



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!

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

How can we reduce the equity gap through curriculum adaptations at a time of crisis?

**Virtual Workshop | 8-9 October 2020 | 9.00-12.00 CEST
17.00-20.00 CEST**

#Ed2030GlobalForum

Item 1. Opening Remarks

Design thinking: Exploring the problem space

Item 1. Opening Remarks



Suzanne DILLON

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

Item 1. Opening Remarks



Andreas SCHLEICHER

Director, Directorate for Education and
Skills

OECD

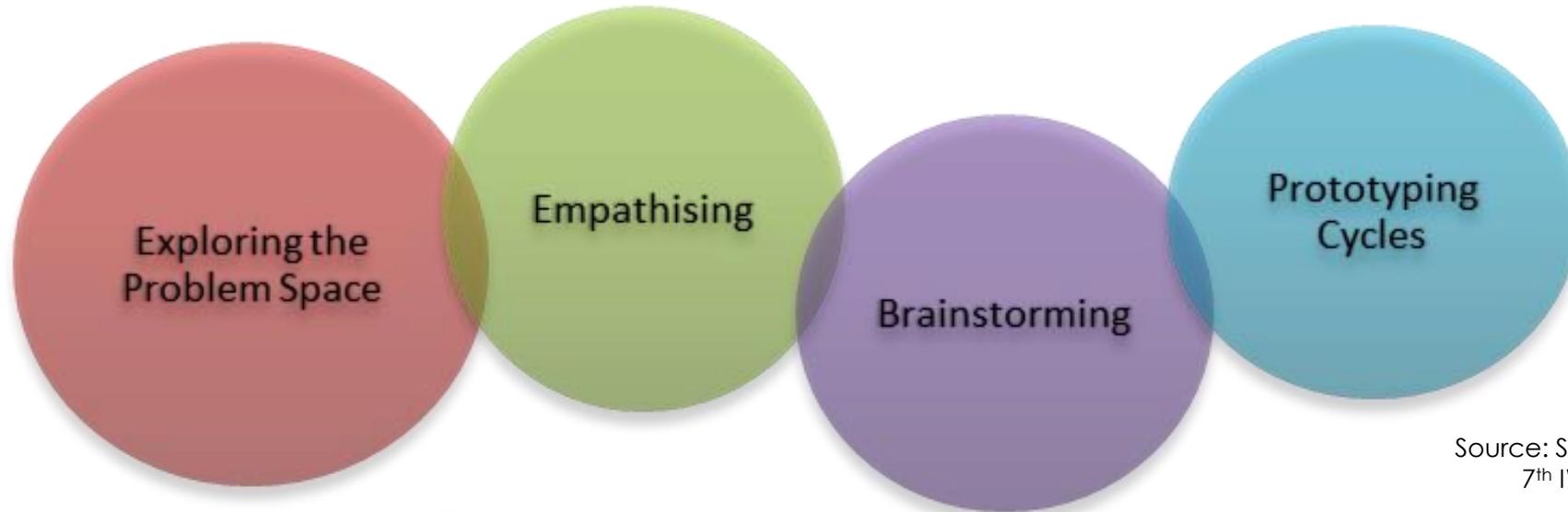
Welcome to the 2nd Global Forum of the Future of Education and Skills 2030:

How can we
reduce the equity gap through curriculum adaptations
at a time of crisis ?

Insights from PISA 2018 Results:
Effective policies, successful schools

Andreas Schleicher

Reminder: E2030 student-centred design thinking approach



Source: Shelley Goldman, Stanford University
7th IWG E2030 Meeting, 14-16 May 2018

Challenges amplified since the 1st Global Forum in May esp. for students with disadvantaged backgrounds (all interconnected):

- **School failure**
- **School dropout**
- **Contents not learned**
- **Assessment**
- **Student well-being**
- **Low student motivation**

Forum dialogue on means to address these challenges through:

- **Adjusting curriculum contents** for students facing difficulty without stigmatisation or stratification
- **Adjusting assessment and evaluation** for students facing difficulty
- **Adjusting the role of teachers & teaching (esp. hybrid model)** for students facing difficulty

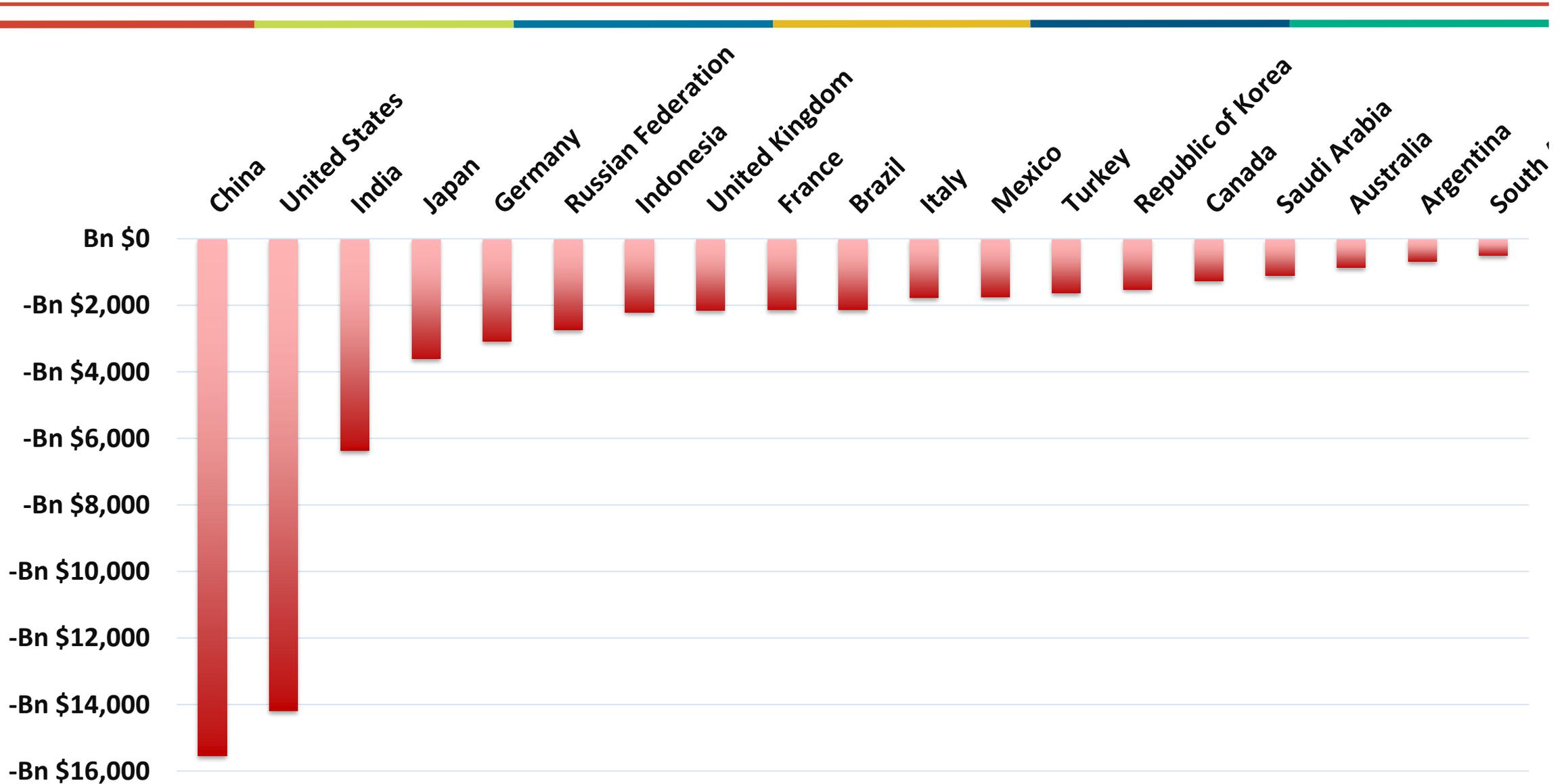
Exploring implications for **future vision for:**

- **Teachers & teaching**
- **Student-teacher relationship**
- **Learning environments:** who (other than teachers) are part of the eco-system learning environments for students?



The long shadows of school closures

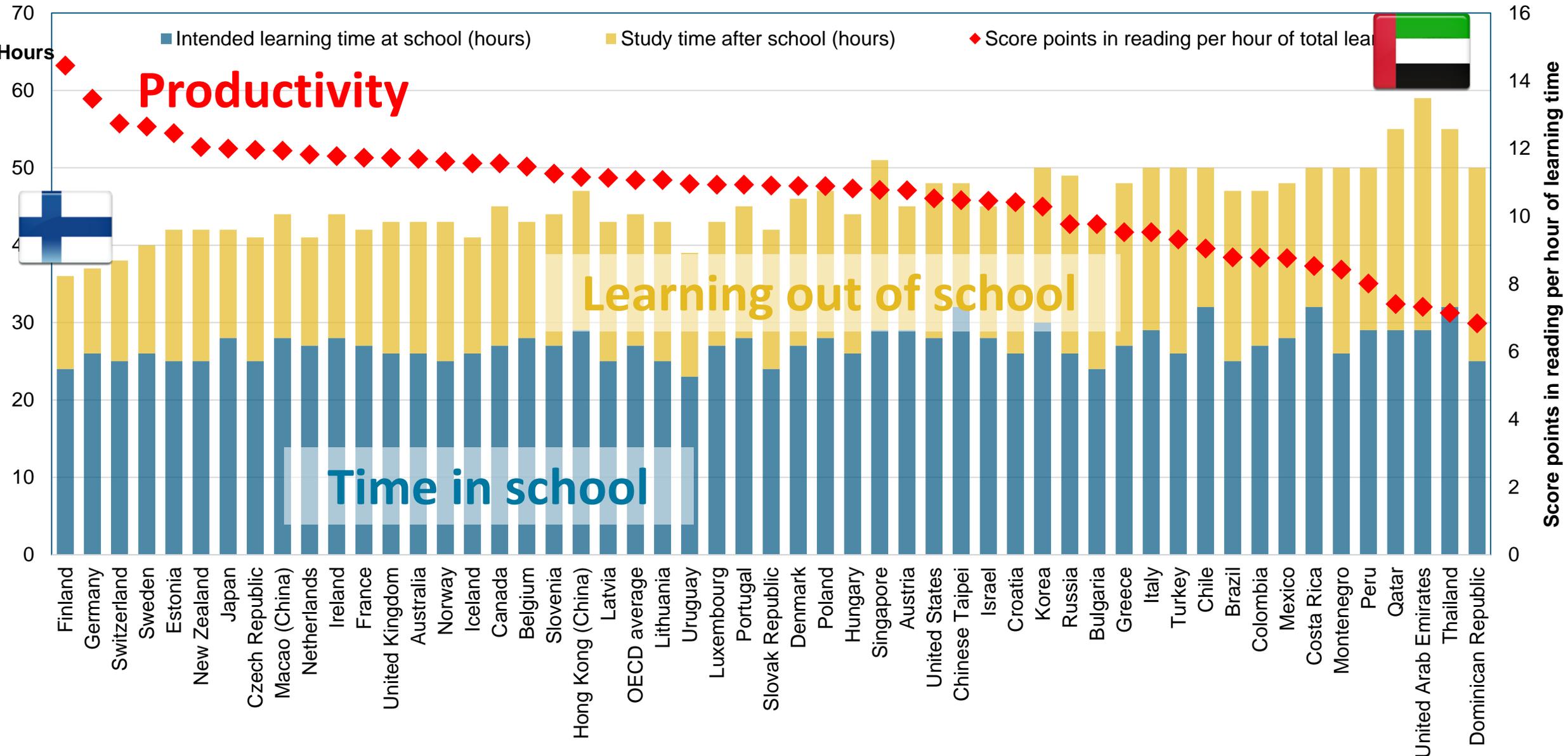
lost GDP



Source: Hanushek and Woessmann (OECD, 2020)



