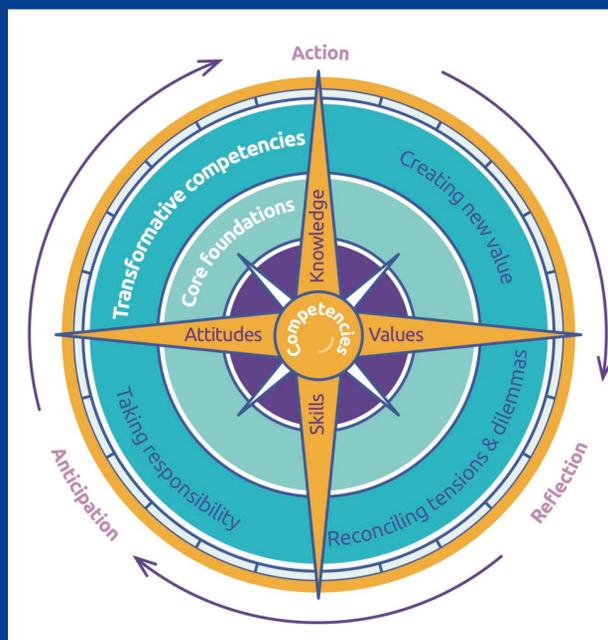# PASSPORT

TO THE 3RD GLOBAL FORUM ON THE FUTURE OF EDUCATION & SKILLS 2030

OECD

Organisation for Economic Co-operation and Development (OECD)
Future of Education & Skills 2030

FOREWORD

The OECD Global Forum on the Future of Education and Skills 2030 is an international, multi-stakeholder platform for educational communities active in the area of curriculum review, design and implementation.

The 3rd Global Forum, held on 10-12 May 2021 and hosted virtually by Estonia, brought together policy makers, curriculum implementers (teachers, teacher educators, administrators), students, thought leaders and social partners to:

- jointly launch the latest Education 2030 curriculum report: *Adapting Curriculum to Bridge Equity Gaps*;
- learn about cutting-edge policies and engage in dialogue on helping close equity gaps, highlighting examples from the host country, Estonia, in particular, and focusing on the digital transformation of curriculum and personalised curriculum as means to bridging equity gaps;
- think deeper and harder about the types of teacher agency, competencies and well-being needed to close equity gaps through curriculum innovations, and how to best adapt curriculum, assessment and evaluation to digital teaching and learning.

The purpose of this document is to share with you the virtual 'journey' of E2030 members during the 3rd Global Forum, including key messages and highlights from the panel discussions, break-out sessions and presentations. This "Passport to the Education 2030 3rd Global Forum: Bridging Equity Gaps" has been designed by E2030 members as a creative summary record of the Forum. Since the Passport is now yours – feel free to disseminate the outcomes among different stakeholder groups who could be interested. We hope it inspires you to support the E2030 Community!

Passport Destinations:
- Home Port: Overview of the 3rd Global Forum on the Future of Education and Skills 2030
- Destination One: Adapting curriculum to bridge equity gaps
- Destination Two: Competencies for an equitable learning and working environment
- Next Destinations: A brief insight into the Thematic Working Groups (TWG) of the E2030 project

This passport entitles the holder access to education, regardless of their situation or where they are in the world. Equity is at the center.

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HOME PORT: Overview of the 3rd Global Forum on the Future of Education and Skills 2030, Tallinn, Estonia, 10-12 May 2021

MIND THE (EQUITY) GAP!

The Forum was opened and moderated by a student, and focused on "Preparing for Post-Covid Education: Closing Equity Gaps through Personalised and Digital Curriculum". See the **meeting agenda** for further details.
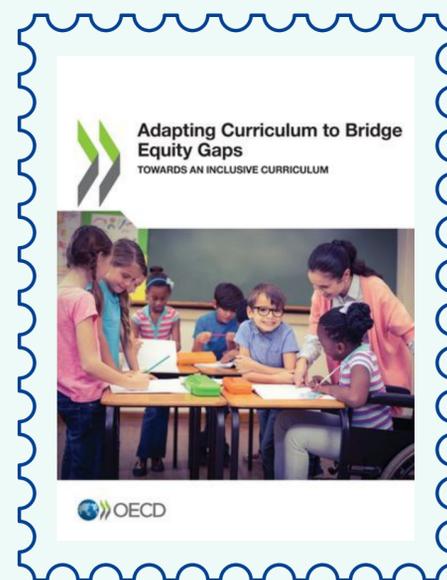
Global Forum Hashtags

