



3rd Global Forum on the Future of Education and Skills 2030

(Virtual Workshop)

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

10-12 May 2021

Revised Draft Agenda

Purposes of the third Global Forum

- To jointly launch the E2030 curriculum report on 'adapting curriculum to bridge equity gaps'.
- To learn cutting-edge policies and practices on closing equity gaps, on the example of Estonia as the hosting country, in particular, through digital transformation
- To think deeper and harder about the types of teacher agency, competencies and well-being needed to close equity gaps through curriculum innovations

Note: to sharpen the focus of the workshop within the given time, the curriculum innovations will focus on the digital curriculum (including personalised curriculum)

Technical Format of the Virtual Workshop

The workshop will be delivered using the 'Zoom Meeting' platform. Registered participants have already received a confirmation email containing the **unique link and password** to join the meeting either on computer or per telephone dial in.

The **unique link** ensures that you enter the workshop during days 2 and 3 as a registered participant, which helps the OECD secretariat admit you quickly. You will see links for day one on the Agenda below. Participants should not share their unique meeting link with anyone else.

Participants will receive housekeeping rules prior to the meeting.

DAY 1 Monday 10 May 2021

Time schedule (Paris time CET)	Item	Preliminary Content	Notes	Meeting links and further notes
<h3>Preparatory sessions</h3> <p>The aim of this session is to test the audio, visual and connectivity of participants and, in particular, new comers, speakers, moderators, and note-takers to ensure a smooth roll-out of the virtual workshop.</p>				
11:00-11:40		Welcome session for newcomers (if you are a new member, please go to the separate link provided 20 Minutes – All groups together 20 Minutes – per Focus Group	This is a mandatory session for new members , so as to support the smooth integration of new members into the meaningful discussions with the intention to leave no one left behind in our open dialogues Working language: English.	Please click HERE to join this session Meeting ID: 987 8636 6216 Password: 8NRNA^asbc
11:30-11:40		Briefing and connection test for speakers, moderators and note takers (if you are a speaker, moderator, note-taker, please go to the link provided	This is a mandatory session for speakers, moderators, and note-takers so as to ensure our collective efforts towards smooth running of the meeting Working language: English.	Please click HERE to join this session Meeting ID: 991 4990 8934 Passcode: 291942

Pre-Global Forum Focus Group meeting

The aim of this session is to respond to requests from focus group members to have space to discuss among their own focus group members, for peer-learning purposes, separate from the multi-stakeholders' mixed group dialogues.

<p>11:45 - 12:25</p>	<p style="text-align: center;">Focus Group 1</p> <p>Virtual venue: Government Representatives will receive a separate FG 1 only Agenda for this closed session which will include the secure link to join.</p> <p>Agenda: The session will aim to:</p> <ul style="list-style-type: none"> • present recent changes in Advisory Group composition • discuss progress and updates on the program of work • Other businesses <p>Interpretation: English-French-Estonian. Working language: English</p>	<p style="text-align: center;">Focus Group 2A&B</p> <p>Virtual venue: Registered participants should click HERE to join this session.</p> <p>Meeting ID: 982 8276 2221 Password: G?xT0jEgzb</p> <p>Agenda:</p> <ul style="list-style-type: none"> • Welcome to new members • Updates FG2A/FG2B • Submitting examples for this year's E2030 curriculum reports: <ul style="list-style-type: none"> – Values in Curriculum – Flexibility and Autonomy – Eco-system approach to curriculum development • Engagement/dissemination activities <ul style="list-style-type: none"> – Translation of publications – Local launch events – E2030 webinars <p>Working language: English</p>	<p style="text-align: center;">Focus Group 3</p> <p>Virtual venue: Registered participants should click HERE to join this session.</p> <p>Meeting ID: 984 1872 6946 Passcode: 450349</p> <p>Agenda:</p> <ul style="list-style-type: none"> • Welcome to new members • Updates on FG3 activities and outputs • Submitting examples for this year's E2030 curriculum reports: <ul style="list-style-type: none"> – Values in Curriculum – Flexibility and Autonomy – Eco-system approach to curriculum development • Student voice campaign: <ul style="list-style-type: none"> – Video submissions – Encouraging participation of students outside of FG3 <p>Working language: English</p>
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12:25-12:30		Break & preparing to join the Global Forum meeting		
Meeting of the Global Forum on the Future of Education and Skills 2030				
The aim of this session is to ensure a meaningful meeting place and support multi-stakeholders' mixed group dialogues. It will:				
<ul style="list-style-type: none"> – start with a virtual field visit as an experiential opportunity and learn about how Estonian schools put our learning compass into practice on Day 1, – think deeper and harder about equity issues by launching the E2030 curriculum report on equity on Day 2, and – Advance our thinking from learning compass to teaching compass, reflecting on the Estonian education policy, research and practice on Day 3. 				
Item 1. Opening and welcome remarks				
12:30 – 12:40	1a.	Housekeeping Rules: Kevin Gillespie Welcome from the Chair: Suzanne Dillon	2 min 3 min Interpretation: English-French-Estonian Working language: English.	Join Zoom Meeting https://zoom.us/j/99149908934?pwd=UlhZcldKb21LSW5md2k4ZFNRrk1CQT09 Meeting ID: 991 4990 8934 Passcode: 291942
	1b.	Chair gives an overview of the agenda, incl. handing over the hosting of the day to the Estonian moderator	2-3 min Interpretation: English-French-Estonian. Working language: English.	
		Estonian intro	short 1-2 min thematic entertainment video clip	
12:40-12:50	1c.	The Estonian moderator: Lennart Männik , Estonian School Student Councils' Unions Association - welcomes as the Estonian host - explains about the virtual school visits and dialogue time for reflection	2-3 min Interpretation: English-French-Estonian.	

