



# **Schooling disrupted – schooling rethought**

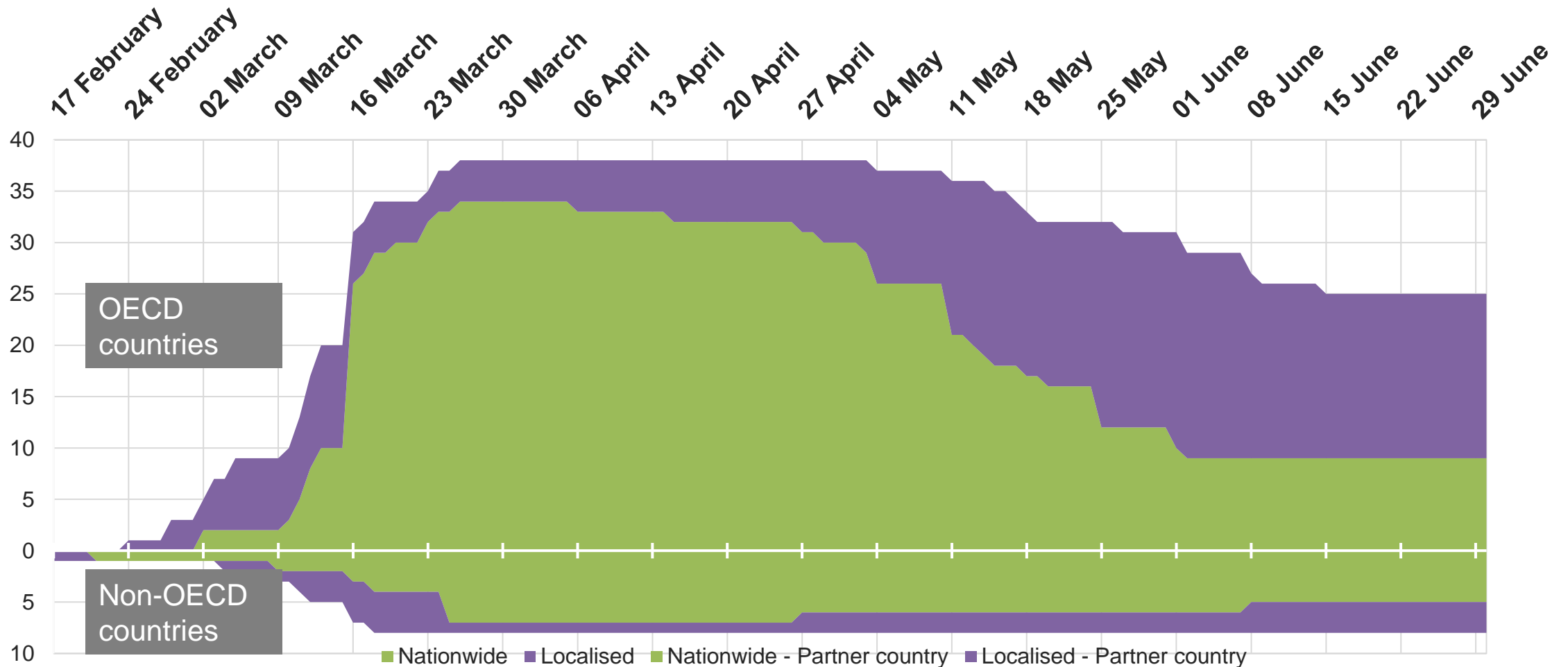
**Education in times of Covid-19**

Council of Europe - Andreas Schleicher

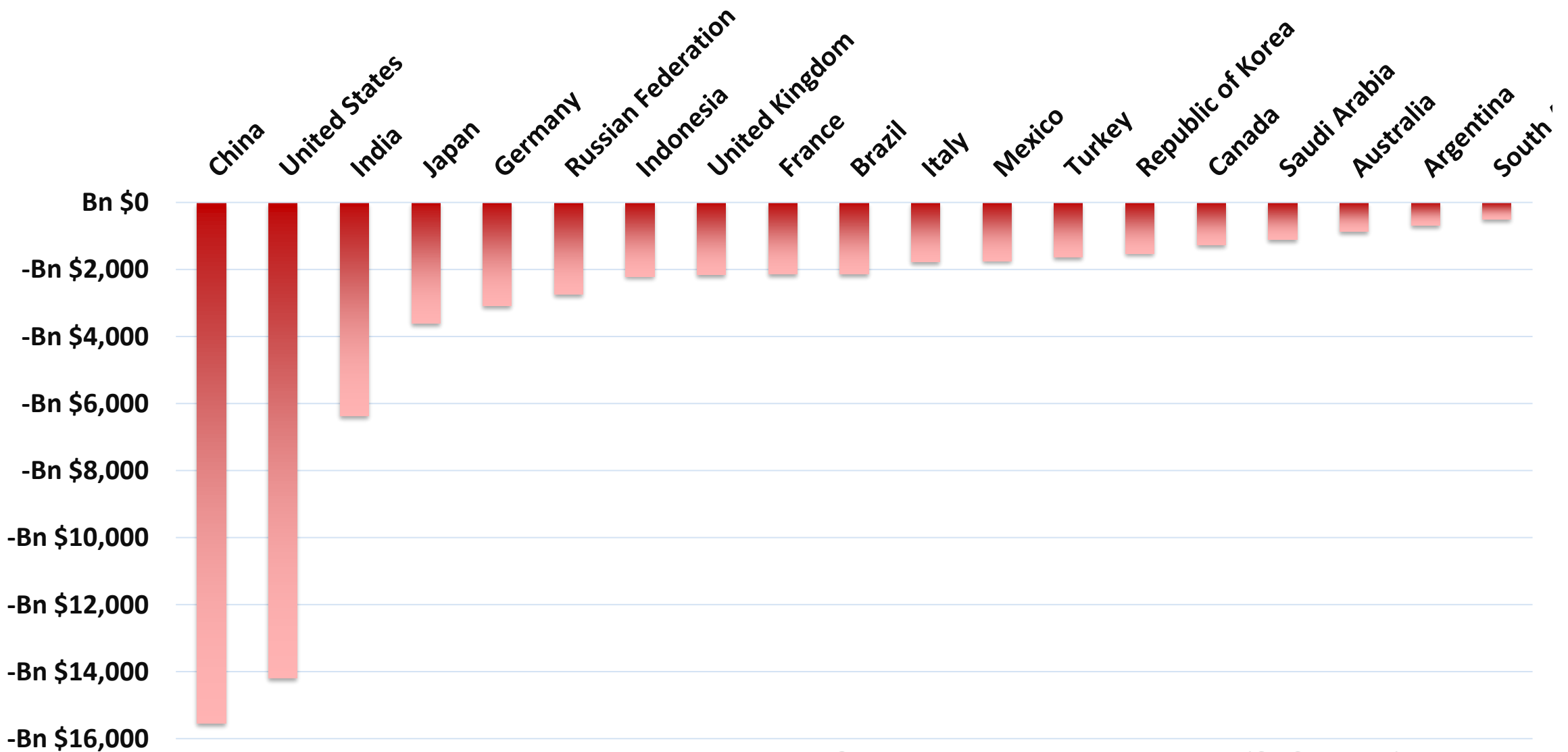
# By the end of June, schools across the OECD had experienced some form of closure lasting an average of 14 weeks