#FutureReadyCurricula   #Ed2030GlobalForum

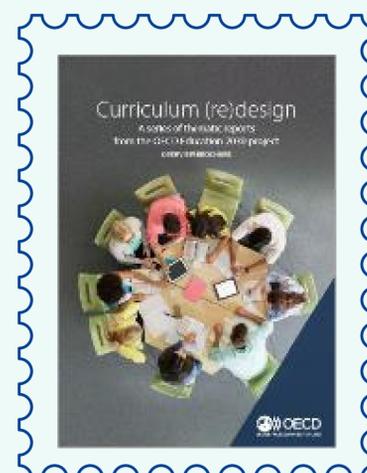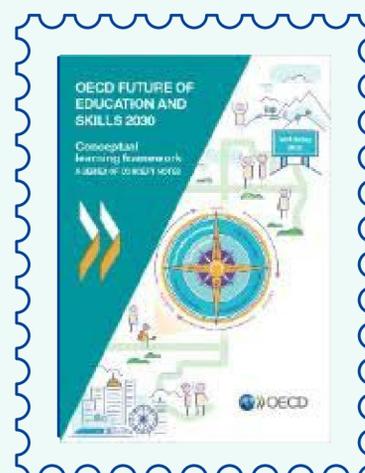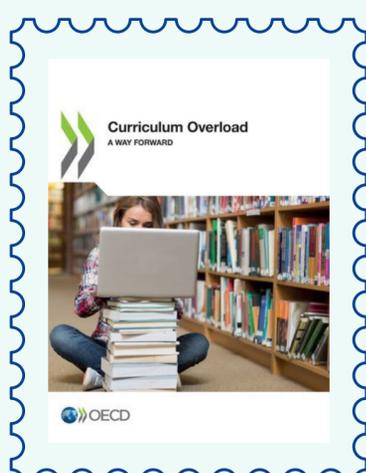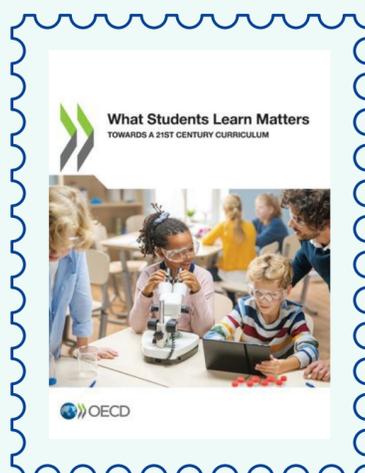The Forum began with **virtual visits to Estonian schools**, which prompted the focus of the Forum: multi-stakeholder dialogues on the digital transformation of curriculum and closing the equity gap, with a special focus on teacher agency and the competencies needed for an equitable learning and working environment. The visual summary record of the meeting is available **here**.

Adapting Curriculum to Bridge Equity Gaps: Towards an Inclusive Curriculum was published on 10 May 2021 and is the latest report in a series of comparative analyses on curriculum, summarising existing literature, listing challenges and strategies countries reported, and suggesting lessons learned from curriculum reforms. The E2030 project conducted comprehensive curriculum analyses through the co-creation of new knowledge with a wide range of stakeholders including policy makers, academic experts, school leaders, teachers, NGOs, other social partners and, most importantly, students.

Other Reports and Brochures in the E2030 Curriculum Analysis Series

DESTINATION ONE: ADAPTING CURRICULUM TO BRIDGE EQUITY GAPS

Day Two of the Forum involved the launch of the report: *Adapting Curriculum to Bridge Equity Gaps: Towards an Inclusive Curriculum*, and featured a panel of representatives from different stakeholder perspectives: personal, practice, performance and policy. Please find some highlights of the panel discussion below, and you can click **here** to watch the full video recording of the panel session.

PERSONAL PERSPECTIVE
Maxime Zwartjes, *Student*

- Students need to feel seen as their whole selves, as individuals, not just as students.
- The role of the teachers is so important, as they can include or exclude some students.
- Teachers need to be given time to converse with each student.
- The lens has to be on supporting *all* students, not just the majority.

PRACTICE PERSPECTIVE
Michael Kopp, *Teacher*

- Teachers can make space for students to acknowledge, discuss and grapple with their own realities as individuals as a step to increase students' sense of belonging and connection, and encourage empathy for one another.
- It takes *all of us* to cultivate equitable learning environments that systematically recognise and reward collaboration and imagination rather than competition.

PERFORMANCE PERSPECTIVE
Andreas Schleicher, *OECD Director for Education & Skills*

- The COVID-19 pandemic has amplified existing inequalities, within and across education systems.
- Students need equitable access to digital tools, but also need competencies to successfully navigate digital ambiguities (e.g. distinguishing fact from opinion online).
- Curriculum is not one size fits all; Universal Design for Learning supports removing barriers and systematically focusing on the what, why and how of learning.

