
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!

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

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

#Ed2030GlobalForum
Welcome to the Education 2030 Virtual Workshop

While you wait, please familiarise yourself with Zoom meeting controls

More guidance will be given during the introduction

1. You are muted for now, but audio controls are located here

2. You may show your webcam, for which the controls are located here

3. We will use the ‘raise hand’ function, located under ‘Participants’

4. As a backup, you can submit comments using the ‘Chat’ box
Warm welcome to the E2030 Virtual Workshop

Suzanne DILLON
Chair of the Global Forum on the Future of Education and Skills 2030
Warm welcome to the E2030 Virtual Workshop

João Costa
Opening Remarks

Andreas SCHLEICHER
Director
Directorate for Education and Skills
OECD
Immediate Impact of Covid-19

• **1.5bn** students and their parents learned over the last two months that learning with technology must work in the future

• **Remote learning** has become the lifeline for learning but doesn’t address the social functions of schools

• Access, use and quality of **online resources** amplify inequality

• **Accreditation** at stake

• Huge needs for **just-in-time professional development**

• Re-prioritisation of curricula and strategies for **re-opening** of schools needed

• But lots of highly **innovative learning environments** emerging!
The OECD Learning Compass 2030 in the Covid-19 context

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

- Do we want to go back to where we were?
- What do we want to see as the next ‘new normal’?
- What does this mean for the OECD Learning Compass 2030?
## "New Normal’ in Education

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<th>Past education system</th>
<th>Emerging education system</th>
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<tr>
<td>Education system (treating it alone)</td>
<td>Education system as part of a bigger eco-system</td>
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<tr>
<td>Division of labour</td>
<td>Shared responsibility</td>
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<tr>
<td>Traditional approach to analyse: “input to outcomes”</td>
<td>New ways to analyse: “input, process and outcomes”, valuing the &quot;process&quot;</td>
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<td>Static curriculum with linear learning progression</td>
<td>Dynamic curriculum with non-linear learning progression</td>
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<td>Bureaucratic accountability for compliance</td>
<td>Professional accountability and feedback for improvement</td>
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<td>Focus on academic performance</td>
<td>Extend academic performance to cognitive, social and emotional outcomes and student well-being</td>
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<td>Focusing on standardised testing</td>
<td>Extend assessment of learning to assessment for learning and assessment as learning</td>
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<tr>
<td>For groups discussing “access to learning”</td>
<td>For groups discussing “quality of learning”</td>
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<tr>
<td>--------------------------------------------</td>
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<tr>
<td>Options for focus</td>
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</tr>
<tr>
<td>1. Access to learning devices and content and internet connections</td>
<td>1. Maintaining students’ motivation and staying on track with one's studies</td>
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<td>2. Access to opportunity to learn (organisation &amp; re-organisation of learning time) during school closure &amp; when school reopen</td>
<td>2. Anxiety about examinations and transition to higher levels of education and university</td>
</tr>
<tr>
<td></td>
<td>3. Shrinking of curriculum coverage</td>
</tr>
</tbody>
</table>
A little reminder: Design Thinking Process

Suzanne DILLON
Chair of the Global Forum on the Future of Education and Skills
Expected outputs from this design-thinking workshop

• **A set of action plans** generated by each working group that address key challenges that students are facing with learning and well-being during the COVID-19 crisis

• **Individual commitments** within each group to make the action plans a reality

• The set of action plans & individual commitments (without names) will be **shared with the broader public** as an output of the e2030 community
Human-centred (student-centred) design thinking approach

Exploring the Problem Space

Empathising

Brainstorming

Prototyping Cycles

Source: Shelley Goldman, Stanford University
7th IWG E2030 Meeting, 14-16 May 2018
Human-centred (student-centred) design thinking approach

Step 1: Exploring the Problem Space
• Research current & past solutions, seek applicable information and expert knowledge
Human-centred (student-centred) design thinking approach

Step 2. Empathising

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

Step 3. Brainstorming

• Generate many ideas using brainstorming and other techniques, narrow down and prioritise ideas
Human-centred (student-centred) design thinking approach

Step 4. Prototyping Cycles

- Create low-resolution representations solutions
- Discuss among students, teachers, school leaders, policy makers, researchers and other stakeholders about prototypes
- Iterate on prototypes or return to another step
and we need to make an individual slide for each student?

