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!


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

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

#Ed2030GlobalForum
Item 1. Opening Remarks
Design thinking: Exploring the problem space
Item 1. Opening Remarks

Suzanne DILLON
Chair of the Global Forum on the Future of Education and Skills
Item 1. Opening Remarks

Andreas SCHLEICHER
Director, Directorate for Education and Skills
OECD
Welcome to the 2\textsuperscript{nd} Global Forum of the Future of Education and Skills 2030: How can we reduce the equity gap through curriculum adaptations at a time of crisis?

Insights from PISA 2018 Results: Effective policies, successful schools

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

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

Forum dialogue on means to address these challenges through:

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

Exploring implications for future vision for:

- Teachers & teaching
- Student-teacher relationship
- Learning environments: who (other than teachers) are part of the eco-system learning environments for students?
The long shadows of school closures
Present value of lost GDP due to Corona-induced learning loss (average 1/3 school year lost)

- Bn $16,000
- Bn $14,000
- Bn $12,000
- Bn $10,000
- Bn $8,000
- Bn $6,000
- Bn $4,000
- Bn $2,000
- Bn $0

Source: Hanushek and Woessmann (OECD, 2020)
PISA 2018: Learning time ≠ learning outcomes

Score points in reading per hour of total learning time

Intended learning time at school (hours)
Study time after school (hours)
Score points in reading per hour of total learning time

Productivity

Learning out of school

Time in school

Score points in reading per hour of learning time
The future likes to surprise us
Trends slow down and accelerate, bend and break

Some events are foreseeable...

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

Back to the Future of Education: Four OECD Scenarios for Schooling
We must explore and learn from alternative futures. Discussing scenarios can help us anticipate, future-proof and innovate.

1. **PURPOSING**
   Establishing why scenarios are useful

2. **EXPLORING**
   Understanding the characteristics and logic of the scenario

3. **IDENTIFYING IMPLICATIONS**
   Considering how the user would fare in the scenarios

4. **TAKING STRATEGIC ACTION**
   Returning to the present-day actions of the user organisation

---

Back to the Future of Education: Four OECD Scenarios for Schooling
Scenario 1: Schooling Extended

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

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

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

Distinct teacher corps remain, although with new divisions of tasks and greater economies of scale.
Scenario 2: Education Outsourced

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

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

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

Diversity of instructional roles and teaching status operating within and outside of schools.
Scenario 3: **Schools as Learning Hubs**

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

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

Flexible schooling arrangements permit greater personalisation and community involvement.

Professional teachers as nodes of wider networks of flexible expertise.
Scenario 4: Learn-as-you-go

