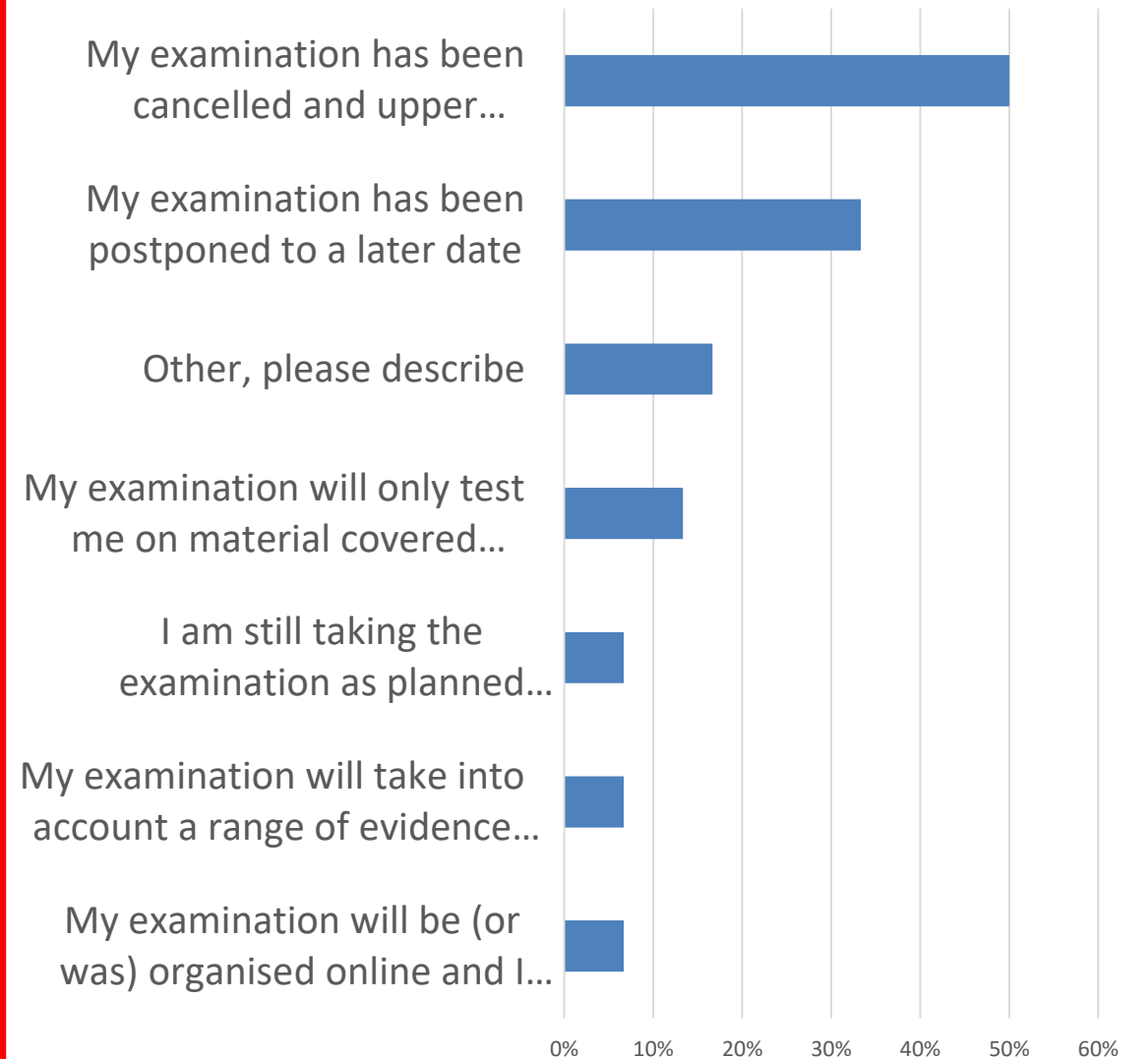
#1 priority students reported as challenges they are facing:

- Student happiness & anxiety in learning and wellbeing
- Anxiety about school leaving, university entrance exam
- Safety and security
- The meaning of 'school life'
- Health
- Satisfaction with school life