#Ed2030GlobalForum
Human-centred (student-centred) design thinking approach

Step 1: Exploring the Problem Space
• Research current & past solutions, seek applicable information and expert knowledge
Design Thinking Step 1: Exploring the problem space through survey results from FG1, 2 and 3

Janet LOONEY
Director
European Institute of Education and Social Policy
Top 3 priority challenges FG members ‘think’ their students face (mixed areas)

**During remote learning**

**FG1**
1. Access to devices needed for distance learning (56%)
2. Achievement of curriculum objectives (56%)
3. Access to all subjects and contents stipulated by the curriculum (33%)
4. Adjustment to new learning environment (33%)

**FG2A**
1. Access to devices needed for distance learning (56%)
2. Adjustment to new learning environment (48%)
3. Access to good and stable internet connection (44%)

**Transition back to school**

**FG1**
1. Access to learning opportunities to catch up with content (67%)
2. Following rules of social distancing at school (67%)
3. Being aware and sure of their learning progress when resuming school (50%)
4. Self motivation for resuming learning at school/self-study at home (50%)

**FG2A**
1. Safe access to school (e.g. public transport and other) (64%)
2. Worries about examinations being affected by school closures (64%)
3. Adjustment to change in school schedule (partial or full return) (56%)
Top challenges within an area: **Access**

**During remote learning**

- Access by students to the devices they need for distance learning (computer, tablet, mobile phone, television, radio, etc.)
- Access by students to a good and stable internet connection
- Access by students to all subjects and contents stipulated by curriculum
- Access by students to textbooks or study materials that motivate them for self-study

**Transition back to school**

- Students have safe access to school, e.g., safe public transport and other safe commuting options to come to school
- Students’ adjustment to the change in the school schedule (partial or full return to school), which may differ by grades or...
- Students have access to learning opportunities to catch up with the content they missed during the school closure
- Students have access to textbooks or study materials that motivate them for resuming learning at school or continuing to self-...
Top challenges within an area: Quality

During remote learning:

- Students’ adjustment to new learning environment, from formal classrooms to...
- Students’ access to teachers who can support their learning process
- Students’ achievement of curriculum objectives
- Students’ ability to self-motivate for studying at home
- Disruption in learning at home that would not be experienced in a school setting...
- Students’ ability to set their own learning goals and organise their time for learning
- Students’ anxieties about existing examination/matriculation requirements
- Students’ awareness of their own learning progress
- Students’ access to relevant homework, which fosters student motivation as well...
- Students’ anxieties about what grades, marks, scores, feedback etc. they will get...

Transition back to school:

- Students can be aware and sure of their own learning progress when resuming to learn at school
- Students’ ability to set their own learning goals back in school and re-organise their time for learning
- Students have access to the appropriate level and quality of homework, when necessary, that supports their learning...
- Self-motivate for resuming to learn at school / continuing to self-study at home
Top challenges within an area: Well-being

**During remote learning**

- Students are guided to pursue physical activity
- Students are provided support to manage their well-being
- Students have means to keep in touch
- Students have access to medical attention
- Students have access to mental health services
- Students have access to healthy and balanced meals

**Transition back to school**

- Students can follow the rules about social distancing at school
- Students do not have to worry about the examinations being affected by the school closures
- Students can pursue physical activities after returning to school despite the need to catch up with learning
- Students do not have to worry about their safety at school due to the virus (e.g., if masks are not available)
Let’s compare with experiences of students in FG3
Top 3 priority students reported as challenges they are facing in remote learning

- It is hard to motivate myself to study: 73%
- It is hard to set my own learning goals and organise: 54%
- It is hard to know if I’m making progress in my: 52%
- My internet connection interrupts or slows down: 50%
- It is not as easy to keep in touch with my classmates: 48%
- I have too much homework or homework that is not...: 47%
- My textbooks or study materials are not motivating: 44%
- It is hard to know how much progress other...: 42%
- I am more hesitant to ask my teachers for help online: 41%
- I have a hard time finding a quiet space and time to...: 39%
- It is hard to follow the learning goals set by my...: 37%
- My teacher is not always available to help with my...: 35%
- People in my household are not always available to...: 34%
- Other, please describe: 32%
- I have a hard time accessing to the devices I need...: 32%
Distance learning approaches: Most helpful and used

- Using new online platforms (virtual classrooms) so that teachers can continue engagement with students or students engage in self-directed or...
  - Most helpful: 80%
  - Most used: 70%

- Using existing online distance learning platform/resources (ones that your school has been using before school closure)
  - Most helpful: 60%
  - Most used: 50%

- Online websites
  - Most helpful: 80%
  - Most used: 70%

- Educational television (video lessons and education programmes on national TV channels, a school system’s YouTube channel, a teachers union...)
  - Most helpful: 20%
  - Most used: 40%

