OECD FUTURE OF EDUCATION AND SKILLS 2030

3ʳᵈ Virtual Workshop of the Global Forum on the Future of Education and Skills 2030 – DAY 2

Preparing for Post-Covid Education: Closing Equity Gaps through Personalised & Digital Curriculum

Virtual Workshop | 10-12 May 2021 | 12.00-15.00 CEST

#Ed2030GlobalForum   #FutureReadyCurricula

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.

Thank you!

- **For smooth preparation for your break out rooms, we need everyone to share one's responsibility to clarify which room they should go to:**

- **Please rename yourself using your in the order of:**

  1. **your Break Out Room (RM) number**

  2. **your Focus Group Number**

  3. **your first name and LAST NAME**

  4. **your country name**

  Examples:

  RM1_FG1_Suzanne DILLON_Ireland

  RM3_FG2_Hilary DIXON_Australia

  RM4_FG3_ Dilay KALINOGLUE_Turkey

Invitation #1: Your Voice Matters!

- During the forum meeting, please use the following hashtags on social media:

  #FutureReadyCurricula: for posts specific to the launch of the report

  #Ed2030GlobalForum: for general posts about the Global Forum

- Please encourage students around you to join **our e2030 student voice campaign**! We will collect videos of students talking about curriculum issues, and we will circulate a link with instructions on how to participate.

- The details will be communicated in due course.

Item 5a. Plenary joint-launch of the e2030 curriculum report on "Adapting Curriculum to Bridge Equity Gaps: Towards an Inclusive Curriculum"

Panel discussion moderated by:

Suzanne DILLON

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

OECD

OECD FUTURE OF EDUCATION AND SKILLS 2030

Launch Panelists Representing the E2030 Multi-stakeholders' Community

Maxime Zwartjes
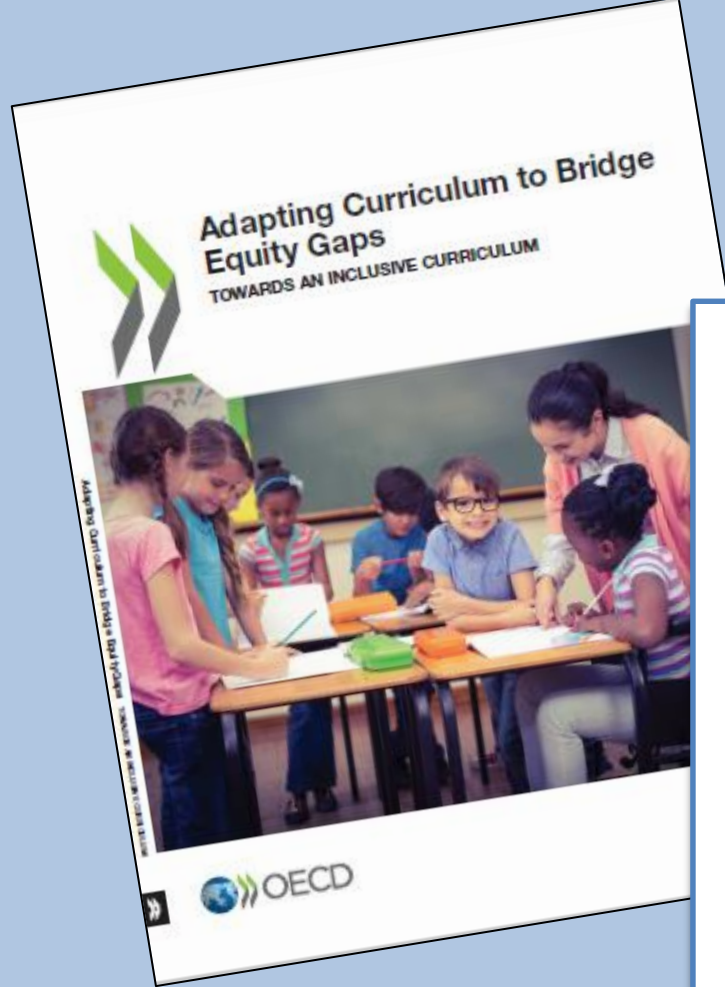Student, University
of Lille,
France

Andreas Schleicher
Director,
Directorate for
Education and Skills
OECD

Liina Kersna
Minister of
Education and
Research, Estonia

Michael Kopp
Accreditation Coordinator
and Head of Social Studies
American School of Paris

Lost instruction days (upper secondary)

Number of instruction days where upper secondary schools were fully closed in 2020

- 180
- Costa Rica
- 160
- Colombia
- 140
- 120
- Slovak Republic / Poland — Turkey
- 100
- Italy — Latvia
- Slovenia — Austria
- 80
- Israel
- Sweden
- Czech Republic — Chile
- Lithuania — Switzerland
- 60
- Korea
- Russian Federation — Finland
- Portugal — Estonia
- Ireland — United Kingdom   Belgium
- 40
- Netherlands — France   Norway
- Germany — New-Zealand
- 20
- Denmark
- 0

Lost instruction days (upper secondary)

Number of instruction days where upper secondary schools were fully closed in 2020

- Costa Rica
- Colombia

Size of bubbles represents number of COVID-19 cases per million inhabitants in 2020

- Slovak Republic
- Poland
- Turkey
- Italy
- Latvia
- Slovenia
- Austria
- Israel
- Sweden
- Czech Republic
- Chile
- Lithuania
- Switzerland
- Korea
- Russian Federation
- Finland
- Portugal
- Estonia
- Ireland
- United Kingdom
- Belgium
- Netherlands
- France
- Norway
- Germany
- New-Zealand
- Denmark

180 160 140 120 100 80 60 40 20 0

420   440   460   480   500   520   540

Lost instruction days and quality of learning outcomes
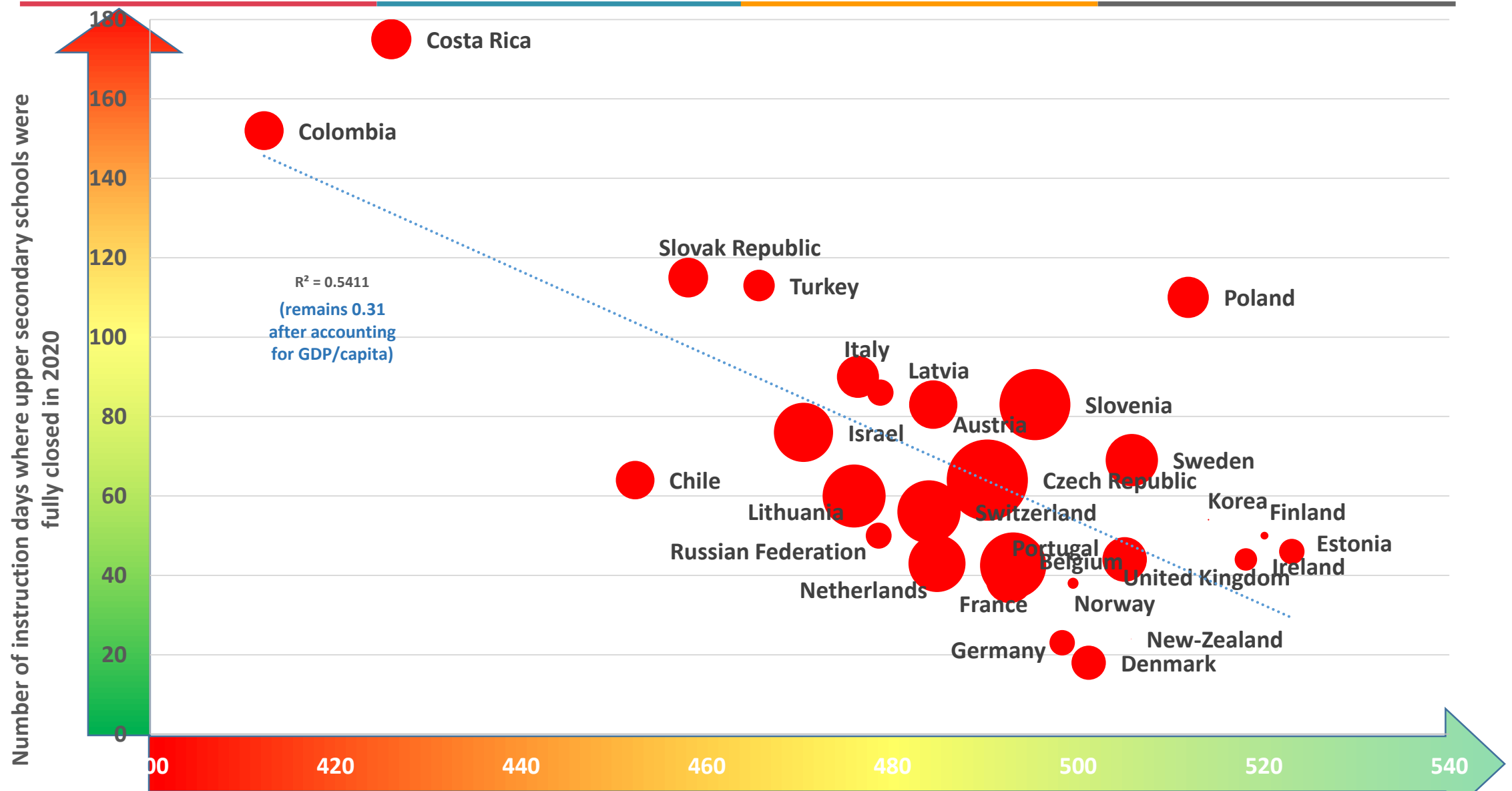
Source: OECD/UIS/UNESCO/UNICEF/WB Special Survey on Covid. March 2021