POLICY PERSPECTIVE
Liina Kersna, *Minister of Education and Research of Estonia*

- Eliminating structural barriers to learning begins with aligning social and education policy.
- Co-agency is a core driver of constructive change; all actors in the school system should share responsibilities in developing and agreeing on standards.
- Assessment must be an instrument of inclusion, not exclusion.
- Education 2030 has enriched national education strategy and influenced curricula.

Forum participants discussed intersectionality and co-related equity factors based on questions about vulnerability. This followed a panel session on intersectionality, as outlined in the *Adapting Curriculum to Bridge Equity Gaps* report.

"Adjusting Curriculum to Bridge Equity Gaps: towards an inclusive curriculum", reference to the Strength through Diversity Framework
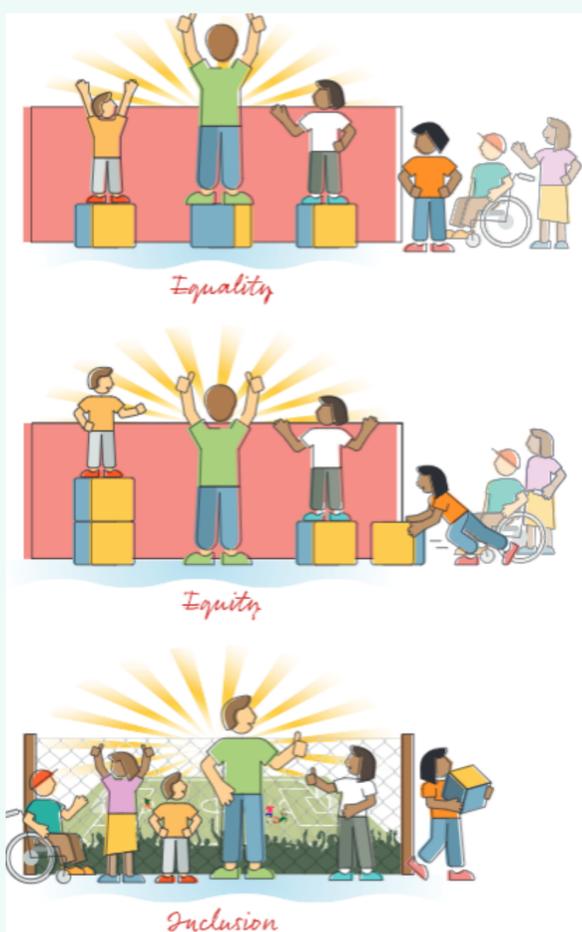
- Social and/or individual differences in students' backgrounds may be associated with unfair limitations to their learning achievement, education attainment and broader development outcomes.
- These intersecting dimensions, compounded by the social contexts in which students live, need to be considered when designing or redesigning curriculum as they can serve as identifiers of potentially vulnerable students.

Following presentations in a panel session, participants workshopped perspectives on vulnerability and its impact on learning. Three correlated themes, among others, emerged:
- students' personal circumstances and socio-economic background (home environment, limited resources and impact of risk factors and intersecting disadvantages);
- the learning environment of school (extent of support and curriculum relevance);
- relationships with peers and teachers (feeling left out or behind).

Forum participants also discussed approaches to equality, equity and inclusion in curriculum design, using the below image from the report as stimulus

Three approaches to curriculum design as outlined in the report:

- **Equality**: Giving all students equal treatment in curriculum (the first image)
- **Equity**: Giving all students opportunities to reach the core or essential knowledge and skills that enable them to participate (the second image)
- **Inclusion**: Offering all students a high-quality curriculum that enables them to reach their potential, without any subsidies or support (the third image)

Forum participants discussed the strengths and limitations of the three options, drawing on their own experiences.

Source: OECD (2021) *Adapting Curriculum to Bridge Equity Gaps: Towards an Inclusive Curriculum*, inspired by and adapted from City for All Women Initiative, 2015, https://www.cawi-ivtf.org/sites/default/files/publications/advancing-equity-inclusion-web_0.pdf .

During a workshop session, participants discussed the extent to which digital curricula can bridge equity gaps. Below are some themes that emerged as potentially leading to an inclusive curriculum through digital curricula as a support tool

Teacher competencies: Teachers can include or exclude some students. A teacher's lens has to be on supporting *all* students, not just the majority. Teachers need to be given time to converse with each student.

Digital curricula can improve the assessment of student learning through the use of the various digital resources now available, being adaptive and personalised to support individual progress rather than rank students.

Digital tools and resources will only assist if the quality is high – hence it is important that educators are directly involved in the development of digital solutions.