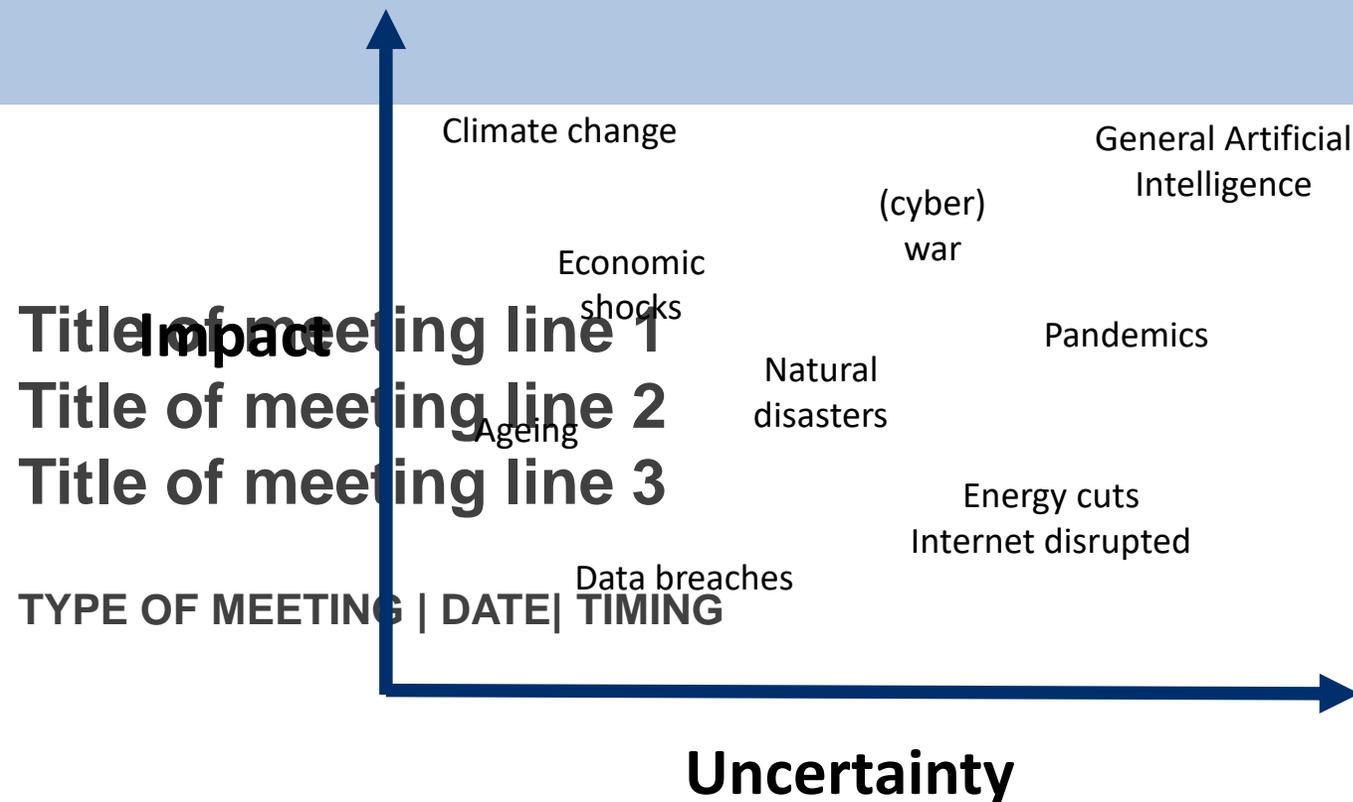
PISA 2018: Learning time ≠ learning outcomes



The future likes to surprise us

Trends slow down and accelerate, bend and break

Some events are *foreseeable*...



...but there are *unexpected shocks and surprises too, which can be highly disruptive!*



We must explore and learn from alternative futures

Discussing scenarios can help us anticipate, future-proof and innovate



1. PURPOSING

Establishing why scenarios are useful



2. EXPLORING

Understanding the characteristics and logic of the scenario



3. IDENTIFYING IMPLICATIONS



Considering how the user would fare in the scenarios



4. TAKING STRATEGIC ACTION



Returning to the present-day actions of the user organisation

Scenario 1: Schooling Extended

Participation in formal education continues to expand. International collaboration and technological advances support more individualised learning. The structures and processes of schooling remain.



Educational monopolies remain: Schools are key actors in socialisation, qualification, care and credentialing.



International collaboration and digital technologies power more personalised teaching and learning practices.



Distinct teacher corps remain, although with new divisions of tasks and greater economies of scale.

Scenario 2: Education Outsourced

Traditional schooling systems break down as society becomes more directly involved in educating its citizens. Learning takes place through more diverse, privatised and flexible arrangements, with digital technology a key driver.

2

meeting
meeting
meeting

TYPE OF MEETING | DATE | TIMING



Fragmentation of demand with self-reliant “clients” looking for flexible services.



Schooling systems as players in a wider (local, national, global) education market. Diversification of structures: multiple organisational forms available to individuals.



Diversity of instructional roles and teaching status operating within and outside of schools.

Scenario 3: Schools as Learning Hubs

Schools remain, but diversity and experimentation have become the norm. Opening the “school walls” connects schools to their communities, favouring ever-changing forms of learning, civic engagement and social innovation.

3



Strong focus on local decisions; self-organising units in diverse partnerships. Schools as hubs function to organise multiple configurations of local-global resources.



Flexible schooling arrangements permit greater personalisation and community involvement.



Professional teachers as nodes of wider networks of flexible expertise.

Scenario 4: Learn-as-you-go

Education takes place everywhere, anytime. Distinctions between formal and informal learning are no longer valid as society turns itself entirely to the power of the machine.

4

of meeting
of meeting
of meeting

MEETING | DATE | TIMING



Traditional goals and functions of schooling are overwritten by technology. Dismantling of schooling as a social institution.



Open market of “prosumers” with a central role for communities of practice (local, national, global).



(Global) governance of data and digital technologies becomes key.

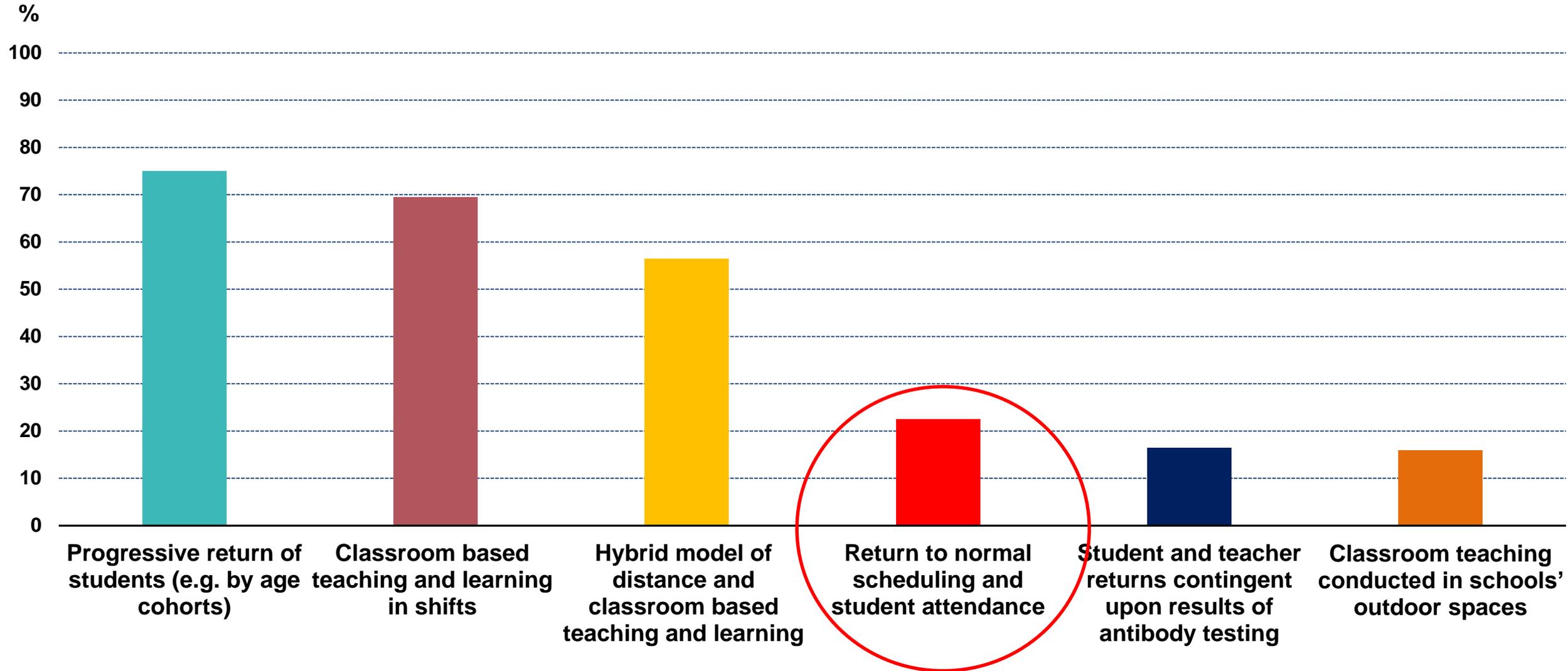
<p>OECD Scenarios for the Future of Schooling</p>	 <p>Goals and functions</p>	 <p>Organisation and structures</p>	 <p>The teaching workforce</p>	 <p>Governance and geopolitics</p>	 <p>Challenges for public authorities</p>
<p>Scenario 1</p>  <p>Schooling extended</p>	<p>Schools are key actors in socialisation, qualification, care and credentialing.</p>	<p>Educational monopolies retain all traditional functions of schooling systems.</p>	<p>Teachers in monopolies, with potential new economies of scale and division of tasks.</p>	<p>Strong role for traditional administration and emphasis on international collaboration.</p>	<p>Accommodating diversity and ensuring quality across a common system. Potential trade-off between consensus and innovation.</p>
<p>Scenario 2</p>  <p>Education outsourced</p>	<p>Fragmentation of demand with self-reliant “clients” looking for flexible services.</p>	<p>Diversification of structures: multiple organisational forms available to individuals.</p>	<p>Diversity of roles and status operating within and outside of schools.</p>	<p>Schooling systems as players in a wider (local, national, global) education market.</p>	<p>Supporting access and quality, fixing “market failures”. Competing with other providers and ensuring information flows.</p>
<p>Scenario 3</p>  <p>Schools as learning hubs</p>	<p>Flexible schooling arrangements permit greater personalisation and community involvement.</p>	<p>Schools as hubs function to organise multiple configurations of local-global resources.</p>	<p>Professional teachers as nodes of wider networks of flexible expertise.</p>	<p>Strong focus on local decisions. Self-organising units in diverse partnerships.</p>	<p>Diverse interests and power dynamics; potential conflict between local and systemic goals. Large variation in local capacity.</p>
<p>Scenario 4</p>  <p>Learn-as-you-go</p>	<p>Traditional goals and functions of schooling are overwritten by technology.</p>	<p>Dismantling of schooling as a social institution.</p>	<p>Open market of “prosumers” with a central role for communities of practice (local, national, global).</p>	<p>(Global) governance of data and digital technologies becomes key.</p>	<p>Potential for high interventionism (state, corporate) impacts democratic control and individual rights. Risk of high social fragmentation.</p>



What strategies will be used for school reopening?

(Averages across 36 countries, May 2020)