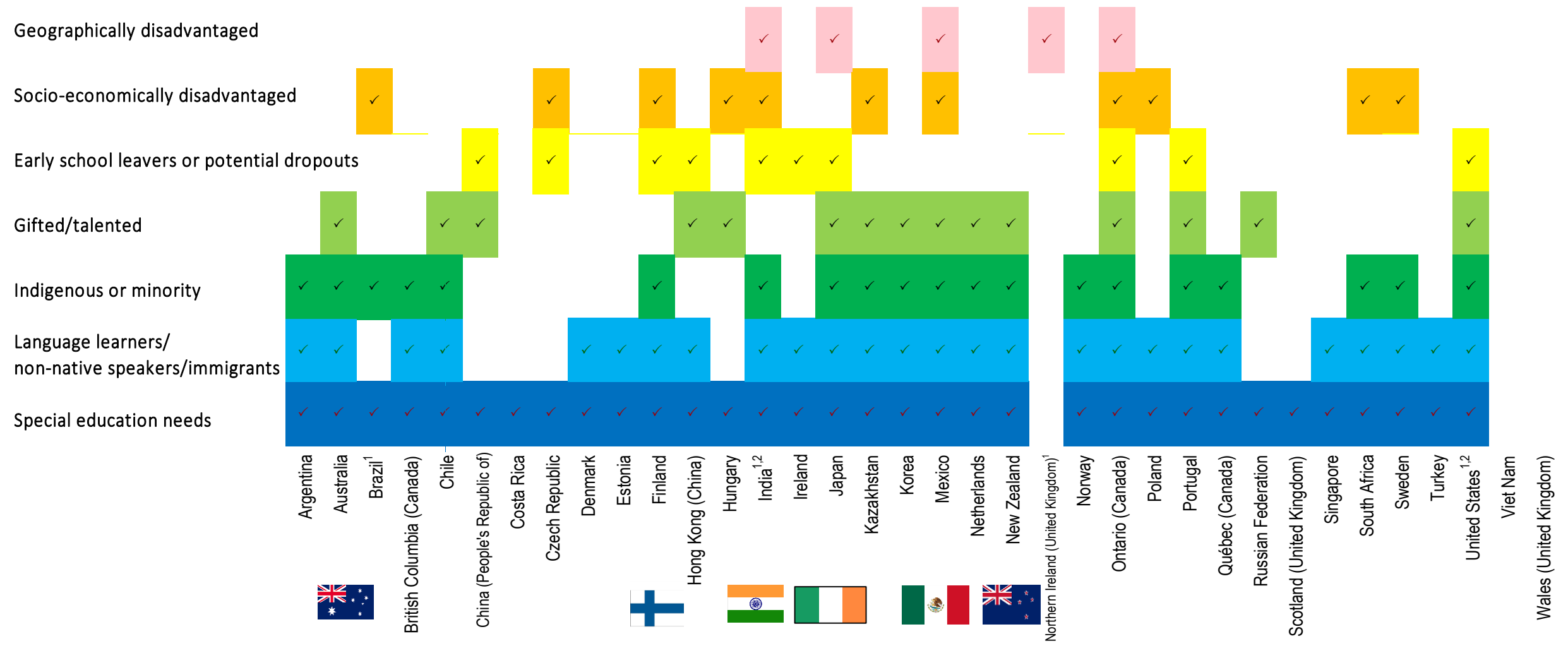In *"Adjusting Curriculum to Bridge Equity Gaps: towards an inclusive curriculum", reference to the* Strength through Diversity Framework
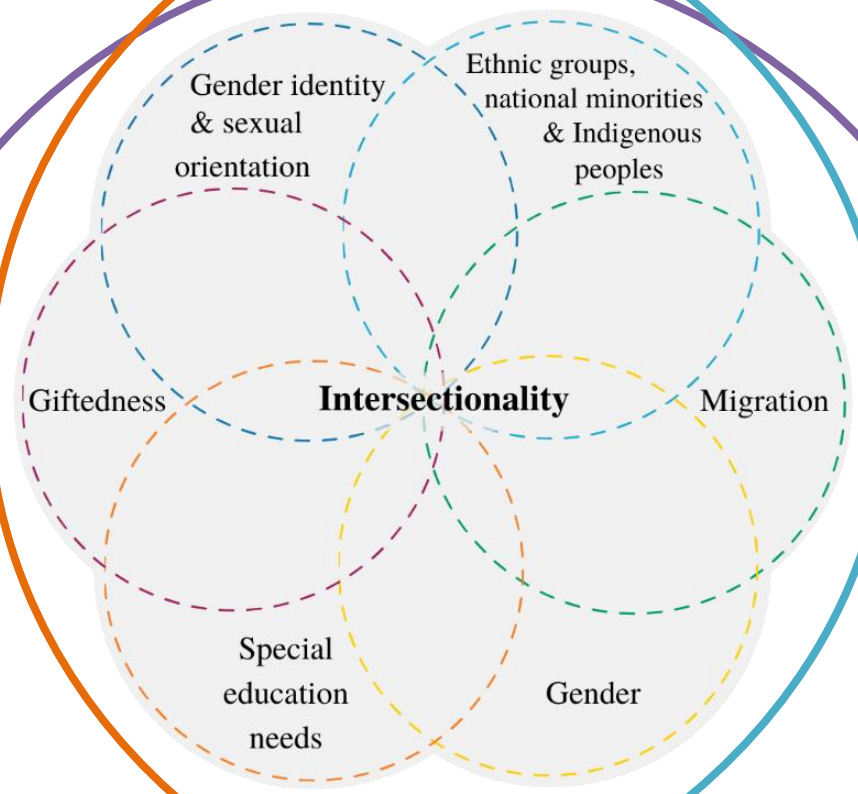
Special provisions in the curriculum

	Argentina	Australia	Brazil[1]	British Columbia (Canada)	Chile	China (People's Republic of)	Costa Rica	Czech Republic	Denmark	Estonia	Finland	Hong Kong (China)	Hungary	India[1,2]	Ireland	Japan	Kazakhstan	Korea	Mexico	Netherlands	New Zealand	Northern Ireland (United Kingdom)[1]	Norway	Ontario (Canada)	Poland	Portugal	Québec (Canada)	Russian Federation	Scotland (United Kingdom)	Singapore	South Africa	Sweden	Turkey	United States[1,2]	Viet Nam	Wales (United Kingdom)
Geographically disadvantaged														✓		✓			✓			✓	✓													
Socio-economically disadvantaged	✓				✓			✓			✓		✓	✓			✓		✓					✓	✓									✓	✓	
Early school leavers or potential dropouts					✓		✓				✓	✓		✓	✓	✓								✓		✓								✓		
Gifted/talented		✓			✓	✓						✓	✓			✓	✓	✓	✓	✓				✓			✓		✓					✓		
Indigenous or minority	✓	✓	✓	✓	✓						✓		✓		✓	✓	✓	✓	✓				✓	✓		✓		✓			✓	✓		✓		
Language learners/ non-native speakers/immigrants	✓	✓		✓	✓				✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓		
Special education needs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Digital and non-digital divides
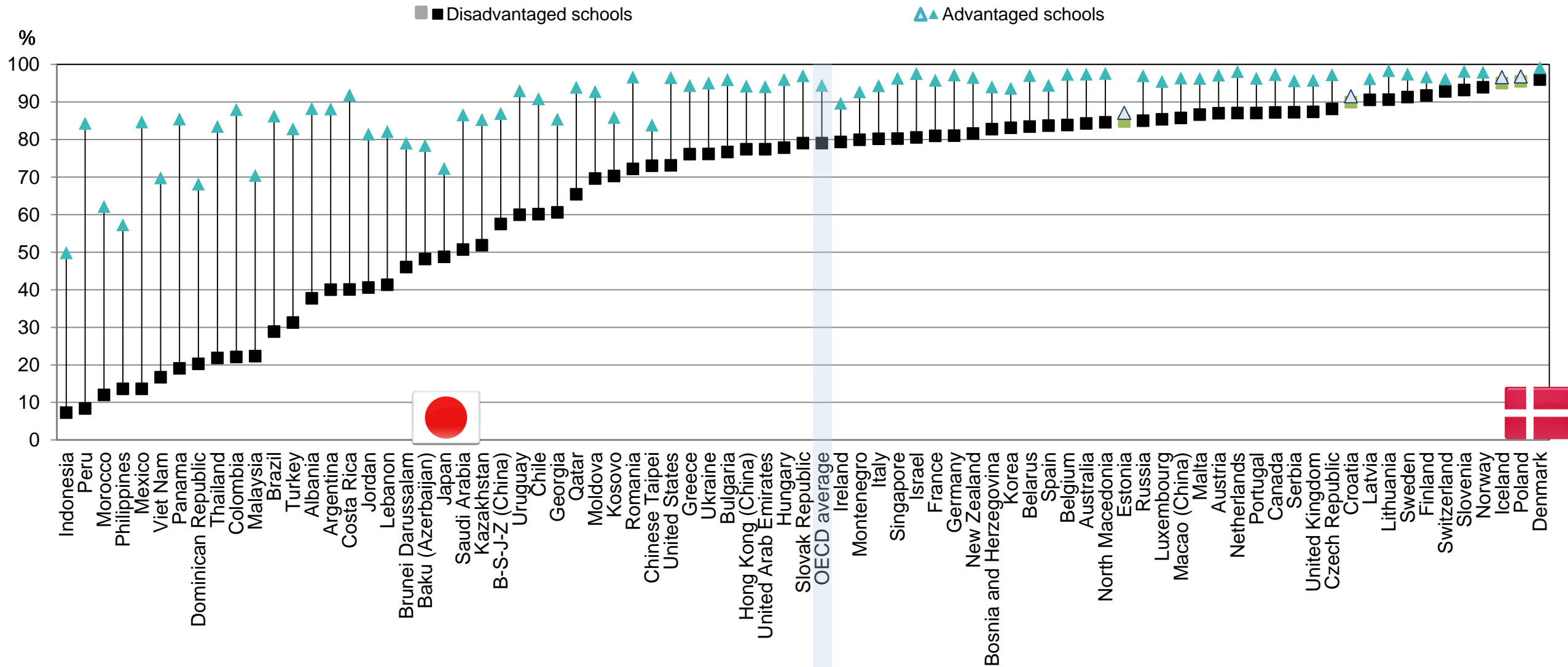
Access to a computer linked to the Internet at home for doing schoolwork