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

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

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

(Global) governance of data and digital technologies becomes key.
<table>
<thead>
<tr>
<th>OECD Scenarios for the Future of Schooling</th>
<th>Goals and functions</th>
<th>Organisation and structures</th>
<th>The teaching workforce</th>
<th>Governance and geopolitics</th>
<th>Challenges for public authorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scenario 1</strong></td>
<td>Schools are key actors in socialisation, qualification, care and credentialing.</td>
<td>Educational monopolies retain all traditional functions of schooling systems.</td>
<td>Teachers in monopolies, with potential new economies of scale and division of tasks.</td>
<td>Strong role for traditional administration and emphasis on international collaboration.</td>
<td>Accommodating diversity and ensuring quality across a common system. Potential trade-off between consensus and innovation.</td>
</tr>
<tr>
<td><strong>Schooling extended</strong></td>
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<tr>
<td><strong>Scenario 2</strong></td>
<td>Fragmentation of demand with self-reliant “clients” looking for flexible services.</td>
<td>Diversification of structures: multiple organisational forms available to individuals.</td>
<td>Diversity of roles and status operating within and outside of schools.</td>
<td>Schooling systems as players in a wider (local, national, global) education market.</td>
<td>Supporting access and quality, fixing “market failures”. Competing with other providers and ensuring information flows.</td>
</tr>
<tr>
<td><strong>Education outsourced</strong></td>
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<tr>
<td><strong>Scenario 3</strong></td>
<td>Flexible schooling arrangements permit greater personalisation and community involvement.</td>
<td>Schools as hubs function to organise multiple configurations of local-global resources.</td>
<td>Professional teachers as nodes of wider networks of flexible expertise.</td>
<td>Strong focus on local decisions. Self-organising units in diverse partnerships.</td>
<td>Diverse interests and power dynamics; potential conflict between local and systemic goals. Large variation in local capacity.</td>
</tr>
<tr>
<td><strong>Schools as learning hubs</strong></td>
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<tr>
<td><strong>Scenario 4</strong></td>
<td>Traditional goals and functions of schooling are overwitten by technology.</td>
<td>Dismantling of schooling as a social institution.</td>
<td>Open market of “prosumers” with a central role for communities of practice (local, national, global).</td>
<td>(Global) governance of data and digital technologies becomes key.</td>
<td>Potential for high interventionism (state, corporate) impacts democratic control and individual rights. Risk of high social fragmentation.</td>
</tr>
<tr>
<td><strong>Learn-as-you-go</strong></td>
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</tbody>
</table>
What strategies will be used for school reopening?
(Averages across 36 countries, May 2020)

Table 17

- Progressive return of students (e.g. by age cohorts)
- Classroom based teaching and learning in shifts
- Hybrid model of distance and classroom based teaching and learning
- Return to normal scheduling and student attendance
- Student and teacher returns contingent upon results of antibody testing
- Classroom teaching conducted in schools’ outdoor spaces
Students’ online learning environment at home

Advantaged schools

Disadvantaged schools

- A link to the Internet at home
- A quiet place to study at home
- A computer for school work at home

OECD average

Fig V.9.1
Access to a quiet place to study at home

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

Table V.B1.9.1
Access to a computer for schoolwork at home

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

Table V.B1.9.2
Based on principals’ reports
Teachers have the necessary technical and pedagogical skills to integrate digital devices in instruction

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

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

Table V.B1.5.15

Based on principals’ reports
Teachers do not rely heavily on distance learning
Percentage of lower secondary teachers who participated in selected types of professional development (2018)

Courses/seminars attended in person
Online courses/seminars
Shortage of material resources in advantaged and disadvantaged schools

Based on principals’ reports
A lack of educational materials
Inadequate or poor quality educational materials
A lack of physical infrastructure
Inadequate or poor quality physical infrastructure

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

Based on principals’ reports

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

- A lack of educational materials
- Inadequate or poor quality educational materials
- A lack of physical infrastructure
- Inadequate or poor quality physical infrastructure

Before accounting for students’ and schools’ socio-economic profile

After accounting for students’ and schools’ socio-economic profile

Score-point difference

OECD average

Fig V.5.3
An more equitable allocation of material resources relates to better reading performance.

Positive values indicate that principals of socio-economically advantaged schools are more concerned than principals of disadvantaged schools.

Based on principals’ reports.
Study help after regular hours, by schools’ socio-economic profile

Table V.6.19

Difference between advantaged and disadvantaged schools:

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

OECD average

Based on principals’ reports

Better in disadvantaged schools

Better in advantaged schools

Percentage-point difference

**Fig II.14.3**

More students holding a growth mindset is associated with higher performance in reading. Similar relationship within most countries (Figure III.14.2)

**Percentage of students who disagreed or strongly disagreed that their intelligence cannot change very much (%)**

**Average reading score**

OECD average

**Higher performance**
Growth mindset and student attitudes
Change in the following indices when students disagreed or strongly disagreed that "your intelligence is something about you that you can’t change very much":

- All linear regression models account for students' and schools' socio-economic profile.
Future visions of teachers by today’s teachers sharing their increasing roles in the e2030 community