## Student happiness/ anxiety

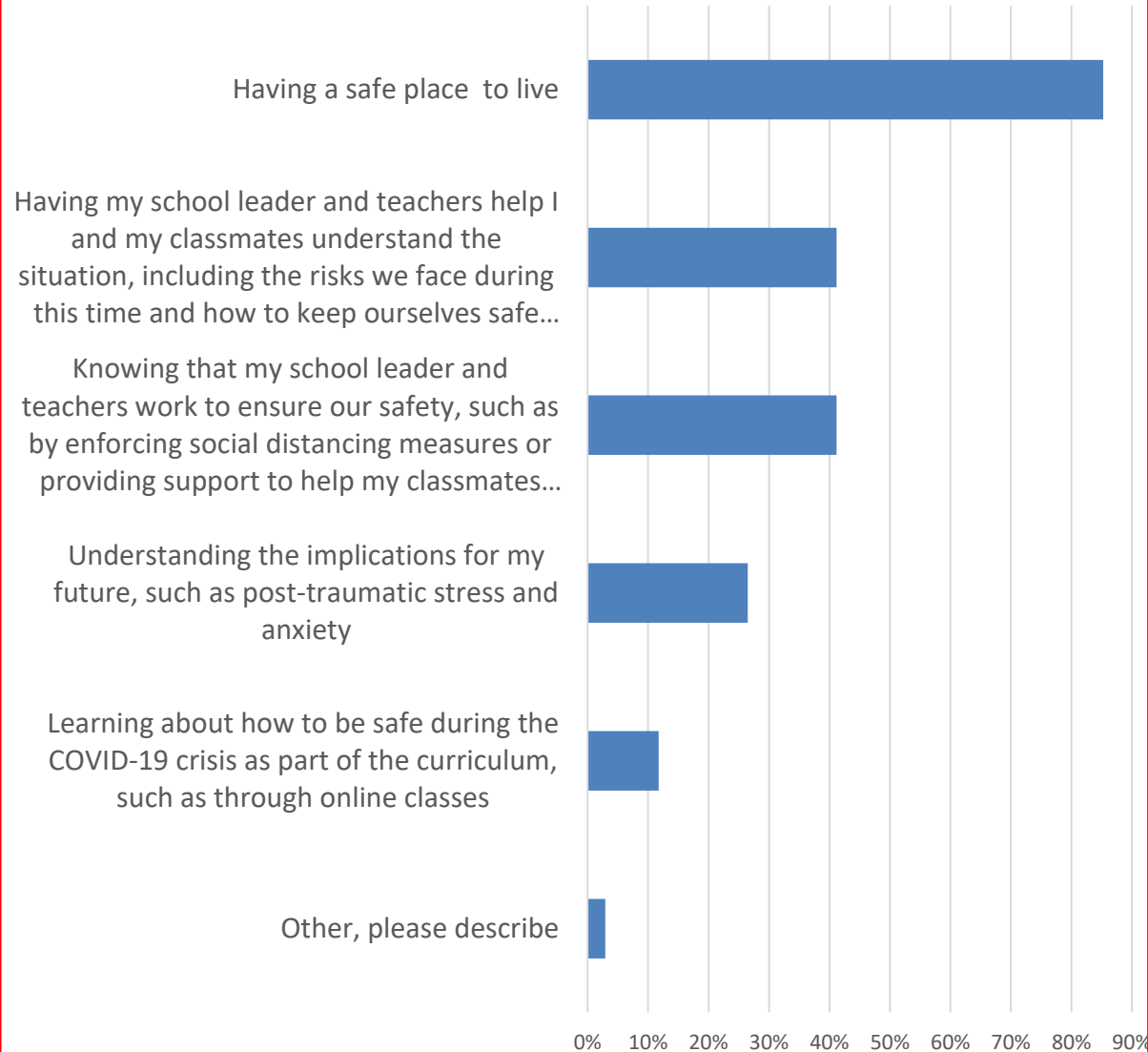


## Experiences with school leaving/ university entrance examinations

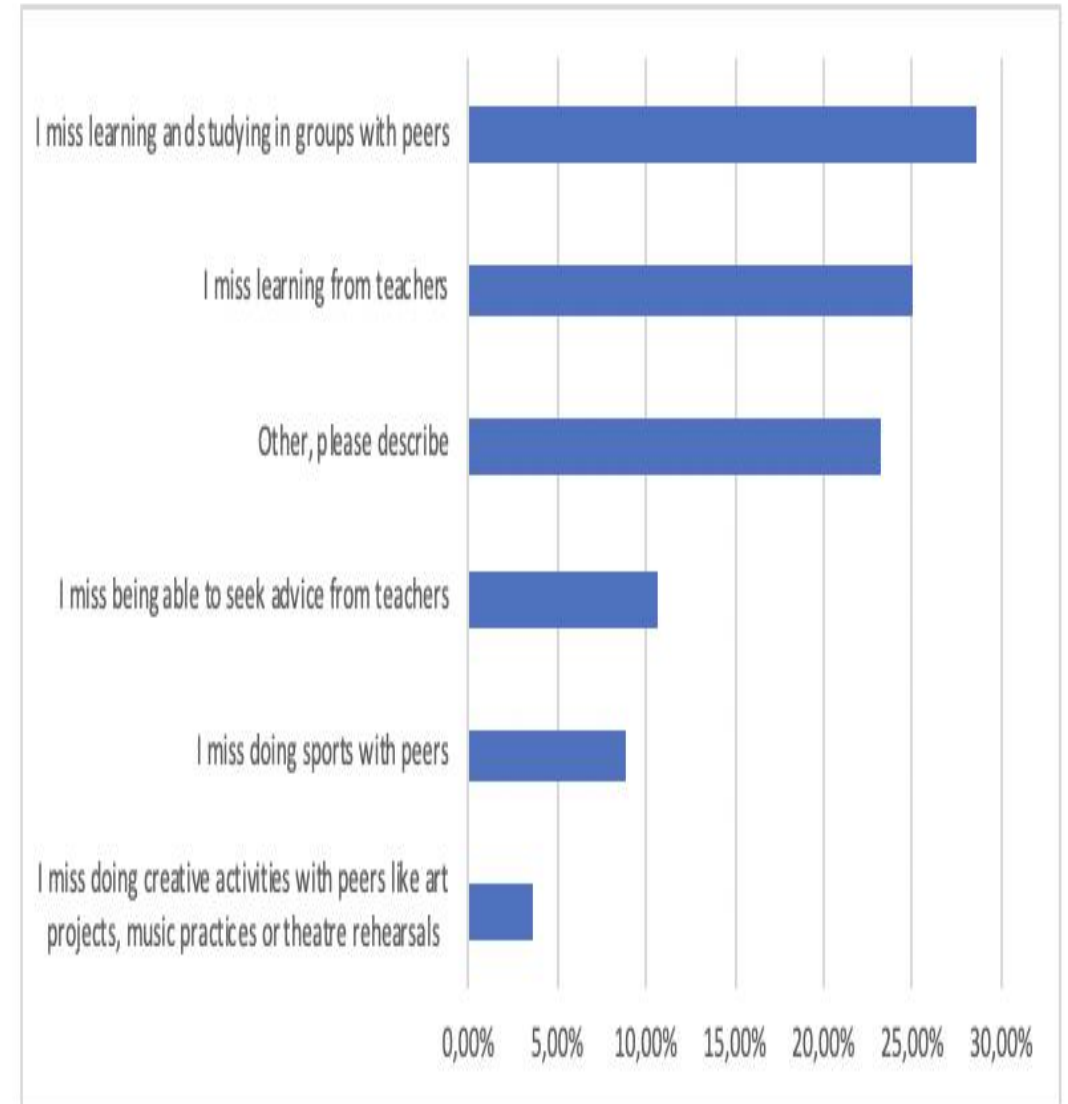




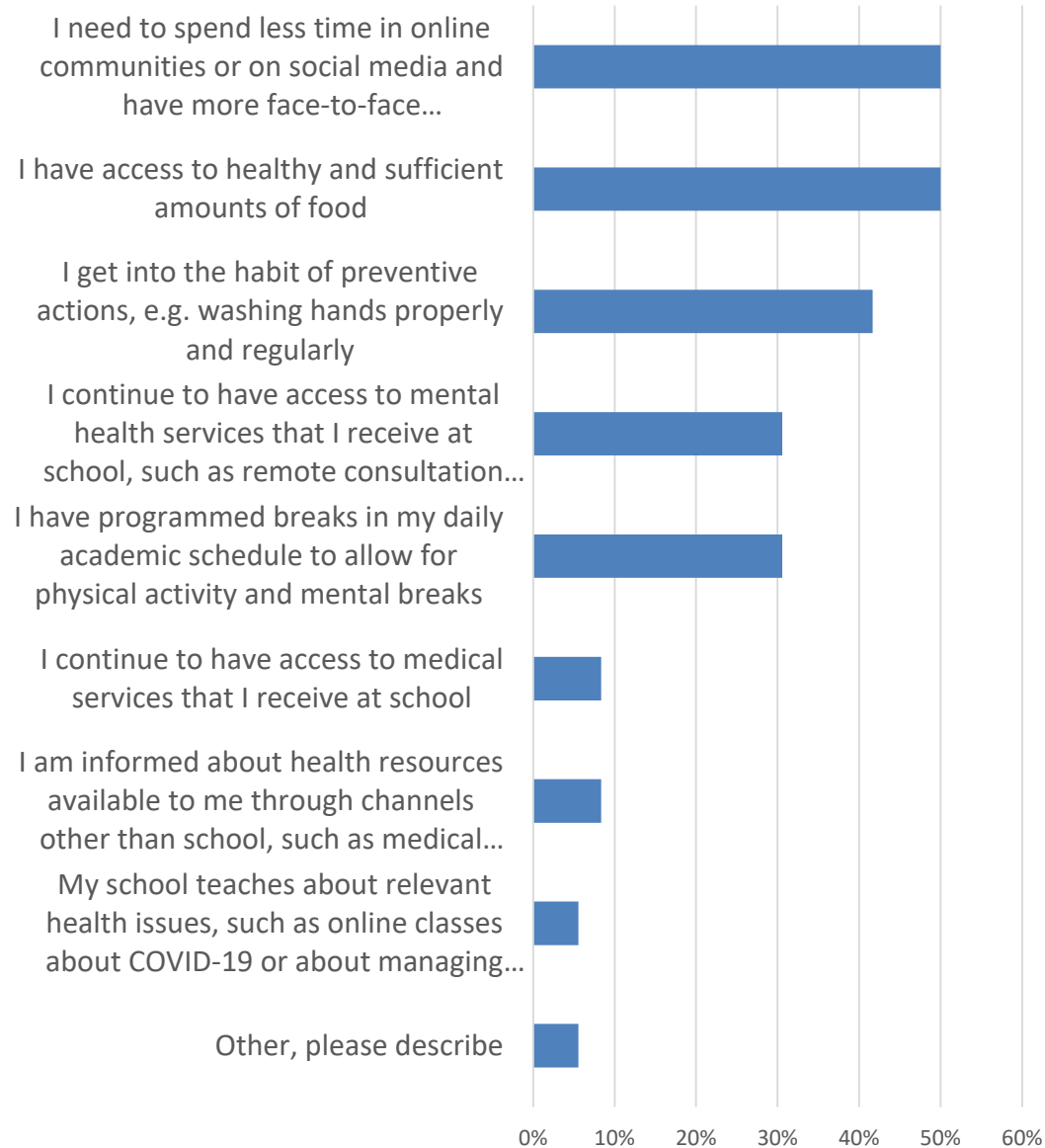
## What helps students to feel safe and secure



## What students miss about school



## Students' personal health concerns



## Students' life satisfaction





**Kazuma Yuruzume**  
10<sup>th</sup> grade  
Tsuruga High School  
Japan

**3月 March 弥生**

9 Monday	10 Tuesday	11 Wednesday	12 Thursday	13 Friday

Handwritten notes in red: 9:00 5 270, 9:00 5 180, 12:00 5 180, 12:00.

**14 Saturday** ホワイトデー

**15 Sunday**


Handwritten notes in red: 8:30 5 75, 9:45, 10:00 5 165, 14:00 5 240, 18:00.