Figure D1.4

Number of countries with school closures due to COVID19

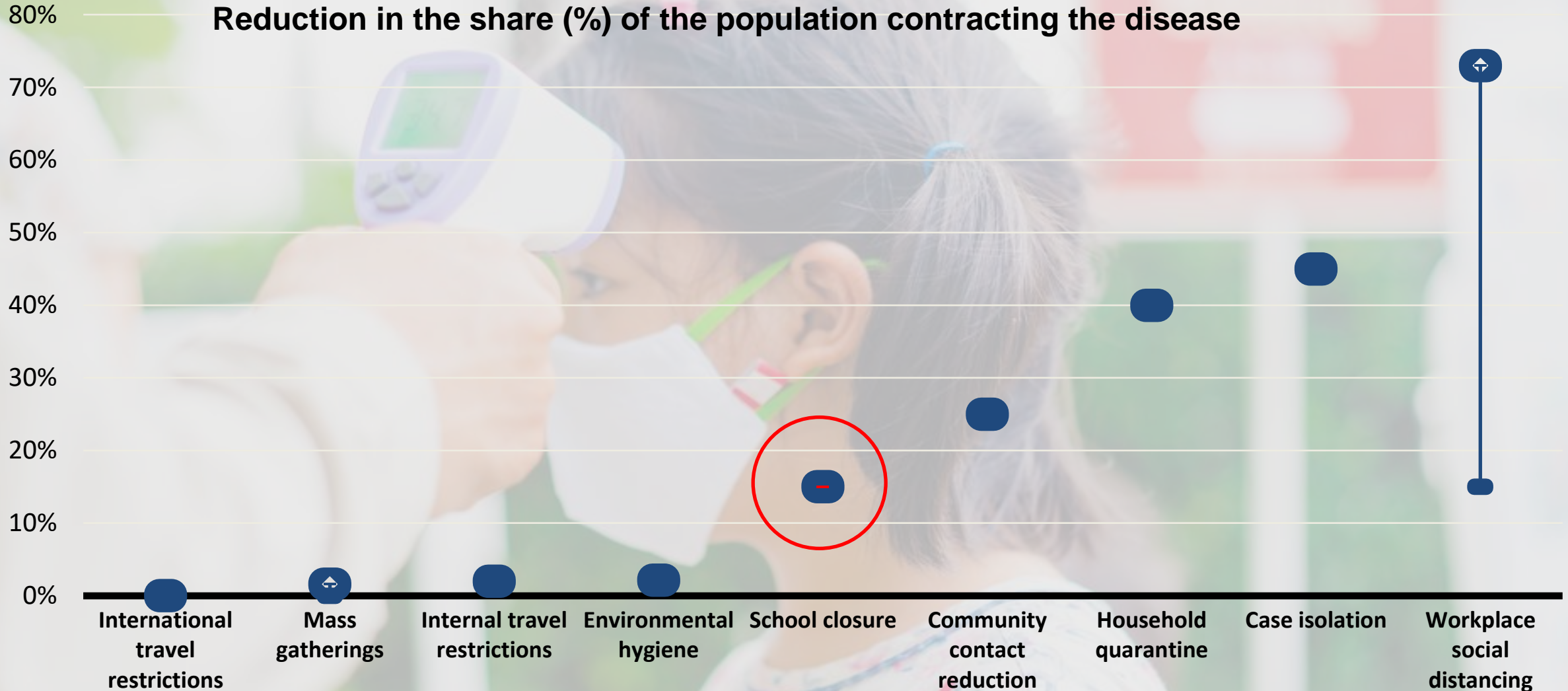


# Present value of **lost GDP** due to Corona-induced learning loss (average 1/3 school year lost)



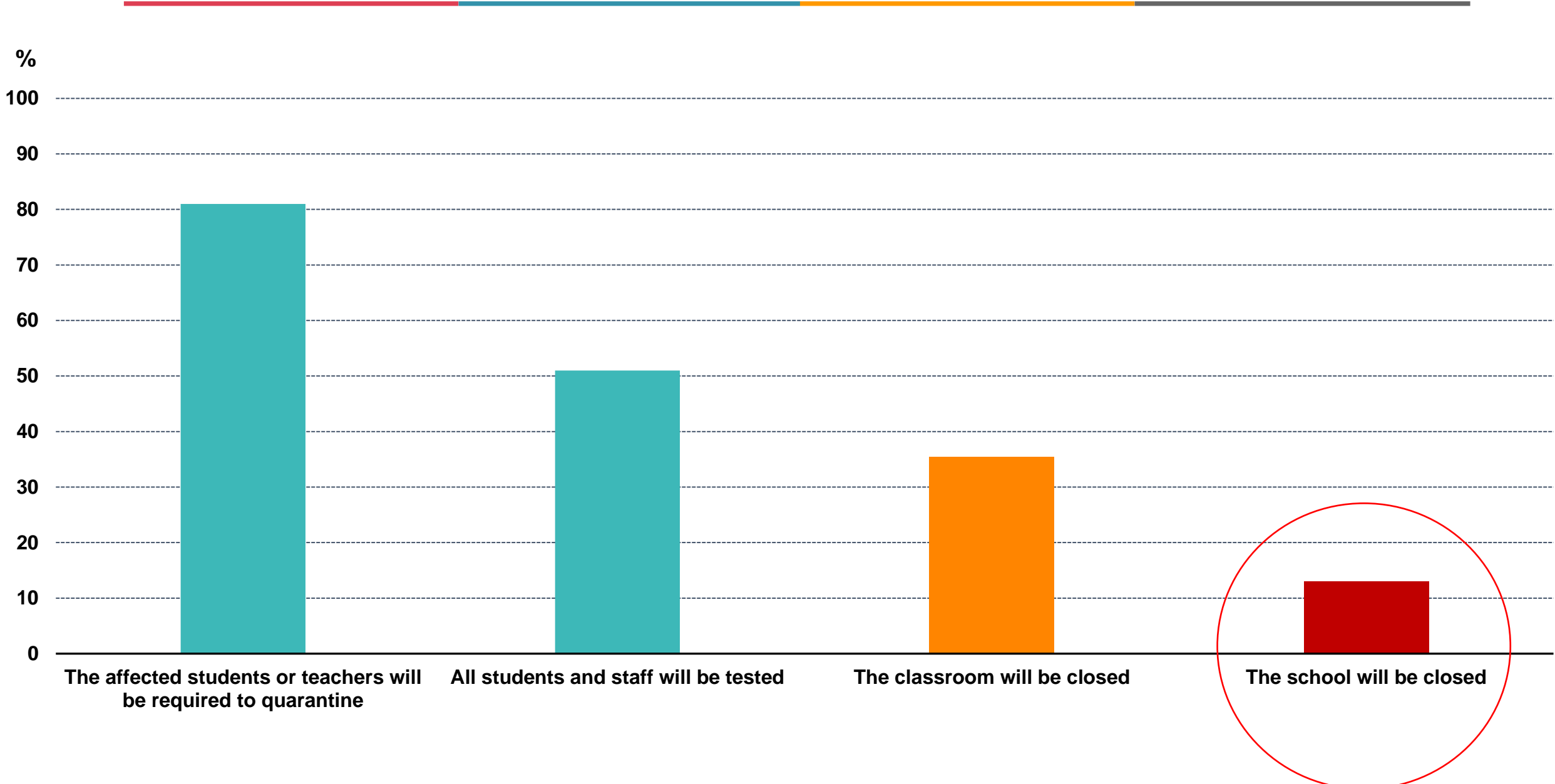
Source: Hanushek and Woessmann (OECD, 2020)

# Evidence from previous epidemics suggests school-closure can prevent < 15% of infections



# Health