		-explains the panel - explains the principles of E2030 multi-stakeholders' dialogues (not debates)		
Item 2. Virtual school visits and reflection on the visits				
This sessions aims to provide opportunities for participants to learn about cutting-edge Estonian school practices				
12:50-13:05	2a.	Video recordings with 3 schools made within the digital school project	15 min with English subtitles	Participants will split into 3 separate breakout groups on Zoom.
13:05-13:25	2b.	Online meetings with representatives of the participating schools: a) a brief presentation connecting the video and 3GF main theme b) Q&A	20 min From each school a student, a teacher and a school head. Working language: English	
13.25-13.40		Virtual coffee-break and preparing for small break out sessions	15 min	Participants from previous 3 school-visit groups will be split into sub-groups.
13:40-14:00	2c.	Reflections on the virtual school visits in small group dialogues. Bridging equity gaps through curriculum innovation, specifically: <ul style="list-style-type: none"> • digital curriculum • personalized curriculum • cross-curricular content and competency-based curriculum • flexible curriculum 	20 min Working language: English.	

14:05-14:10		Re-joining the plenary room – participants can view other Jamboards	5 min	
Item 3. Examples from Estonia on closing equity gaps and ensuring well-being This session aims to share practices on teacher competencies, digital transformation and curriculum innovations.				
14:10-14:50	3a.	Plenary Panel Session Panellists: <ol style="list-style-type: none"> 1. Kristin Pintson, Chair of The Estonian Students’ Unions Association (lessons learnt from distance learning: matters what and how to learn) 2. Indrek Lillemägi, Head of the Emili School (the options of student-centered personalized approach on school level through the digital curriculum and teacher agency) 3. Liisa Pakosta, Parent perspective - Gender Equality and Equal Treatment Commissioner (the importance of the supportive learning environment) 4. Margus Pedaste, professor of educational technology, University of Tartu 	40 min in total Each panellist gives their personal input for 2-3 minutes followed by a 30-minute discussion driven by the moderator. Working language: English.	The moderator and Estonian panelists will be broadcast from the PROTO studio, if possible.

Item 4. Day Closing Plenary Session This session aims to conclude with closing remarks of day 1 from the Chair, and preview/intro for day 2.				
14:50-15:00		Chairs will conclude day 1 and preview day 2	10 min Working language: English	
Day 2 - Tuesday 11 May 2021				
Time schedule (Paris time CET)	Item	Preliminary Content	Notes	Meeting links
11:30-12:00		Connection Test session		Unique Zoom link
Item 5. Joint-launch of the e2030 curriculum report on ensuring equity through curriculum innovations The purpose of this session is to jointly launch the OECD e2030 report, by articulating the student-centered approach, international comparative findings, and cutting-edge Estonian examples with a particular focus on digital transformation.				
12:00-12:45	5a.	Plenary joint launch: Chair's welcome back to day 2 with the joint launch of the report on equity through curriculum innovations, with international e2030 stakeholders Launch panellists: 1. Setting the issues through students' experiences - different types of equity issues for different types of students,	Chair opens - 3-5 min Interpretation: English-French - English, English-Estonian-English. Speakers – 10 min each	Unique Zoom link