There is a need to appropriately utilise **public-private partnerships** to broaden each student's access to digital devices and to immersive learning environment experiences

Forum participants also discussed the five lessons learnt from efforts to close equity gaps outlined in the Adapting Curriculum to Bridge Equity Gaps report, reflecting on their own experiences

The Lessons Learnt...

1. **Applying universal design as a checklist when planning a student's strengths** can be the starting point for the student to be able to "see themself" reflected in the curriculum.

2. The **resources required to close observable and non-observable equity gaps should not be underestimated** – such resources will include being conscious of quiet students and the use of group work, and ensuring teachers receive appropriate professional learning to better identify non-observable challenges and mental health issues students experience.

3. To avoid the stigmatisation of personal, cross-curriculum content and competency-based curricula, it is important to **positively engage stakeholders** (including policy makers, students and post-secondary institutions), address misunderstandings, and **establish the public good and student engagement and well-being as underpinning principles.**

4. By favouring the whole child over learning and assessment it becomes clear why we assess, how we assess and what we assess **shifting the focus from assessment for marks and ranking to assessment for learning and of learning.**

5. **Public-private partnerships provide untapped opportunities when there are shared goals and mutual benefits**; there are also risks which can be minimised when there is transparency of intent and benefits and where government support is provided.

During Days 2 and 3, forum participants discussed in small, muti-stakeholder groups how to close equity gaps based on the following questions:

Dialogue A Questions

"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 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, big data, AI, blockchain, Internet of Things, etc?"

Dialogue B Questions

"Use Universal Design for Learning as checklist. Which part of 'universal design for learning' resonates with you?"

"Change the paradigm of "learning and assessment" to favour the whole child and person development. How do you think assessment can change / should change for better learning and well-being of vulerable students?"

"Expect both untapped opportunities and new risks in public-private partnership. What are the experiences of school side when introducing EdTech tools and services?"

"Avoid stigmatising personalised and cross-curricular competency-based curricula. In your country, what kinds of 'image' or 'expectations' do teachers and parents have for 'personalised curriculum' and 'cross-curricular competency-based curriculum'?"

"Do not underestimate the resources required to close observable and non-observable equity gaps. What kinds of challenges vulnerable students have are 'observable' and 'non-observable'? What kind of resources (financial or non-financial support) are needed to support those students?"

Dialogue D Questions

"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?"

Dialogue C Question

"What are the competencies teachers need to design/implement curriculum / personalised curriculum so as to bridge equity gaps?"

DESTINATION TWO: COMPETENCIES FOR AN EQUITABLE LEARNING AND WORKING ENVIRONMENT

What do STUDENTS need for an equitable learning environment?

- The freedom to be creative and make mistakes
- Have greater ownership and agency over their learning
- Engage in authentic learning that relates to real world issues

New digital tools can make learning more fun, but "we don't just need better materials or better teaching. We also need the support to be able to adjust and to be able to grow."

– Celestyne Huang, student at the Santa Laurensia Junior High School, Indonesia)

Forum participants discussed what kind of learning environment might motivate students to learn and the competencies that te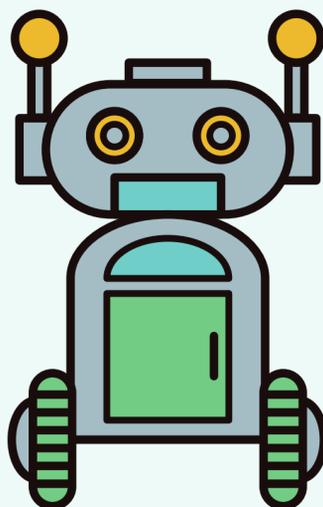achers need to build that environment. Videos of virtual visits to three Estonian schools (watch them **here**) stimulated reflection and dialogue, and demonstrate different facets of a learning environment that can foster both student and teacher agency and well-being.

Students at the Uuemõisa School use touch screen whiteboards to learn their lessons and use tablets to take their quizzes
–Uuemõisa Primary School, Estonia

At the Paikuse School, students acquire digital skills like programming through classes in robotics and informatics
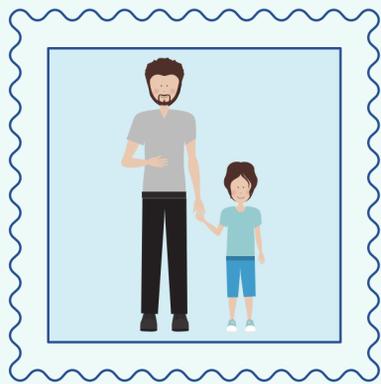*–Paikuse School, Estonia*

Gustav Adolfi has a large atrium at the centre of the building where students can gather together any time. Students also enjoy learning in a virtual reality room and a convent from the 13th century that houses an academics' gallery.
– Gustav Adolfi Grammar School, Estonia

A learning environment that fosters student agency would help students learn anytime, anywhere, at their own pace, to engage in learning that is tailored to student needs and interests, so learning is fun and relevant to their lives

What do PARENTS need for an equitable learning environment for their children?