Table 17

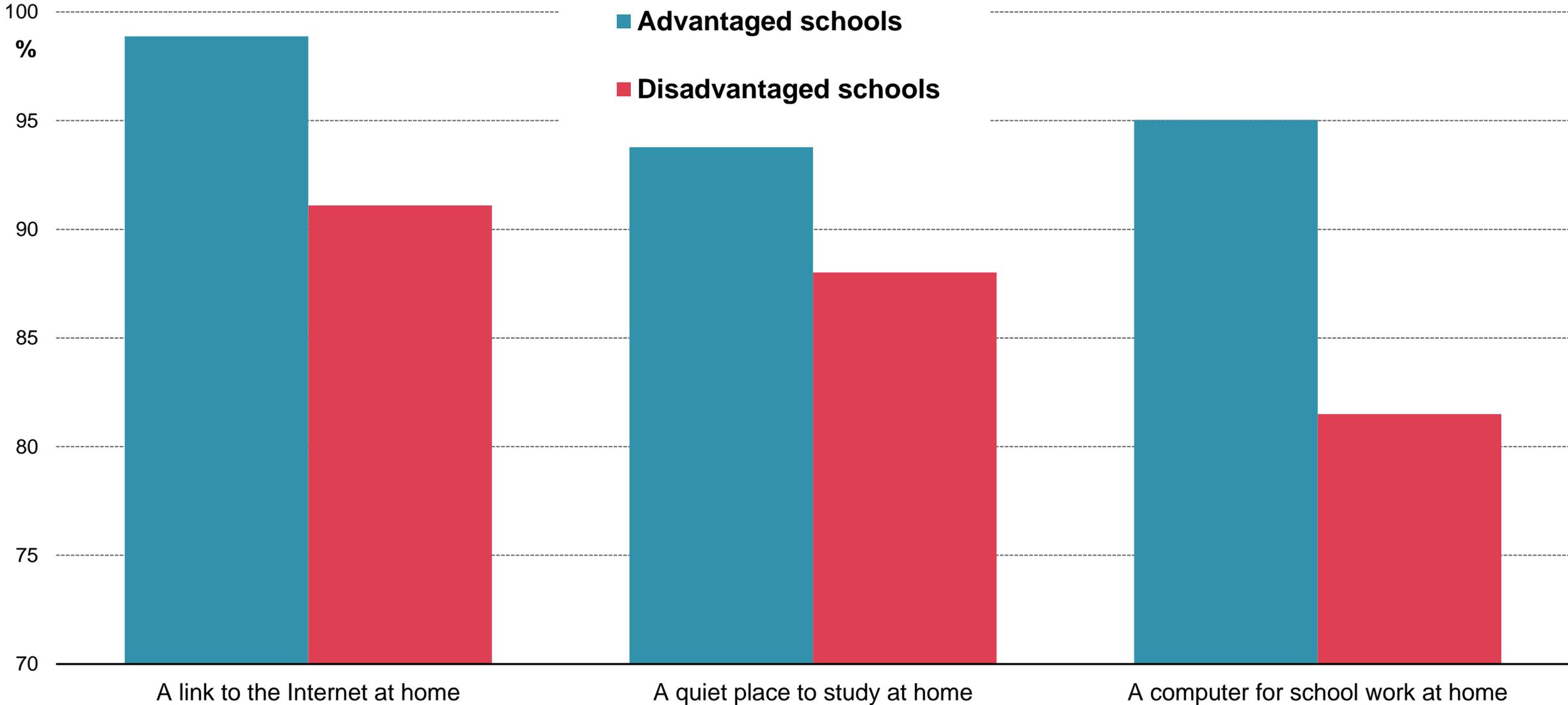




Students' online learning environment **at home**

OECD average

Fig V.9.1

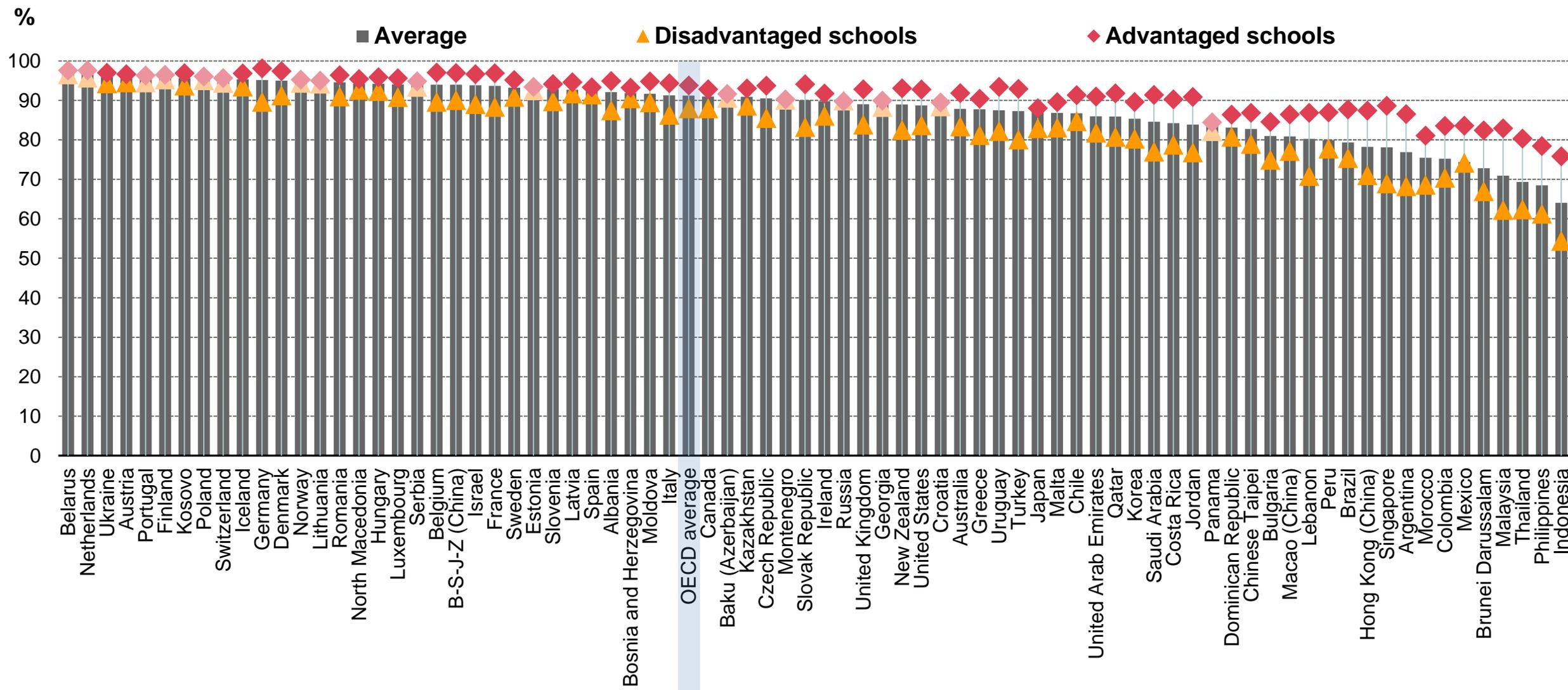




Access to a quiet place to study at home

Table V.B1.9.1

Percentage of students that have access to a quiet place to study at home

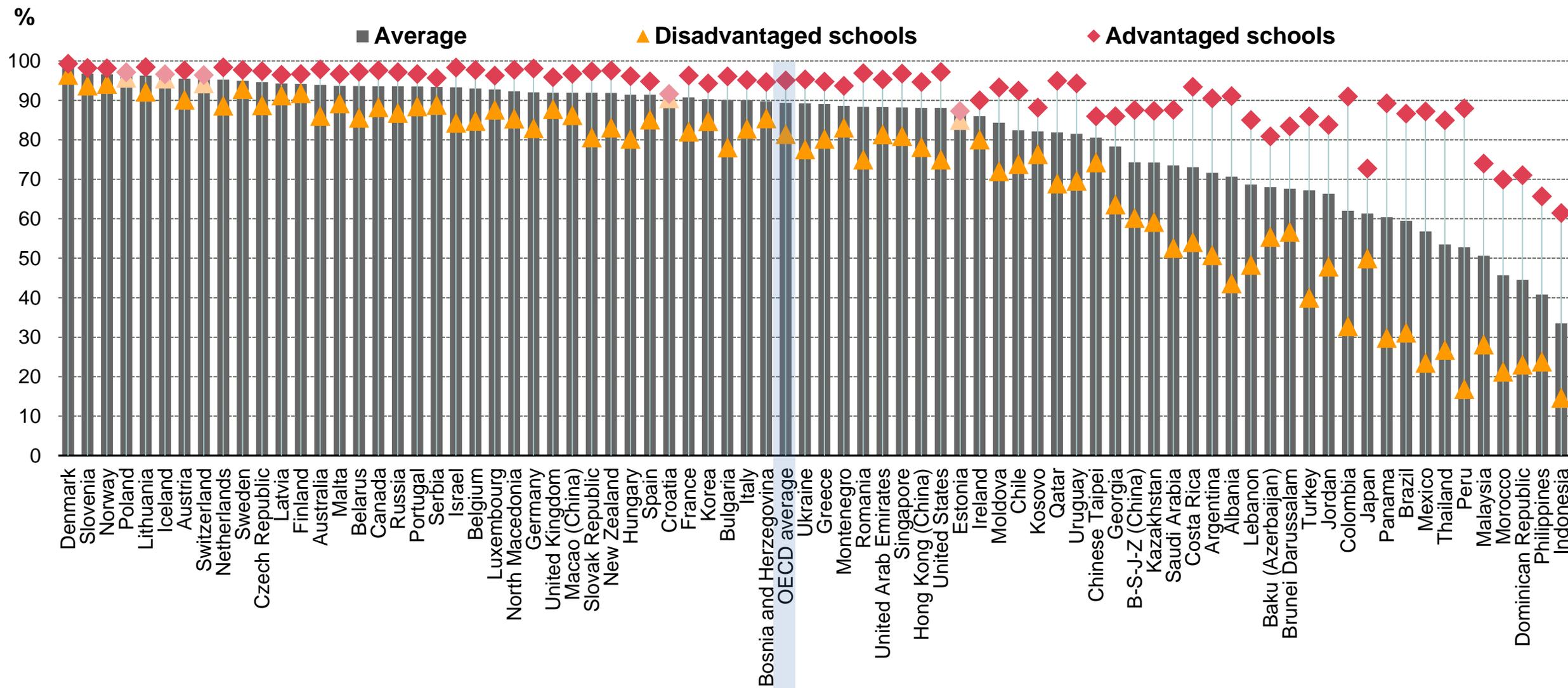




Access to a computer for schoolwork at home

Table V.B1.9.2

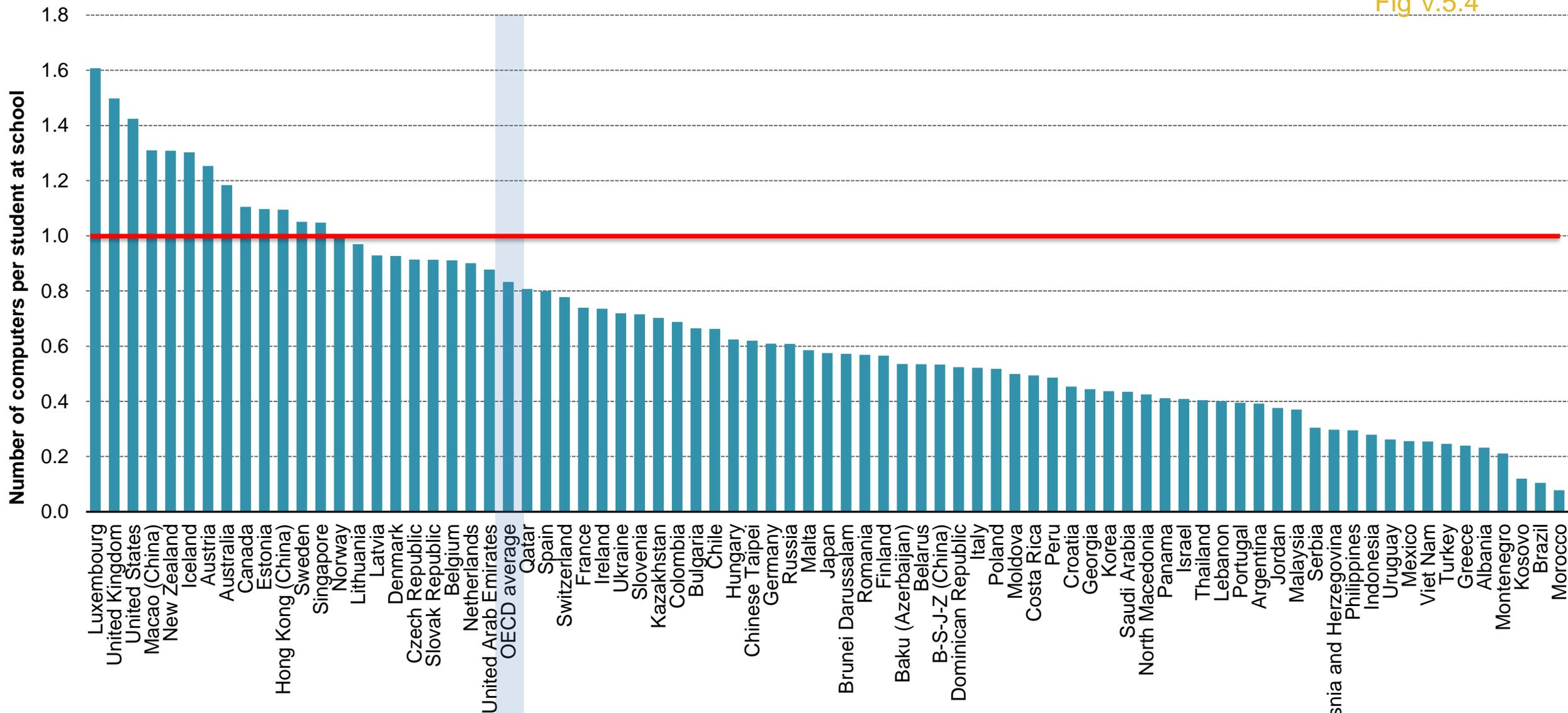
Percentage of students that have access to a computer they can use for schoolwork at home