measures in the reopening plans to respond to **new Covid-19 cases**

(Averages across 36 countries, May 2020)

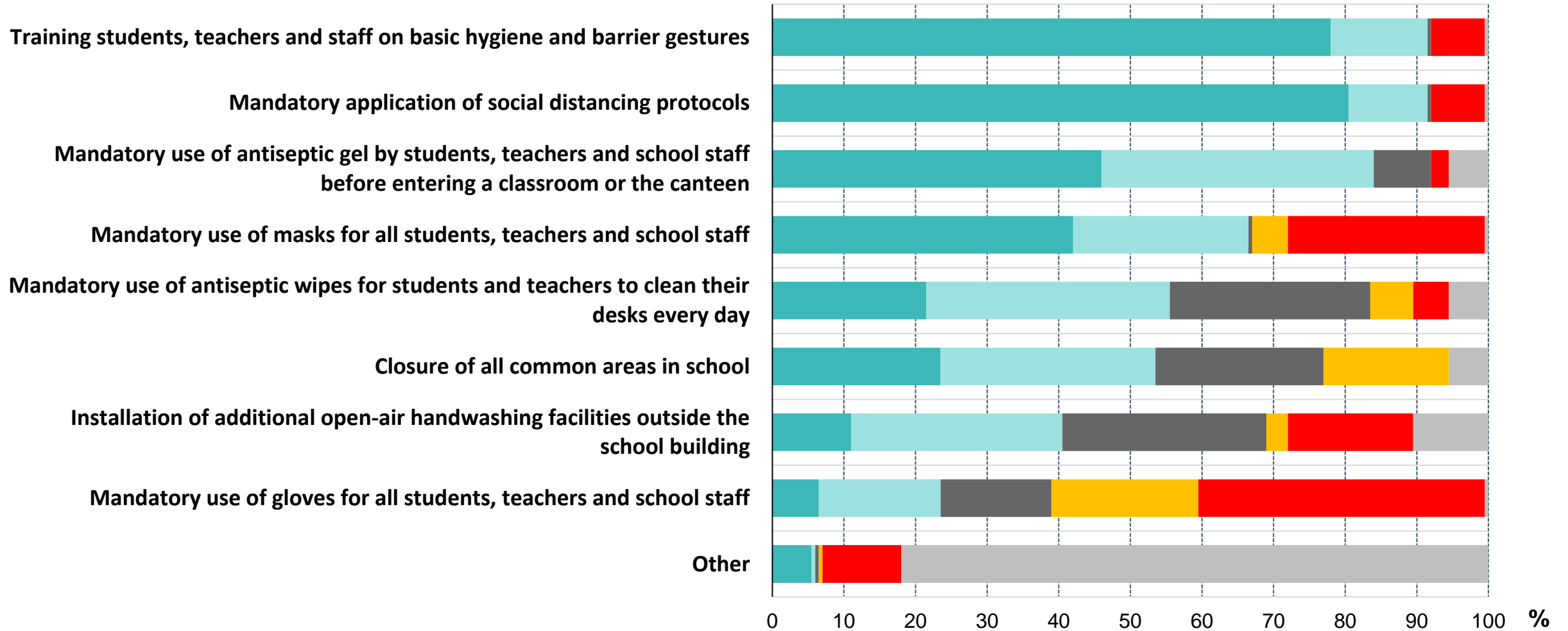


# Health measures included in the reopening plans

(Averages across 36 countries, May 2020)

Table 22

■ Extremely likely   
 ■ Somewhat likely   
 ■ Neither likely nor unlikely   
 ■ Somewhat unlikely   
 ■ Extremely unlikely   
 ■ No answer