$10pq^2r$  を因数分解せよ。  
 (2)  $111111$  を素因数分解せよ。  
 して、 $2p^2qr + 19p^2q^2r - 10p^2qr = 111111$  が成り立つとき、 $p, q, r$  の値を求めよ。(類上智大)

$r = pqr(2p^2 + 19pq - 10q^2)$   
 $= pqr(p + 10q)(2p - q)$

は  
 $= 3 \cdot 7 \cdot 11 \cdot 13 \cdot 37 \dots \dots$  ①  
 から、3, 7, 11, 13, 37 のいずれかである。

$\leftarrow$ 11	111111
3	10101
7	3367
13	481
	37

$\leftarrow$  137 は 111111 の因数に含まれない。

と、これを満たすのは  $p=7, r=13$

① を満たさない。  
 37 のいずれかであり、更に、 $p+10q=37$

(ii)  $n=3k+2$  のとき  $n+4=3(k+2)$   
 $k+2$  は 3 以上の自然数であるから、条件を満たさない。  
 以上から、条件を満たすのは  $n=3$  の場合だけである。

**EX 80** 自然数  $m, n (m \geq n > 0)$  がある。 $m+n$  と  $m+4n$  の最大公約数が 3 で、最小公約数が  $4m+16n$  であるという。このような  $m, n$  をすべて求めよ。(東北学院)