School computers per student

Fig V.5.4



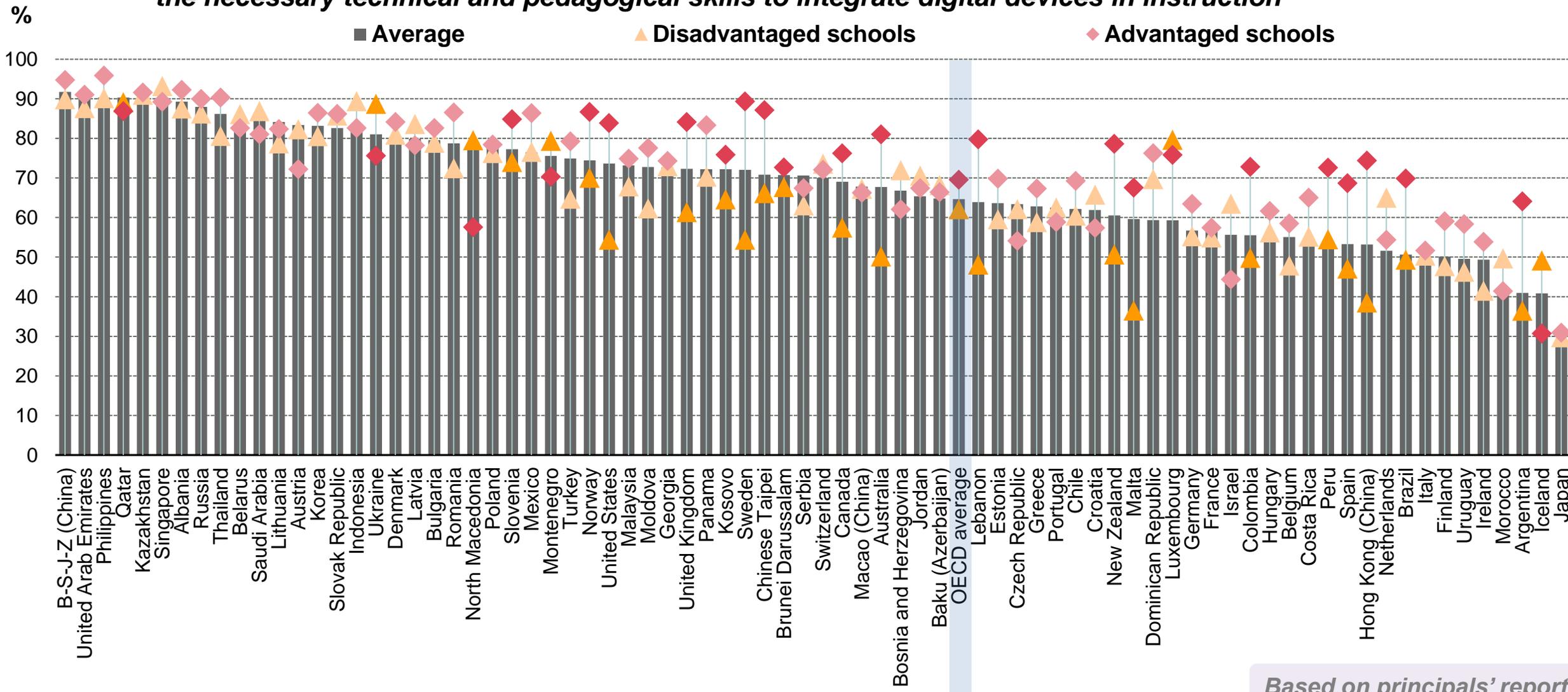
Based on principals' reports



Teachers have the necessary technical and pedagogical skills to integrate digital devices in instruction

Table V.B1.5.15

Percentage of students in schools whose principal agreed or strongly agreed that teachers have the necessary technical and pedagogical skills to integrate digital devices in instruction



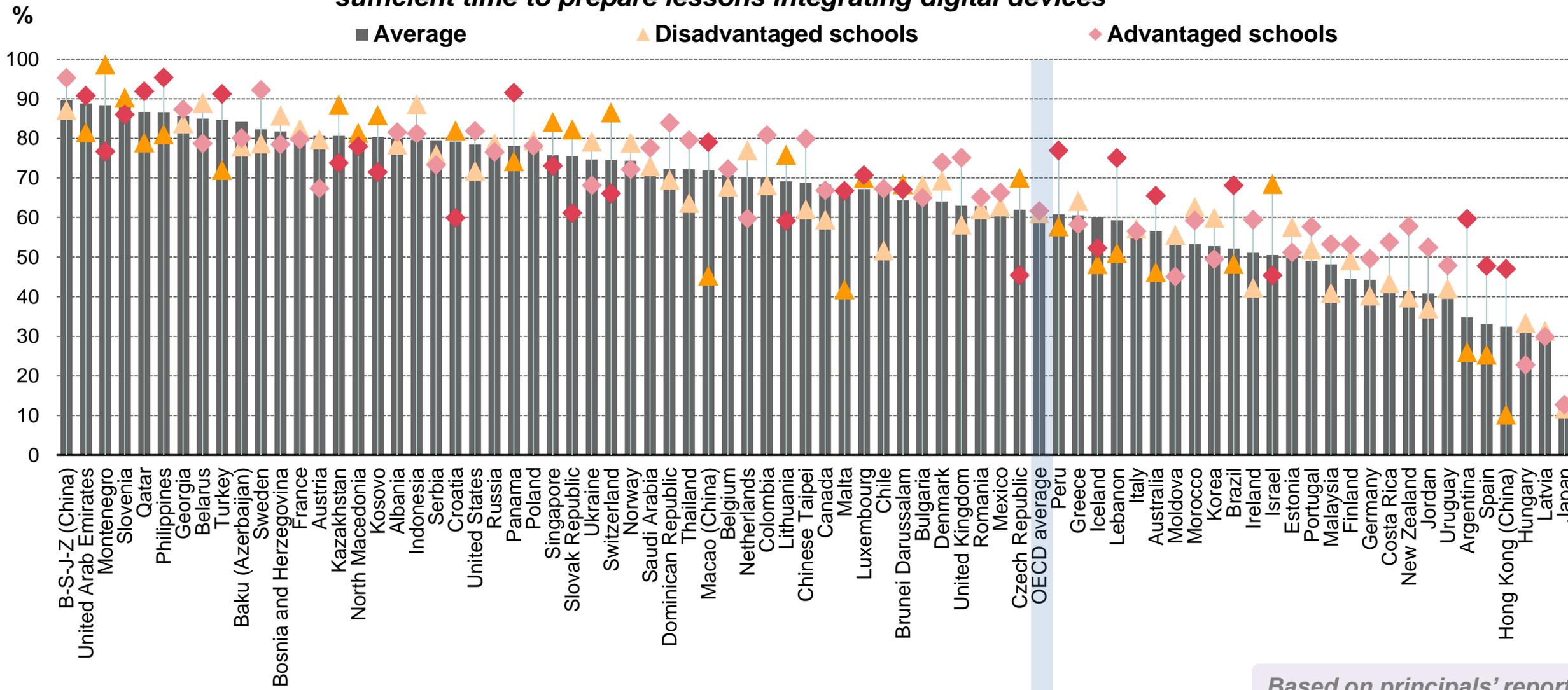
Based on principals' reports



Teachers have sufficient time to prepare lessons integrating digital devices

Table V.B1.5.15

Percentage of students in schools whose principal agreed or strongly agreed that teachers have sufficient time to prepare lessons integrating digital devices

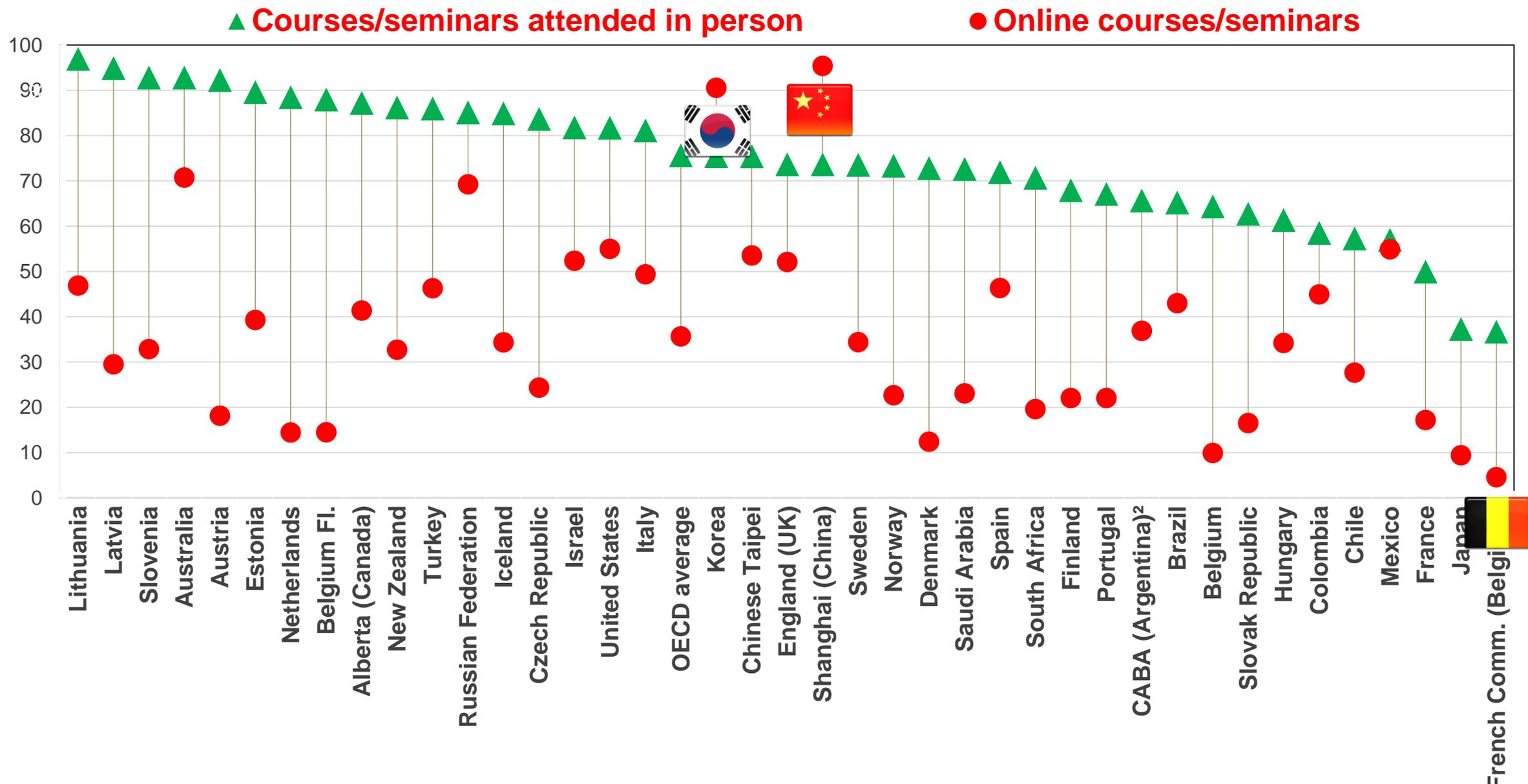


Based on principals' reports



Teachers do not rely heavily on distance learning

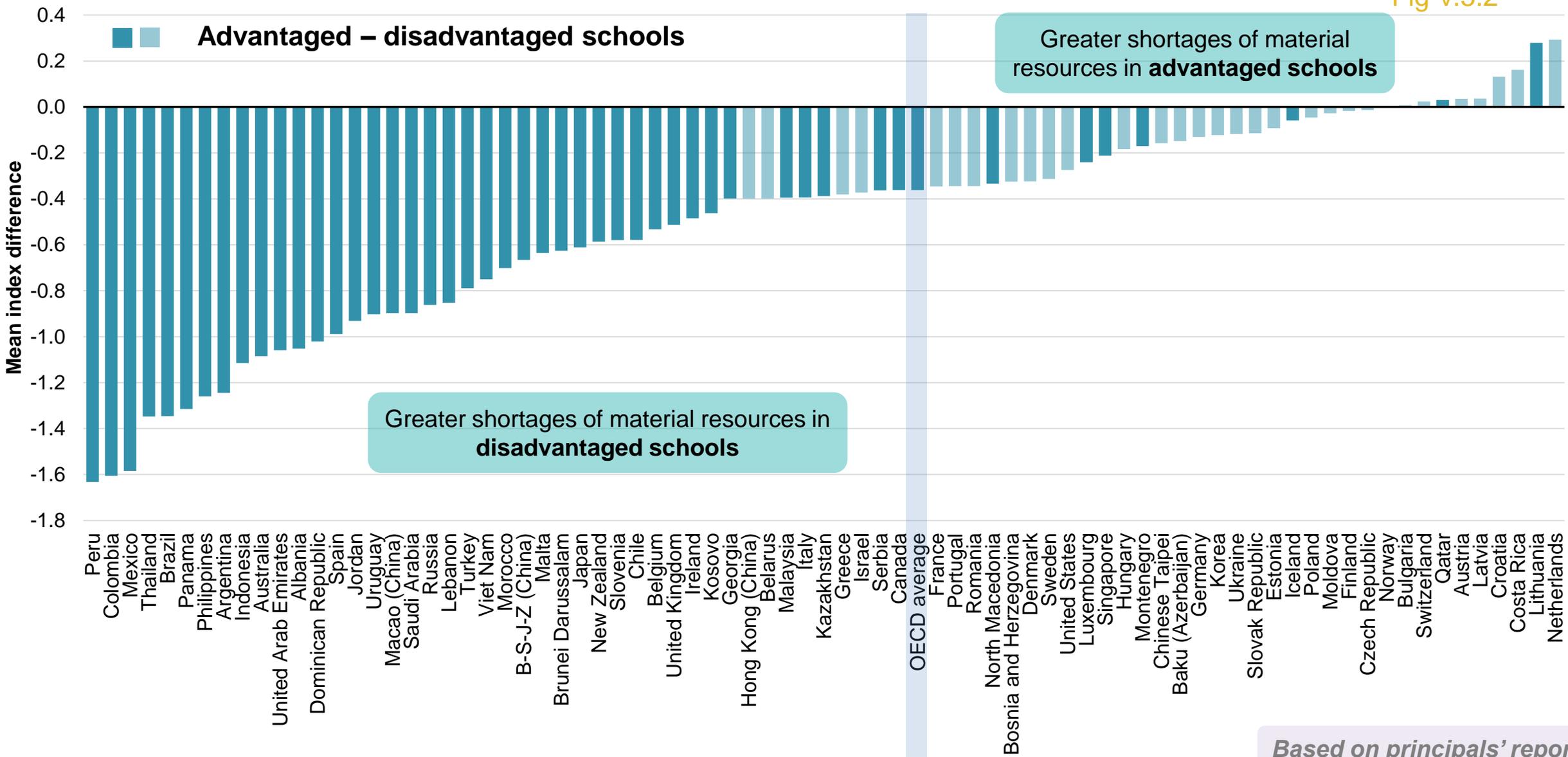
Percentage of lower secondary teachers who participated in selected types of professional development (2018)