## Contingency strategies - organisation

---

- School closures have long-lasting effects, amplifying disadvantage
  - Cognitive, social, emotional
- Ensure reliability and predictability of services for students and parents
  - Ensure all students have regular and dedicated contact
  - Avoid long phases of distant learning, daily schedules for hybrid learning work better than weekly or monthly schedules
- Where school capacity is limited, prioritise young children and disadvantage for presential learning
  - Invest in lateral capacity development and incentivise experience sharing
- Align resources with needs
  - Use funding formulas to ensure that resources reflect social and economic conditions of students and schools
- Combine transparent criteria for service operability with flexibility to implement these at the frontline

## Contingency strategies - **delivery**

---

- Strengthen early diagnostic and intervention
  - Integrate compensatory measures in instruction and delivery
  - Cognitive, social, emotional
- Invest in development, provision and quality assurance of digital technologies
  - Include teachers in the design of digital solutions
  - Involve teachers in coaching, mentoring and knowledge mobilisation
- Provide standardised learning platforms that enable crowd-sourcing and crowd-curation
- Prioritise continuing collaborative professional development for teachers over education up front
- Reconcile sharing of data with privacy



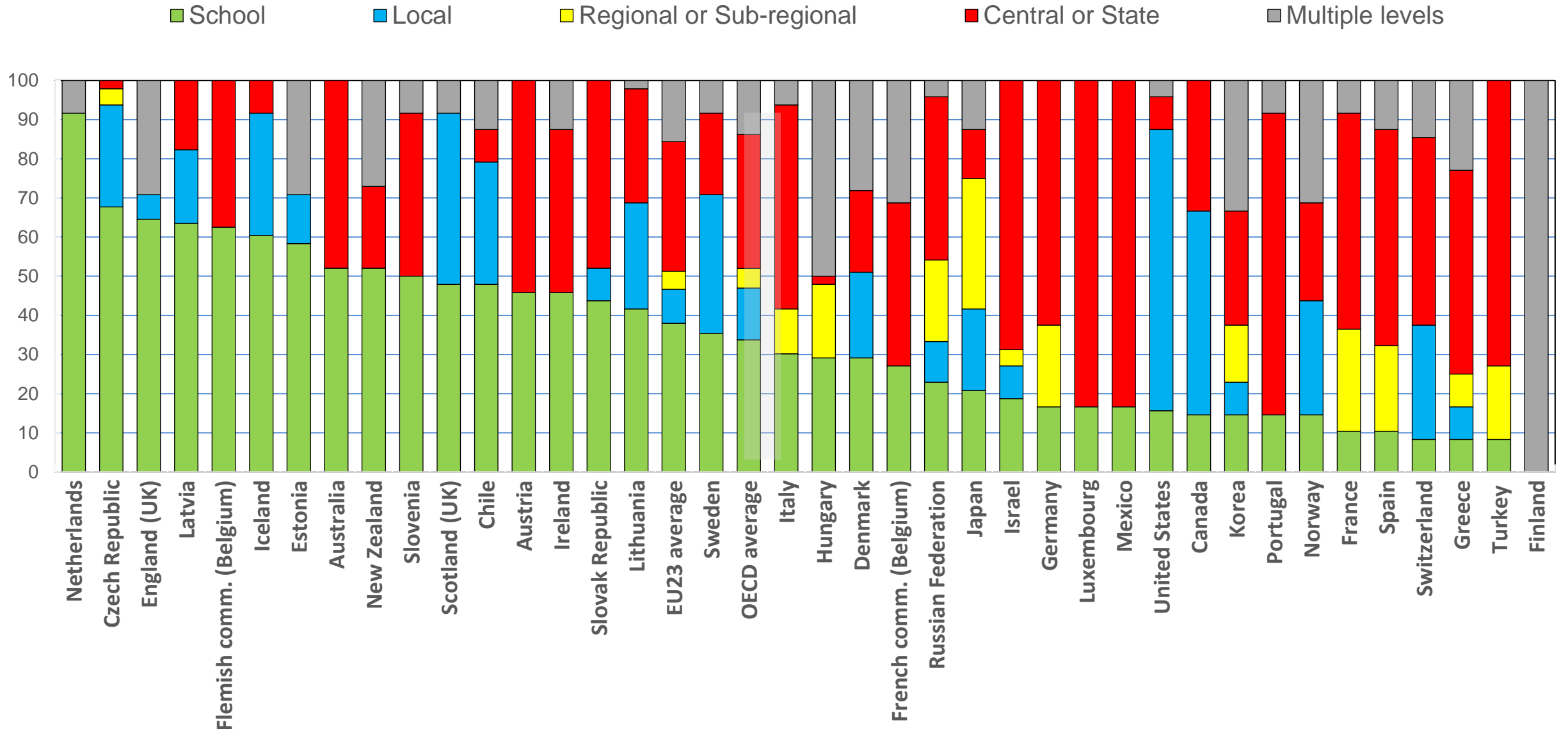
## Contingency strategies - content

---

- Prioritise curriculum: teach fewer things at greater depth
- Balance cognitive, social and emotional development
- Prioritise limited capacity for presential learning to focus on...
  - New content
  - Preparation and review of material learned at distance
  - Motivation and development of effective learning strategies
  - Social learning

