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!
For smooth preparation for your break out rooms, we need everyone to share one’s responsibility to clarify which room they should go to:

Please rename yourself using your in the order of:

1. your Break Out Room (RM) number
2. your Focus Group Number
3. your first name and LAST NAME
4. your country name

Examples:

RM1_FG1_Suzanne DILLON_Ireland
RM3_FG2_Hilary DIXON_Australia
RM4_FG3_Dilay KALINOGLUE_Turkey
Invitation #1: Your Voice Matters!

• During the forum meeting, please use the following hashtags on social media:
  
  #FutureReadyCurricula: for posts specific to the launch of the report
  
  #Ed2030GlobalForum: for general posts about the Global Forum

• Please encourage students around you to join our e2030 student voice campaign! We will collect videos of students talking about curriculum issues, and we will circulate a link with instructions on how to participate.

• The details will be communicated in due course.
Item 5a. Plenary joint-launch of the e2030 curriculum report on “Adapting Curriculum to Bridge Equity Gaps: Towards an Inclusive Curriculum”
Panel discussion moderated by:

Suzanne DILLON
Chair of the Global Forum on the Future of Education and Skills
Launch Panelists Representing the E2030 Multi-stakeholders’ Community

Maxime Zwartjes
Student, University of Lille, France

Andreas Schleicher
Director, Directorate for Education and Skills, OECD

Liina Kersna
Minister of Education and Research, Estonia

Michael Kopp
Accreditation Coordinator and Head of Social Studies, American School of Paris
Joint launch of the E2030 curriculum analysis report:

Adjusting Curriculum to Bridge Equity Gaps: Towards an Inclusive Curriculum

11 May 2021

Andreas SCHLEICHER
Director
Directorate for Education and Skills, OECD
Lost instruction days (upper secondary)

Number of instruction days where upper secondary schools were fully closed in 2020

Lost instruction days (upper secondary)


Size of bubbles represents number of COVID-19 cases per million inhabitants in 2020
Lost instruction days and quality of learning outcomes

R² = 0.5411
(remains 0.31 after accounting for GDP/capita)


Number of instruction days where upper secondary schools were fully closed in 2020

PISA 2018 performance in reading
In “Adjusting Curriculum to Bridge Equity Gaps: towards an inclusive curriculum”, reference to the Strength through Diversity Framework.
## Special provisions in the curriculum

<table>
<thead>
<tr>
<th>Provision</th>
<th>Argentina</th>
<th>Australia</th>
<th>Brazil</th>
<th>Chile</th>
<th>China (People’s Republic of)</th>
<th>Costa Rica</th>
<th>Denmark</th>
<th>Estonia</th>
<th>Finland</th>
<th>Hungary</th>
<th>India</th>
<th>Ireland</th>
<th>Japan</th>
<th>Kazakhstan</th>
<th>Korea</th>
<th>Mexico</th>
<th>Netherlands</th>
<th>New Zealand</th>
<th>Norway</th>
<th>Ontario</th>
<th>Poland</th>
<th>Portugal</th>
<th>Quebec (Canada)</th>
<th>Russia (Federation)</th>
<th>Scotland (United Kingdom)</th>
<th>Singapore</th>
<th>South Africa</th>
<th>Sweden</th>
<th>Turkey</th>
<th>United States</th>
<th>Viet Nam</th>
<th>Wales (United Kingdom)</th>
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<tr>
<td>Geographically disadvantaged</td>
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<td>Socio-economically disadvantaged</td>
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<td>Early school leavers or potential dropouts</td>
<td>✓</td>
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<td>Gifted/talented</td>
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<tr>
<td>Indigenous or minority</td>
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<tr>
<td>Language learners/ non-native speakers/immigrants</td>
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<tr>
<td>Special education needs</td>
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</tr>
</tbody>
</table>
Digital and non-digital divides
Access to a computer linked to the Internet at home for doing schoolwork

Percentage of students in advantaged and disadvantaged schools

Fig 2.2

Percentage (%) of students in advantaged and disadvantaged schools

- Disadvantaged schools
- Advantaged schools
Learning loss in hybrid teaching & learning mode

Source: http://www.nber.org/papers/w27431
### Measures targeting populations at risk of exclusion from distance education platforms

