



**Global Forum on the Future of Education and Skills 2030
First Meeting (Virtual Workshop)**

Draft Agenda

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

19-20 May 2020

Context

Due to the Covid-19 crisis, the 11th Informal Working Group meeting has been rescheduled from May to, tentatively, November 2020. Until the e2030 community can meet face-to-face again, advisory group members and the e2030 team are committed to ensuring continuous engagement with its multi-stakeholder Focus Group members - policy makers, students, teachers and school leaders, teacher educators, academic experts, thought leaders, international organisations, and social partners - by providing space and opportunities for co-creation, peer learning and self-reflection.

To bridge the time until the next face-to-face meeting, the advisory group members and the e2030 team have organised a series of Education 2030 virtual workshops.

Purposes of the workshops

The purposes are three-fold:

- 1) Provide opportunities for the e2030 community to discuss time-sensitive and critical issues e.g. challenges and educational responses to the Covid-19 crisis;
- 2) Make further progress collectively on products to be launched by the project e.g. the international synthesis report on curriculum redesign (title to be confirmed), the mathematics learning framework and
- 3) Update the e2030 community with the progress being made to date by the thematic working groups and anticipated outcomes until the next face-to-face meeting in November 2020 (TBC) in Moscow, Russia.

First Virtual Workshop

This first virtual workshop aims to provide **a space for sharing challenges confidentially, and an opportunity to formulate possible solutions to overcome the challenges currently in curriculum delivery.**

The e2030 team have received the following priority considerations from our e2030 FG members during the course of the last few months that require immediate attention for the May workshop:

- **How to ensure (a) students' access to learning, (b) quality of learning, and (c) well-being during school closures, as well as the transition back to school**

- **Exploring untapped opportunities with innovations (including both technological and non-technological innovations) to overcome the curriculum delivery challenges**
- **What if? Considering the economic impact on families and the education of the most disadvantaged students**

Technical Format of the Virtual Workshop

The workshop will be delivered using the OECD's licensed 'Zoom Meeting' platform,. Once participants register for the event, they will receive a confirmation email (within 48 hours). This email will also contain a unique link and password to join the meeting either on computer or per telephone dial in.

We would encourage all participants, however, to join by computer to participate fully in the workshop. The unique link ensures that you enter the workshop as the registered participant, which helps the secretariat admit you quickly to the Virtual Workshop meeting room. Participants should not share their unique meeting link with anyone. We also recommend adding the Workshop to your calendar, so you have the links and passwords ready on the meeting days.

Participants will receive housekeeping rules prior to the meeting.

Inclusive Participation across Time zones

To maximise attendance, and taking into consideration the many different time zones of our international participants, we are pleased to offer the two attendance options to join the meeting. Time Zone 1 and Time Zone 2 (**CET times**) will be covering exactly the same content. So please save the date, and time, for the meeting that you would prefer to join.

Day One - 19 May 2020		
All times are CET times	Induction Session – mandatory for newcomers	Connection Test session – mandatory for participants to test their audio, visual and connectivity.
Time Zone 1: 08:30-08:50	<i>Open link to induction session</i>	<i>Participants should use their unique link to enter this meeting</i>
Time Zone 2: 16:30-16:50		
Time Zone 1: 09:00-12:00	Main Workshop <i>Participants should use their unique link to enter this meeting</i>	
Time Zone 2: 17:00-20:00		
Day Two - 20 May 2020		
Time Zone 1: 08:30-08:50	Connection Test session - participants are welcome to test their audio, visual and connectivity if troubles were encountered on the first day	
Time Zone 2: 16:30-16:50	<i>Participants should use their unique link to enter this meeting</i>	

Time Zone 1: 09:00-12:00 Time Zone 2: 17:00-20:00	Main Workshop <i>Participants should use their unique link to enter this meeting</i>
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Registration requirements