$m+n$  と  $m+4n$  の最大公約数は 3 であるから、  
 $m+n=3a, m+4n=3b$   
 と表される。  
 ただし、 $a, b$  は互いに素である整数で、 $m \geq n > 0$  より  
 $m+4n > m+n$  であるから、 $0 < a < b$  である。  
 また、 $m+n$  と  $m+4n$  の最小公倍数は  $4m+16n=4(m+4n)$  であるから  $4(m+4n)=3ab$  すなわち  $4 \cdot 3b=3ab$   
 よって  $a=4$  このとき  $m+n=12$   
 $m=12-n$  と  $m \geq n > 0$  から  $12-n \geq n > 0$   
 したがって  $2n \leq 12$  かつ  $n > 0$   
 この不等式を満たす整数は  $n=1, 2, 3, 4, 5, 6 \dots \dots$  ①  
 また、 $m=12-n$  を  $m+4n=3b$  に代入すると  
 $12+3n=3b$  すなわち  $b=n+4$   
 ① の  $n$  の値において、 $n=2, 4, 6$  のとき、 $b=n+4$  は偶数となるが、この場合  $a=4$  と互いに素でないから不適である。  
 $n=1$  のとき  $m=11, b=5$   $n=3$  のとき  $m=9, b=7$   
 $n=5$  のとき  $m=7, b=9$   
 いずれの場合も  $a=4$  と  $b$  は互いに素で  $a < b, m \geq n$  を満たす。  
 したがって  $(m, n) = (11, 1), (9, 3), (7, 5)$

正の整数を求めよ。  
 正の整数を  $n$  とする。  
 から、 $n$  は異なる素数)  
 $r$  は異なる素数)  
 $r=5$  としてよい。  
 $= 2^4 \cdot 3^3, p^2qr = 2^6 \cdot 3 \cdot 5$   
 $2^6 \cdot 3^3 > 2^6 \cdot 3 \cdot 5$  であるか  
 $= 960$

$\leftarrow 7 \cdot 4$  は  $p^{-1}q^{4-1}$   
 $7 \cdot 2 \cdot 2$  は  $p^{-1}q^{2-1}r^{2-1}$  の形を表す。

素数であるのは  $n=3$  の場合だけであることを示せ。(早稲田大)

あるかどうか調べていく  
 と表されることを利用  
 さない。  
 たさない。  
 条件を満たす。  
 $k+2$  は自然数

$\leftarrow A, B$  の最大公約数を  $g$  とし、最小公倍数を  $l$  とする。  
 $A=ga, B=gb$  とすると  
 $a$  と  $b$  は互いに素  
 $l=gab, AB=gl$

$\leftarrow m+n=12$  を満たす自然数  $m, n$  の組をすべて求めるのは面倒。問題の条件の不等式を利用して値を絞り込む。

$\leftarrow$  偶数どうしの最大公約数は必ず 2 以上の整数である。

**EX 81** 2つの自然数  $a, b$  に対して、次の関係が成り立つことを証明せよ。  
 (1) 「 $a, b$  が互いに素」ならば「 $a+b$  と  $ab$  は互いに素」  
 (2) 「 $a+b$  と  $ab$  が互いに素」ならば「 $a, b$  は互いに素」

(1) 「 $a+b$  と  $ab$  は互いに素でない」、すなわち「 $a+b$  と  $ab$  はある素数  $p$  を公約数にもつ」と仮定すると  
 $a+b=pk \dots \dots$  ①,  $ab=pl \dots \dots$  ② ( $k, l$  は自然数) と表される。  
 ② から、 $a$  または  $b$  は  $p$  の倍数である。  
 $a$  が  $p$  の倍数であるとき、 $a=pm$  となる自然数  $m$  がある。  
 このとき、① から、  
 $pm+b=pk$   
 $b=pk-pm$   
 $b=p(k-m)$   
 $b$  も  $p$  の倍数であるから、  
 $a, b$  は互いに素でない。矛盾。  
 したがって、① の仮定は成り立たない。  
 $a+b$  と  $ab$  は互いに素である。証明終了。

$\leftarrow$  結論を否定し、矛盾を導く「背理法」で証明する。





**Maria Cardia**  
12<sup>th</sup> grade  
Agrupamento de escolas de  
Moimenta da Beira  
Portugal



**Alessandra Policarpo**  
12<sup>th</sup> grade  
UWC Robert Bosch College  
Germany



# OECD FUTURE OF EDUCATION AND SKILLS 2030

## Small group discussions for “deep dive” for 2 days:

- 13 groups of 8-10 people each including representatives from each focus group.
- The same group will continue working throughout 2 days – for coherency for a sense of community among the small group
- 7 challenges as “problem space” have been identified through surveys under 3 key areas: Access, Quality of Learning, and Well-being. Each group will select one challenge as focus problem to dive deep into the problem –within the limited time.



# OECD FUTURE OF EDUCATION AND SKILLS 2030

For groups discussing “access to learning”	For groups discussing “quality of learning”	For groups discussing “student well-being”
Options for focus	Options for focus	Options for focus
1. Access to learning devices and content and internet connections	1. Maintaining students' motivation and staying on track with one's studies	1. Safe place to live and learn
2. Access to opportunity to learn (organisation & re-organisation of learning time) during school closure & when school reopen	2. Anxiety about examinations and transition to higher levels of education and university	2. The social functions of a school
	3. Shrinking of curriculum coverage	





## Small group discussions for “Step 2: Empathising”

### Moments:

- Start by inviting students to share their stories and select a focus challenge that resonates the most for the group
- Dismantle the challenge by asking:
  - Who makes the problem a problem for students?
  - What are the issues behind the problem? How are these issues related to those who make these issues?
  - How difficult or easy is it to change for the issues you discussed?
- Discuss until 10:30