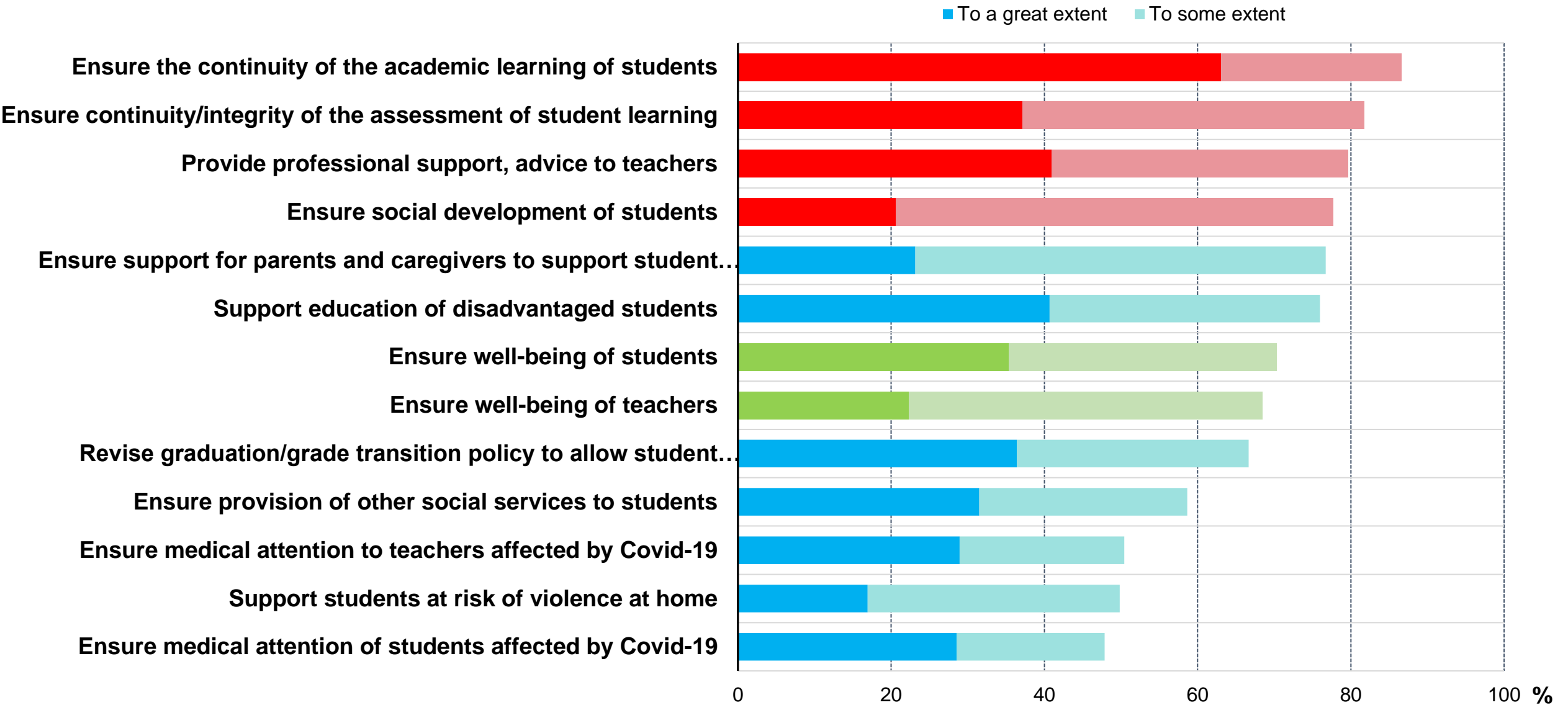
# Who decides?

Percentage of decisions taken at each level of government in public lower secondary education (2017)