Registration is required for the **two-day** workshop and the closing date for registrations is the **10 May 2020**. As process steps (*Day 1 exploring, empathising, brainstorming and Day 2 prototyping¹*) will build on each other and group attributions will be lasting throughout the two days, participants are kindly invited to register only if they can **commit to both days of the workshop**. We encourage all participants to register as early as possible as places are limited - admissions will be allocated on a **first come, first served** basis. It will not be possible to register after the closing date. This is partly due to the dynamic nature of the workshop which requires the allocating of resources to virtual break out rooms as well as ensuring adequate security measures have been taken by the Secretariat. If you are a member of one of our focus groups but have not received your invitation, please email education2030@oecd.org requesting the invitation email.

A reminder of the collaborative, co-creation approach of the e2030 community

Some Focus Groups and Thematic Working Groups have already used the virtual space in-between face-to-face meetings of the e2030 community. Thus, the latter may be familiar with virtual workshops as a working method. However, this is the first time that we have replaced a face-to-face meeting among members from all Focus Groups. Therefore, it is important to reiterate and remind the members that a conscious effort is needed to continue the project's co-creation approach, i.e. with a sense of responsibility to make it a success through thoughtful, engaged participation.

To prepare for your active participation during the workshop, please read the following carefully, as well as watch the short videos produced by the e2030 community, prior to the workshop:

- a briefing note on the working method and focus topics of the first virtual workshop, and
- the draft agenda
- design thinking process explanatory video (to be sent to participants)
- short video on the [OECD Learning Compass 2030](#)
- short video on [How education changed in response to social forces](#)
- short video on [the New Normal in Education](#)

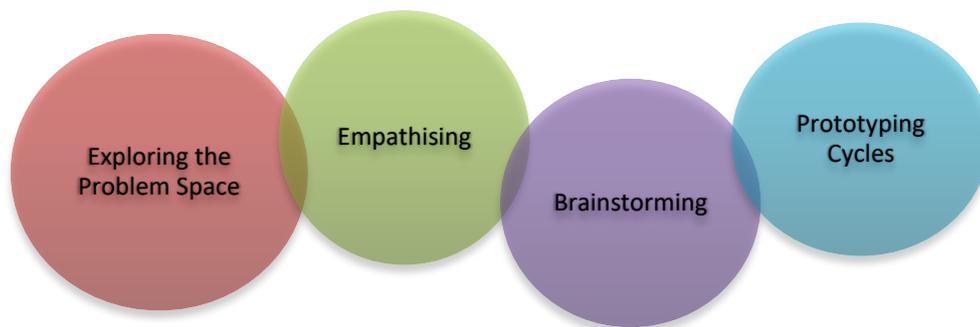
¹ See briefing note on page 4

Briefing Note on the E2030 Design Thinking & 3 Focus Topics of the 1st Virtual Workshop

The 1st Virtual Workshop aims to move together from '**vision**' the e2030 community co-created as the aspirational future of education to '**action**' which we can all commit to making the vision a reality, especially facing the challenging situation we are living together.

To continue active and engaged participation of our e2030 community, this workshop will adopt the **design thinking approach** used for the 7th E2030 IWG meeting i.e. "a human-centered approach to solving problems with a drive towards innovation".

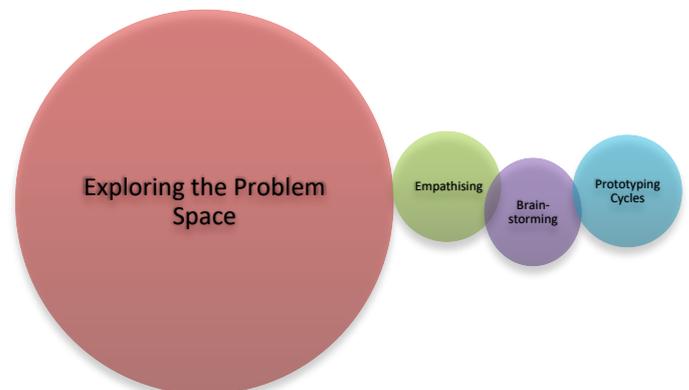
It suggests 4 steps:



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

Step 1: Exploring the Problem Space

- Research current & past solutions, seek applicable information and expert knowledge



Step 1 "Exploring the problem space" was partly completed by responding e2030 multi-stakeholders' surveys. The following challenges were identified as those associated with curriculum design & delivery which are impacting students' learning and well-being.