Fig 2.2

Percentage of students in advantaged and disadvantaged schools
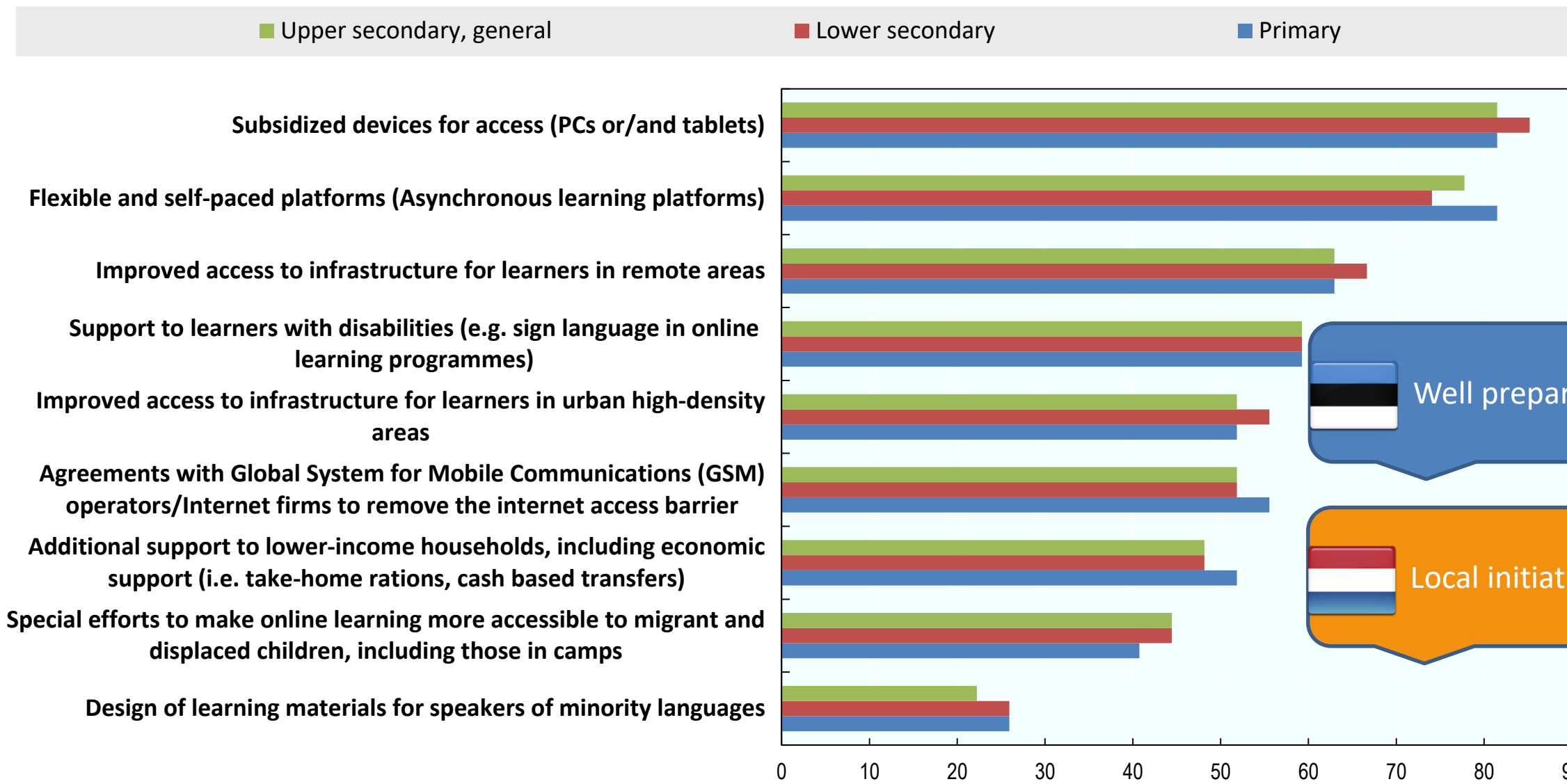
Source: http://www.nber.org/papers/w27431

Figure 2.2

Legend: Upper secondary, general · Lower secondary · Primary

Categories (top to bottom):
- Subsidized devices for access (PCs or/and tablets)
- Flexible and self-paced platforms (Asynchronous learning platforms)
- Improved access to infrastructure for learners in remote areas
- Support to learners with disabilities (e.g. sign language in online learning programmes)
- Improved access to infrastructure for learners in urban high-density areas
- Agreements with Global System for Mobile Communications (GSM) operators/Internet firms to remove the internet access barrier
- Additional support to lower-income households, including economic support (i.e. take-home rations, cash based transfers)
- Special efforts to make online learning more accessible to migrant and displaced children, including those in camps
- Design of learning materials for speakers of minority languages

Well prepared

Local initiative

X-axis: 0 10 20 30 40 50 60 70 80 90 — % of countries

Source: OECD/UIS/UNESCO/UNICEF/WB Special Survey on Covid. March 2021

Task-oriented navigation activities

Fig 3.7

% · Strictly focused navigation · Actively explorative navigation · Limited navigation · No navigation

Percentage of students who self activated the multiple-source by clicking hyperlink

No navigation

Actively explorative navitation

Limited navitation

Highly effective navigation
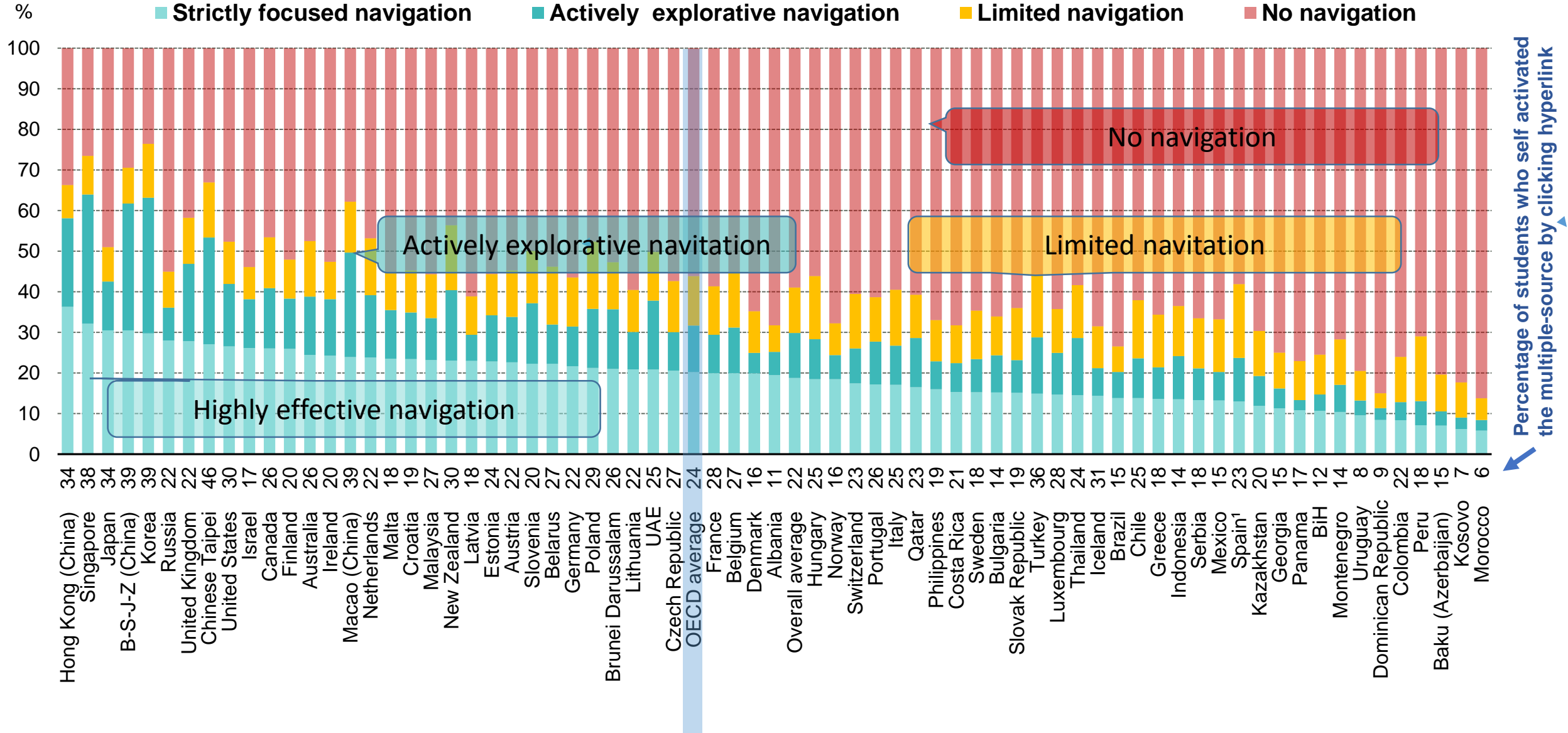
Distribution of navigation behaviours, by reading proficiency levels

Overall average

Fig. 3.13

Legend: Actively Explorative Navigation · Strictly Focused Navigation · Limited Navigation · No Navigation

Proficiency level	Actively Explorative Navigation	Strictly Focused Navigation	Limited Navigation	No Navigation
Below Level 1c			7%	93%
Level 1c	2%	6%	23%	69%
Level 1b	8%	11%	27%	54%
Level 1a	10%	15%	30%	44%
Level 2	16%	21%	29%	34%
Level 3	23%	25%	26%	25%
Level 4	31%	28%	23%	18%
Level 5	37%	30%	19%	13%
Level 6	42%	31%	17%	10%