- **Subsidized devices for access (PCs or/and tablets)**
- **Flexible and self-paced platforms (Asynchronous learning platforms)**
- **Improved access to infrastructure for learners in remote areas**
- **Support to learners with disabilities (e.g. sign language in online learning programmes)**
- **Improved access to infrastructure for learners in urban high-density areas**
- **Agreements with Global System for Mobile Communications (GSM) operators/Internet firms to remove the internet access barrier**
- **Additional support to lower-income households, including economic support (i.e. take-home rations, cash based transfers)**
- **Special efforts to make online learning more accessible to migrant and displaced children, including those in camps**
- **Design of learning materials for speakers of minority languages**

#### Figure 2.2

<table>
<thead>
<tr>
<th>Measure</th>
<th>Upper secondary, general</th>
<th>Lower secondary</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsidized devices for access (PCs or/and tablets)</td>
<td>90%</td>
<td>80%</td>
<td>70%</td>
</tr>
<tr>
<td>Flexible and self-paced platforms (Asynchronous learning platforms)</td>
<td>85%</td>
<td>75%</td>
<td>65%</td>
</tr>
<tr>
<td>Improved access to infrastructure for learners in remote areas</td>
<td>70%</td>
<td>60%</td>
<td>50%</td>
</tr>
<tr>
<td>Support to learners with disabilities (e.g. sign language in online learning programmes)</td>
<td>65%</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Improved access to infrastructure for learners in urban high-density areas</td>
<td>60%</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>Agreements with Global System for Mobile Communications (GSM) operators/Internet firms to remove the internet access barrier</td>
<td>55%</td>
<td>45%</td>
<td>35%</td>
</tr>
<tr>
<td>Additional support to lower-income households, including economic support (i.e. take-home rations, cash based transfers)</td>
<td>50%</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td>Special efforts to make online learning more accessible to migrant and displaced children, including those in camps</td>
<td>45%</td>
<td>35%</td>
<td>25%</td>
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<tr>
<td>Design of learning materials for speakers of minority languages</td>
<td>40%</td>
<td>30%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Fig 3.7 Percentage of students who self activated the multiple-source by clicking hyperlink

Task-oriented navigation activities

- **Strictly focused navigation**
- **Actively explorative navigation**
- **Limited navigation**
- **No navigation**

Country-wise distribution of navigation types:

- **Actively explorative navigation**
  - Highly effective navigation
  - Limited navigation
  - No navigation

- **Strictly focused navigation**

- **Limited navigation**

- **No navigation**

Countries with different navigation types:

- **Highly effective navigation**
  - Hong Kong (China)
  - Singapore
  - Japan
  - B-S-J-Z (China)
  - Korea
  - Russia
  - United Kingdom
  - Chinese Taipei
  - United States
  - Israel
  - Canada
  - Finland
  - Australia
  - Ireland
  - Macao (China)
  - Netherlands
  - Malta
  - Croatia
  - Malaysia
  - New Zealand
  - Latvia
  - Estonia
  - Austria
  - Belgium
  - Germany
  - Poland
  - Greece
  - Portugal
  - Hungary
  - Norway
  - Italy
  - South Africa

- **Actively explorative navigation**
  - Sweden
  - Czech Republic
  - Ukraine
  - Switzerland
  - Kazakhstan
  - France
  - Denmark
  - Luxembourg
  - Slovenia
  - Slovak Republic
  - Turkey
  - Belgium
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- **Limited navigation**
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Distribution of navigation behaviours, by reading proficiency levels

Overall average

Fig. 3.13
Widening gaps in cultural capital: Books at home

Number of books

Advantaged students

Disadvantaged students

0
50
100
150
200
250
300

2000
2009
2018
Navigating ambiguity
In this task, students were asked what strategies would be more appropriate for responding to a spam email.

Mean index

Table B.5.11 and B.5.12c.
Students’ knowledge of reading strategies for assessing the credibility of sources

In this task, students were asked what strategies would be more appropriate for responding to a spam email.

Tables B.5.11 and B.5.12c.
Relationship between the reading item of distinguishing facts from opinions and the index of knowledge of reading strategies for assessing the credibility of sources

Below-average item reading performance and below-average awareness of effective strategies for assessing the quality and credibility of sources

Above-average item reading performance and above-average awareness of effective strategies for assessing the quality and credibility of sources

OECD average: 47%

Percentage correct in the capacity to distinguish facts from opinions (Equated P+, Rapa Nui Question 3)

Index of knowledge of reading strategies for assessing the credibility of sources

\[ R^2 = 0.63 \]
How can we adjust curriculum for diverse needs and bridge equity gaps?
Different Approaches