1. Access to learning during school closures and transition back to school

- **Access to learning devices and content and internet connections**

Over half of government representatives (56%) identify access to learning devices as an important obstacle to learning during the COVID19 crisis. This echoes similar concerns from

educators (56%). Additionally, many educators also observe that access to a good and stable internet connection is a challenge for their students' learning during school closure (44%). Students voiced similar concerns with 40% of students respondents reporting "My internet connection interrupts or slows down my learning (unstable, slow speed, etc.)".

- **Access to opportunity to learn (organisation & re-organisation of learning time) during school closure & when school reopen**

The organisation of the learning time during school closure is the second highest ranked challenge in the student survey. The organisation of learning time is also at the forefront of policy-makers and educators' concerns both during the school closures and as students transition back to school. In particular, a third of government representatives and over half of educators are concerned about "students' adjustment to the change in the school schedule -partial or full return to school, which may differ by grades and region". Both during and once back to schools, learning time may be shifted to morning sessions or evening sessions. Half of students respondents (51%) reported that "it is hard to set my own learning goal and organise my learning time".

2. Quality of learning during school closures and transition back to school

- **Maintaining students' motivation and staying on track with one's studies**

Lack of motivation was identified by students as the top challenge to learning during school closure. When asked about challenges to their learning during the COVID , a majority of students (70%) identified "it is hard to motivate myself to study" as a top challenge. Lack of motivation can result from many factors related to education or to external factors. Over a th of students reported for instance, that receiving "continuous feedback from teachers to maintain motivation and ensuring that I stay on track" was an important factor for their happiness during school closure.

- **Anxiety about examinations and transition to higher levels of education and university**

Half of upper secondary students in their last year of studies reported that examinations in their country/jurisdiction have been cancelled and that graduation and admission to university will be determined solely on grades. A third of students are in countries/jurisdictions that have postponed examination to a later date. Students expressed varying opinions about such measures. Some students felt "relieved" that examinations have been cancelled as they were not able to prepare as good as if they were in school. Other students felt worried that classroom assessment be given too much weight, in particular during the school closure. A majority of educators (64%) also worry about examinations being affected by school closure.

- **Shrinking of curriculum coverage**

As instruction time during school closure and in the transition back to school has been reduced in many countries/jurisdictions, students do not experience the same breadth of the curriculum as before the crisis. The focus has mostly been on some of the core competencies such as numeracy and literacy while other curriculum content has been less covered. For instance, some students reported missing "doing creative activities with peers such as art projects, music practices or theatre rehearsals", others reported "missing doing sports with peers". The shrinking of the curriculum is also a concern for ministry officials and educators.

Over half of government representatives and a third of educators are worried about "students' achievement of curriculum objectives" during school closure.

3. Student well-being during school closures and transition back to school

- **Safe place to live and learn**

"Having a safe place to live" has been ranked by students as the top challenge related to safety and security during school closure. Having a safe environment to live has important implication to students' well-being and capacity to learn. About 45% of students reported that "feeling comfortable in the space I live and study" is important to their life satisfaction. Moreover, about 30% of educators consider ensuring students' physical safety and protection from the virus during the transition back to school as a key challenge.