Widening gaps in cultural capital: Books at home
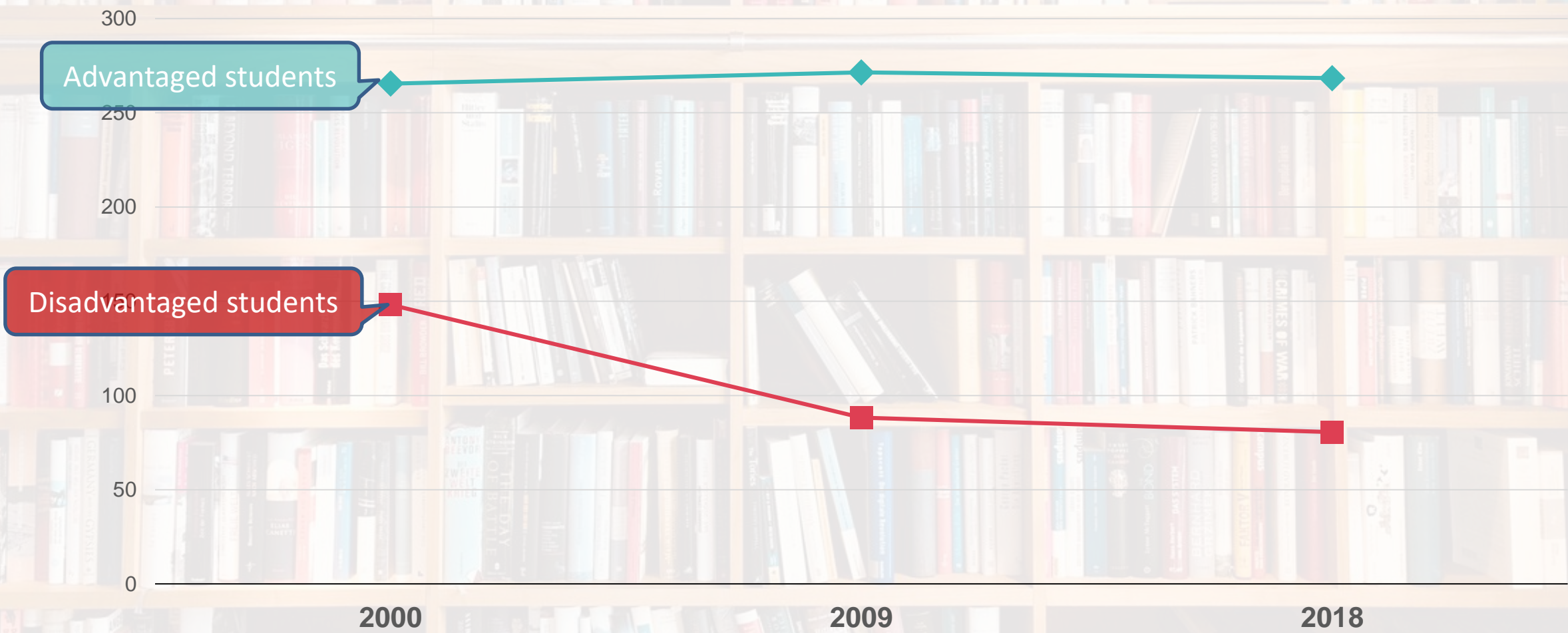
Navigating ambiguity

Students' knowledge of reading strategies for assessing the credibility of sources

In this task, students were asked what strategies would be more appropriate for responding to a spam email

Mean index

Tables B.5.11 and B.5.12c.
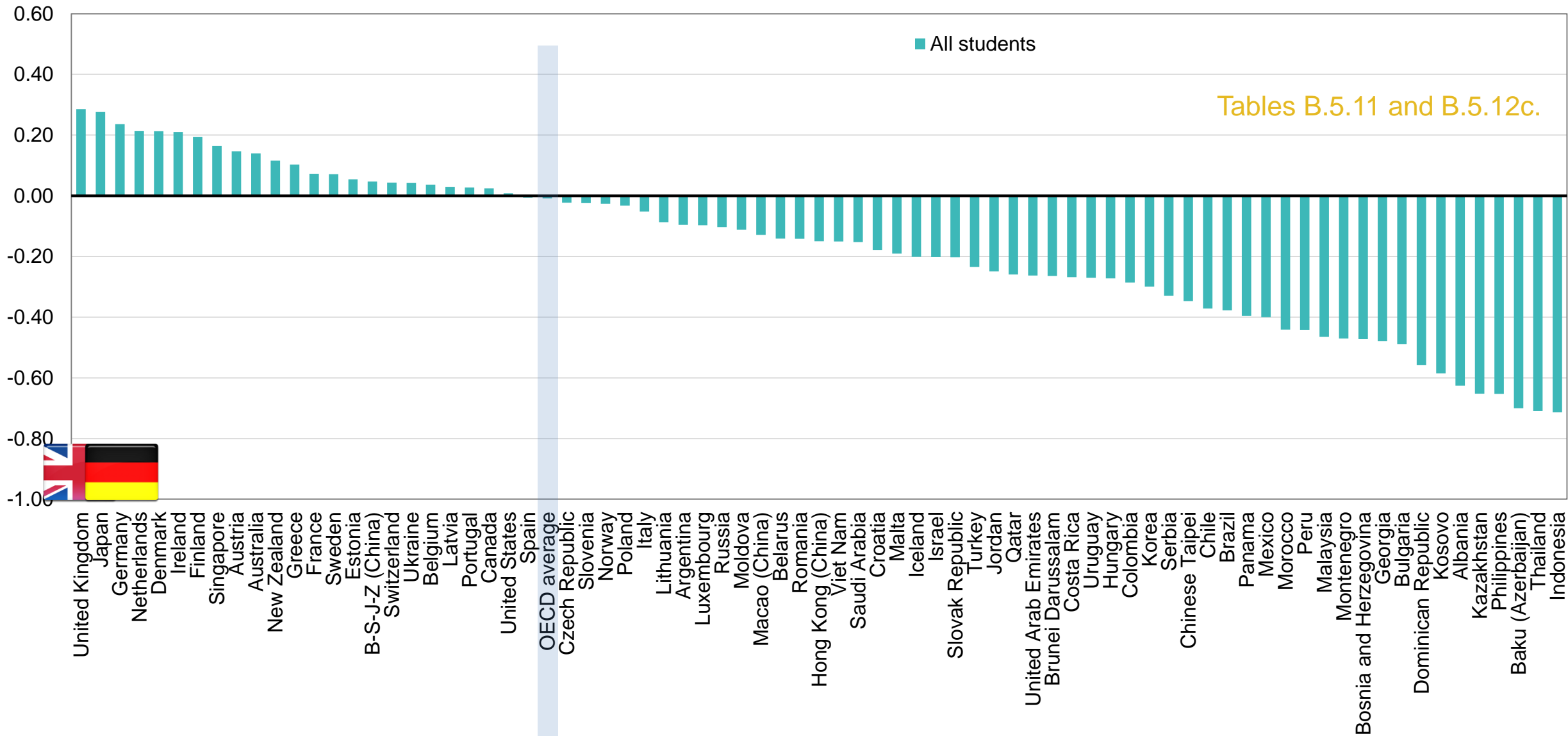
All students

Students' knowledge of reading strategies for assessing the credibility of sources

Mean index

In this task, students were asked what strategies would be more appropriate for responding to a spam email

Legend: ■ All students   ◆ Socio-economically disadvantaged students[1]   ▲ Socio-economically advantaged students

Tables B.5.11 and B.5.12c.
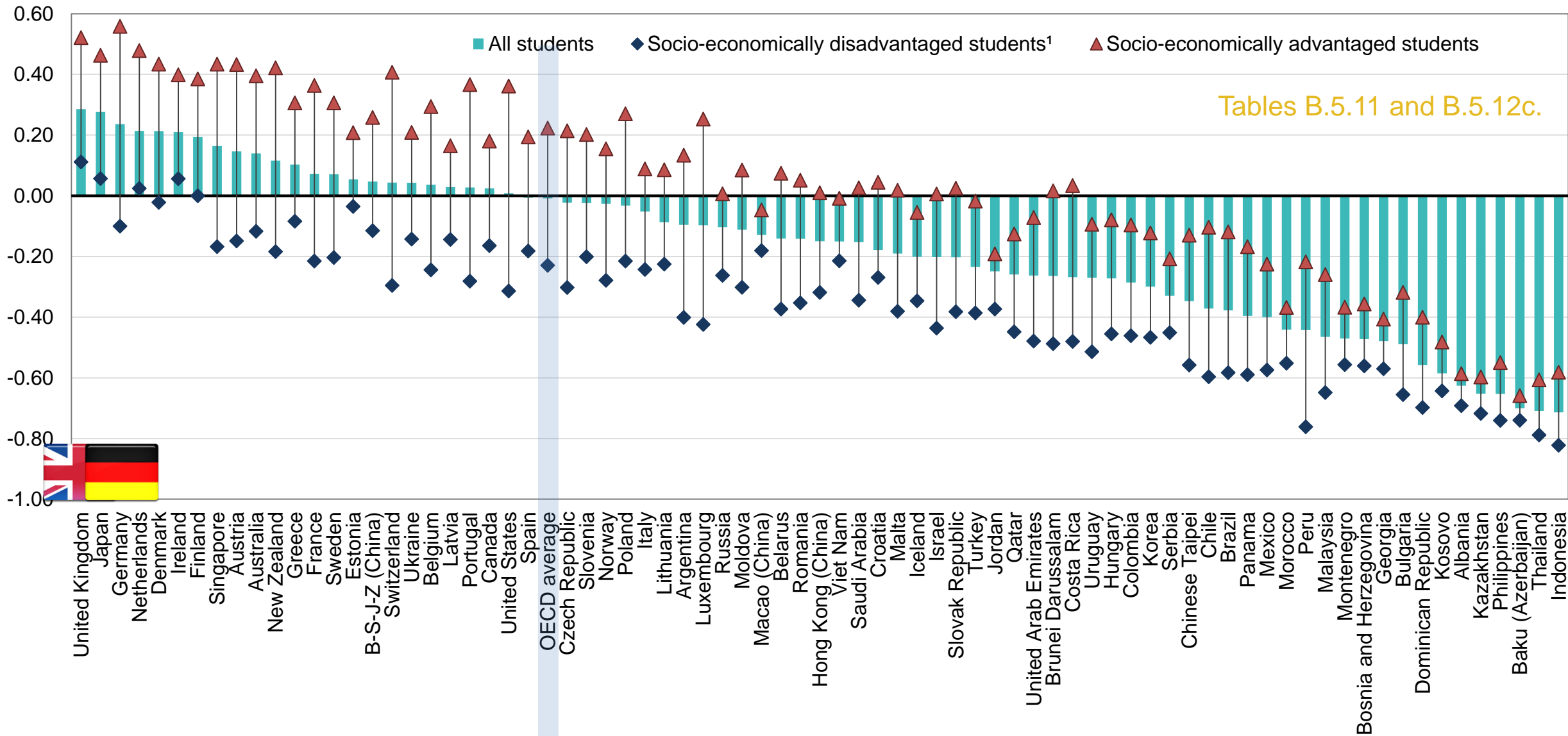
Relationship between the reading item of distinguishing facts from opinions and the index of knowledge of reading strategies for assessing the credibility of sources