Baseline Scenario: No action

Source: OECD inspired by and adapted from City for All Women Initiative, 2015,
Equality in Curriculum Design

Source: OECD inspired by and adapted from City for All Women Initiative, 2015,
Equity in Curriculum Design

Source: OECD inspired by and adapted from City for All Women Initiative, 2015,
Inclusion in Curriculum Design

Source: OECD inspired by and adapted from City for All Women Initiative, 2015,
Perception of discrimination at school relates negatively to students’ respect for people from other cultures

Change in the index of students’ respect for people from other cultures associated with a one-unit increase in the index of discriminatory school climate

- Perception of discrimination at school relates negatively to students’ respect for people from other cultures.
- Before accounting for gender, immigrant background, and students’ and schools’ socio-demographic profile.
- After accounting for gender, immigrant background, and students’ and schools’ socio-demographic profile.

Fig VI.8.10

Index change

OECD average

Saudi Arabia
Turkey
Philippines
Thailand
Indonesia
North Macedonia
Brunei Darussalam
Greece
Chinese Taipei
Malaysia
Viet Nam
Moldova
Hong Kong (China)
New Zealand
Ireland
Belarus
Albania
Argentina
Colombia
Slovenia
Costa Rica
Korea
Kazakhstan
Panama
Malta
Fig VI.8.10

Drawn by graph.png
<table>
<thead>
<tr>
<th>TYPE OF MEETING</th>
<th>DATE</th>
<th>TIMING</th>
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</table>

5 lessons learned from unintended consequences
1 Use Universal Design for Learning as checklist
OECD Learning Compass and Universal Design of Learning

Competencies
- Knowledge
- Skills
- Attitudes & values

Representation
For resourceful, knowledgeable learners, present information and content in different ways.

Engagement
For purposeful, motivated learners, stimulate interest and motivation for learning.

Student Agency

Action & Expression
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

https://www.cast.org/impact/universal-design-for-learning-udl
1. Use Universal Design for Learning as checklist

2. Change the paradigm of “learning and assessment” to favour the whole child and person development
### Changes to 2019-20 national examinations due to the pandemic?
(Upper secondary, general education)

Any possibility to re-think assessment in the post-Covid education, or not?

<table>
<thead>
<tr>
<th>Changes</th>
<th>N</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduced additional health and safety measures (e.g., extra space</td>
<td>21</td>
<td>Austria, Belgium (Flemish), Belgium (French), Chile, Colombia, Czech Republic, Estonia, Finland, France, Germany, Hungary, Israel, Italy, Lithuania, Latvia, Poland, Portugal, Russian Federation, Slovenia, Spain, Turkey</td>
</tr>
<tr>
<td>between desks for distancing students)</td>
<td></td>
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</tr>
<tr>
<td>Adjusted the content of the Examinations (e.g., subjects covered or</td>
<td>10</td>
<td>Austria, Chile, Spain, Israel, Italy, Latvia, Poland, Portugal, Russian Federation, Turkey</td>
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<tr>
<td>number of questions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted the mode of administration (e.g., computer-based or online-</td>
<td>5</td>
<td>Belgium (Flemish), Colombia, Italy, Latvia, Lithuania</td>
</tr>
<tr>
<td>based)</td>
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</tr>
<tr>
<td>Postponed/rescheduled the Examinations</td>
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<td>Austria, Chile, Colombia, Czech Republic, Germany, Spain, Estonia, Finland, Israel, Korea, Latvia, Lithuania, New Zealand, Poland, Portugal, Slovenia, Turkey</td>
</tr>
<tr>
<td>Cancelled the examinations and used an alternative approach for high-</td>
<td>9</td>
<td>Belgium (French), Denmark, Estonia, France, Hungary, Israel, Netherlands, Norway, Slovak Republic</td>
</tr>
<tr>
<td>stakes decision making (e.g., calculated grades)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduced alternative assessment/validation of learning (e.g.</td>
<td>8</td>
<td>Costa Rica, France, Israel, Latvia, Netherlands, New Zealand, Poland, Russian Federation</td>
</tr>
<tr>
<td>appraisal of student learning portfolio)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Use Universal Design for Learning as checklist

2. Change the paradigm of “learning and assessment” to favour the whole child and person development

3. Expect both untapped opportunities and new risks in public-private partnership
Anticipating financial challenges...

**Need for a new model of Public Private Partnership (PPP) in Curriculum Design**

Shifting the culture towards....