Shortage of material resources in advantaged and disadvantaged schools

Fig V.5.2



Based on principals' reports



Reading performance and shortage of material resources

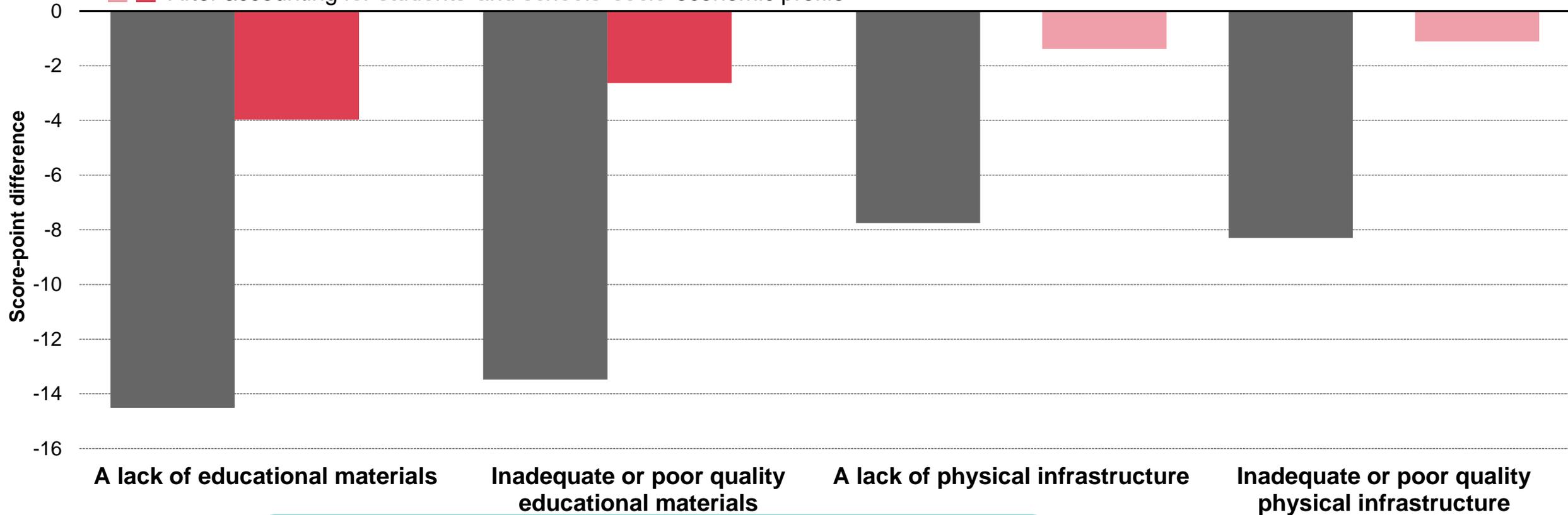
OECD average

Fig V.5.3

Change in reading performance associated with principals reporting that the school's capacity to provide instruction is hindered to some extent or a lot by the following

▲ Before accounting for students' and schools' socio-economic profile

■ After accounting for students' and schools' socio-economic profile



Educational materials include textbooks, ICT equipment, library, laboratory material, etc. Physical infrastructure includes school building, grounds, heating/cooling systems, lighting and acoustic systems, etc.

Based on principals' reports

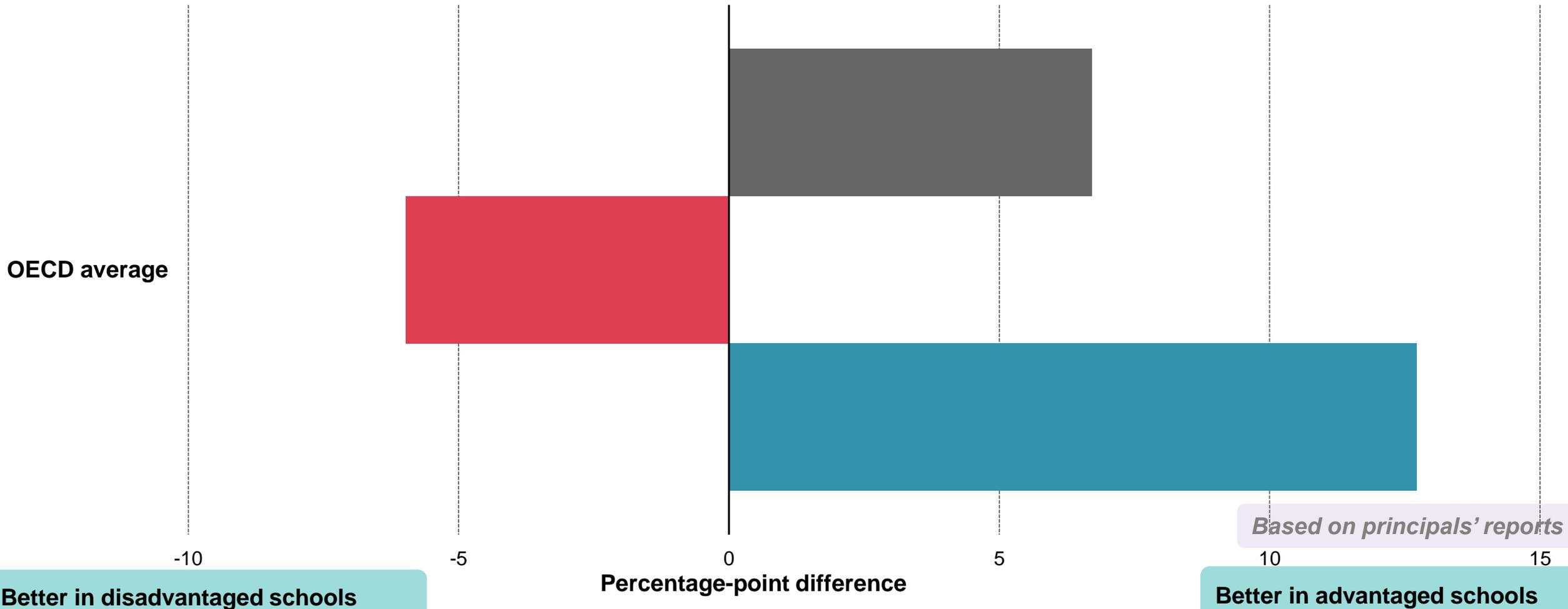


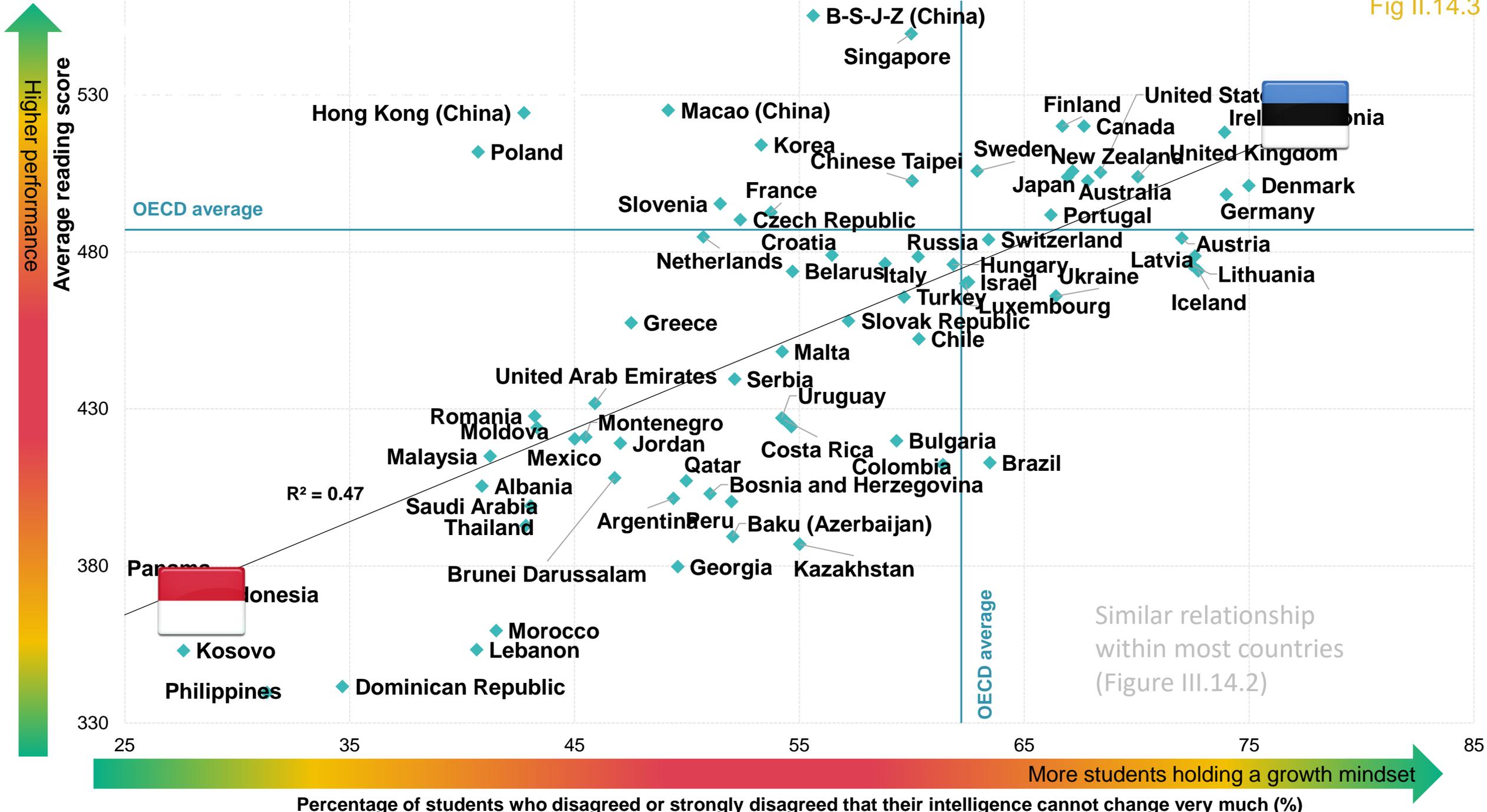
Study help after regular hours, by schools' socio-economic profile

Table V.6.19

Difference between advantaged and disadvantaged schools:

- Room(s) where students can do their homework
- Staff provides help with homework
- Peer-to-peer tutoring



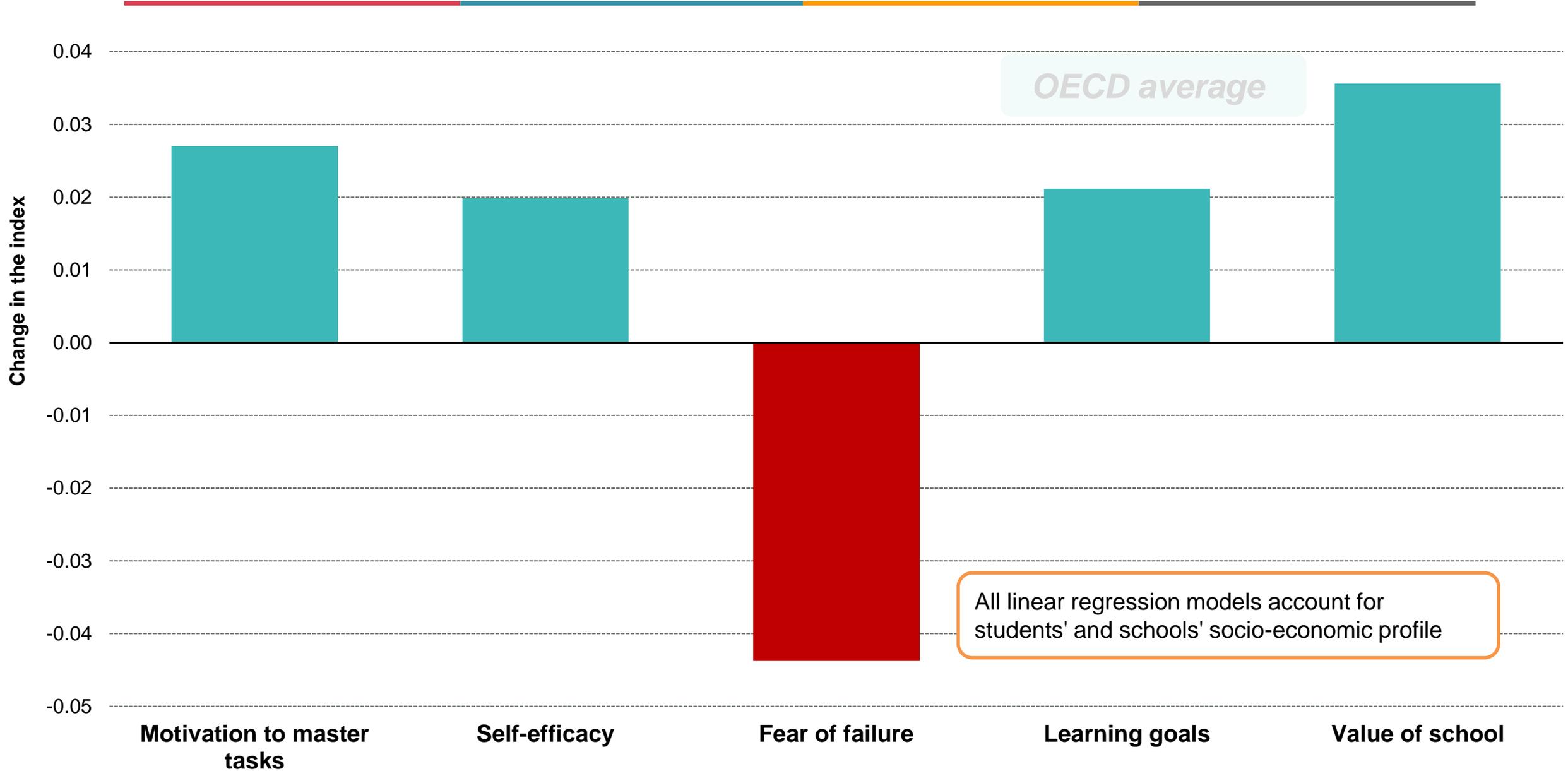




Growth mindset and student attitudes

Change in the following indices when students disagreed or strongly disagreed that "your intelligence is something about you that you can't change very much":