- Other, please describe
  - Most helpful: 10%
  - Most used: 10%

- Radio education
  - Most helpful: 10%
  - Most used: 10%

- Printed instructional packages (physical copies of materials such as hand-outs, assignments and homework for student who cannot access...)
  - Most helpful: 20%
  - Most used: 30%
Step 2. Empathising

• Listen to, observe & interview students, collect sketches, photos, videos, artifacts, & take notes to analyse and synthesise user needs

• Develop & focus on insights about user(s) to focus solution space
Design Thinking Step 2: Empathising

Dismantling the attributed challenges while grounding thoughts in student voice
SURVEY RESULTS FG3

#1 priority students reported as challenges they are facing:

- Student happiness & anxiety in learning and wellbeing
- Anxiety about school leaving, university entrance exam
- Safety and security
- The meaning of ‘school life’
- Health
- Satisfaction with school life
I am happy when I receive continuous feedback from teachers to maintain motivation and ensure I stay on track

I am happy when I know that I am still learning and progressing

I am happy when I have a clear and achievable study plan for a day and for a week

I am happy when my schoolteachers acknowledge (or worried if they do not acknowledge) the types of challenges I experience at home that I would not...

I am happy when I have opportunities for peer learning or for consulting my teacher

Other, please describe

My examination has been cancelled and upper...

My examination has been postponed to a later date

Other, please describe

My examination will only test me on material covered...

I am still taking the examination as planned...

My examination will take into account a range of evidence...

My examination will be (or was) organised online and I...
What helps students to feel safe and secure

- Having a safe place to live
- Having my school leader and teachers help me and my classmates understand the situation, including the risks we face during this time and how to keep ourselves safe...
- Knowing that my school leader and teachers work to ensure our safety, such as by enforcing social distancing measures or providing support to help my classmates...
- Understanding the implications for my future, such as post-traumatic stress and anxiety
- Learning about how to be safe during the COVID-19 crisis as part of the curriculum, such as through online classes
- Other, please describe

What students miss about school

- I miss learning and studying in groups with peers
- I miss learning from teachers
- I miss being able to seek advice from teachers
- I miss doing sports with peers
- I miss doing creative activities with peers like art projects, music practices or theatre rehearsals
- Other, please describe
Students’ personal health concerns

- I need to spend less time in online communities or on social media and have more face-to-face...
- I have access to healthy and sufficient amounts of food
- I get into the habit of preventive actions, e.g. washing hands properly and regularly
- I continue to have access to mental health services that I receive at school, such as remote consultation...
- I have programmed breaks in my daily academic schedule to allow for physical activity and mental breaks
- I continue to have access to medical services that I receive at school
- I am informed about health resources available to me through channels other than school, such as medical...
- My school teaches about relevant health issues, such as online classes about COVID-19 or about managing...
- Other, please describe

Students’ life satisfaction

- Being able to maintain friendships
- Feeling comfortable in the space where I live and study
- Being able to learn new things and knowing that I am still getting a meaningful education
- Being in good health (both physically and mentally)
- Being able to engage in learning activities of my choice
- Having programmed breaks or activities in my daily academic schedule to connect with...
- Other, please describe
Kazuma Yuruzume
10th grade
Tsuruga High School
Japan
(10) \( n = 36 + 2 \) のとき \( m + 4 = (36 + 2) \)

\( m + 4 \) は 3 以上の自然数であるから、条件を満たさない。

以上から、条件を満たすのは \( n = 2 \) の場合だけである。

\( m + n = 3.2, m + n = 13.5 \)

と表される。

ただし、\( a, b \) は互いに素である整数で、\( m \times n > 0 \) であるから、条件を満たす。

また、\( m + n \) の素因数分解は \( m = 12 \times 4 = 3 + 4 \)

であるから \( m + n = 12 \times 4 = 3 + 4 \)

で表すことができる。

\( m + n = 3 \times 4 = 12 \times 4 \)

したがって、\( m + n = 12 \times 4 \)

この不等式を満たす整数は \( n = 1, 2, 3 \) である。

(1) 以下の条件において、\( m + n = 3 \) を代入すると、\( m = 1, n = 2 \) である。

\( m = 1 \) のとき \( m = 11, n = 5 \) のとき \( m = 7, n = 5 \)

いずれの場合 \( a + b = 2 + 5 = 7 \) である。

したがって、\( (m, n) = (11, 5), (7, 5) \) である。
Maria Cardia
12th grade
Agrupamento de escolas de Moimenta da Beira
Portugal
Alessandra Policarpo
12th grade
UWC Robert Bosch College
Germany
Small group discussions for “deep dive” for 2 days:

• 13 groups of 8-10 people each including representatives from each focus group.
• The same group will continue working throughout 2 days – for coherency for a sense of community among the small group.
• 7 challenges as “problem space” have been identified through surveys under 3 key areas: Access, Quality of Learning, and Well-being. Each group will select one challenge as focus problem to dive deep into the problem – within the limited time.
<table>
<thead>
<tr>
<th>For groups discussing “access to learning”</th>
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<td></td>
<td>3. Shrinking of curriculum coverage</td>
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</tr>
</tbody>
</table>
Small group discussions for “Step 2: Empathising”

Moments:
– Start by inviting students to share their stories and select a focus challenge that resonates the most for the group
– Dismantle the challenge by asking:
  • Who makes the problem a problem for students?
  • What are the issues behind the problem? How are these issues related to those who make these issues?
  • How difficult or easy is it to change for the issues you discussed?
– Discuss until 10:30
**Challenge:** The note-taker fills this line before the workshop starts with the challenge that the group was assigned.

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

<table>
<thead>
<tr>
<th>Agents of difficulty - (who?)</th>
<th>Obstacles - (what?)</th>
<th>Intensity of difficulty for each obstacle (how difficult)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea 1</td>
<td>Idea 1</td>
<td>Idea 1</td>
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<tr>
<td>Idea 2</td>
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</tbody>
</table>
Human-centred (student-centred) design thinking approach

Step 3. Brainstorming

- Generate many ideas using brainstorming and other techniques, narrow down and prioritise ideas
Design Thinking Step 3: Brainstorming

Brainstorming for what? Solutions & Actions!

João Costa
Deputy Minister of Education
Portugal
Initial remarks

H.R.H Princess Laurentien of the Netherlands
Celina Faerch
Student
Chair Focus Group 3
Meng Hongwei  Ph.D
Chief researcher, PESAI Edtech. Co., Ltd.
Beijing, China
Figure 1, the dishes made by students.
Pille Liblik
Adviser of General Education Department
Estonia
Andria Zafirakou
Teacher
United Kingdom
Small group discussions for “Step 3: Brainstorming”

Moments:

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

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

<table>
<thead>
<tr>
<th>Short term measures</th>
<th>Mid-term measures</th>
<th>Long term measures</th>
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<tbody>
<tr>
<td>Idea 1</td>
<td>Idea 1</td>
<td>Idea 1/</td>
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</table>
THANK YOU!

& Taking stock of progress made on Day One and preparing for Day Two
Welcome back!

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

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Thank you!
General observations

In Step 1, we identified the key problem space.

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

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

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

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

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

And, we still need to dive deeper on ‘how’ to make those solutions a reality.
### Examples: 7 challenges

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

2. **Access to opportunity to learn (organisation & re-organisation of learning time) during school closure & when school reopen**
   - **Building culture of distance learning, e-learning, remote-learning environment even in the school environment and its community (family engagement)**
     - Train teachers and extend the training to parents?
     - Students can help their peers?
     - Students and teachers working together?
     - Etc.

*** E2030 curriculum analysis Chapter 6: Ensuring equity through curriculum innovations
<table>
<thead>
<tr>
<th>3. Maintaining students' motivation and staying on track with one's studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Anxiety about examinations and transition to higher levels of education and university</td>
</tr>
<tr>
<td>5. Shrinking of curriculum coverage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Prioritize core curriculum or what actually needs to be done to lower workload/ space</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen to students how they want to learn? Esp. voices unheard? But how?</td>
</tr>
<tr>
<td>• Student become designer of their own learning/ future? But how?</td>
</tr>
<tr>
<td>• Build student-teacher communication, relationships, and trust? But how?</td>
</tr>
<tr>
<td>• More focus on life skills/ decision making? But how?</td>
</tr>
<tr>
<td>• But keep the breadth of current issues? But how to prioritise &amp; keep the breadth at the same time?</td>
</tr>
</tbody>
</table>

*** E2030 curriculum analysis Chapter 1: Curriculum overload

<table>
<thead>
<tr>
<th><strong>Reassess how learning is happening.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Whole system of assessment? But how?</td>
</tr>
<tr>
<td>• Balance between ‘assessment of learning’, ‘assessment for learning’, and ‘assessment as learning’?</td>
</tr>
<tr>
<td>• Integrate learning outcomes and learning processes?</td>
</tr>
<tr>
<td>• Why do exams need to be at a “single time”?</td>
</tr>
<tr>
<td> How to ensure ‘objectivity’ without penalising students for learning?</td>
</tr>
<tr>
<td> How to encourage learning from mistakes?</td>
</tr>
<tr>
<td>• Integrate digital tools (e.g. video for teacher observations), but may still need traditional assessment types?</td>
</tr>
</tbody>
</table>