Fig 5.7

Above-average **item reading performance** and above-average **awareness of effective strategies for assessing the quality and credibility of sources**

$R^2 = 0.63$

OECD average: 47 %

OECD average: -0.01

Below-average **item reading performance** *and* *below-average* **awareness of effective strategies for assessing the quality and credibility of sources**

Percentage correct in the capacity to distinguish facts from opinions (Equated P+, Rapa Nui Question 3)

Index of knowledge of reading strategies for assessing the credibility of sources

United States
Turkey
Singapore
Canada
New Zealand
United Kingdom
Belgium
Australia
Denmark
Estonia
Ireland
Israel
Sweden
Hong Kong (China)
Portugal
Finland
Macao (China)
Slovenia
Japan
Poland
B-S-J-Z (China)
Chile
Germany
Iceland
Switzerland
Austria
Hungary
Russia
Italy
United Arab Emirates
Malta
Greece
Brunei Darussalam
Latvia
Chinese Taipei
Qatar
Luxembourg
Norway
France
Mexico
Uruguay
Lithuania
Brazil
Croatia
Thailand
Serbia
Belarus
Czech Republic
Albania
Bulgaria
Costa Rica
Slovak Republic
Colombia
Malaysia
Korea
Kazakhstan
Peru
Baku (Azerbaijan)
Bosnia and Herzegovina
Montenegro
Dominican Republic
Panama
Philippines
Morocco
Indonesia
Georgia
Kosovo

How can we adjust curriculum for diverse needs and bridge equity gaps?

Different Approaches

Baseline Scenario: No action

Source: OECD inspired by and adapted from City for All Women Initiative, 2015,

Equality in Curriculum Desgin

Source: OECD inspired by and adapted from City for All Women Initiative, 2015,

Equity in Curriculum Design

Source: OECD inspired by and adapted from City for All Women Initiative, 2015,
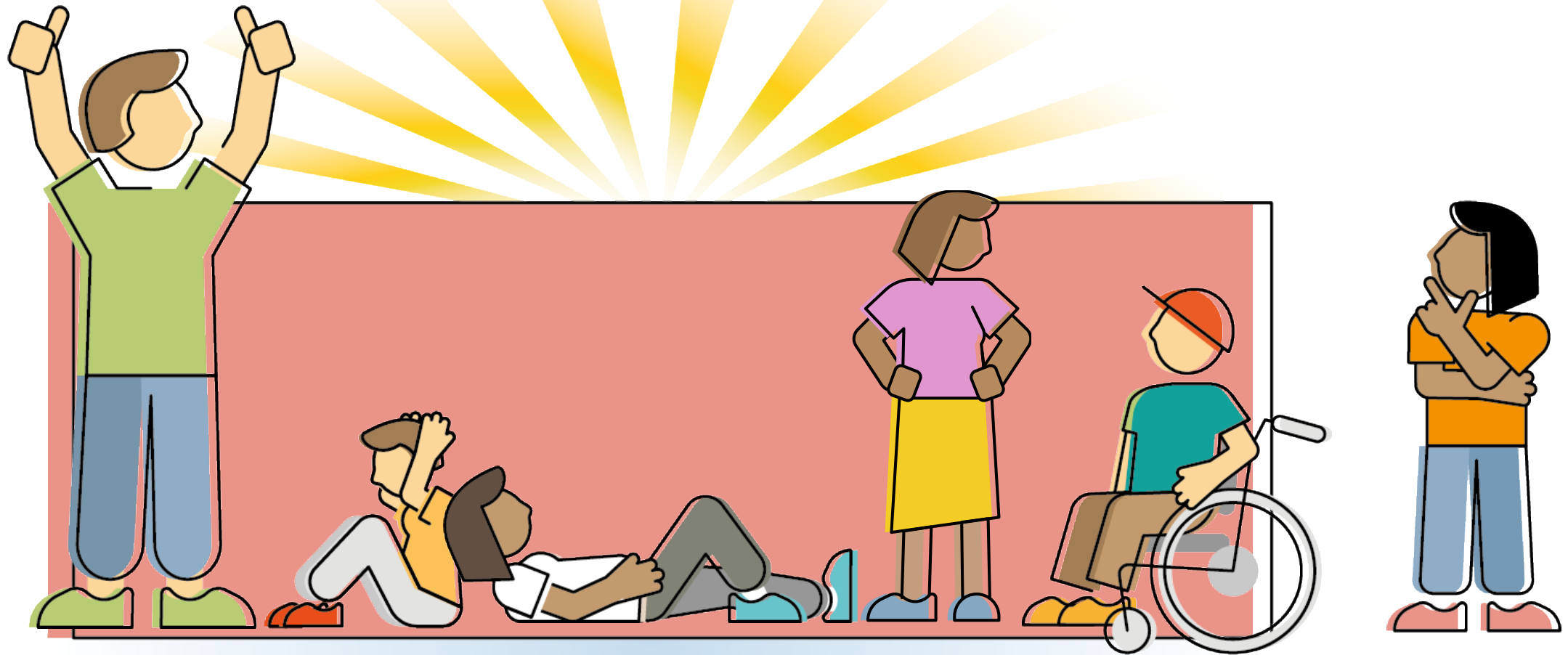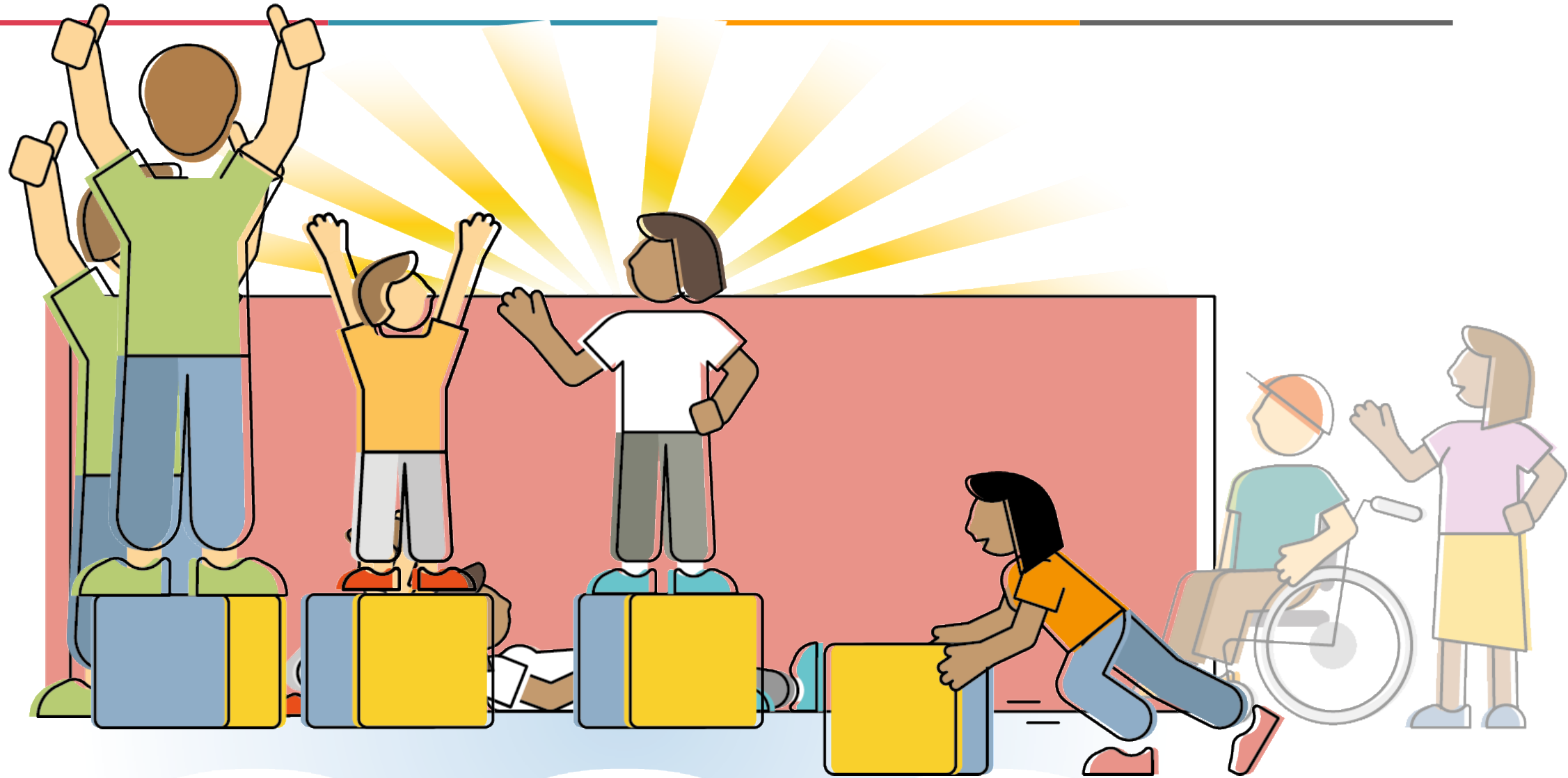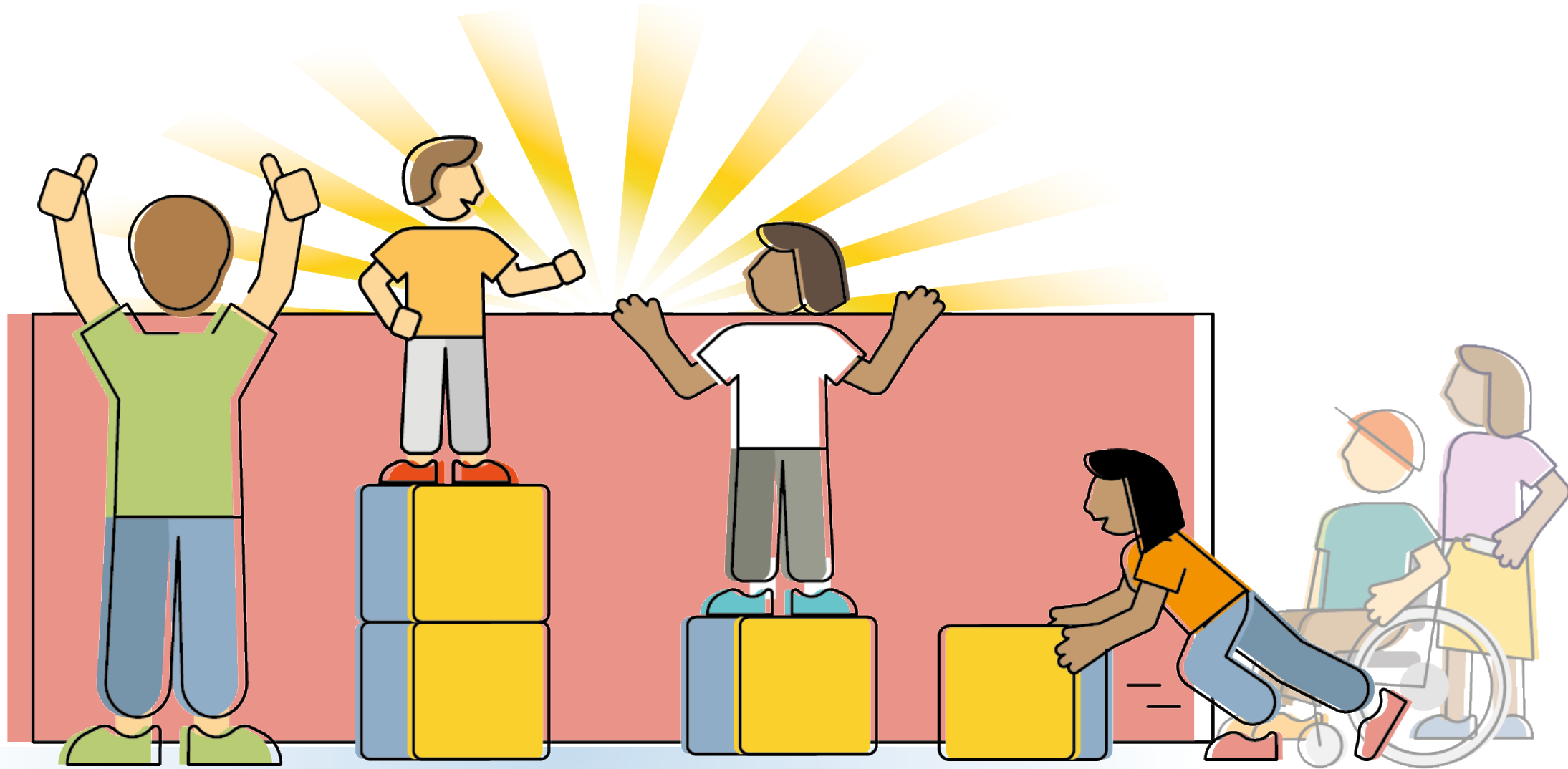
Inclusion in Curriculum Design