- **Vocational Education and Training (VET) Sector**
  cf. Schooling Sector

- **Creating Shared Value (CSV)**
  cf. Corporate social responsibility (CSR)

- **Purpose-driven**
  cf. Profit-driven private organisations

Unanticipated experiences....

- **Marketing**
  cf. Corporate Social Responsibility (CSR)

- **Enlarging equity gaps**
  cf. Closing equity gaps

- **Students and parents as consumers of education**
  Cf. Co-creators and shared responsibility
1. Use Universal Design for Learning as checklist
2. Change the paradigm of “learning and assessment” to favour the whole child and person development
3. Expect both untapped opportunities and new risks in public-private partnership
4. Avoid stigmatising personalised or cross-curricular content and competency-based curricula
1. Use Universal Design for Learning as checklist

2. Change the paradigm of “learning and assessment” to favour the whole child and person development

3. Expect both untapped opportunities and new risks in public-private partnership

4. Avoid stigmatising personalised cross-curricular content and competency-based curricula

5. Do not underestimate the resources required to close observable and non-observable equity gaps
POLICIES TO BRIDGE EQUITY GAPS THROUGH A NATIONAL EDUCATION STRATEGY AND INNOVATION IN ESTONIA

Liina Kersna
Minister of Education and Research of Estonia
Common targets for stakeholders focused on the future of education:

- to create a high-quality and equitable education system that serves all students
- to eliminate structural barriers to learning by aligning social and education policy
- to create conditions for all actors in education so they are satisfied with teaching and learning

Every child and student deserves:

- the best possible start in life
- being well cared for
- free extra-curricular activities.
Fostering autonomy and co-agency:

- by engaging and supporting, not imposing
- by sharing responsibilities and opportunities
- by trusting schools.
Assessment must support student learning and well-being and give students a voice:

- mark-free, feedback-centred and voluntary assessment instruments
- feedback reports to students - what they know and how to do, while also suggesting concrete targets for improvement
- survey instruments to assess student, teacher and parent satisfaction with education
- support from psychologists, special education teachers and speech therapists
- digitalised learning materials.
Local and global attention to Education and Skills 2030:

- source for enriching national education strategies
- findings deserve to be shared and reflected on
- activities that support agency & co-agency of all actors in education
Thank you!
Jõudu tööle!
Courage and strength!

Let’s stay in touch

hm.ee
@haridusministeerium
@haridusmin
Invitation #2: Your Talents Matter!

• We invite the existing talents within the e2030 community to create a lively record of the launch session we just had as well as the remaining sessions of the Global Forum, in close collaboration with the Estonian host and the OECD Secretariat.

• Please show your interest in volunteering by sending your email to the project’s email: education2030@oecd.org
Item 5b. Breakout session. Focus dialogue A
Introduction to the breakout session

Suzanne DILLON
Chair of the Global Forum on the Future of Education and Skills
Questions for Focus dialogue A

• 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 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, use of big data, AI, block chain, Internet of Things, etc.
Item 5c. Brief sharing of breakout session
Item 5d. Breakout rooms. Focus dialogue B
Focus dialogue B

Reflections on 5 lessons learned introduced in the report:

1. Use Universal Design for Learning as checklist.
2. Change the paradigm of “learning and assessment” to favour the whole child and person development.
3. Expect both untapped opportunities and new risks in public-private partnership.
4. Avoid stigmatising personalized and cross-curricular competency-based curricula.
5. Do not underestimate the resources required to close observable and non-observable equity gaps.
Item 5e. Brief sharing of breakout session
Item 6. Day 2 Closing Plenary Session
DAY 3 - overview

• Day 3 will shift towards working collaboratively on the vision for the Teaching Compass 2030:
  • We will start with a panel session – with a TWG1 leader, as well as students, a teacher, a school leader and a policy maker.
  • We will have two breakout sessions (Focus dialogues C and D)
Welcome!

We will begin in a couple of minutes!

You can ask questions both in terms of technical problems and contents through Zoom’s “Chat” feature.

The moderator will take the most relevant questions live.

Thank you!
Welcome and introduction by Chair

Suzanne DILLON
Chair of the Global Forum on the Future of Education and Skills
Reminder Invitation #1: Your Voice Matters!

- During the forum meeting, please use the following hashtags on social media:
  
  #FutureReadyCurricula: for posts specific to the launch of the report
  
  #Ed2030GlobalForum: for general posts about the Global Forum

- Please encourage students around you to join our e2030 student voice campaign! We will collect videos of students talking about curriculum issues, and we will circulate a link with instructions on how to participate.