*** E2030 curriculum analysis Chapter 6: Alignment between curriculum change and assessment
### 6. Safe place to live and learn

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

### 7. The social functions of a school

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

Step 4. Prototyping Cycles

- Create low-resolution representations of solutions
- Discuss among students, teachers, school leaders, policy makers, researchers and other stakeholders about prototypes
- Iterate on prototypes or return to another step
Small group discussions for “Step 4: Prototyping”

Moments:
- Recap of the solution chosen on the previous day
- Outline an action plan for implementation of the measure most voted, according to the following categories
- Commitment of participant to the action plan
- Agree on key points for reporting to the larger group and choose a group rapporteur
- Take a break at each group’s convenience and discuss until 11:00
- Each group present their action plan & commitment 2 min
Policy/Solution: Already filled with the agreed solution from day 1

<table>
<thead>
<tr>
<th>Stakeholders:</th>
<th>Specific steps</th>
<th>Resources needed</th>
</tr>
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Impact evaluation: Timeline:

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<tr>
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<th>Timeline:</th>
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</table>
## Individual commitments to the action plan

<table>
<thead>
<tr>
<th>Group members</th>
<th>Commitment to advance the designed action plan (what can each one do to advance the action plan?)</th>
</tr>
</thead>
</table>
| Government officials or government-related agencies | • I am committed to ....  
|                                             | • I am committed to .... |
| Students                                   | • I am committed to ....  
|                                             | • I am committed to .... |
| Teachers                                   | • I am committed to ....  
|                                             | • I am committed to .... |
| School leaders                             | • I am committed to ....  
|                                             | • I am committed to .... |
| Teacher educators/ teacher trainers        | • I am committed to ....  
|                                             | • I am committed to .... |
| Researchers                                | • I am committed to ....  
|                                             | • I am committed to .... |
| Foundations                                | • I am committed to ....  
|                                             | • I am committed to .... |
| Private enterprises/ companies             | • I am committed to ....  
|                                             | • I am committed to .... |
| Others (please specify the type of organisation or status) | • I am committed to ....  
|                                             | • I am committed to .... |
Report back: from vision to action!

Action plans & commitments from each group – connected in the learning ecosystem 2030
CLOSING SESSION AND NEXT STEPS
VISUAL CREATIVE SUMMARY BY PEETER MEHISTO
Andreas SCHLEICHER
Director
Directorate for Education and Skills
OECD
Suzanne DILLON
Chair of the Global Forum on the Future of Education and Skills
NEXT STEPS – meetings – key dates

Q1-Q2 2020
- 1st GF VW
  19-20 May

Q3-Q4 2020
- 2nd GF VW
  Sept/Oct
- 3rd GF MTG
  In Moscow
  24-26 NOV

To be continued

PWB 2021/22

We’ll continue advancing our work in an iterative manner towards the next GF VW
## NEXT STEPS – Working Groups

<table>
<thead>
<tr>
<th>Focus Groups</th>
<th>Thematic Working Groups</th>
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</thead>
<tbody>
<tr>
<td><strong>FG1</strong> 2(^{nd}) week of June</td>
<td>1. Future vision of teachers &amp; teaching (Launched)</td>
</tr>
<tr>
<td></td>
<td>2. Aligning teacher education/training with curriculum change (Launched)</td>
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<tr>
<td><strong>FG2A</strong> End of June</td>
<td>3. Aligning pedagogies &amp; assessment with curriculum change (To be launched)</td>
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<tr>
<td><strong>FG2B</strong> Mid-June</td>
<td>4. Hub of E2030 Experimental Schools (To be launched)</td>
</tr>
<tr>
<td><strong>FG3</strong> End of June</td>
<td>5. Engaging &amp; growing with Learning Compass 2030 (Launched)</td>
</tr>
<tr>
<td></td>
<td>6. E2030 Scientific Committee (To be launched)</td>
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**NEXT STEPS – Planned deliverables this year and beyond**

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

**Vision-making**
- Learning Compass 2030 (May ‘19)

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

### Phase 2 (2019/20 – 21/22)

**Vision-making**
- Learning compass 2030 – extended to ‘teaching 2030’

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