Source: OECD inspired by and adapted from City for All Women Initiative, 2015,

Perception of discrimination at school relates negatively to students' respect for people from other cultures

Fig VI.8.10

Change in the index of students' respect for people from other cultures associated with a one-unit increase in the index of discriminatory school climate

Legend:
- ■ Before accounting for gender, immigrant background, and students' and schools' socio-demographic profile
- ◆◆ After accounting for gender, immigrant background, and students' and schools' socio-demographic profile

Y-axis: Index change (0.00 to -0.35)

Countries (left to right): Saudi Arabia, Turkey, Philippines, Thailand, Indonesia, North Macedonia, Brunei Darussalam, Greece, Chinese Taipei, Malaysia, Hungary, Macao (China), Viet Nam, Moldova, Hong Kong (China), New Zealand, Ireland, Belarus, Albania, Argentina, Colombia, Slovenia, Costa Rica, Korea, Kazakhstan, Panama, Malta, OECD average, Latvia, Kosovo, Poland, Baku (Azerbaijan), Jordan, Romania, Mexico, Uruguay, Morocco, Germany, Lithuania, Australia, Spain, Peru, Italy, Ukraine, Dominican Republic, Chile, Estonia, Portugal, Scotland (United Kingdom), Switzerland, Bosnia and Herzegovina, Slovak Republic, Bulgaria, Russia, Serbia, Croatia, Montenegro, Brazil, Iceland

5 lessons learned from unintended consequences
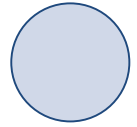
1 **Use Universal Design for Learning as checklist**

OECD Learning Compass and Universal Design of Learning

Student Agency

RECOGNITION NETWORKS: THE **WHAT** OF LEARNING

Representation

For resourceful, knowledgeable learners, present information and content in different ways.
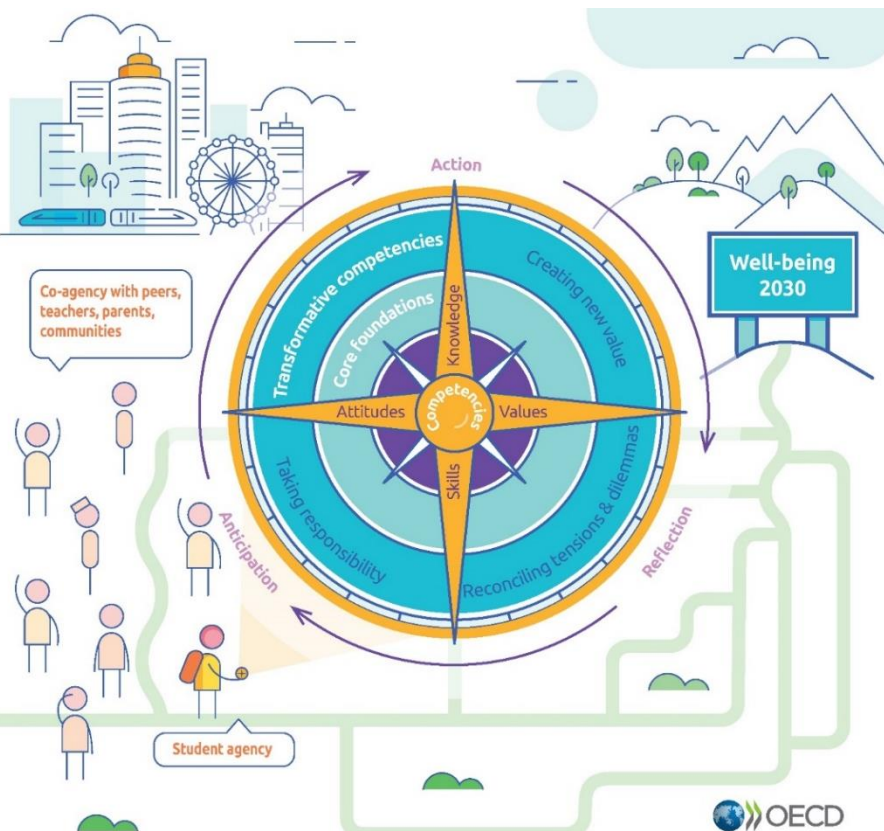
AFFECTIVE NETWORKS: THE **WHY** OF LEARNING
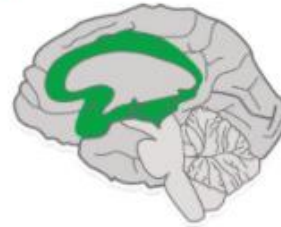
Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

STRATEGIC NETWORKS: THE **HOW** OF LEARNING

Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Competencies
- Knowledge
- Skills
- Attitudes & values

Curriculum alignment
- Learning environment
- pedagogies
- Assessment

https://www.cast.org/impact/universal-design-for-learning-udl

1   Use Universal Design for Learning as checklist

2   **Change the paradigm of "learning and assessment" to favour the whole child and person development**
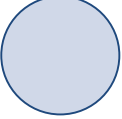
Changes to 2019-20 national examinations due to the pandemic? (Upper secondary, general education)
Any possibility to re-think assessment in the post-Covid education, or not?