**Challenge:** The note-taker fills this line before the workshop starts with the challenge that the group was assigned.

**Students' perspective:** The note-taker fills this line during moment 1

**Agents of difficulty - (who?)**

**Obstacles -(what?)**

**Intensity of difficulty for each obstacle (how difficult)**

Idea 1

Idea 2

Idea 1

Idea 2

Idea 1

Idea 2

Idea 3

Idea 4

Idea 3

Idea 4

Idea 3

Idea 4

Idea 5

Idea 6

Idea 5

Idea 6

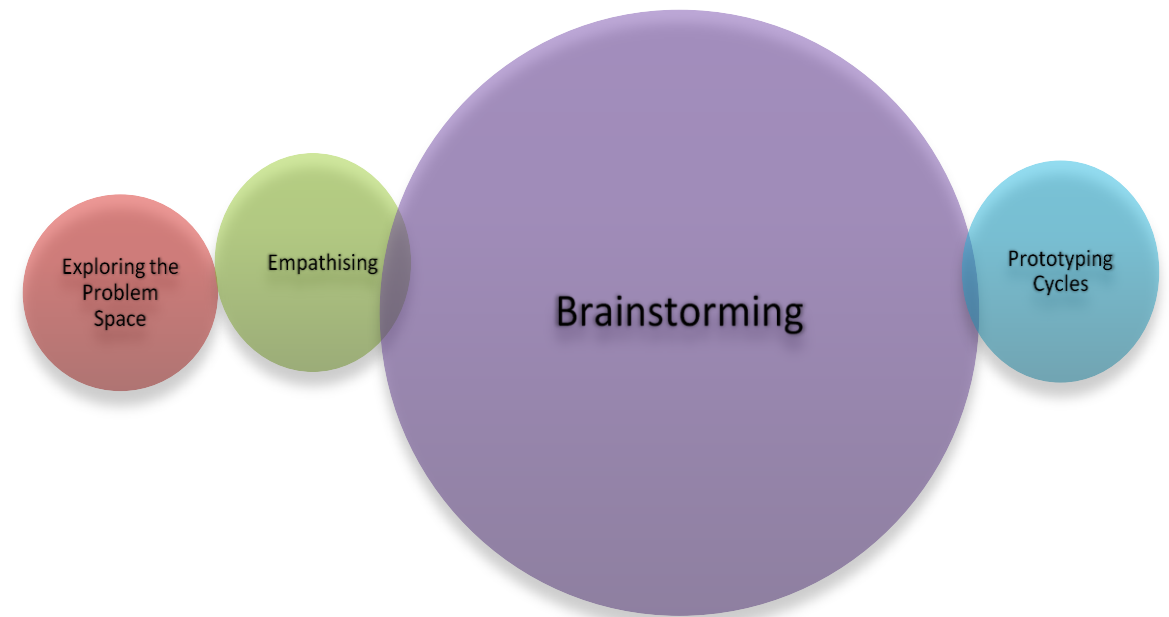
Idea 5

Idea 6

## Human-centred (student-centred) design thinking approach

### Step 3. Brainstorming

- Generate many ideas using brainstorming and other techniques, narrow down and prioritise ideas



## Design Thinking Step 3: Brainstorming

Brainstorming for what? **Solutions & Actions!**



**João Costa**

Deputy Minister of Education

Portugal



*Initial remarks*

**H.R.H Princess Laurentien of  
the Netherlands**

# OECD FUTURE OF EDUCATION AND SKILLS 2030



**Celina Faerch**  
Student  
Chair Focus Group 3

# OECD FUTURE OF EDUCATION AND SKILLS 2030



**Meng Hongwei Ph.D**  
Chief researcher, PESAI  
Edtech. Co., Ltd.  
Beijing, China

# OECD FUTURE OF EDUCATION AND SKILLS 2030



Figure 1, the dishes made by students.



# OECD FUTURE OF EDUCATION AND SKILLS 2030



**Pille Liblik**

Adviser of General Education Department  
Estonia



**Andria Zafirakou**  
Teacher  
United Kingdom



## Small group discussions for “Step 3: Brainstorming”

### Moments:

- Start with individual reflection on possible solutions to the selected challenge by the group
- Sharing the ideas among the group – ask each other questions
- Vote and choose one idea for the group to create an action plan
- Discuss until 11:45

**Challenge:** Filled-in by the note-taker before workshop

**Obstacles/contexts:** Filled-in by moderator and note-taker during the break (summary of template 1)

**Short term measures**

Idea 1

Idea 2

Idea 3

Idea 4

Idea 5

Idea 6

**Mid-term measures**

Idea 1

Idea 2

Idea 3

Idea 4

Idea 5

Idea 6

**Long term measures**

Idea 1/

Idea 2

Idea 3

Idea 4

Idea 5

Idea 6

**THANK YOU!**

**& Taking stock of progress made on Day One  
and preparing for Day Two**

# Overcoming challenges in curriculum delivery during school closures and transition back to school

Virtual Workshop | 19-20 May 2020 | 9.00-12.00 CEST  
17.00-20.00 CEST

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**#Ed2030GlobalForum**

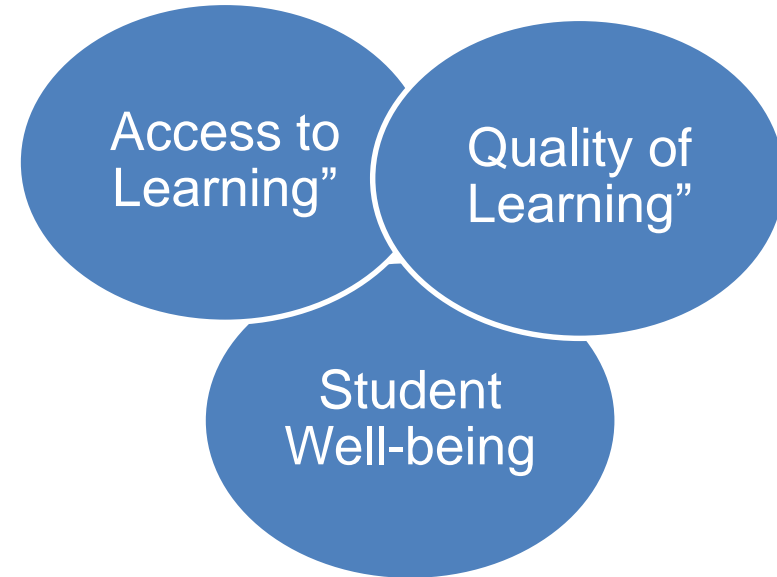
Thank you!

# General observations

In Step 1, we identified the key problem space.

In Step 2, for “deep-dive” in each problem space, we focused on one problem space.

We started by listening. We listened to students’ voice & experiences and we re-affirmed that each problem space is closely related to each other.