- Feeling involved in their children's learning
- Trust in their children's teachers and confidence in their school
- Reassurance that their children's needs are met

Liisa, a parent representative, spoke as a panelist during the Day 1 plenary session wherein practices were shared on teacher competencies, digital transformation and curriculum innovations that are needed to close equity gaps and ensure the well-being of all stakeholders.

"We expect from schools more trust, putting more weight on the skills that kids cannot get from screens and paying attention to the so-called old fashioned skills like self-control, time-management, planning and adaptability and why not the forest camping for managing their own life in the future"
–Liisa Pakosta, parent

Digital technologies provide opportunities to strengthen communication channels between schools and parents, and facilitate parents' involvement in their children's education.
–Adapting Curriculum to Bridge Equity Gaps (OECD, 2021, 27)

Growing awareness that an inclusive curriculum also takes into account the important role of parents in supporting their children's learning is also demonstrated by the consideration of parents themselves as potential readers - if not primary readers - of the curriculum. A recent OECD Future of Education and Skills study reveals that in 86% of the participating countries/jurisdictions, parents are considered target readers of the curriculum.
– Adapting Curriculum to Bridge Equity Gaps (OECD, 2021, 55)

An involved working environment would help parents better understand how schools are administered while improving their communication with teachers and school administrators to build trust, respect, and improve co-operation to help students learn and teachers work better.

What do TEACHERS need for an equitable working and learning environment?

- Continued learning through professional development and teacher collaboration
  - Help personalising their students' curriculum
  - Diversified teaching and assessment methods
- Providing more attention to the needs and interests of each student

"We learn in different spaces - in halls, in the atrium, outdoors. The classrooms are transformed into the computer lab, offering spaces for discovering. Each teacher can be responsible for integrating IT in their subject and thus, the digital competencies are developed at all levels of study. Teachers' task is to give students the opportunity."

– Ingrid Maadvere, Educational Technologist of Gustav Adolf Gymnasium (Grammar School)

Maria spoke as a panelist during the Day 3 plenary session on co-creating Teaching Compass 2030. Following the panel discussion, forum participants discussed the competencies teachers need to design and implement personalised curriculum to bridge equity gaps.

"I have different students in my classroom with different needs and expectations. Some have multiple challenges. To face this situation it is important to create learning environments so as to bridge the gaps. The learning environments I try to create are where students can feel safe physically and mentally. Where they can feel comfortable to express their thoughts and where different perspectives and domains are accepted."

–Maria Conceição Pinheiro, French teacher at Moimenta da Beira's School Cluster, Portugal

An ideal teaching environment would help teachers acquire professional skills and a growth mindset, allow teachers to be treated with respect, reduce curriculum overload, and enjoy a better work-life balance.

How can SCHOOL LEADERS build an autonomous learning-working environment?

- Initiating school-wide changes by enhancing teacher and staff agency
- Installing an accountability system that allows teachers to be creative, respecting teachers' rights and responsibilities, and ensuring teachers have all of the necessary resources to set up success for their students

"A school leader's job is to define the school's tasks and responsibilities and co-operate with community representatives. The aim of school is not only to teach academic skills and knowledge. Topics like motivation, self-regulation, mental health and learning skills rise more and more in many homes and have to be explicated in the classroom"

–Indrek Lillemägi, Head of the Emili School, Estonia

" The leaders in our cluster of schools have managed to bring teachers and students together, enabling them to work in co-agency – but schools are not divorced from their communities and we have involved parents, universities, community partners, enterprises, science centres, museums and labs to support our learners. The best way to support teacher agency relies on: shared leadership; empowerment; empathy; a sense of belonging; respecting teachers and student diversity; ensuring well-being; and fostering positive and rewarding relationships so that no-one is left behind. In our cluster, inclusion is a mind-set."

–Ana Claudia Cohen Domingos, Portugal

Indrek spoke as a panelist during Day 1 plenary session that addressed teacher competencies, digital transformation and curriculum innovations. Ana Claudia spoke as a panelist during Day 3 plenary session on co-creating Teaching Compass 2030.

School leaders benefit from building an autonomous learning-teaching environment by enabling greater teacher agency to empower teachers while affecting positive system-level change, which in turn can make school curriculum better respond to the changing needs of society, also enhancing the employability of students

How can POLICY MAKERS build a collaborative learning-working environment?