# Focus of contingency strategies (Averages across 36 countries, May 2020)

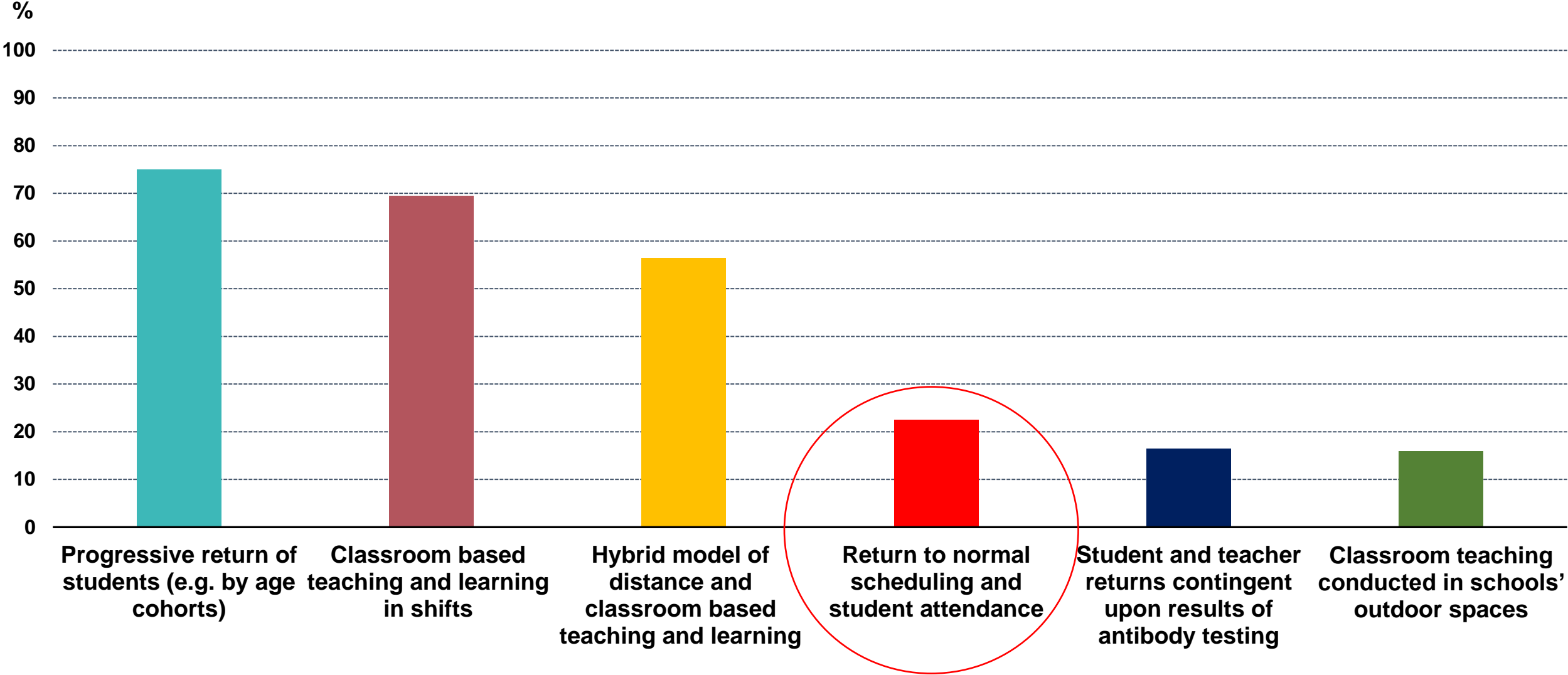
Table 10



# Strategies beyond the pandemic

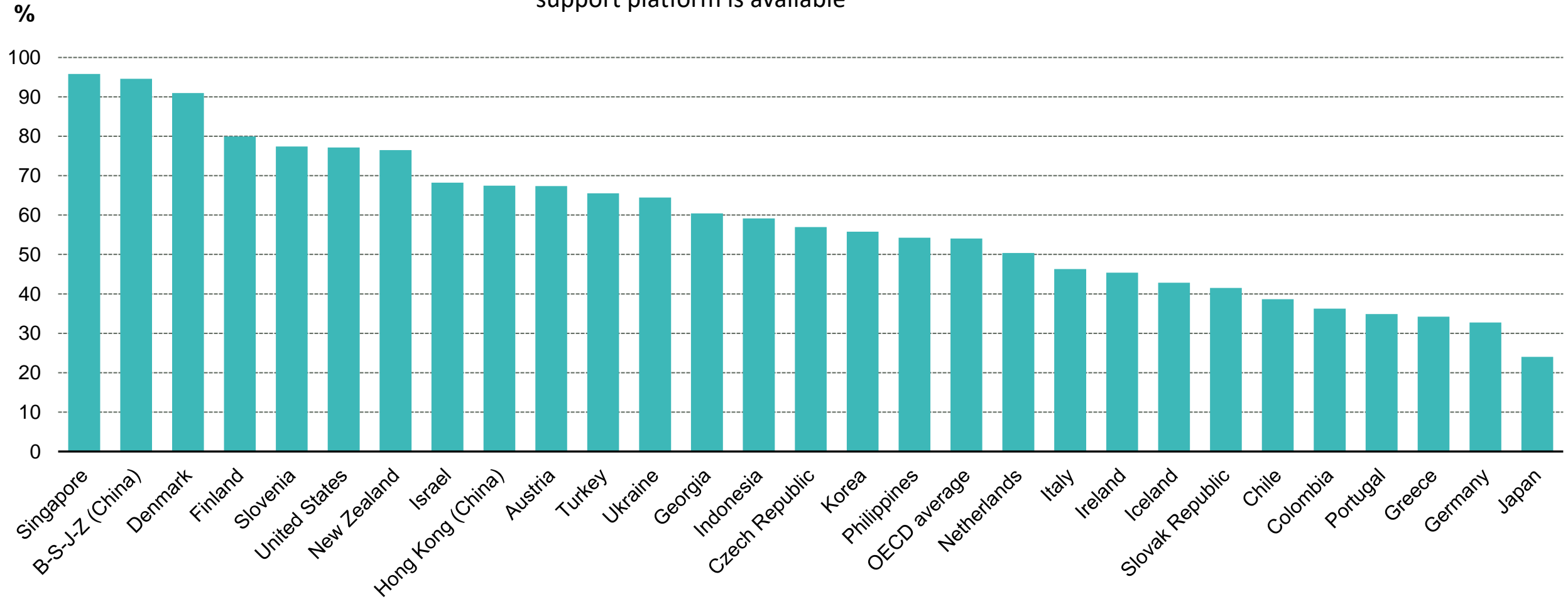
(Averages across 36 countries, May 2020)

Table 17



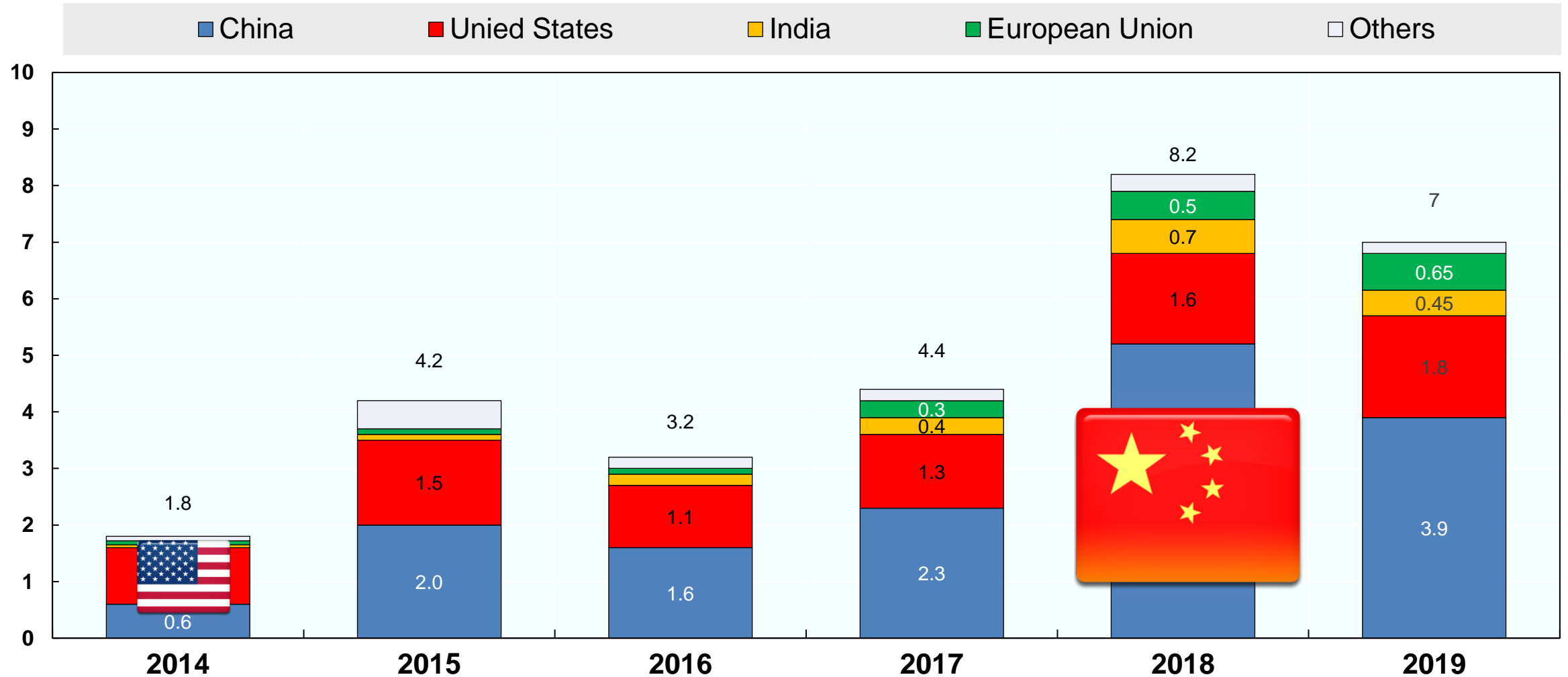
# An effective online learning support platform is available (PISA 2018)

Percentage of students in schools whose principal agreed or strongly agreed that an effective online learning support platform is available



# Global education venture capital

**Venture capitalists** have invested USD 7B in 2019, up from USD 2B in 2014 – mainly from China



# New learning experiences

- Many online and distance learning and other innovative approaches such as AR, VR and AI were created, adapted and expanded.