Figure 4.1

Changes	N	Countries
Introduced additional health and safety measures (e.g., extra space between desks for distancing students)	21	Austria, Belgium (Flemish), Belgium (French), Chile, Colombia, Czech Republic, Estonia, Finland, France, Germany, Hungary, Israel, Italy, Lithuania, Latvia, Poland, Portugal, Russian Federation, Slovenia, Spain, Turkey
Adjusted the content of the Examinations (e.g., subjects covered or number of questions)	10	Austria, Chile, Spain, Israel, Italy, Latvia, Poland, Portugal, Russian Federation, Turkey
Adjusted the mode of administration (e.g., computer-based or online-based)	5	Belgium (Flemish), Colombia, Italy, Latvia, Lithuania
Postponed/rescheduled the Examinations	17	Austria, Chile, Colombia, Czech Republic, Germany, Spain, Estonia, Finland, Israel, Korea, Latvia, Lithuania, New Zealand, Poland, Portugal, Slovenia, Turkey
Cancelled the examinations and used an alternative approach for high-stakes decision making (e.g., calculated grades)	9	Belgium (French), Denmark, Estonia, France, Hungary, Israel, Netherlands, Norway, Slovak Republic
Introduced alternative assessment/validation of learning (e.g. appraisal of student learning portfolio)	8	Costa Rica, France, Israel, Latvia, Netherlands, New Zealand, Poland, Russian Federation

1　　Use Universal Design for Learning as checklist

2　　Change the paradigm of "learning and assessment" to favour the whole child and person development

3　　Expect both untapped opportunities and new risks in public-private partnership

Anticipating financial challenges...

Need for a new model of Public Private Partnership (PPP) in Curriculum Design

Opportunities

Risks
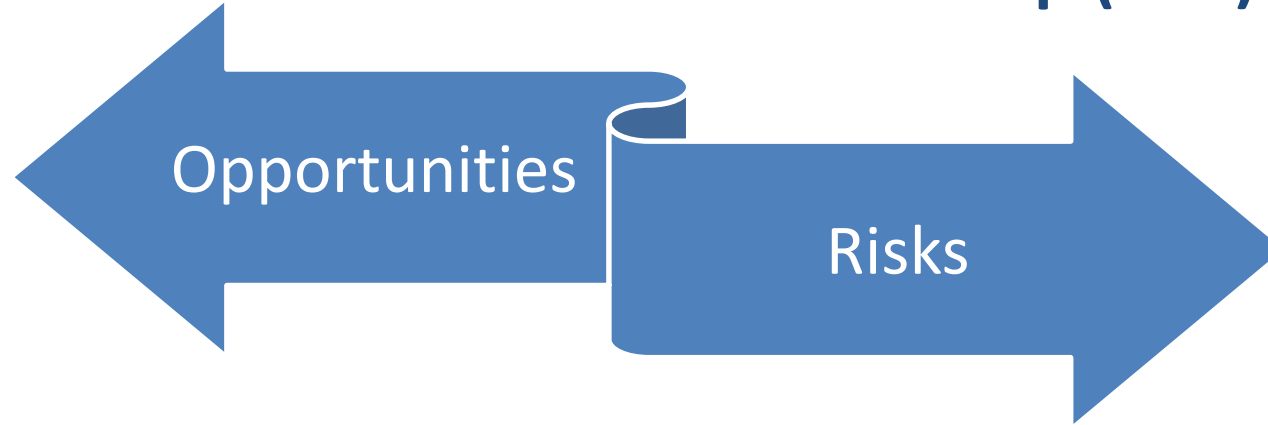
Shifting the culture towards....

Vocational Education and Training (VET) Sector
cf. Schooling Sector

Creating Shared Value (CSV)
cf. Corporate social responsibility (CSR)

Purpose-driven
cf. Profit-driven private organisations

Unanticipated experiences...

Marketing
cf. Corporate Social Responsibility (CSR)

Enlarging equity gaps
cf. Closing equity gaps

Students and parents as consumers of education
Cf. Co-creators and shared responsibility

1   Use Universal Design for Learning as checklist

2   Change the paradigm of "learning and assessment" to favour the whole child and person development

3   Expect both untapped opportunities and new risks in public-private partnership

4   **Avoid stigmatising personalised or cross-curricular content and competency-based curricula**

1   Use Universal Design for Learning as checklist

2   Change the paradigm of "learning and assessment" to favour the whole child and person development

3   Expect both untapped opportunities and new risks in public-private partnership

4   Avoid stigmatising personalised cross-curricular content and competency-based curricula

5   **Do not underestimate the resources required to close observable and non-observable equity gaps**

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POLICIES TO BRIDGE EQUITY GAPS THROUGH A NATIONAL EDUCATION STRATEGY AND INNOVATION IN ESTONIA

Liina Kersna
Minister of Education and Research
of Estonia

REPUBLIC OF ESTONIA
MINISTRY OF EDUCATION AND RESEARCH

Common targets for stakeholders focussed on the future of education:

➢ to create a high-quality and equitable education system that serves all students

➢ to eliminate structural barriers to learning by aligning social and education policy

➢ to create conditions for all actors in education so they are satisfied with teaching and learning

Every child and student deserves:
➢ the best possible start in life
➢ being well cared for
➢ free extra-curricular activities.

Fostering autonomy and co-agency:

➢ by engaging and supporting, not imposing

➢ by sharing responsibilities and opportunities

➢ by trusting schools.

Assessment must support student learning and well-being and give students a voice:

➢ mark-free, feedback-centred and voluntary assessment instruments

➢ feedback reports to students - what they know and how to do, while also suggesting concrete targets for improvement

➢ survey instruments to assess student, teacher and parent satisfaction with education

➢ support from psychologists, special education teachers and speech therapists

➢ digitalised learning materials.

Local and global attention to Education and Skills 2030:

➢ source for enriching national education strategies

➢ findings deserve to be shared and reflected on

➢ activities that support agency & co-agency of all

    actors in education

Thank you!

Jõudu tööle!
Courage and strength!

Let's stay in touch

hm.ee

@haridusministeerium

@haridusmin

Invitation #2: Your Talents Matter!

- We invite the existing talents within the e2030 community to **create a lively record of the launch session we just had as well as the remaining sessions of the Global Forum**, in close collaboration with the Estonian host and the OECD Secretariat.

- Please show your interest in volunteering by sending your email to the project's email:
  education2030@oecd.org

Item 5b. Breakout session. Focus dialogue A

Introduction to the breakout session

Suzanne DILLON

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

OECD

Questions for Focus dialogue A

- Who do you think are the vulnerable students at your school, and what do you think makes them vulnerable?

- For the students you have identified, how do you think digital curriculum can help them? For example, digital curriculum can help can help personalise learning for different students' needs, e.g. digital dictionaries for language learning (for students who are non-native speakers of the language of instruction); voice recognition for keyboard entry (for students with physical writing/typing difficulties).

- How do you think digital curriculum can improve assessment for them? E.g. a computer with text-reading software for students with reading difficulties; an adaptive assessment that adjusts to a student's ability level based on how they answer the assessment questions. Others include the use of learning analytics, use of big data, AI, block chain, Internet of Things, etc.

Item 5c. Brief sharing of breakout session

Item 5d. Breakout rooms. Focus dialogue B

Focus dialogue B

Reflections on 5 lessons learned introduced in the report:

1. Use Universal Design for Learning as checklist.
2. Change the paradigm of "learning and assessment" to favour the whole child and person development.
3. Expect both untapped opportunities and new risks in public-private partnership.
4. Avoid stigmatising personalized and cross-curricular competency-based curricula.
5. Do not underestimate the resources required to close observable and non-observable equity gaps.

Item 5e. Brief sharing of breakout session

Item 6. Day 2 Closing Plenary Session

DAY 3 - overview

- Day 3 will shift towards working collaboratively on the vision for the **Teaching Compass 2030**:
    - We will start with a panel session – with a TWG1 leader, as well as students, a teacher, a school leader and a policy maker.
    - We will have two breakout sessions (Focus dialogues C and D)

OECD FUTURE OF EDUCATION AND SKILLS 2030

3rd Virtual Workshop of the Global Forum on the Future of Education and Skills 2030 – DAY 3

Preparing for Post-Covid Education: Closing Equity Gaps through Personalised & Digital Curriculum

Virtual Workshop | 10-12 May 2021 | 12.00-15.00 CEST

#Ed2030GlobalForum   #FutureReadyCurricula

Welcome!

We will begin in a couple of minutes!

You can ask questions both in terms of technical problems and contents through Zoom's "Chat" feature.

The moderator will take the most relevant questions live.

Thank you!

Welcome and introduction by Chair

Suzanne DILLON

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

OECD

Reminder Invitation #1: Your Voice Matters!

- During the forum meeting, please use the following hashtags on social media:

  #FutureReadyCurricula: for posts specific to the launch of the report

  #Ed2030GlobalForum: for general posts about the Global Forum

- Please encourage students around you to join **our e2030 student voice campaign**! We will collect videos of students talking about curriculum issues, and we will circulate a link with instructions on how to participate.

- The details will be communicated in due course.

Reminder Invitation #2: Your Talents Matter!

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  education2030@oecd.org

Item 7a. Plenary panel discussion

Focus of the panel session: teachers who can bridge equity gaps

Starting point is the **Learning Compass 2030**
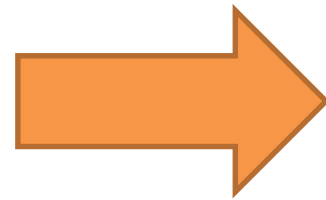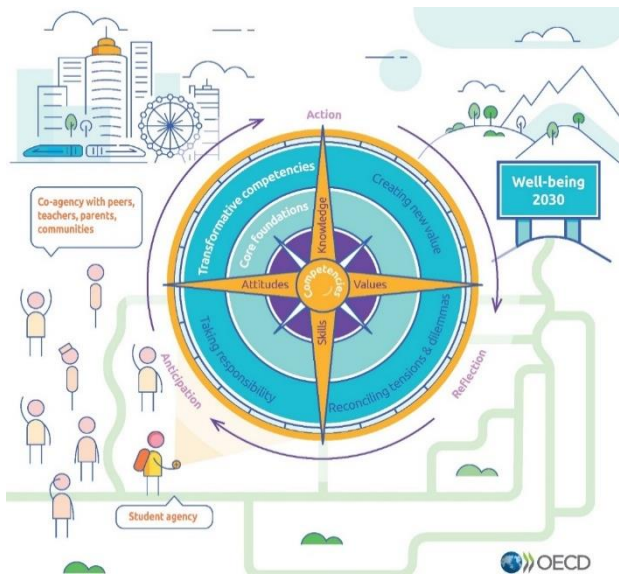
Today's focus dialogue:

How can **all students** learn to be equipped with their own Learning Compass in their hands?