- By integrating personalised learning in legislation and/or curriculum
- Providing targeted funds and technical support to schools
- Publishing the curriculum and learning materials in multiple languages
- Supporting teachers and school leaders to design individualised study plans and syllabi
- Involving additional stakeholders (e.g. parents, larger community), and make use of extracurricular activities to support at-risk students

– Adapting Curriculum to Bridge Equity Gaps (OECD, 2021, 9)

"All stakeholders who are concerned about the future of education have a common target: to create an equitable education system... eliminating structural barriers starts with aligning social and educational policy. It requires creating the conditions that lead all stakeholders to be satisfied with teaching and learning."

–Liina Kersna, Minister of Education and Research, Estonia

Reflections from policymakers on the 3rd Global Forum

" It is not enough to state that no one can be left behind, or that education is the best hope for social mobility. Statements must turn into actions, and inclusion and the fight for equity are about curriculum policy. The 3rd Global Forum was another opportunity to discuss how to shape a curriculum in which every student counts, with the degrees of adaptability and flexibility so that different paths lead to equitable results. The fact that we are placing equity as the guideline for curriculum design is a major step into the creation of justice through education, because one size does not fit all."

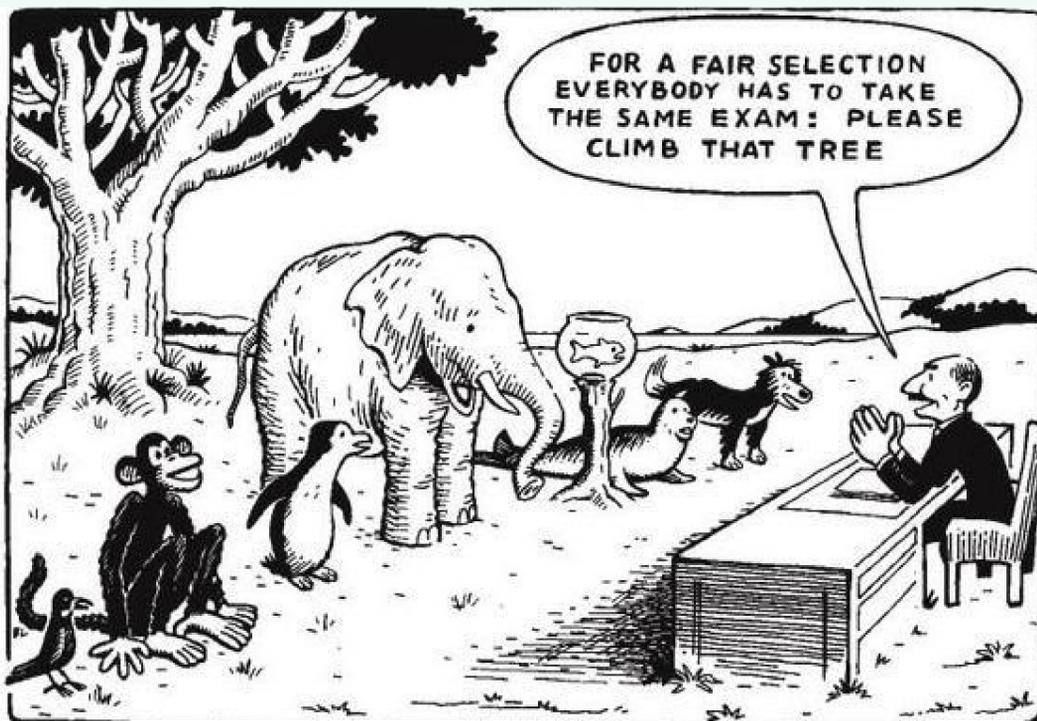*–João Costa, Secretary of State of Education, Portuguese Ministry of Education*

" The Ed2030 Learning Compass identifies wellbeing as the ultimate goal of education - individual, familial, community, national and global. We cannot achieve this without considering how we can enable mutually respectful, supportive and equitable relationships to develop and flourish in every classroom. The focus in the Global Forum on the role of the teacher is very important, because it is through schools and with teachers that n ational and international policies and commitments on equity in education are implemented. Aligning teacher education and professional development with curriculum change is a necessary step if those policies are to be achieved."