		<p>building on what’s reported in the publication: Maxime Zwartjes, student, University of Lille, France</p> <p>2. International findings on how policies and practices respond to such equity issues: Andreas Schleicher, Director, Directorate for Education and Skills, OECD</p> <p>3. Estonia’s example: policies to bridge equity gaps through national education strategy and innovations: Liina Kersna, Minister of Education and Research, Estonia</p> <p>4. School-level curriculum innovations to close equity gaps: Michael Kopp, American School of Paris from FG2A</p>		
<p>12:45-13:30</p>	<p>5b.</p>	<p>Break out rooms Focus dialogue A:</p> <ul style="list-style-type: none"> • 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 	<p>Working language: English.</p>	<p>Unique Zoom link</p>

		<p>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).</p> <ul style="list-style-type: none"> • 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. 		
13:30-13:40	5c.	Brief sharing of break out session	Working language: English.	Unique Zoom link
13:40-14:40	5d.	Break out rooms Focus dialogue B:	Working language: English.	Unique Zoom link

		<ul style="list-style-type: none"> • Reflections on 5 lessons learned introduced in the report <ol style="list-style-type: none"> 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 cross-curricular competency-based curricula. 5. Do not underestimate the resources required to close observable and non-observable equity gaps. 		
14:40-14:50	5e.	Brief sharing of break out		
Item 6. Day Closing Plenary Session This session aims to conclude with closing remarks of day 2 from the Chair, and preview/intro for day 3.				
14:50-15:00		Chair closes day 2 and previews day 3	10 min Working language: English.	

Day 3 – Wednesday 12 May 2021

Time schedule (Paris time CET)	Item	Preliminary Content	Notes	Meeting links
11:30-12:00		Connection Test session for speakers, moderators and note takers		Unique Zoom link
Item 7. Co-creation of Teaching Compass 2030 – with a Special Focus on Bridging Equity Gaps				
12:00-12:30	7a.	<p>Plenary panel discussion: GF chair opens the session by setting the scene: of the bigger picture of future-oriented teaching competencies (teacher agency & well-being), this session will focus on identifying and selecting those most relevant when teaching the vulnerable students.</p> <p>GF chair passes the floor to the moderator of the session to TWG1 leader Lynn Paine, Michigan State University, who will moderate:</p> <ul style="list-style-type: none"> – Discussion with panellists: students, teacher, school head, parent, policy maker – each panellist gives their own comments on questions from TWG1 leader 	<p>30 min in total Working language: English.</p>	Unique Zoom link

	<ul style="list-style-type: none"> – Mohammad Shehadat, student, Amala Education, Jordan – Celestyne Huang, student, Santa Laurensia Junior High School, Indonesia – Teacher: Maria Conceição Pinheiro, Agrupamento de Escolas de Moimenta da Beira – school leader: Ana Cláudia Cohen Domings, Agrupamento de Escolas de Alcanena – policy maker (TBC): <p>Each panellist gives their own comments on questions from the moderator;</p> <ul style="list-style-type: none"> – Moderator synthesises the findings from the TWG1 discussions as well as discussions from Day 1 and Day 2 – synthesising types of teaching competencies/ agency / well-being needed to bridge equity gaps through digital curriculum, including personalised curriculum 		
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<p>12:30-13:05</p>	<p>7b.</p>	<p>Break out rooms Focus Dialogue C:</p> <ul style="list-style-type: none"> • What are the competencies teachers need to design/implement curriculum/ personalised curriculum so as to bridge equity gaps? 	<p>Working language: English.</p>	<p>Unique Zoom link</p>
<p>13:05-13:15</p>		<p>Break</p>		
<p>13:15-13:20</p>	<p>7c.</p>	<p>Brief sharing of break out</p>		<p>Unique Zoom link</p>
<p>13:20-14:10</p>	<p>7d.</p>	<p>Break out rooms Focus Dialogue D:</p> <ul style="list-style-type: none"> • 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 	<p>Working language: English.</p>	<p>Unique Zoom link</p>

		<p>to do to improve the environment?</p> <ul style="list-style-type: none"> • 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? 		
14:10-14:20	7f.	Brief sharing		
Item 8. Closing remarks				
14:20-14:30	8a,	Summary by workshop rapporteur: Peeter Mehisto	Working language: English.	Unique Zoom link
14:30-14:40	8b.	Chair invites TWG2, 3, 4 and 5 leaders to report progress report & next steps		
14:40-14:50	8c.	Progress report & next steps from FG leaders		
14:50-15:00	8d.	Chair's conclusions: Suzanne		