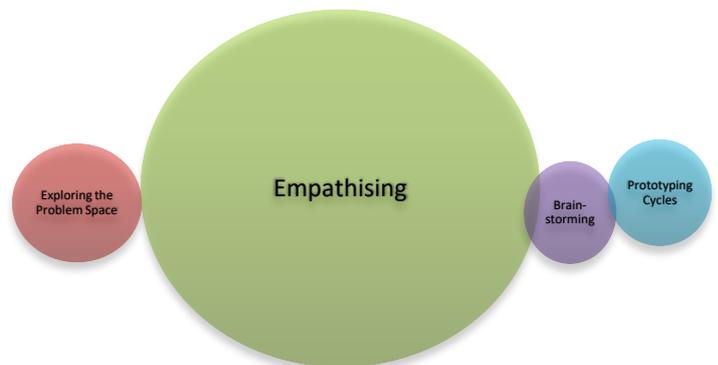
In response to these challenges, participants will generate solutions to these challenges through the Steps 2-4 during the workshop in an iterative manner.

- **The social functions of a school**

The school plays an important role of socialisation for students. During school closures and restricted back to school measures, students are missing some key aspects of that social function. Almost 70% of students reported that "being able to maintain friendships" is important to their overall life satisfaction. Students reported missing group activities with peers such as arts and sports that used to happen at school.

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

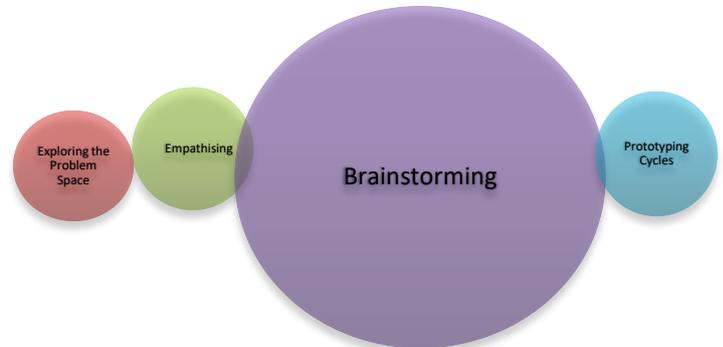


In this step, questions should be asked to reflect upon the challenge the group has been attributed and to break the problem down by **placing students' experiences at the centre**: e.g.

- Who: Who makes the challenge a problem?
- What: What elements may contribute to the challenge?
- Intensity: What is the level of intensity or difficulty to the obstacle?

Step 3. Brainstorming

- Generate many ideas using brainstorming and other techniques, narrow down and prioritise ideas



Suggested questions during Step 3

When brainstorming during this step, ideas can draw on examples of new or emerging experiences as possible solutions, including both technological and non-technological innovations.

The ideas should also consider not only addressing the immediate curriculum needs, but also exploring new opportunities for post-Covid-19 in ways in which we can make the vision co-created by the Education 2030 community a reality, i.e. 'New Normal in Education'.

The “New Normal” in Education

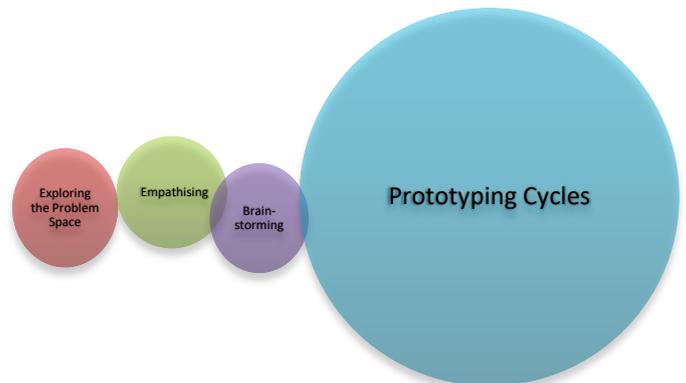
Features	Traditional education system	An education system embodying the “new normal”
Education system	Education system is an independent entity	Education system is part of a larger eco-system
Responsibility and stakeholders engagement	Decisions made based on a selected group of people and thus they become held accountable and responsible for the decisions made Division of labour (Principals manage schools, teachers teach, students listen to teachers and learn)	Decision-making and responsibilities shared among stakeholders , including parents, employers, communities, and students Shared responsibility (everyone works together and assumes responsibility for a student’s education and students also learn to be responsible for their own learning)
Approach to effectiveness and to quality of school experience	Outcomes most valued (student performance, student achievements are valued as indicators to evaluate systems for accountability and for system improvement) Focus on academic performance	Valuing not only “outcomes” but also “process” (in addition to student performance and student achievements, students’ learning experiences are in and of itself recognised as having intrinsic value) Focus on not only academic performance but also on holistic student well-being
Approach to curriculum design and learning progression	Linear and standardized progression (the curriculum is developed based on a standardised, linear learning-progression model)	Non-linear progression (recognising that each student has his/her own learning path and is equipped with different prior knowledge, skills and attitudes when he/she starts school)
Focus of monitoring	Valuing accountability and compliance	System accountability as well as system improvements (e.g. continuous improvement through frequent feedback at all levels)
Student assessment	Standardised testing	Different types of assessments used for different purposes
Role of students	Learning by listening to directions of teachers with emerging student autonomy	Active participant with both student agency and co-agency in particular with teacher agency