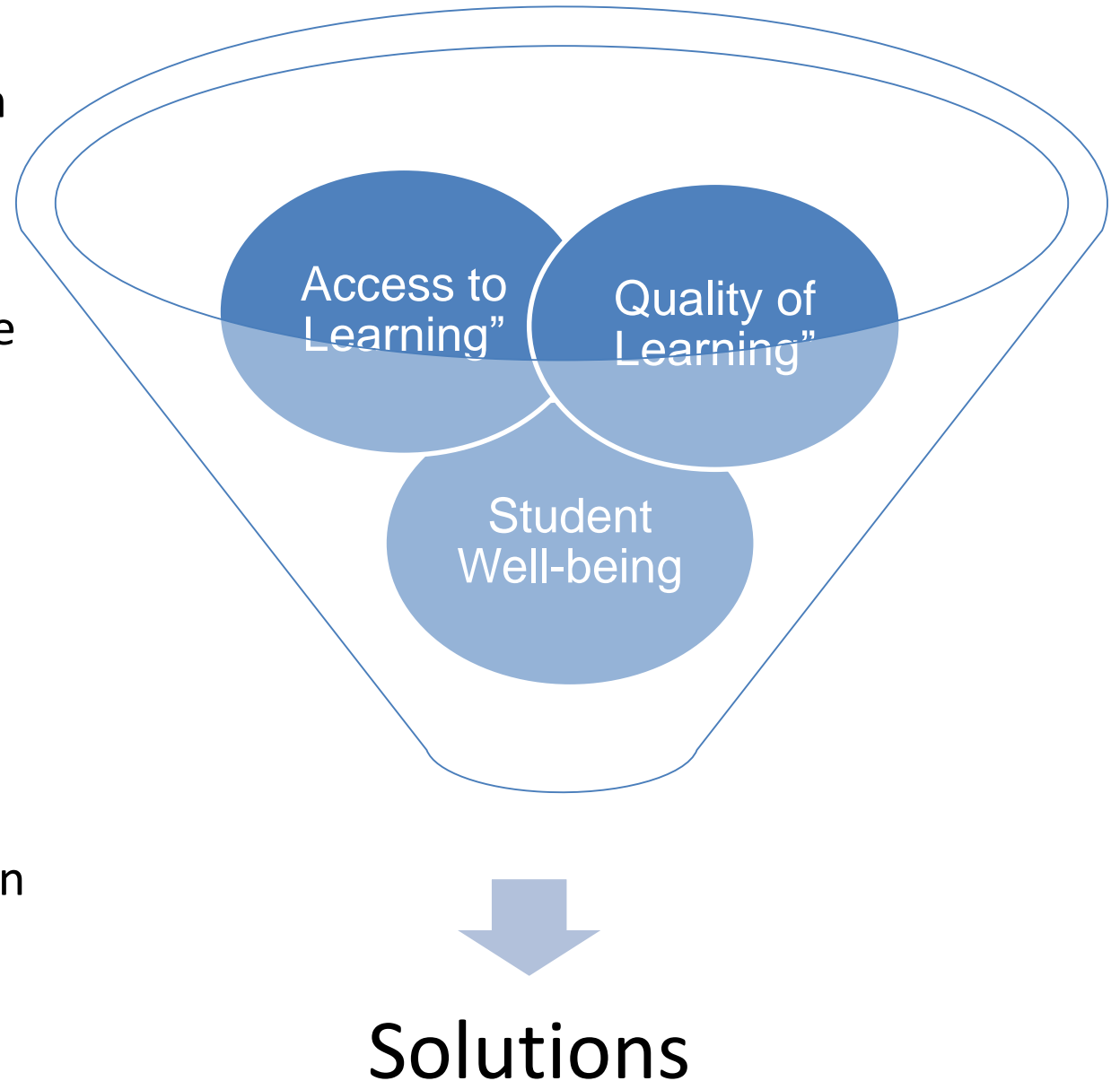
# General observations

By observing the ideas that emerged from each group, it has become evident that similar ideas are generated as possible solutions across different problem space. All actors are suggested to play a role – big or small – in some ways.

This reaffirms our approach in the e2030 community, i.e. ecosystem approach to problem-solving.

Education system is “dynamic, unpredictable and multi-dimensional, consisting of a collection of interconnected relationships and parts”.

And, we still need to dive deeper on ‘how’ to make those solutions a reality.





# Examples: 7 challenges

1. Access to learning devices and content and internet connections

- **One device for each student with stable connectivity**
  - Investment from govt? social partners? Co-financing?
  - Connect uni and high school students through social partnering (vertical partnerships) to provide better access to conversations around student progress
  - Shared economy? (e.g. use of "older" out of use hardware from companies, govt., etc )
  - Use of open source platforms & software?
  - Etc.

2. Access to opportunity to learn (organisation & re-organisation of learning time) during school closure & when school reopen

- **Building culture of distance learning, e- learning, remote-learning environment even in the school environment and its community (family engagement)**
  - Train teachers and extend the training to parents?
  - Students can help their peers?
  - Students and teachers working together?
  - Etc.

**\*\*\* E2030 curriculum analysis Chapter 6: Ensuring equity through curriculum innovations**

3. Maintaining students' motivation and staying on track with one's studies

&

4. Anxiety about examinations and transition to higher levels of education and university

&

5. Shrinking of curriculum coverage

- **Prioritize core curriculum or what actually needs to be done to lower workload/ space**

- Listen to students how they want to learn? Esp. voices unheard? But how?
- Student become designer of their own learning/ future? But how?
- Build student-teacher communication, relationships, and trust? But how?
- More focus on life skills/ decision making? But how?
- But keep the breadth of current issues? But how to prioritise & keep the breadth at the same time?

\*\*\* **E2030 curriculum analysis Chapter 1: Curriculum overload**

- **Reassess how learning is happening.**

- Whole system of assessment? But how?
  - Balance between 'assessment of learning', 'assessment for learning', and 'assessment as learning'?
  - Integrate learning outcomes and learning processes?
- Why do exams need to be at a "single time"?
  - How to ensure 'objectivity' without penalising students for learning?
  - How to encourage learning from mistakes?
- Integrate digital tools (e.g. video for teacher observations), but may still need traditional assessment types?