Fig III.14.5



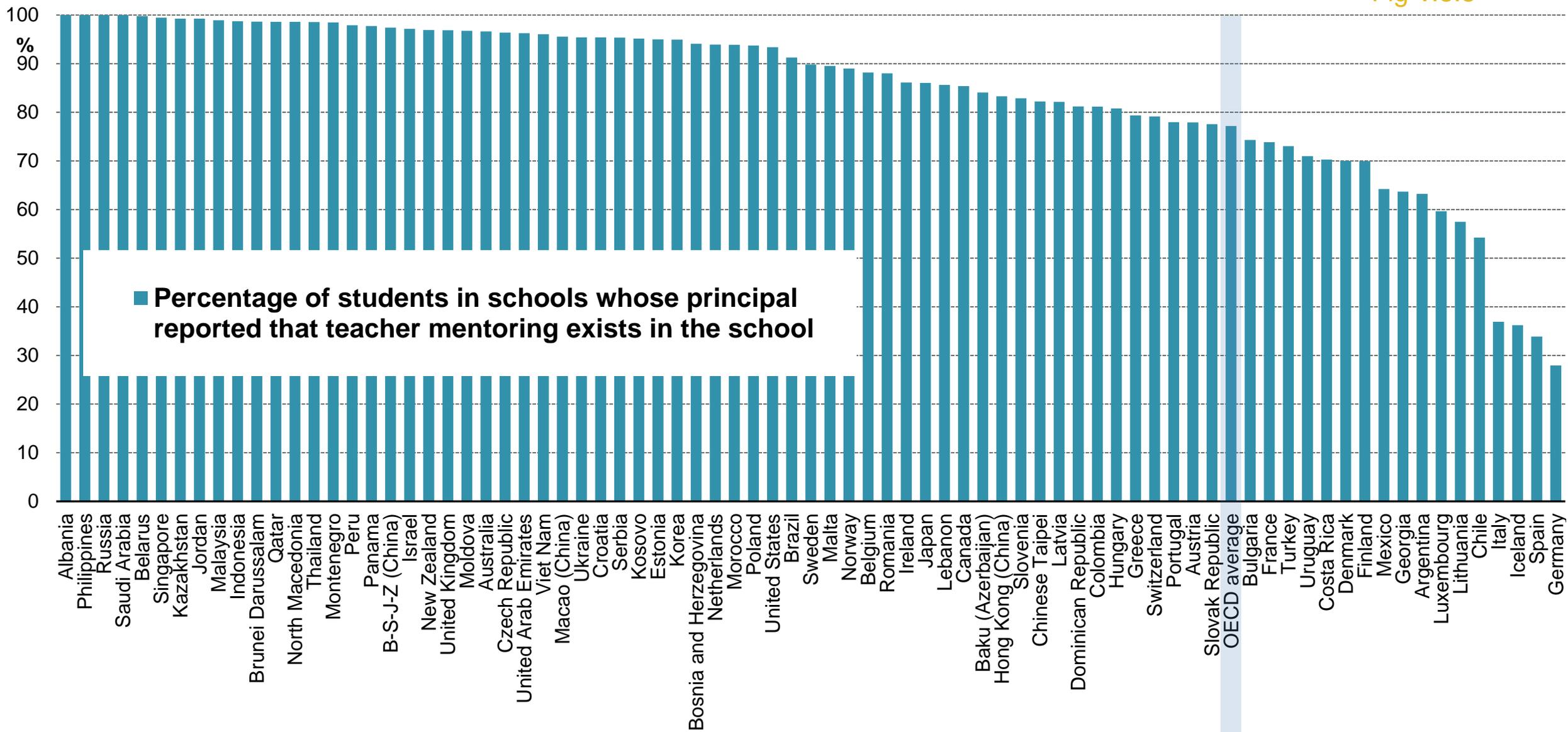
Future visions of teachers by today's teachers sharing their increasing roles in the e2030 community

Mentor, Facilitator, Coach, Guide, Moderator, Curator, Co-creator, Critical friend, Co-researcher, Learning director, Learning manager, Orchestrator of brain plasticity, Learner, Learning partner, Kaiako, etc. etc.



Teacher mentoring

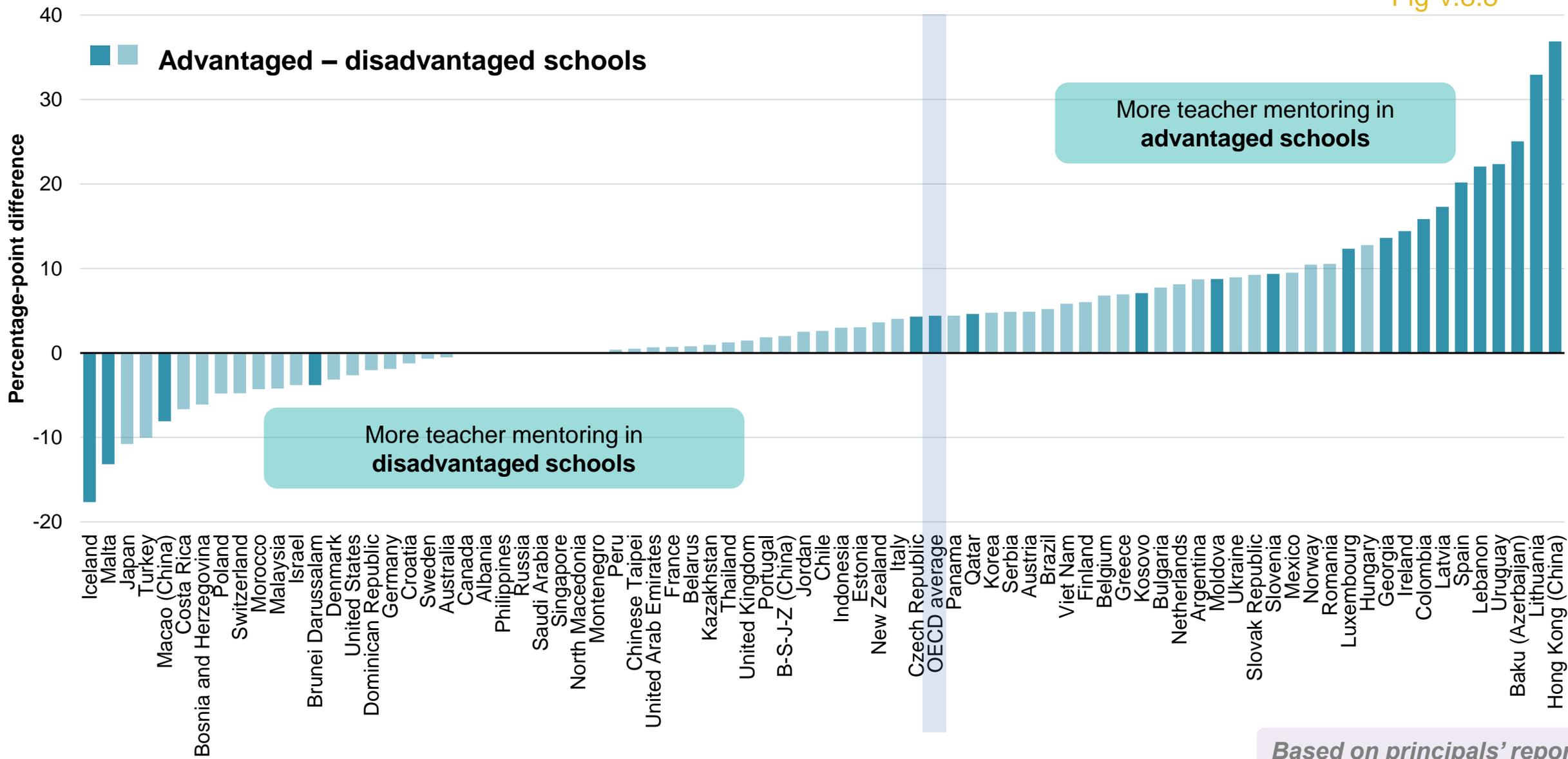
Fig V.8.8





Teacher mentoring in advantaged and disadvantaged schools

Fig V.8.8

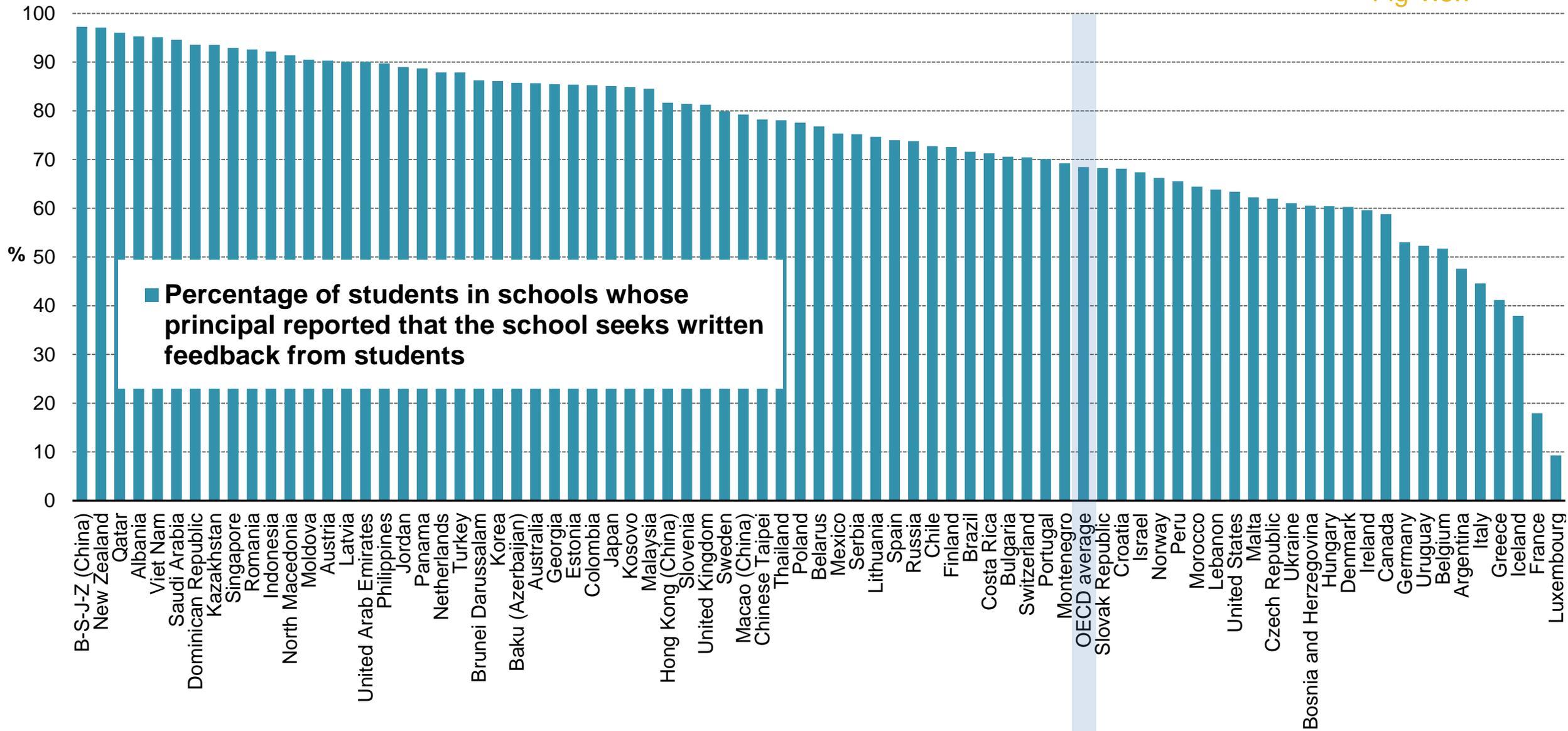


Based on principals' reports



Seeking feedback from students

Fig V.8.7



Thank you



Email: Andreas.Schleicher@OECD.org

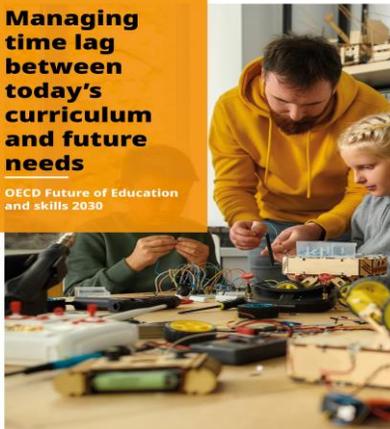
Twitter: [@SchleicherOECD](#)