Source: Table 2, P.14 in “[A Series of Concept Notes: OECD Learning Compass 2030](#)”²

https://www.youtube.com/watch?v=9YNDnkph_Ko&feature=youtu.be

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



In this step, participants will share their ideas for solutions/actions generated in Step 3 and examine **different aspects of the ideas (e.g. relevance, financial implications, timeline, political feasibility, any trade-offs or tensions foreseen, etc.)** by sharing feedback from

²https://www.oecd.org/education/2030-project/contact/OECD_Learning_Compass_2030_Concept_Note_Series.pdf

members from mixed multi-stakeholder groups to triangulate suggested prototypes as students-centred solutions.

Suggested questions during Step 4

- What are the most relevant and actionable solutions and, of those, what actions can I commit to?

During the workshop

- Participants are invited to share their own reflections of the virtual workshop with their colleagues and peers back home through their personal social networking service accounts and other media networks, and in doing so to use #Ed2030GlobalForum.

After the workshop

Outcomes from this workshop

A set of action plans and individual commitments will be turned into a collective voice of the e2030 community and be shared with the public. Participants are welcome to share the results of their actioning of ideas that have been discussed during the workshop, which would create another collective learning space.

Day One - 19 May 2020

<p>08:30-08:50 16:30-16:50 (CET)</p>	<p>Focus Group specific Induction Sessions to the OECD Education 2030 project: This session is mandatory for newcomers</p> <p><i>Chair: Miho TAGUMA, Project Manager, Education 2030, OECD Directorate for Education and Skills</i></p> <p><i>[Open zoom link]</i></p>	<p>Connection Test session – mandatory for participants to test their audio, visual and connectivity.</p> <p><i>Hosts: Kevin, Alena, Natalie</i> <i>[Please use your unique link to connect to this session]</i></p>
<p>The aim of this session is to give newcomers to the OECD Future of Education and Skills 2030 project an induction to the project's aims and objectives and will ensure that newcomers can get up to speed to join discussions during the two days. Sessions will be Focus group specific.</p> <p><i>Speakers:</i></p> <ul style="list-style-type: none"> • <i>Global Forum Chair/ Focus Group 1 Chair Suzanne Dillon</i> • <i>Focus Group 2a Chairs Rob Jenkins (TZ1)/ Julie Sinclair (TZ2)</i> • <i>Focus Group 2b Chairs Vishal Talreja (TZ1)/ Kerstin Wilmans (TZ2)</i> • <i>Focus Group 3 Student Advisory Group Chair Celina Færch (TZ1 & TZ2)</i> 		<p>The aim of this session is to test the audio, visual and connectivity of participants to ensure a smooth roll-out of the virtual workshop.</p>
<p>09:00-9:30 17:00-17:30 (CET)</p>	<p><u>Item 1. Opening Plenary Session (including FG1, 2 and 3)</u> Design thinking Step 1: Exploring the problem space Plenary/ Please use your unique link to connect to this session</p> <p><i>Chair: Suzanne Dillon, Chair of the Global Forum on Future of Education and Skills 2030</i></p> <p style="text-align: right;">EDU/EDPC/RD(2020)7 EDU/EDPC/RD(2020)8 EDU/EDPC(2019)13/ANN1/REV2 (FG1 only)</p>	
<p>The aim of this session is to welcome participants to the first virtual e2030 workshop and set the scene for a smooth roll-out of the event. The session will illustrate the three challenges identified by the e2030 community via preparatory short surveys (Step 1 – Exploring the Problem Space) and explain the following Steps 2-4 of the Design thinking process during the virtual workshop.</p> <p><i>Housekeeping rules:</i></p> <ul style="list-style-type: none"> • Kevin Gillespie, OECD e2030 team <p><i>Speakers:</i></p> <ul style="list-style-type: none"> • Andreas Schleicher, Director, Directorate for Education and Skills, OECD • Suzanne Dillon, Chair of the Global Forum on the Future of Education and Skills 2030 		