**Mentor,** Facilitator, Coach, Guide, Moderator, Curator, Co-creator, Critical friend, Co-researcher, Learning director, Learning manager, Orchestrator of brain plasticity, Learner, Learning partner, Kaiako, etc. etc.
Percentage of students in schools whose principal reported that teacher mentoring exists in the school

Fig V.8.8
Teacher mentoring in advantaged and disadvantaged schools

**Fig V.8.8**

Based on principals’ reports
Percentage of students in schools whose principal reported that the school seeks written feedback from students

Fig V.8.7

OECD average
Thank you

Email: Andreas.Schleicher@OECD.org
Twitter: SchleicherOECD
What we already know
Vulnerable learners:

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

You will add other groups that you recognise to this list
How we treat the most vulnerable students ... shows who we are as a society.

Andreas Schleicher (2020) *PISA 2018: Insights and Interpretations*
Barriers to addressing inequity

- **structural barriers:**
  - policies which limit access to continued education based on examination results alone;
  - at school level, these barriers might include selection of students by ability groups, for example.

- **economic barriers:**
  - Lack of resources at home for school books, equipment etc;
  - Care responsibilities which make it difficult to continue in school;
  - where parental disadvantage limits the aspirations of the child, for example.

- **social barriers:**
  - those experienced by the marginalised who do not find school a welcoming place; where teachers and classmates do not respect and value their ethnicity; abilities; sexual orientation, for example.
Let’s leverage our community wisdom today and tomorrow

• to add to the knowledge base on how adaptations to curriculum and assessment can reduce inequity; and

• to develop a vision of teaching for the future in which teachers are well prepared and supported in their professional lives to meet the challenge of fostering the engagement and talents of all students.
Item 2. Setting the scene:
Design thinking: Empathising

Danya TJOKROARDI
Student, Indonesia

Mahiro UMEHARA
Student, Japan

Darryl BUCHANAN
School Leader, Australia
Item 2. Setting the scene:
Design thinking: Empathising

Ayumi MITSUI
Student, Vietnam

Begüm TANRIYAŞÜKÜR
Student, Turkey

Armand DOUCET
Teacher, Canada
Break
[10 min]
Item 3. Small group multi-stakeholder dialogue
Design Thinking: Brainstorming
Panel discussion moderated by:

João COSTA
Deputy Minister of Education
Portugal
Panelists

Pille LIBLIK
Ministry of Education and Research, Estonia

Louise HAYWARD
Professor, Scotland (UK)

Danya TJOKROARDI
Student, Indonesia

Mahiro UMEHARA
Student, Japan

Darryl BUCHANAN
School Leader, Australia
Introduction to the breakout session

João COSTA
Deputy Minister of Education
Portugal
Student experiences & our ideas/ thoughts:
- Which is the biggest challenge for students struggling the most? Why?
- Which one would you like to focus on for this group to work on together?

<table>
<thead>
<tr>
<th>School drop out</th>
<th>School failure</th>
<th>Content not covered (homework overload)</th>
<th>Assessment (esp. high-stake assessment)</th>
<th>Student motivation</th>
<th>Student wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason 1</td>
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<td>Reason 3</td>
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</tbody>
</table>
Focus challenge: The note-taker fills this line with the focus challenge that the group has selected.

<table>
<thead>
<tr>
<th>Agents of difficulty (who makes it difficult/a challenge?)</th>
<th>Obstacles (what makes it difficult/a challenge)</th>
<th>Intensity of difficulty for each obstacle (how difficult is the challenge to be addressed?)</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>
<td>Idea 4</td>
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<td>Idea 3</td>
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</tbody>
</table>
**Focus challenge:** The note-taker fills this line with the challenge that the group has chosen.