\*\*\* **E2030 curriculum analysis Chapter 6: Alignment between curriculum change and assessment**

6. Safe place to live and learn

- **Helping students feel comfortable speaking about their mental health & seek help if they need it**
  - Psychologists at school in touch with students during transition back to school
  - Global resource (e.g. list by country produced by OECD) to help people know where to find information

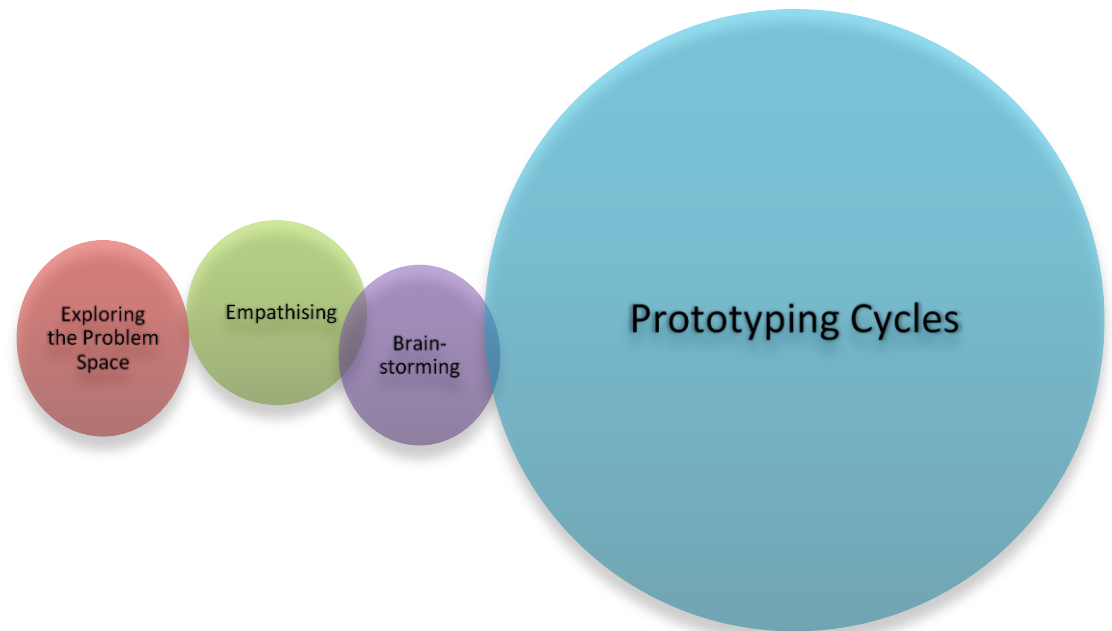
7. The social functions of a school

- **Create a platform to communicate among...**
  - Students themselves?
  - Students & Teachers ?
  - Students & psychologies?
  - Students & adults in community ? (e.g. yoga instructor, guest teachers)
  - Teachers and parents?
  - Teachers themselves?
  - Parents themselves?
  - Local? National? International?
  - Age range?

## Human-centred (student-centred) design thinking approach

### Step 4. Prototyping Cycles

- Create low-resolution representations solutions
- Discuss among students, teachers, school leaders, policy makers, researchers and other stakeholders about prototypes
- Iterate on prototypes or return to another step





## Small group discussions for “Step 4: Prototyping”

### Moments:

- Recap of the solution chosen on the previous day
- Outline an action plan for implementation of the measure most voted, according to the following categories
- Commitment of participant to the action plan
- Agree on key points for reporting to the larger group and choose a group rapporteur
- Take a break at each group’s convenience and discuss until 11:00
- Each group present their action plan & commitment **2 min**

**Stakeholders:**

**Specific steps**

**Resources needed**

**Impact evaluation:**

**Timeline:**

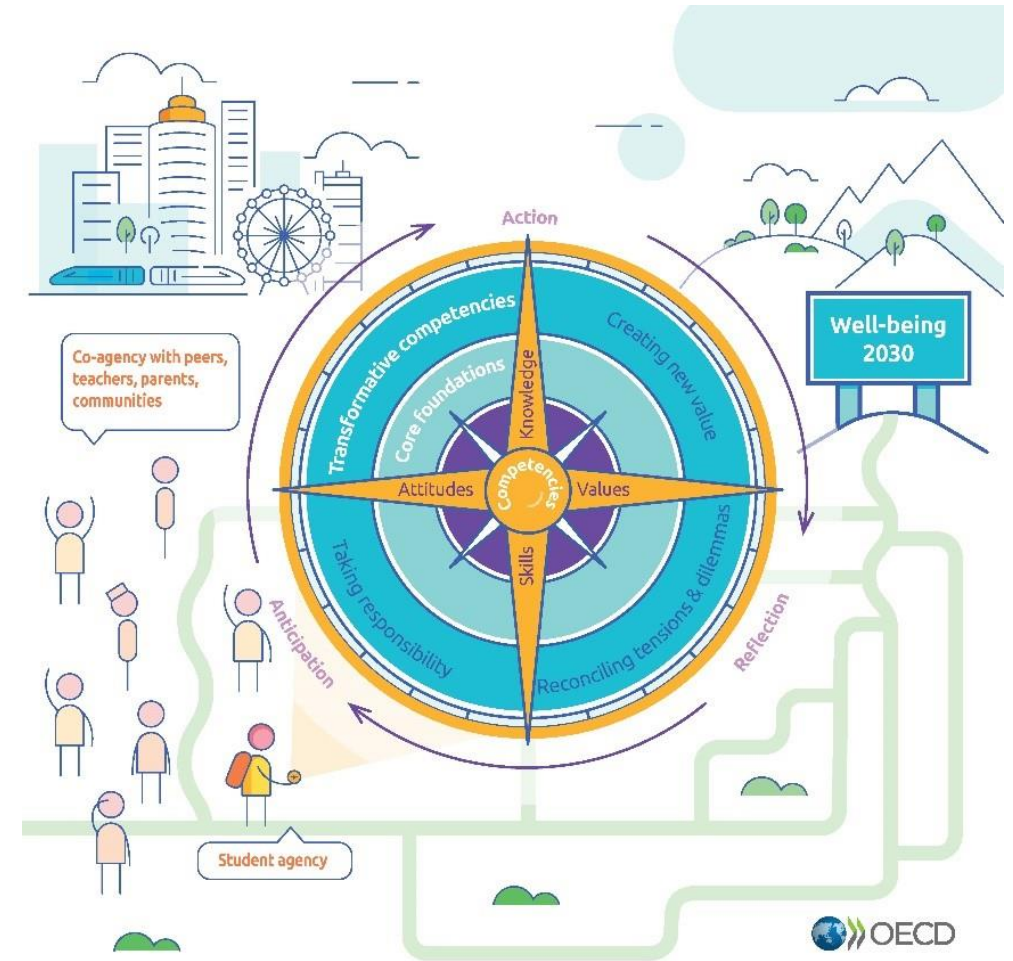
## Individual commitments to the action plan