- Janet Looney, Director, European Institute of Education and Social Policy – EIESP (TBC)

09:30-10:30
17:30-18:30
(CET)

Item 2. Dismantling the attributed challenges, while grounding thoughts in student voice

Design thinking Step 2: Empathising

Plenary and small mixed groups/same unique link as the previous session

Chair: Suzanne DILLON, Chair of the Global Forum on Future of Education and Skills 2030

EDU/EDPC/RD(2020)7

EDU/EDPC/RD(2020)8

This plenary session aims to set the scene by attributing challenges identified above to respective groups, listening to the student voice and reflecting on the questions below to prepare for the dismantling of the challenges.

Speakers (TZ1):

- Wesley Chew, FG3 Student Advisory Group representative, Canada
- Kazuma Yuruzume, 11th grade, Tsuruga High School, Japan
- Maria Cardia, 12th grade, Agrupamento de escolas de Moimenta da Beira, Portugal
- Alessandra Policarpo, 12th grade, UWC Robert Bosch College, Germany

Speakers (TZ2):

- Katarina Morsing-Hornsleth, FG3 Student Advisory Group representative, Denmark
 - Paulina Matysa, 11th grade, UWC Changshu China, People's Republic of China
 - Ayaka Pier, 8th grade, Renton Prep Christian School, United States
 - Carina Taves Lage da Silva, 10th grade, Colégio Efanor, Portugal
- A brief overview of students' voice & experiences from e2030 FG3 based on the results of the survey
 - Which aspects of students' learning & well-being matters most for you during the school closure and towards reopening of your school? Why? Tell us your story.

- Preparing for the worst: Among your classmates, who seems to be struggling or suffering the most during school closure as well as during transition back to school? In what ways? Who seems to have stopped remote learning during school closure and who are unlikely to come back to schools among your classmates? What kinds of support do you think such students need the most from teachers and schools? What have you done to help them? What have you not been able to do yet? And, why?

Small mixed groups (40 min)

Following the plenary session, each small group will have the opportunity to reflect upon the challenge it has been attributed and break the problem down by focusing on student perspectives:

- Quick roundtable of introductions
- Dismantling the problem – what are the issues behind the challenge for students? What are the obstacles for students?

10:30-10:40
18:30-18:40
(CET)

Break

10:40-11:45
18:40-19:45
(CET)

Item 3. Brainstorming for solutions and voting for the most feasible ones

Design thinking Step 3: Brainstorming

Introductory plenary and small mixed groups/same unique link as previous session

Chair: João Costa, Deputy Minister of Education, Portugal

EDU/EDPC(2019)13/ANN1/REV2 (FG1 only)

EDU/EDPC/RD(2020)8

This session aims to set the scene for Step 3 by inviting panellists to share their views and experiences on approaches and solutions to the abovementioned challenges to be tackled through policy interventions.