- The details will be communicated in due course.
Reminder Invitation #2: Your Talents Matter!

- We invite the existing talents within the e2030 community to help us **create a lively record of the Global Forum virtual workshop**, in close collaboration with the Estonian host and the OECD Secretariat.

- Please show your interest in volunteering by sending an email to: 
  
  **education2030@oecd.org**
Item 7a. Plenary panel discussion
Focus of the panel session: teachers who can bridge equity gaps

Starting point is the Learning Compass 2030

Today’s focus dialogue:

How can all students learn to be equipped with their own Learning Compass in their hands?

What are the teacher competencies, teacher agency, and teacher well-being needed to:

• Design and implement personalized curriculum
• Design learning environment

Post-Forum continued dialogues in TWG1

Teaching compass 2030
Moderator

Lynn PAINE
TWG1 leader, Professor of Teacher Education and Associate Dean for International Studies in Education, Michigan State University, United States
Panellists

Mohammad Shehadat
Student, Amala Education, Jordan

Celestyne Huang
Student, Santa Laurensia Junior High School, Indonesia

Maria Conceição Pinheiro
Teacher, Agrupamento de Escolas de Moimenta da Beira

Ana Cláudia Cohen
Headmaster of Alcanena’s School Cluster

Joan Mackay
Education Scotland, Head of Curriculum Innovation
Reflections on bridging between “closing equity gaps” and “teaching compass”

João COSTA
Deputy Minister of Education
Portugal
Item 7b. Breakout session. Focus dialogue C
Question for Focus dialogue C

• What are the competencies teachers need to design & implement personalised curriculum so as to bridge equity gaps?
Item 7c. Brief sharing of breakout session
Item 7d. Breakout session. Focus dialogue D
Questions for Focus dialogue D

• 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?
Item 7e. Brief sharing of breakout session
Item 8. Closing remarks
Visual summary by workshop rapporteur

Peeter Mehisto
Conference Rapporteur, University College London Institute of Education
Updates by TWG leaders

TWG2 - Corey Drake
Professor of Teacher Education and Mathematics Education at Michigan State University

TWG3 – Darryl Buchanan
Associate Chief Executive: Operations for The Association of Independent Schools of New South Wales, Australia

TWG4 – Eulália Ramos Alexandre
Deputy Director of the Directorate-General for Education, Ministry of Education, Portugal

TWG 5 – Kerstin Wilmans
Co-Founder + Executive Board Member, Global Goals Curriculum e.V. Berlin
Publications: **Translate and disseminate**

- **Japanese** → LC + Student Agency Concept Notes online
- **German** → LC Concept Note series online
- **Kazakh** → LC animation online

**Planned 2021:**

- **Danish** (LC Concept Note series)
- **Swedish** (LC animation)
- **Finnish** (LC animation)
- **Chinese** (scope to be determined)
- **Bahasa Indonesia & Native Hawaiian** (select In Briefs)
- **French** (OECD will do the series when budget permits)
Ensure deep understanding of key concepts:

LC Workshop Series 2021

- For newcomers and longer-standing project stakeholders
  → Open to all stakeholders
  → Easy access via zoom, recordings available online

- One workshop per month on key concepts:
  1. Student agency / Co-agency (8 March)
  2. Well being (21 April)
  3. **Core foundations (late May)**
  4. Transformative competencies (June)
  5. Interconnected nature of Knowledge, Skills, Attitudes and Values (July)
TWG5 Key Activities 2021

Q1 2021 | Q2 2021 | Q3 2021 | Q4 2021
---|---|---|---
**TWG5 Global Activities**
- Agency Workshop 8 March
- Well-being Workshop 21 April
- Core Foundations Workshop May
- Transf. Competencies Workshop June
- Interconnw/Skills/A+V Workshop July

**TWG5 Meetings**
- 3rd VM 14 Jan
- 4th VM Jun/Jul
- 5th VM Oct

**TWG5 Regional Activities**
- Translation + dissemination
- Learning Compass
- Translation + dissemination E2030 Curriculum Reports
Updates by FG leaders

FG1 – Suzanne Dillon
Chair of the Global Forum on the Future of Education and Skills

FG2 – Vishal Tareja
Co-founder and trustee of Dream a Dream

FG3 – Dilay Kalinoğlu
Student, MEF High School, Turkey
Chair’s conclusions

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