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

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

<table>
<thead>
<tr>
<th>Idea 1 (what kinds of adjustments? And why would solution be most effective?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea 2 (what kinds of adjustments? And why would solution be most effective?)</td>
</tr>
<tr>
<td>Idea 3 (what kinds of adjustments? And why would solution be most effective?)</td>
</tr>
<tr>
<td>Idea 4 (what kinds of adjustments? And why would solution be most effective?)</td>
</tr>
</tbody>
</table>

| Idea 5 (what kinds of adjustments? And why would solution be most effective?) |
| Idea 6 (what kinds of adjustments? And why would solution be most effective?) |
| Idea 7 (what kinds of adjustments? And why would solution be most effective?) |
| Idea 8 (what kinds of adjustments? And why would solution be most effective?) |

**Towards the end:** Select one possible adjustment which would work for the focus challenge which students with disadvantaged backgrounds are facing. And clarify why.
Reporting back (only 2 focuses!): Group XX

Selected focus challenge for students: XX

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

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

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

Screenshot picture of the breakout group: If your group wishes you can take a screenshot picture at this point.
Item 4. Report back on solutions and preparing for Day Two

João COSTA
Deputy Minister of Education
Portugal
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!

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

Virtual Workshop | 8-9 October 2020 | 9.00-12.00 CEST
17.00-20.00 CEST
Item 5. Quick summary of Day One & introducing Day Two

Suzanne DILLON
Chair of the Global Forum on the Future of Education and Skills
Challenges amplified since the 1st Global Forum in May esp. for students with disadvantaged backgrounds (all interconnected):

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

Forum dialogue on means to address these challenges through:

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

Exploring implications for **future vision for**:

- Teachers & teaching
- Student-teacher relationship
- Learning environments: who (other than teachers) are part of the eco-system learning environments for students?
Item 6. Reflecting on discussions of Day 1: adjusting the role of teachers & teaching (esp. hybrid model) and discussing the future role of teachers & teaching

Design thinking: Empathising

Manuel RUIZ
Student, Portugal

Aurel IVANKA
Student, Indonesia

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

Design thinking: Empathising

Katarina MORSING-HORNSLETH
Student, Denmark

João FALÉ
Student, Portugal

Margit TIMAKOV
Teacher, Estonia
Break
[15 min]
Item 7. Small group multi-stakeholder dialogue
Design Thinking: Brainstorming & Prototyping towards the “Teaching Compass 2030
Panel discussion moderated by:

João COSTA
Deputy Minister of Education
Portugal
Panelists

Shingo KAMIMURA
Teacher, Japan

Martin HENRY
Teacher Union, Education International

Panchali DUTTA
Avanti Fellows

A. Lin GOODWIN
Dean, University of Hong Kong
Panelists

Margit TIMAKOV
Teacher, Estonia

Martin HENRY
Teacher Union, Education International

Polly AKHURST
Co-Founder, Amala Education

Lynn PAINE
Professor, Michigan State University
Introduction to the breakout session

João COSTA
Deputy Minister of Education
Portugal
Eco-system approach to reflection on curriculum adjustments

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

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

<table>
<thead>
<tr>
<th>Magic words/ actions</th>
<th>Harmful words/ actions</th>
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</table>
### Micro:
- Student & teaching practices (adjusted content, adjusted assessment)
- Adjusted role of teachers & teaching competencies
- The learning environment needed for these adjusted roles and teaching

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

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

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<table>
<thead>
<tr>
<th>Teaching and learning methods</th>
<th>Teachers’ competencies</th>
<th>Student-centred learning environment</th>
<th>School/community collaboration</th>
<th>Future visions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>Socio-emotional</td>
<td>Who else?</td>
<td>Role of teachers &amp; teaching</td>
<td>Future student-teacher relationship</td>
</tr>
<tr>
<td>Formative assessment</td>
<td>Capacity to monitor individual differences</td>
<td>Flexible learning environment</td>
<td>Developing (co)agency</td>
<td>Building trust</td>
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<tr>
<td>Individuated learning</td>
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<td>AI for automated feedback</td>
<td>Quality feedback from teachers</td>
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<td>Community</td>
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</table>
Reporting back: Group X [GROUP A]