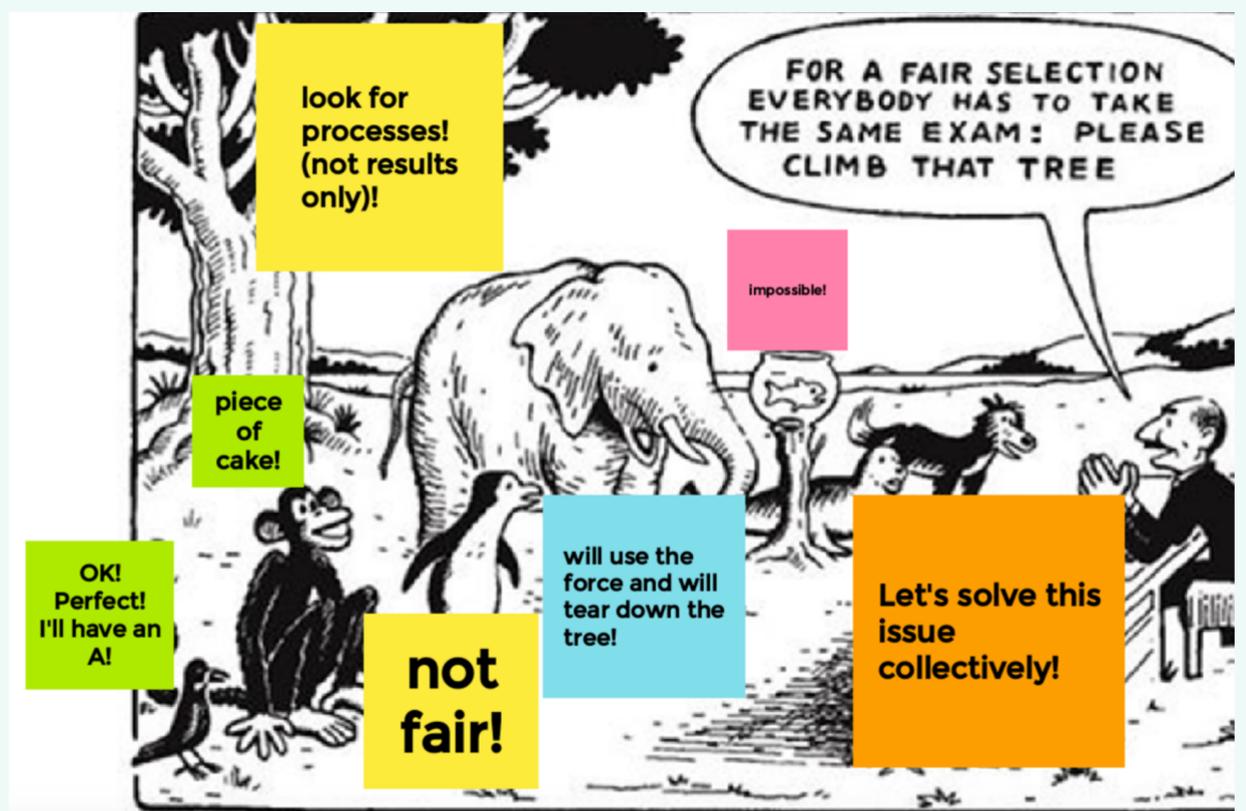*–Suzanne Dillon, Chair of OECD Future of Education & Skills 2030*

Forum participants discussed universal design and the accommodation and adjustments needed to ensure all students can access the curriculum and demonstrate learning outcomes.

Aurel Ivanka, a student at Santa Laurensia Junior High School, Indonesia, commented on the need for teamwork to build an inclusive classroom based on the image on the left below:

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE

"Teamwork is important in a society where everyone has their own strengths and weaknesses, and they are able to work within their bounds of limits and bounds of strength... (and the human assessing the animals) should judge based on how much they were able to help within their own bounds of limit."

Forum participants workshopped perspectives on equity of opportunity using the same image as stimulus – here are some of the responses to the issue presented and solutions proposed using the Jamboard-google digital whiteboard:

Forum participants also identified competencies that teachers need and stakeholders can support to effectively close equity gaps. These competencies included:
- Digital literacy to assist in closing equity gaps for students;
- Diverse teaching and assessment methods to enable each student can access the curriculum and demonstrate what they know and can do;
- Social-emotional skills, collaboration skills, creative and critical thinking skills;
- Adaptiveness, trust, communication, empathy, active listening, patience and optimism.