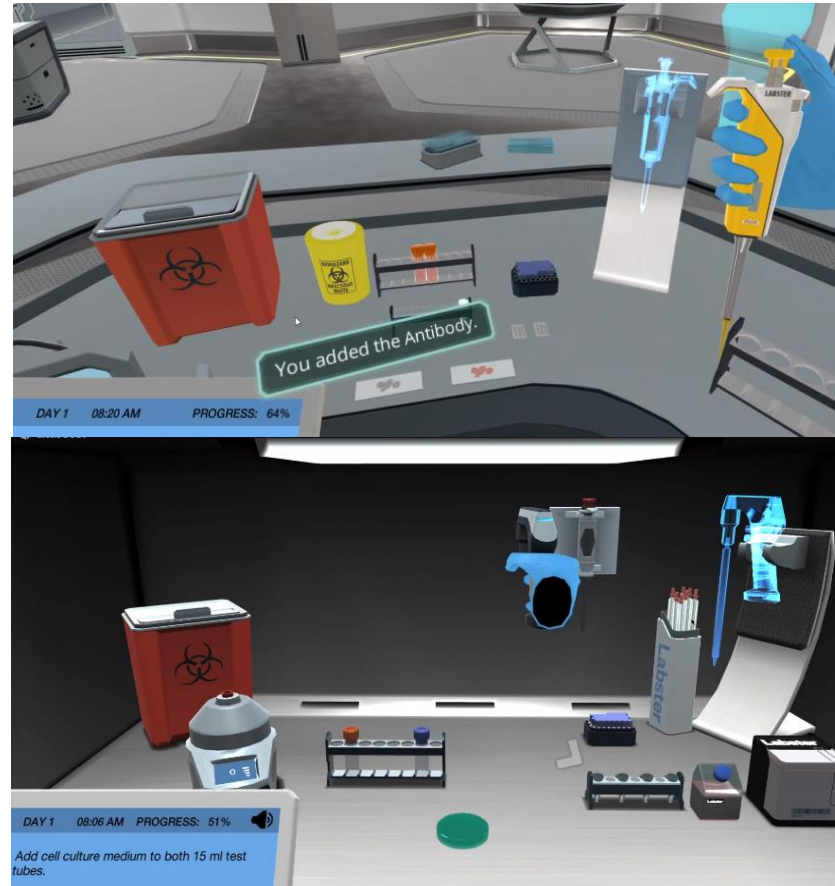
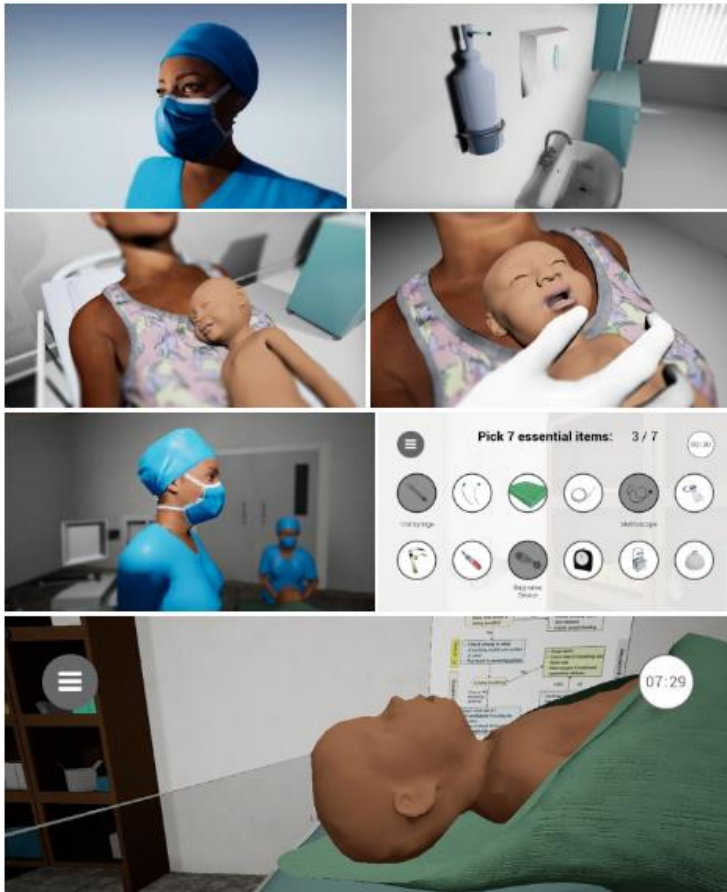


Image sources: Electude Classroom and Labster Labs' virtual labs; Oxford University's LIFE project, a smartphone-based virtual learning platform

# Assessments and exams

---



New types of assessments through simulations and games

Adaptive assessments

Hands-on assessment in vocational settings

Increasing reliability of machine rating for essays

Predictive models may disrupt the exam model





# Learning analytics

- Learning analytics helps educators personalise learning
  - in real time
  - as a reflective tool
- Data come from sensors, learning management systems and digital activities of learners
  - When should you shift to a new activity?
  - Are you losing the attention of learners?
  - How do you structure instruction time (lecture, small group, discussion, assessment, practice, etc.)?
  - Which students do you talk to and support the most?