What we
already
know

EQUITY

Managing
time lag
between
today's
curriculum
and future
needs

OECD Future of Education
and skills 2030



PISA
PISA 2018



WORLD BANK GROUP
Education



Vulnerable learners:

- students from disadvantaged socioeconomic backgrounds
- students with learning disabilities, physical challenges and mental health difficulties
- migrant and refugee students
- students who do not have mastery of the language of school
- students with care responsibilities at home

You will add other groups that you recognise to this list

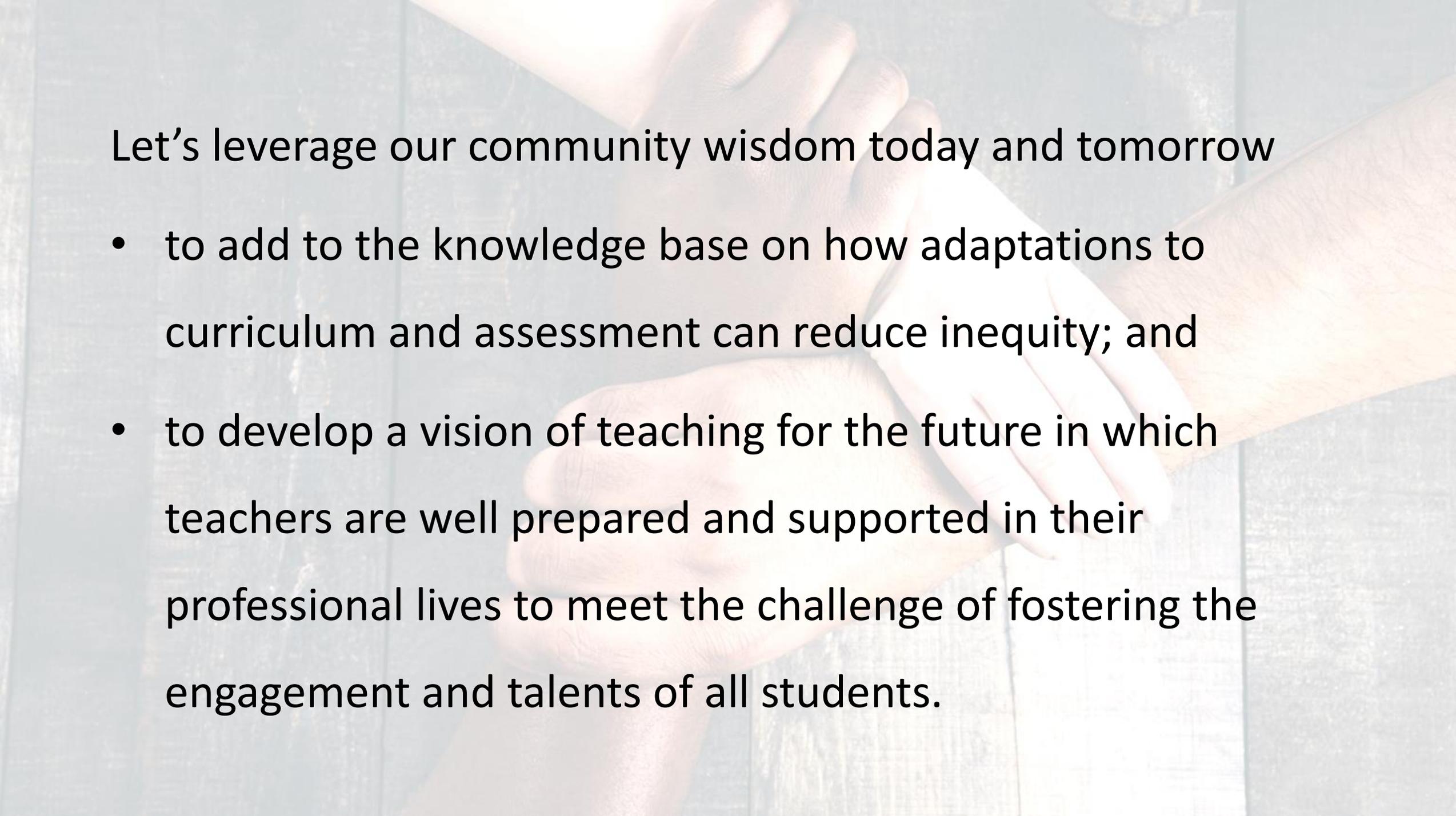
How we treat the most
vulnerable students ... shows
who we are as a society.

Andreas Schleicher (2020) [PISA 2018: Insights and Interpretations](#)



Barriers to addressing inequity

- structural barriers:
 - policies which limit access to continued education based on examination results alone;
 - at school level, these barriers might include selection of students by ability groups, for example.
- economic barriers:
 - Lack of resources at home for school books, equipment etc;
 - Care responsibilities which make it difficult to continue in school;
 - where parental disadvantage limits the aspirations of the child, for example.
- social barriers:
 - those experienced by the marginalised who do not find school a welcoming place; where teachers and classmates do not respect and value their ethnicity; abilities; sexual orientation, for example.



Let's leverage our community wisdom today and tomorrow

- to add to the knowledge base on how adaptations to curriculum and assessment can reduce inequity; and
- to develop a vision of teaching for the future in which teachers are well prepared and supported in their professional lives to meet the challenge of fostering the engagement and talents of all students.



#Ed2030GlobalForum

Item 2. Setting the scene: Design thinking: Empathising



Danya TJOKROARDI
Student, Indonesia



Mahiro UMEHARA
Student, Japan



Darryl BUCHANAN
School Leader, Australia

Item 2. Setting the scene: Design thinking: Empathising



Ayumi MITSUI
Student, Vietnam



Begüm TANRIYAŞÜKÜR
Student, Turkey



Armand DOUCET
Teacher, Canada



OECD FUTURE OF EDUCATION AND SKILLS 2030

Break
[10 min]

**Item 3. Small group multi-stakeholder dialogue
Design Thinking: Brainstorming**

Panel discussion moderated by:



João COSTA

Deputy Minister of Education
Portugal

OECD FUTURE OF EDUCATION AND SKILLS 2030

Panelists



Pille LIBLIK
Ministry of Education
and Research, Estonia



Louise HAYWARD
Professor, Scotland
(UK)



Danya TJOKROARDI
Student, Indonesia



Mahiro UMEHARA
Student, Japan



Darryl BUCHANAN
School Leader, Australia

OECD FUTURE OF EDUCATION AND SKILLS 2030

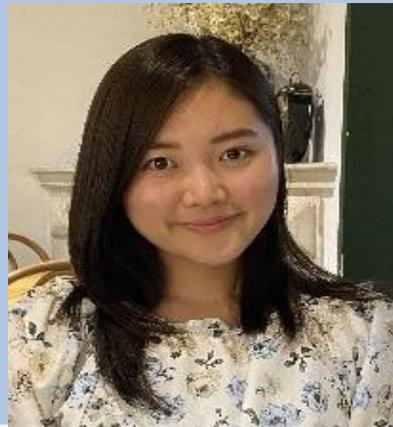
Panelists



Jenny LINDBLOM
National Agency for
Education, Sweden



Louise HAYWARD
Professor, Scotland
(UK)



Ayumi MITSUI
Student, Vietnam



**Begüm
TANRIYAŞÜKÜR**
Student, Turkey



Armand DOUCET
Teacher, Canada

Introduction to the breakout session



João COSTA

Deputy Minister of Education
Portugal

OECD FUTURE OF EDUCATION AND SKILLS 2030

Focus challenge: The note-taker fills this line with the focus challenge that the group has selected.

Agents of difficulty (who makes it difficult/ a challenge?)

Idea 1

Idea 4

Idea 2

Idea 5

Idea 3

Idea 6

Obstacles (what makes it difficult/a challenge)

Idea 1

Idea 4

Idea 2

Idea 5

Idea 3

Idea 6

Intensity of difficulty for each obstacle (how difficult is the challenge to be addressed?)

Idea 1

Idea 4

Idea 2

Idea 5

Idea 3

Idea 6

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Focus challenge: The note-taker fills this line with the challenge that the group has chosen .

Summary of agents of difficulty, obstacles and intensity: To be filled in by the note taker.

Exploring the current & actual experiences as well as possible solutions through curriculum adjustments - The note-taker fills this line before the workshop starts with assigned group A (adjusting contents) or B (adjusting assessment & evaluation) .

Idea 1 (what kinds of adjustments? And why would solution be most effective?)

Idea 2 (what kinds of adjustments? And why would solution be most effective?)

Idea 3 (what kinds of adjustments? And why would solution be most effective?)

Idea 4 (what kinds of adjustments? And why would solution be most effective?)

Idea 5 (what kinds of adjustments? And why would solution be most effective?)

Idea 6 (what kinds of adjustments? And why would solution be most effective?)

Idea 7 (what kinds of adjustments? And why would solution be most effective?)

Idea 8 (what kinds of adjustments? And why would solution be most effective?)

Towards the end: select one possible adjustment which would work for the focus challenge which students with disadvantaged backgrounds are facing. And clarify why.

Reporting back (only 2 focuses!): Group **XX**

Selected focus challenge for students: **XX**

Proposed adjustment (on content or assessment/evaluation): **XX**

Why would this adjustment work best to address the challenge? **XX**

If time allows, add one image or a picture or a word that captures the sense of urgency to address this issue here.

Screenshot picture of the breakout group: If your group wishes you can take a screenshot picture at this point

Item 4. Report back on solutions and preparing for Day Two



João COSTA

Deputy Minister of Education
Portugal



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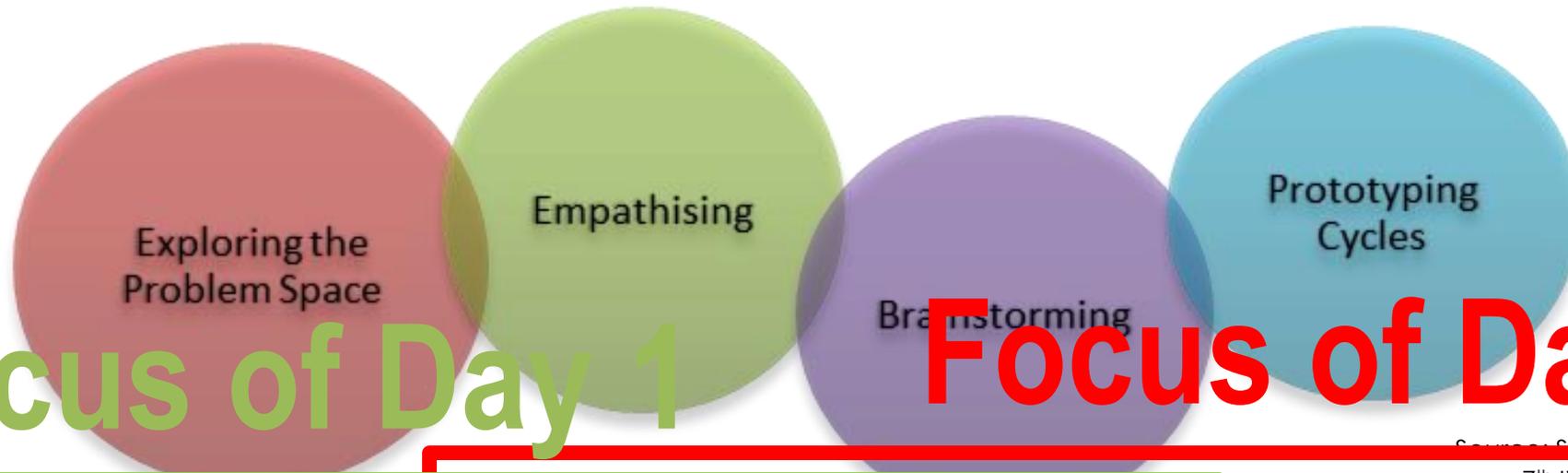
Item 5. Quick summary of Day One & introducing Day Two



Suzanne DILLON

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

Reminder: E2030 student-centred design thinking approach



Focus of Day 1

Focus of Day 2

Source: Shelley Goldberg, Stanford University

7th IWG E2030 Meeting, 14-16 May 2018

Challenges amplified since the 1st Global Forum in May esp. for students with disadvantaged backgrounds (all interconnected):

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Forum dialogue on means to address these challenges through:

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Exploring implications for **future vision for:**

- **Teachers & teaching**
- **Student-teacher relationship**
- **Learning environments:** who (other than teachers) are part of the eco-system learning environments for students?