NEXT DESTINATIONS: A BRIEF INSIGHT INTO THE THEMATIC WORKING GROUPS (TWG) OF THE GLOBAL FORUM

TWG1: Teacher agency, teacher well-being and teacher competencies for 2030

Purpose: TWG1 explores the Education 2030 core concepts of teacher agency, well-being and competencies that should be rooted in the Learning Compass 2030. TWG1 helps to explore questions and share best practices on topics such as the future vision and role of teachers, the role of school leaders in ensuring teacher well-being at school, and what kinds of knowledge, skills, attitudes and values teachers need to respond the future-needs.
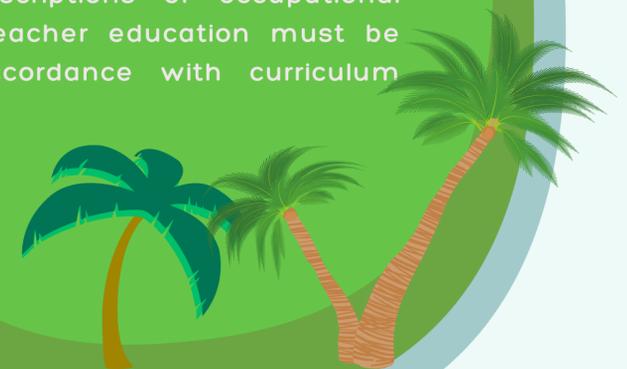
Objective: The role of teachers and school leaders in the inclusion of students and in preparing them as future-oriented is hard to underestimate. Bridging equity gaps starts not only with teacher autonomy, but agency, and how they carry on the transformative competencies and values highlighted in the Learning Compass 2030. Ensuring teachers' well-being and that they are equipped with the necessary competencies to succeed is crucial.

TWG2: Aligning teacher education and professional development with curriculum change

Purpose: TWG2 focuses on teaching licencing and standards for certification across countries, and teacher education and professional development. TWG2 shares best practices and examines questions like: What types of teacher standards and competencies are currently in use? Which examples exist of teacher licensing/credentials that show alignment with future-oriented competencies frameworks? What are the current and new components in teacher education programmes and professional development that are aligned or misaligned with curriculum changes?

Objective: Well-educated and professionally developed teachers are able to make research-based decisions on bridging equity gaps and inclusion and can inspire student agency and promote student well-being. The descriptions of occupational standards in teacher education must be updated in accordance with curriculum changes.

TWG3: Aligning pedagogies and assessment with curriculum change and reform

Purpose: TWG3 focuses on curriculum implementation, with a particular focus on alignment: between the curriculum and other aspects of the instructional system; between the intended, implemented and achieved curriculum, with due consideration to teacher development, pedagogy and assessment.

Objective: TWG3 has two main tasks: i) stock-taking of types of pedagogies and assessments that are explicitly linked to the recent/current curriculum reforms in the E2030 participating countries; and ii) reviewing the impact/effectiveness of curriculum alignment (through research literature, examples, stories and case studies).

NEXT DESTINATIONS: A BRIEF INSIGHT INTO THE THEMATIC WORKING GROUPS (TWG) OF THE GLOBAL FORUM

TWG4: Hub of Experimental Schools

Purpose: The primary purpose of TWG4 is to involve cutting-edge schools in the global education policy dialogue, so that countries can learn from school-level innovations happening around the world. Schools recruited to the hub are engaging in technological or non-technological innovation or experimentation in one of the following areas: a) curriculum design and implementation, b) learning strategies and practices, c) teaching strategies and practices and d) student assessment.

Objective: TWG4 is interested in finding and following real experiences of schools implementing all sorts of different innovations and in engaging in discussion and reflection on factors of success and failure in their experiments. The work of TWG4 is co-led with The Portugal Experimental Schools. Participating schools will be part of a global network of policy makers, education institutions, teachers, students and social partners that are co-creating a new vision for education.

TWG5: Engagement, communications and dissemination of E2030 work with the wider community

Purpose: TWG5 was launched to promote the Education 2030 engagement and communications strategy with a broader audience worldwide.

Objective: To enhance stakeholder engagement across the world, including: i) translation and dissemination of the OECD Learning Compass 2030 materials into different languages; ii) deepening the understanding of key concepts of the compass through workshops and webinars. Recordings of the Learning Compass series of workshops are available on the E2030 website; and iii) recommending and collecting contributions from Thought Leaders of the E2030 project.

Student Voice Campaign

We are pleased to announce the launch of our student voice campaign: "Student Voices on Curriculum (Re)design". Secondary school students (high school and junior high school) worldwide are invited to participate by submitting a video of themselves responding to one of six questions about curriculum (re)design. Detailed participation instructions are found in the Microsoft Form that students will use to submit their video: bit.ly/2030StudentVoice. The deadline for submissions has been extended to 31 January 2022.

OECD FUTURE OF EDUCATION AND SKILLS 2030

PARIS ✈ ESTONIA

Thank you to the Creative Summary Record Team!
Project Leader Pille Liblik (FG1), Project Leader Phil Lambert (FG2), Project Leader Wesley Chew (FG3), Yuka Hasegawa, Lucía Burtnik, Vikram Ghandeeswaran Narayanan, Ishleen Kaur, Annie Bergh, Imbi Henno, Kart-Katrin Pere, Annike Soodla, Cassie Morley (OECD) and Kevin Gillespie (OECD)

Further E2030 Resources
Please scan this QR code or visit
https://www.oecd.org/education/2030-project/

Questions? Comments?
Please feel free to email education2030@oecd.org