Moderator:

- João Costa, Deputy Minister of Education, Portugal

Speakers:

- H.R.H Princess Laurentien of the Netherlands (TZ1)

- Celina Færch, student (TZ1 & TZ2)
- Andria Zafirakou, teacher (TZ1); Armand Doucet teacher (TZ2)
- Pille Liblik, Adviser of General Education Department, Ministry of Education and Research, Estonia (TZ1&2)
- Hong Wei Meng, Chief researcher, PESAI (Beijing) Edtech. Co., Ltd., China (TZ1)

Small mixed groups (45 min)

Following the plenary, this session aims for participants of each small group to:

- 1) individually reflect on possible solutions to the challenge the group has been attributed (same challenge as in previous exercise)
- 2) write down one proposal (short, medium or long term solution)
- 3) group votes on the proposed solutions
- 4) brainstorm as a group on the preferred option and start to reflect on an action plan to activate the selected solution.

11:45-12:00
19:45- 20:00
(CET)

Item 4. Taking stock of progress made on Day One and preparing for Day Two

Plenary/same unique link as previous session

Chair: João Costa, Deputy Minister of Education, Portugal

This session aims to check on the advancement of each small group (quick sharing of impressions by moderators), explain the roll-out of Day 2, share the priority solutions/actions that will be further explored on Day 2 and encourage participants to continue reflecting on an action plan for the selected solutions.

Day Two - 20 May 2020

08:30-09:00 16:30-17:00 (CET)	<p>Connection Test session (if any issues experienced on Day One)</p> <p>Same unique link as Day One</p> <p><i>Reminder of housekeeping rules:</i> Kevin Gillespie, OECD e2030 team</p>
09:00-11:00 17:00-19:00 (CET)	<p><u>Item 5. Elaborating and committing to an action plan</u></p> <p>Design thinking Step 4: Prototyping Cycles</p> <p>Plenary and small mixed groups/ same unique link as Day One</p> <p>Chair: João Costa, Deputy Minister of Education, Portugal</p>
<p>The plenary session aims to welcome back the participants to the virtual workshop, highlight the progress made on Day 1 and set the scene for the next step of the workshop – Step 4: Developing an action plan to activate the solutions that have been agreed by each group on Day 1.</p>	
<p><i>Small mixed groups (100 min)</i></p> <p>This session will allow participants to share ideas on how to activate the solutions agreed upon by each group in Step 3 and examine different aspects of the ideas (e.g. relevance, financial implications, timeline, political feasibility, any trade-offs or tensions foreseen etc.), resulting in a concrete and actionable plan for students-centred solutions, which participants can commit to.</p> <ul style="list-style-type: none"> • What are the most relevant and actionable solutions and, of those, which action can I commit to? 	
11:00-11:45 19:00-19:45 (CET)	<p><u>Item 6. Report back and presentation of action plans</u></p> <p>Plenary/ same unique link previous session</p> <p>Chair: João Costa, Deputy Minister of Education, Portugal</p>
<p>This plenary session will allow each small mixed group to present their agreed action plan and their commitment to the wider e2030 community.</p>	
11:45-12:00 19:45-20:00 (CET)	<p><u>Item 7. Closing Session & Next steps</u></p> <p>Plenary/ Same link as previous session</p> <p>Chair: Suzanne DILLON, Chair of the Global Forum on Future of Education and Skills 2030</p>

This closing session will offer a visual creative summary of the First e2030 virtual workshop, share the conclusions of the Chair and highlight next steps of the e2030 community before the next virtual workshop in October 2020 (TBC), as well as present closing remarks by the Director of the OECD Education and Skills Directorate. A poll for feedback will also be shared during the closing session.

Speakers:

- Peeter Mehisto – Visual Creative Summary
- Andreas Schleicher, Director, Directorate for Education and Skills, OECD
- Suzanne Dillon, Chair of the Global Forum on Future of Education and Skills 2030