• Share teachers’ **magic words & actions/ harmful words & actions** that motivated/ demotivated students (focus student/teacher relationships): XX

• Describe **(physical, social and emotional) learning environments** that are desirable for the future, and the role of teachers and teaching in it: XX

• Describe **others who can support teachers & schools** and suggest **how they can help teachers and schools** to build a ‘school community’: XX

• **Analogy/ image** for the emerging role of teachers: XX

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

Screenshot picture of the breakout group
The same or different picture from day 1
Reporting back: Group X [GROUP B]

• Share teachers’ magic words & actions/ harmful words & actions that motivated/ demotivated students: XX

• Describe (physical, social and emotional) learning environment for “online learning/ hybrid model” and the role of teachers that is necessary for effective online/ hybrid model to work: XX

• Describe others who can support teachers & schools and suggest how they can help teachers and schools to build a ‘school community’: XX

• Analogy/ image for the emerging role of teachers: XX
Item 8. Report back

João COSTA
Deputy Minister of Education
Portugal
Item 9. Closing remarks
Visual Creative Summary

Peeter Mehisto
Conference Rapporteur
Item 9. Next steps & final remarks

Suzanne DILLON
Chair of the Global Forum on the Future of Education and Skills
<table>
<thead>
<tr>
<th>Thematic Working Groups</th>
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<tbody>
<tr>
<td><strong>Concept making/ vision making</strong></td>
</tr>
<tr>
<td>1. Future vision of teachers &amp; teaching</td>
</tr>
<tr>
<td><strong>Curriculum Analysis</strong></td>
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<tr>
<td>2. Aligning teacher education/ training with curriculum change</td>
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<tr>
<td>3. Aligning pedagogies &amp; assessment with curriculum change</td>
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<tr>
<td><strong>Operational research &amp; activities</strong></td>
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<tr>
<td>4. Hub of E2030 Experimental Schools</td>
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<td>5. Engaging &amp; growing with Learning Compass 2030</td>
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<tr>
<td><strong>Evidence Base</strong></td>
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<tr>
<td>E2030 Scientific Committee</td>
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</table>
A series of launches - along with a student voice campaign - are being planned, kick-off from GF on 24 Nov

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

- Share stories for the ‘candidate’ boxes for inclusion in the remaining thematic reports
- Express interest in translating the reports in local languages with local contextualisation
Next Steps: Key Step 2

Multiple launches for these reports – Curriculum Matters Marathon

- Time lag
- Curriculum overload
- Ensuring equity through curriculum innovations
- Curriculum flexibility & autonomy
- Ecosystem approach to curriculum re-design
- Embedding values into curriculum

FG1
24-26 Nov.
Russia
17 Dec or Jan
(tbc)
Korea case study report
Jan. or Feb.
(tbc)
Feb. or Mar.
(tbc)
Mar or April.
(tbc)

Aga Kahn Foundation

FG2

Chris Dede (tbc)
Carl Ward (tbc)

Michael Fullen (tbc)
Saul Perlmutter (tbc)

Teach for Life ‘documentary’ (tbc)
Teach for All (tbc)
EFF-Microsoft (tbc)

March - 10th memorial year Fukushima/Tohoku school (tbc)
Feb Gakugei Conf. (tbc) w/ ISN

FG3

“student voice matters” campaign

EFF - Microsoft (tbc)

Multi-stakeholders Global Forum in May 2021
GF members are invited to join the collective efforts to:

- Reach out to & engage academics, teachers, teacher educators, school leaders, foundations, etc. outside our current group, who you think would benefit from our findings

- engage students and teachers to share their views & experiences esp. ‘voices unheard’ & ‘voice of shy students’ (suggested by Princess Laurentien at the last Global forum about curriculum issues)! An idea of “student voice campaign: (title to be confirmed)” is being discussed along the launches!
Chair’s Final Remarks and Reflection for Direction of our Work