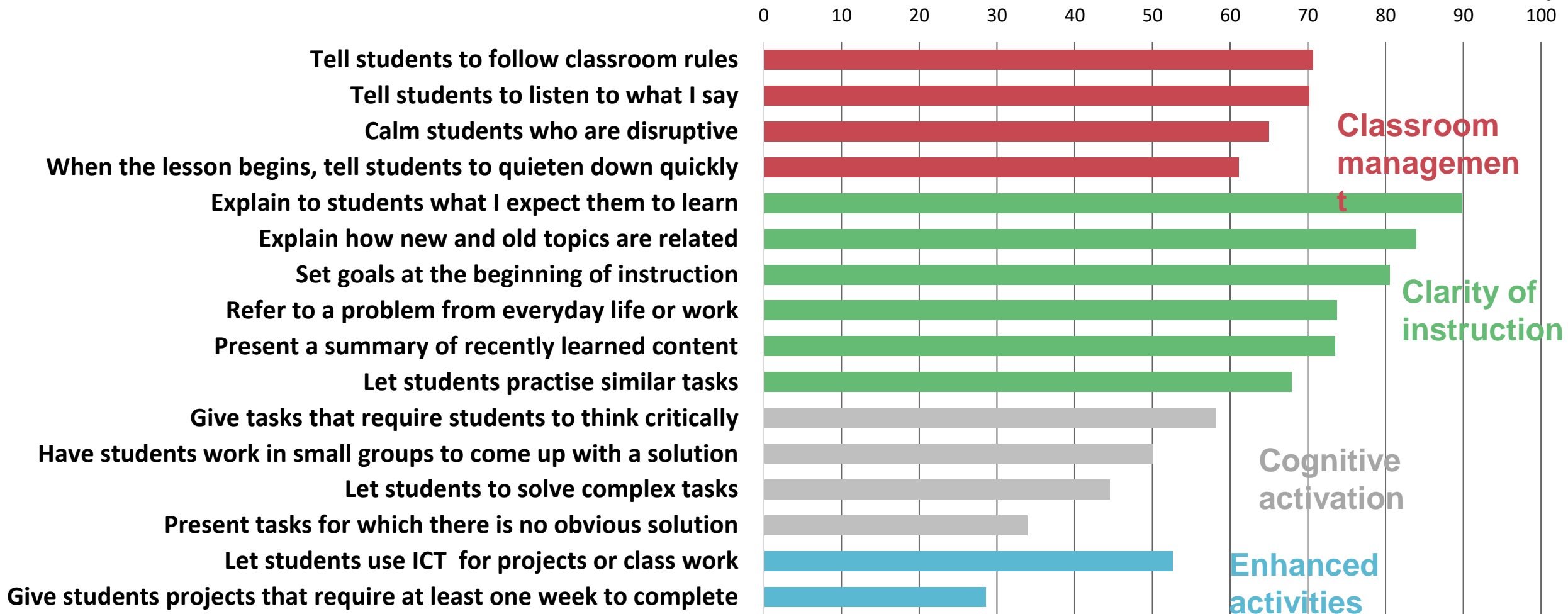


# Prevalence of pedagogical strategies (TALIS 2018)



## Teaching practices

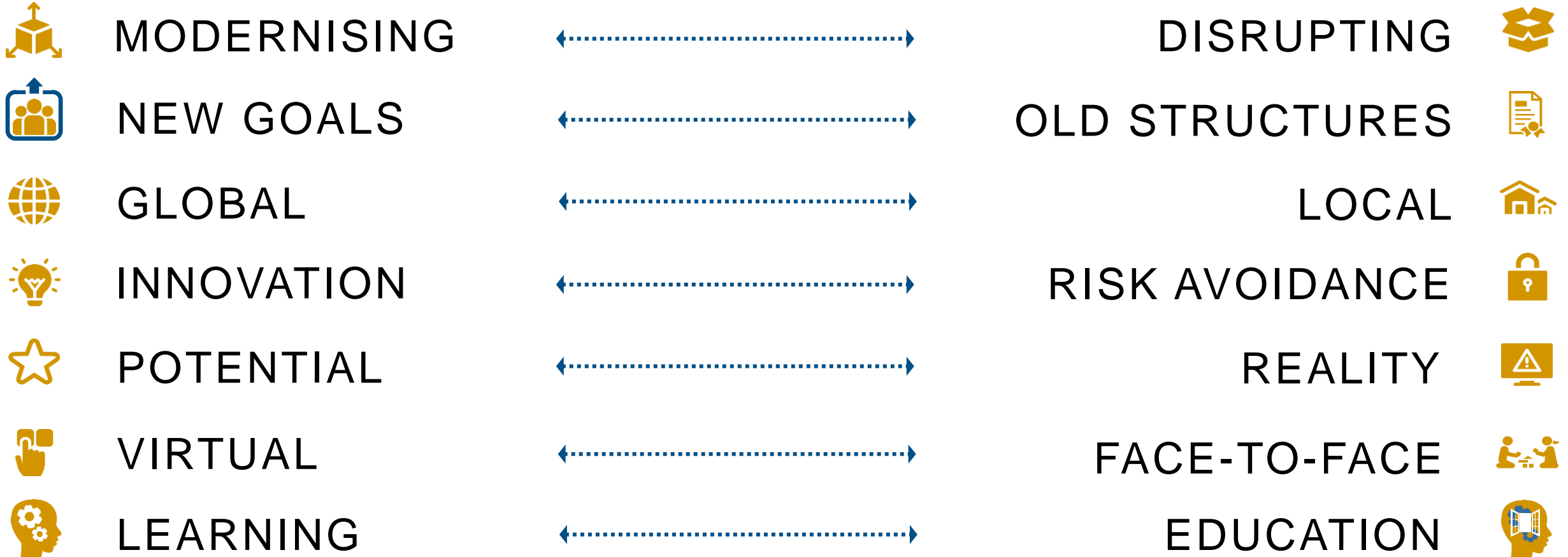
Percentage of teachers who frequently or always use the following practices in their class (OECD average-31) %



# Assessing risks, leveraging opportunities

Tensions and paradoxes require smart responses

---



# Thank you

---

Find out more about our work at [www.oecd.org/pisa](http://www.oecd.org/pisa)

- PISA 2018: *Insights and Implications*
- PISA 2018 Results (Volume I): *What Students Know and Can Do*
- PISA 2018 Results (Volume II): *Where All Students Can Succeed*
- PISA 2018 Results (Volume III): *What School Life Means for Students' Lives*

Take the test: [www.oecd.org/pisa/test](http://www.oecd.org/pisa/test)

FAQs: [www.oecd.org/pisa/pisafaq](http://www.oecd.org/pisa/pisafaq)

PISA indicators on Education GPS: <http://gpseducation.oecd.org>

PISA Data Explorer: [www.oecd.org/pisa/data](http://www.oecd.org/pisa/data)

Email: [Andreas.Schleicher@OECD.org](mailto:Andreas.Schleicher@OECD.org)