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Item 6. Reflecting on discussions of Day 1: adjusting the role of teachers & teaching (esp. hybrid model) and discussing the future role of teachers & teaching

Design thinking: Empathising



Manuel RUIZ
Student, Portugal



Aurel IVANKA
Student, Indonesia



Shingo KAMIMURA
Teacher, Japan

OECD FUTURE OF EDUCATION AND SKILLS 2030

Item 6. Reflecting on discussions of Day 1: adjusting the role of teachers & teaching (esp. hybrid model) and discussing the future role of teachers & teaching

Design thinking: Empathising



**Katarina MORSING-
HORNSLETH**
Student, Denmark



João FALÉ
Student, Portugal



Margit TIMAKOV
Teacher, Estonia



OECD FUTURE OF EDUCATION AND SKILLS 2030

Break
[15 min]

Item 7. Small group multi-stakeholder dialogue

Design Thinking: Brainstorming & Prototyping towards the
“Teaching Compass 2030”

Panel discussion moderated by:



João COSTA

Deputy Minister of Education
Portugal

OECD FUTURE OF EDUCATION AND SKILLS 2030

Panelists



Shingo KAMIMURA
Teacher, Japan



Martin HENRY
Teacher Union, Education
International



Panchali DUTTA
Avanti Fellows



A. Lin GOODWIN
Dean, University of Hong
Kong

OECD FUTURE OF EDUCATION AND SKILLS 2030

Panelists



Margit TIMAKOV
Teacher, Estonia



Martin HENRY
Teacher Union, Education
International



Polly AKHURST
Co-Founder, Amala
Education



Lynn PAINE
Professor, Michigan State
University

Introduction to the breakout session

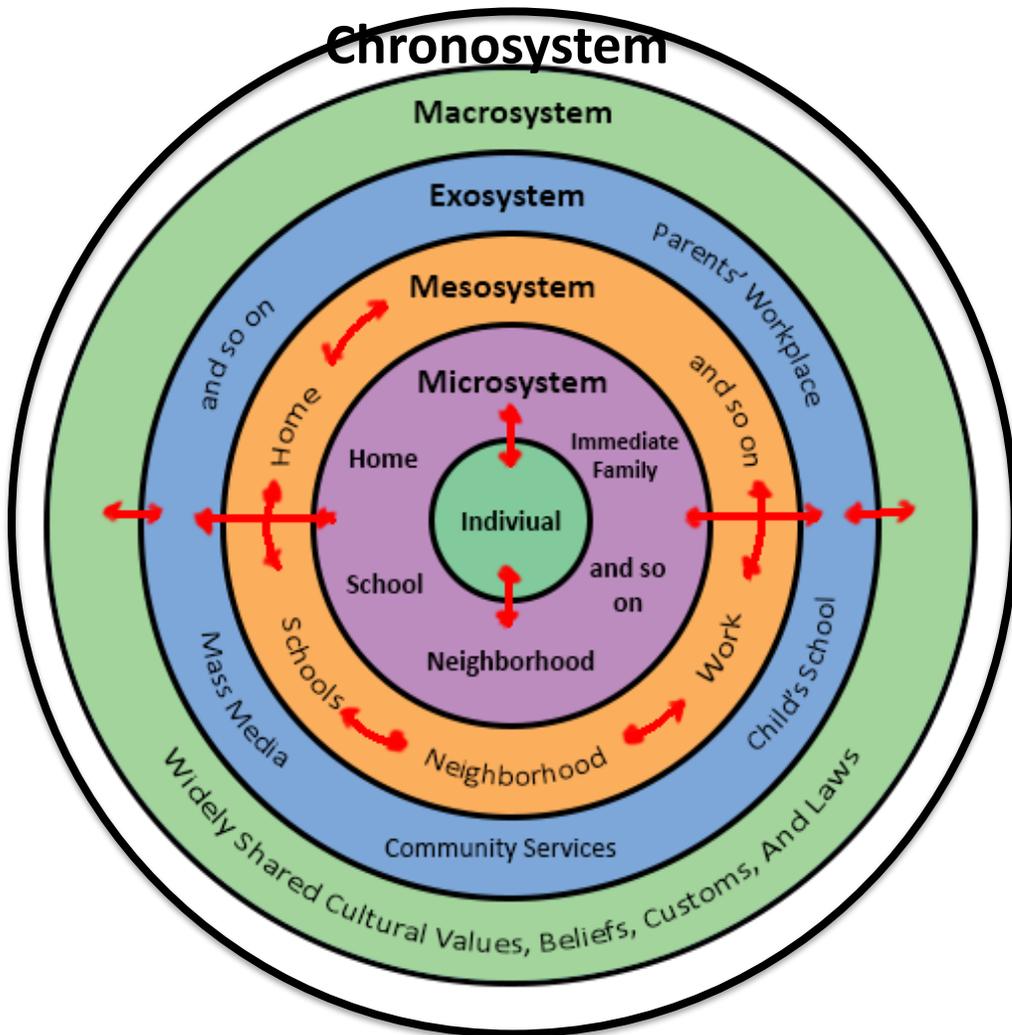


João COSTA

Deputy Minister of Education

Portugal

Eco-system approach to reflection on curriculum adjustments

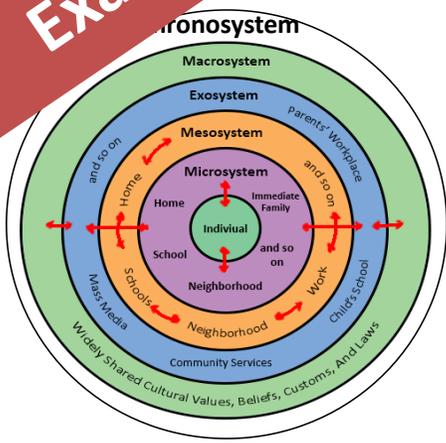
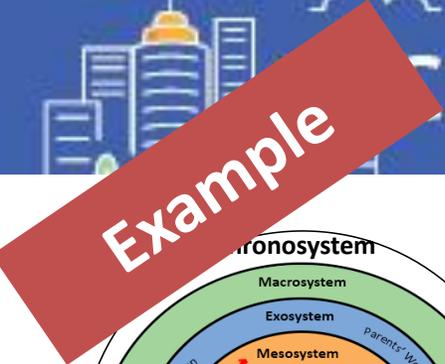


Source: Adapted from Bronfenbrenner, 1979

Individual: The note-taker fills this line with the focus challenge that the group has selected on day 1

Micro. agency/co-agency: student-teacher relationship, student-student-relationship, student-parent relationship, etc.

Magic words/ actions	Harmful words/ actions
<ul style="list-style-type: none"> • X • X • X • X 	<ul style="list-style-type: none"> • X • X • X • X



Micro:

- student & teaching practices (adjusted content, adjusted assessment)
- adjusted role of teachers & teaching competencies
- the learning environment needed for these adjusted roles and teaching

Meso/ Exo.

- student & teacher & community relationships (e.g. NGOs/ community series/ private services) – who can collaborate with/ support schools, teachers, students?

Macro/ Chrono.

- Values & Future visions for:
 - Future role of teachers (image of role of teachers)
 - Future student-teacher relationship
 - Future school/ classroom settings

Teaching and learning methods	Teachers' competencies	Student-centred learning environment		School/ community collaboration	Future visions		
		Physical	Socio-emotional	Who else?	Role of teachers & teaching	Future student-teacher relationship	Future school/ classroom settings
<ul style="list-style-type: none"> • Formative assessment • Individualised learning 	<ul style="list-style-type: none"> • Capacity to monitor individual differences 	<ul style="list-style-type: none"> • Flexible learning environment 	<ul style="list-style-type: none"> • Developing (co)agency • Building trust 	<ul style="list-style-type: none"> • AI for automated feedback • Quality feedback from teachers • Community 	<ul style="list-style-type: none"> • x 	<ul style="list-style-type: none"> • x 	<ul style="list-style-type: none"> • x

Reporting back: Group X [GROUP A]

- Share teachers' **magic words & actions/ harmful words & actions** that motivated/ demotivated students (focus student/teacher relationships): **XX**
- Describe **(physical, social and emotional) learning environments** that are desirable for the future, and **the role of teachers and teaching** in it: **XX**
- Describe **others who can support teachers & schools** and suggest **how they can help teachers and schools** to build a 'school community': **XX**
- **Analogy/ image** for the emerging role of teachers: **XX**

If time allows, add one image or a picture or a word that captures the future vision emerging from the discussions

*Screenshot picture of the breakout group
The same or different picture from day 1*

Reporting back: Group X [GROUP B]

- Share teachers' magic words & actions/ harmful words & actions that motivated/ demotivated students: **XX**
- Describe **(physical, social and emotional) learning environment for “online learning/ hybrid model” and the role of teachers** that is necessary for effective online/ hybrid model to work: **XX**
- Describe **others who can support teachers & schools** and suggest how they can help teachers and schools to build a 'school community': **XX**
- Analogy/ image for the emerging role of teachers: **XX**

If time allows, add one image or a picture or a word that captures the future vision emerging from the discussions

*Screenshot picture of the breakout group
The same or different picture from day 1*

Item 8. Report back



João COSTA

Deputy Minister of Education
Portugal

Item 9. Closing remarks Visual Creative Summary



Peeter Mehisto
Conference Rapporteur

Item 9. Next steps & final remarks



Suzanne DILLON

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

Rigorous Work between Global Forum Meetings!

Thematic Working Groups

Concept making/ vision making

1. Future vision of teachers & teaching

Curriculum Analysis

2. Aligning teacher education/ training with curriculum change
3. Aligning pedagogies & assessment with curriculum change

Operational research & activities

4. Hub of E2030 Experimental Schools
5. Engaging & growing with Learning Compass 2030

Evidence Base

E2030 Scientific Committee

Next Steps: Key Step 1

A series of launches - along with a student voice campaign - are being planned, kick-off from GF on 24 Nov

Reports on curriculum redesign (6 thematic reports)

1. Time lag between today's curriculum and future demands (title tbc) – **on 24 Nov**
2. Curriculum overload (title tbc) – **on 24 Nov**
3. Ensuring equity through curriculum innovations (title tbc) – **will incorporate 2nd GF discussions**
4. Embedding values in curriculum (title tbc)
5. Curriculum flexibility & autonomy (title tbc)
6. Ecosystem approach to curriculum re-design (title tbc)

Sample cover page:



GF members are invited to:

- Share **stories for the ‘candidate’ boxes for inclusion in the remaining thematic reports**
- Express interest in **translating the reports in local languages with local contextualisation**



Next Steps: Key Step 2

Multiple launches for these reports – Curriculum Matters Marathon



- Time lag
- Curriculum overload

- Ensuring equity through curriculum innovations

- Curriculum flexibility & autonomy

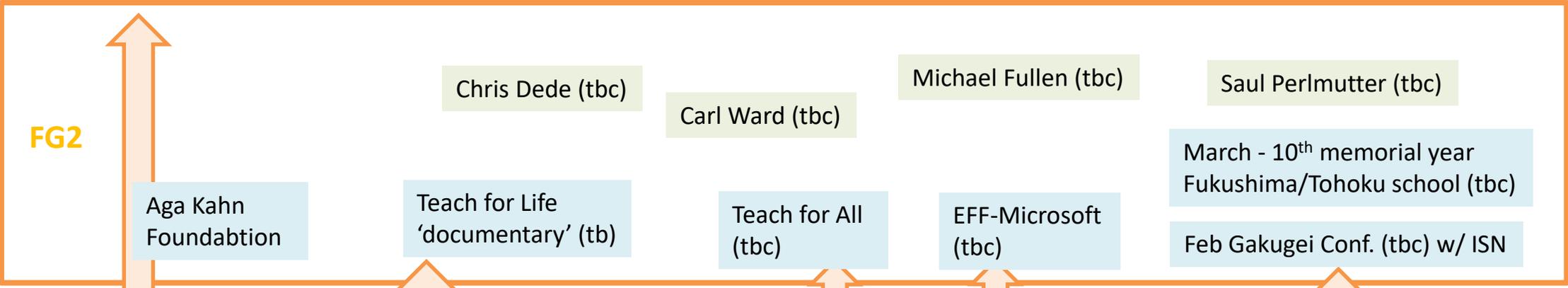
- Ecosystem approach to curriculum re-design

- Embedding values into curriculum



FG1	24-26 Nov. Russia	17 Dec or Jan (tbc) Korea case study report	Jan. or Feb. (tbc)	Feb. or Mar. (tbc)	Mar or April. (tbc)
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**Multi-stakeholders
Global
Forum in
May 2021**



GF members are invited to join the collective efforts to:

- Reach out to & **engage academics, teachers, teacher educators, school leaders, foundations, etc. outside our current group**, who you think would benefit from our findings
- engage **students and teachers to share their views & experiences esp. ‘voices unheard’ & ‘voice of shy students’** (suggested by Princess Laurentien at the last Global forum about curriculum issues)! An idea of “student voice campaign: (title to be confirmed)” is being discussed along the launches!



Chair's Final Remarks and Reflection for Direction of our Work