What are the **teacher competencies, teacher agency, and teacher well-being** needed to:

• **Design and implement personalized curriculum**

• **Design learning environment**
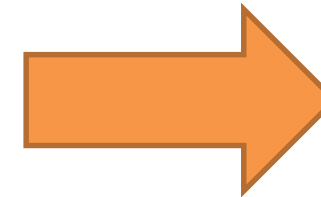
Post-Forum continued dialogues in TWG1

Teaching compass 2030

Moderator

Lynn PAINE

TWG1 leader, Professor of Teacher Education and Associate Dean for International Studies in Education, Michigan State University, United States

OECD

OECD FUTURE OF EDUCATION AND SKILLS 2030

Panellists

Mohammad Shehadat
Student, Amala Education, Jordan

Celestyne Huang
Student, Santa Laurensia Junior High School, Indonesia

Maria Conceição Pinheiro
Teacher, Agrupamento de Escolas de Moimenta da Beira

Ana Cláudia Cohen
Headmaster of Alcanena's School Cluster

Joan Mackay
Education Scotland, Head of Curriculum Innovation

Reflections on bridging between "closing equity gaps" and "teaching compass"

João COSTA

Deputy Minister of Education

Portugal

OECD

Item 7b. Breakout session. Focus dialogue C

Question for Focus dialogue C

- What are the competencies teachers need to design & implement personalised curriculum **so as to bridge equity gaps**?

Item 7c. Brief sharing of breakout session

Item 7d. Breakout session. Focus dialogue D

Questions for Focus dialogue D

- Think about your learning environment which fosters student agency, in particular, the students we explored in Dialogues A-C.

- What kinds of learning environment motivates students to learn, gives a sense of purpose, and makes them feel safe? And, what competencies do teachers need to design that environment? If the environments are not supporting student agency, what do your teachers need to do to improve the environment?

- Put yourself in the shoes of your teachers, if you are not a teacher. What kind of work environment do you think would motivate your teacher to teach, give them a sense of purpose, and make them feel safe?

- What are the enabling mechanisms for teachers to feel a sense of purpose (teacher agency) under such circumstances?

Item 7e. Brief sharing of breakout session

Item 8. Closing remarks

Updates by TWG leaders

TWG2 - Corey Drake
Professor of Teacher Education and Mathematics Education at Michigan State University

TWG3 – Darryl Buchanan
Associate Chief Executive: Operations for The Association of Independent Schools of New South Wales, Australia

TWG4 – Eulália Ramos Alexandre
Deputy Director of the Directorate-General for Education, Ministry of Education, Portugal

TWG 5 – Kerstin Wilmans
Co-Founder + Executive Board Member, Global Goals Curriculum e.V. Berlin

Publications: **Translate and disseminate**

- **Japanese** ➔ LC + Student Agency Concept Notes online

- **German** ➔ LC Concept Note series online

- **Kazakh** ➔ LC animation online

Planned 2021:

- **Danish** (LC Concept Note series)

- **Swedish** (LC animation)

- **Finnish** (LC animation)

- **Chinese** (scope to be determined)

- **Bahasa Indonesia** & **Native Hawaiian** (select In Briefs)

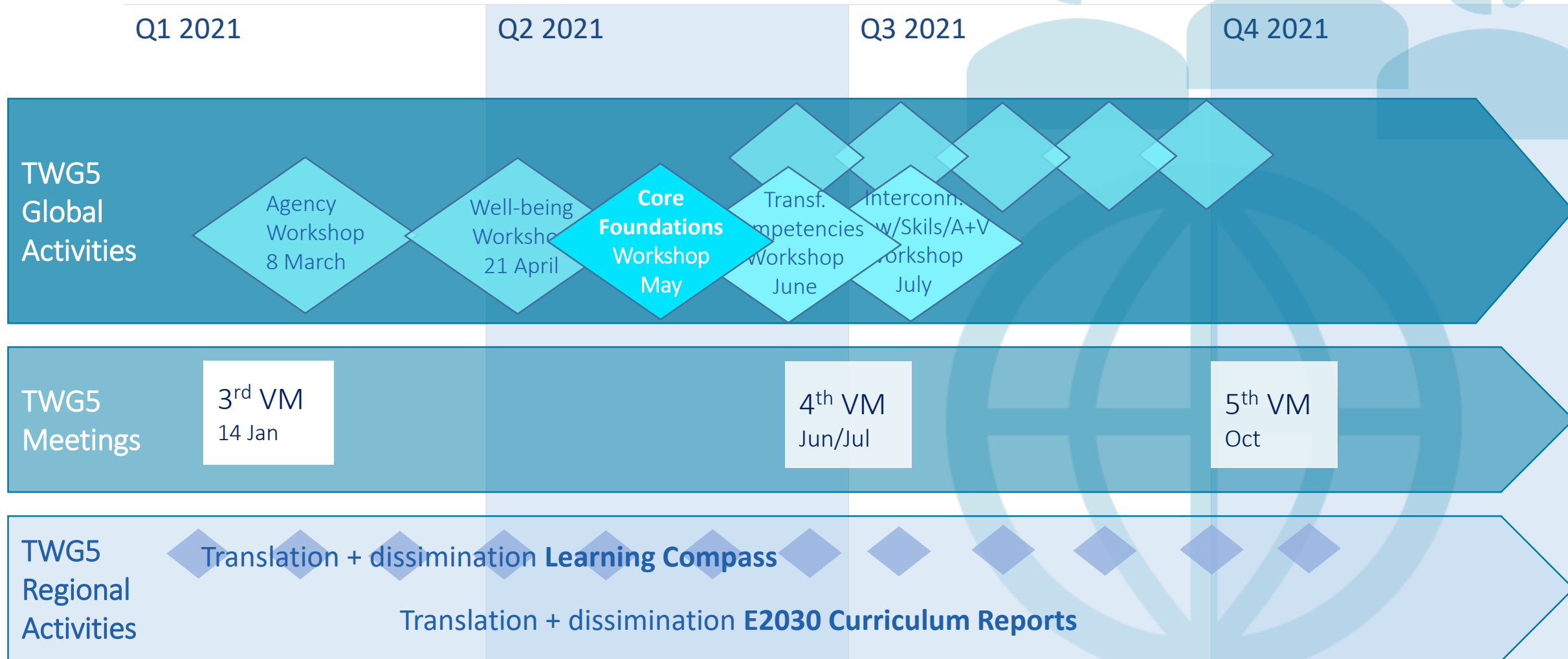- **French** (OECD will do the series when budget permits)
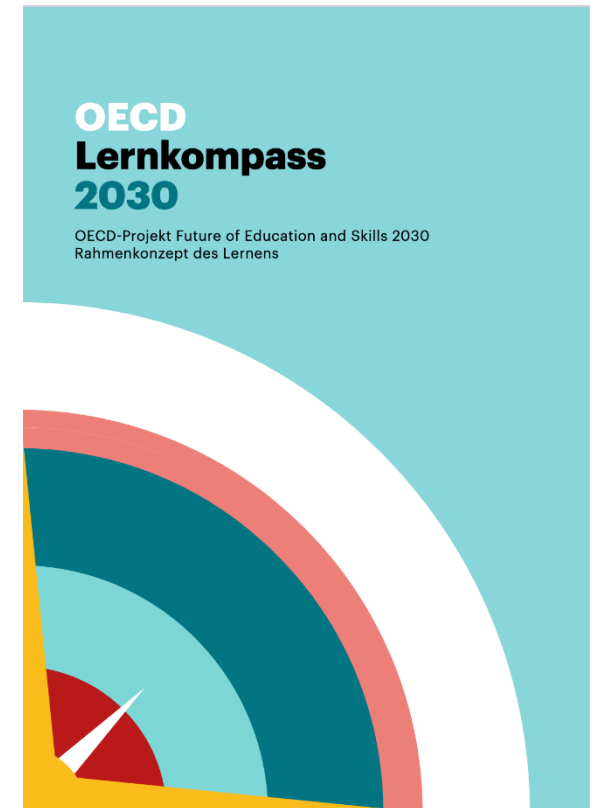
Ensure deep understanding of key concepts:
LC Workshop Series 2021

- For newcomers and longer-standing project stakeholders
  → Open to all stakeholders
  → Easy access via zoom, recordings available online

- One workshop per month on key concepts:
  1. Student agency / Co-agency (8 March)
  2. Well being (21 April)
  3. **Core foundations (late May)**
  4. Transformative competencies (June)
  5. Interconnected nature of Knowledge, Skills, Attitudes and Values (July)

TWG5 Key Activities 2021

	Q1 2021	Q2 2021	Q3 2021	Q4 2021

TWG5 Global Activities

- Agency Workshop 8 March
- Well-being Workshop 21 April
- **Core Foundations Workshop May**
- Transf. Competencies Workshop June
- Interconn. w/Skils/A+V Workshop July

TWG5 Meetings

- 3rd VM 14 Jan
- 4th VM Jun/Jul
- 5th VM Oct

TWG5 Regional Activities

- Translation + dissimination **Learning Compass**
- Translation + dissimination **E2030 Curriculum Reports**

Chair's conclusions

Suzanne DILLON

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

OECD