<b>Group members</b>	<b>Commitment to advance the designed action plan (what can each one do to advance the action plan?)</b>
Government officials or government-related agencies	<ul style="list-style-type: none"><li>• I am committed to ....</li><li>• I am committed to ....</li></ul>
Students	<ul style="list-style-type: none"><li>• I am committed to ....</li><li>• I am committed to ....</li></ul>
Teachers	<ul style="list-style-type: none"><li>• I am committed to ....</li><li>• I am committed to ....</li></ul>
School leaders	<ul style="list-style-type: none"><li>• I am committed to ....</li><li>• I am committed to ...</li></ul>
Teacher educators/ teacher trainers	<ul style="list-style-type: none"><li>• I am committed to ....</li><li>• I am committed to ....</li></ul>
Researchers	<ul style="list-style-type: none"><li>• I am committed to ....</li><li>• I am committed to ....</li></ul>
Foundations	<ul style="list-style-type: none"><li>• I am committed to ....</li><li>• I am committed to ....</li></ul>
Private enterprises/ companies	<ul style="list-style-type: none"><li>• I am committed to ....</li><li>• I am committed to ....</li></ul>
Others (please specify the type of organisation or status)	<ul style="list-style-type: none"><li>• I am committed to ....</li><li>• I am committed to ....</li></ul>

# OECD FUTURE OF EDUCATION AND SKILLS 2030

**Report back: from vision to action!**

**Action plans & commitments from each group – connected in the learning ecosystem 2030**





The banner features a dark blue background with white and yellow icons of a city skyline, a Ferris wheel, a train, a sun, and mountains. The text "OECD FUTURE OF EDUCATION AND SKILLS 2030" is written in white, bold, uppercase letters across the top.

# OECD FUTURE OF EDUCATION AND SKILLS 2030

## **CLOSING SESSION AND NEXT STEPS**

# VISUAL CREATIVE SUMMARY BY PEETER MEHISTO



**Peeter MEHISTO**  
Visual creative summary



## **Andreas SCHLEICHER**

Director

Directorate for Education and Skills

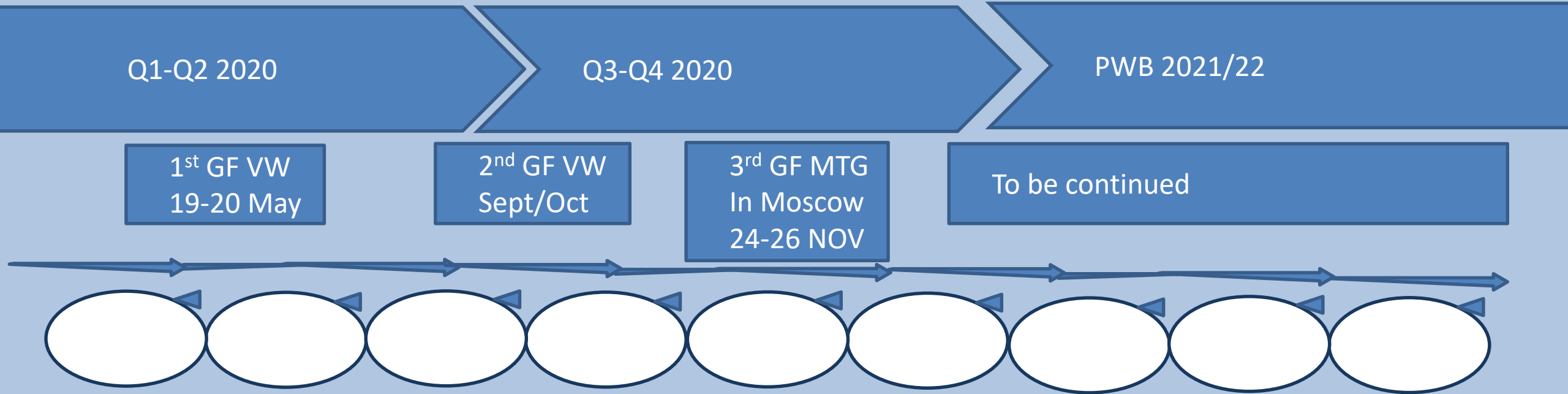
OECD



## **Suzanne DILLON**

Chair of the Global Forum  
on the Future of Education and Skills

# NEXT STEPS – meetings – key dates



We'll continue advancing our work in an iterative manner towards the next GF VW

# NEXT STEPS – Working Groups

## Focus Groups

FG1	2 <sup>nd</sup> week of June	Data validation/ country responses for the synthesis report
FG2A	End of June	Post workshop reflection and next steps
FG2B	Mid-June	Community engagement and post-workshop reflection
FG3	End of June	Post-workshop reflection & contribution of boxes to the synthesis report

## Thematic Working Groups

1. Future vision of teachers & teaching	Launched
2. Aligning teacher education/ training with curriculum change	Launched
3. Aligning pedagogies & assessment with curriculum change	To be launched
4. Hub of E2030 Experimental Schools	To be launched
5. Engaging & growing with Learning Compass 2030	Launched
6. E2030 Scientific Committee	To be launched

# NEXT STEPS – Planned deliverables this year and beyond

## Phase 1 (timeline depending on the COVID situation)

### Vision-making

- Learning Compass 2030 (May '19)

### Curriculum redesign

- Physical education curriculum analysis (Nov '19)
- International synthesis report on curriculum redesign
- One-stop online database on curriculum (PQC, CCM, construct analysis, PISA, TALIS, EAG, etc.)
- Mathematics (math learning framework 2030; mathematics curriculum document analysis)

## Phase 2 (2019/20 – 21/22)

### Vision-making

- Learning compass 2030 – extended to 'teaching 2030'

### Curriculum implementation

- Curriculum change as part of a larger ecosystem change – alignment of pedagogies, assessments, teacher education teacher training, etc.
- Guidelines for evaluating the impact of curriculum change
- Toolbox to support curriculum implementation including online resources from FG2B members, extended online curriculum database