

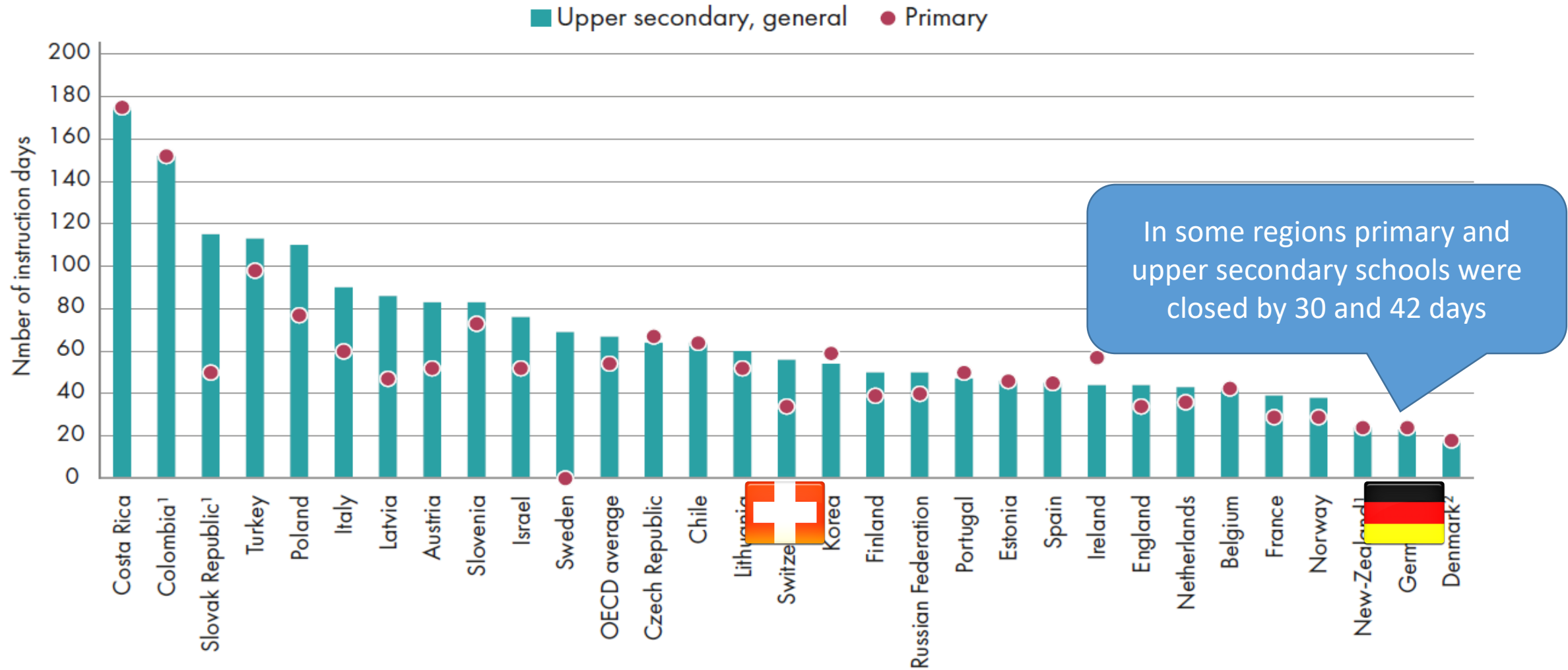
The state of school education – one year into the Covid pandemic

Andreas Schleicher



Lost opportunity

Number of instruction days where schools were **fully** closed in 2020 (excluding school holidays, public holidays and weekends)



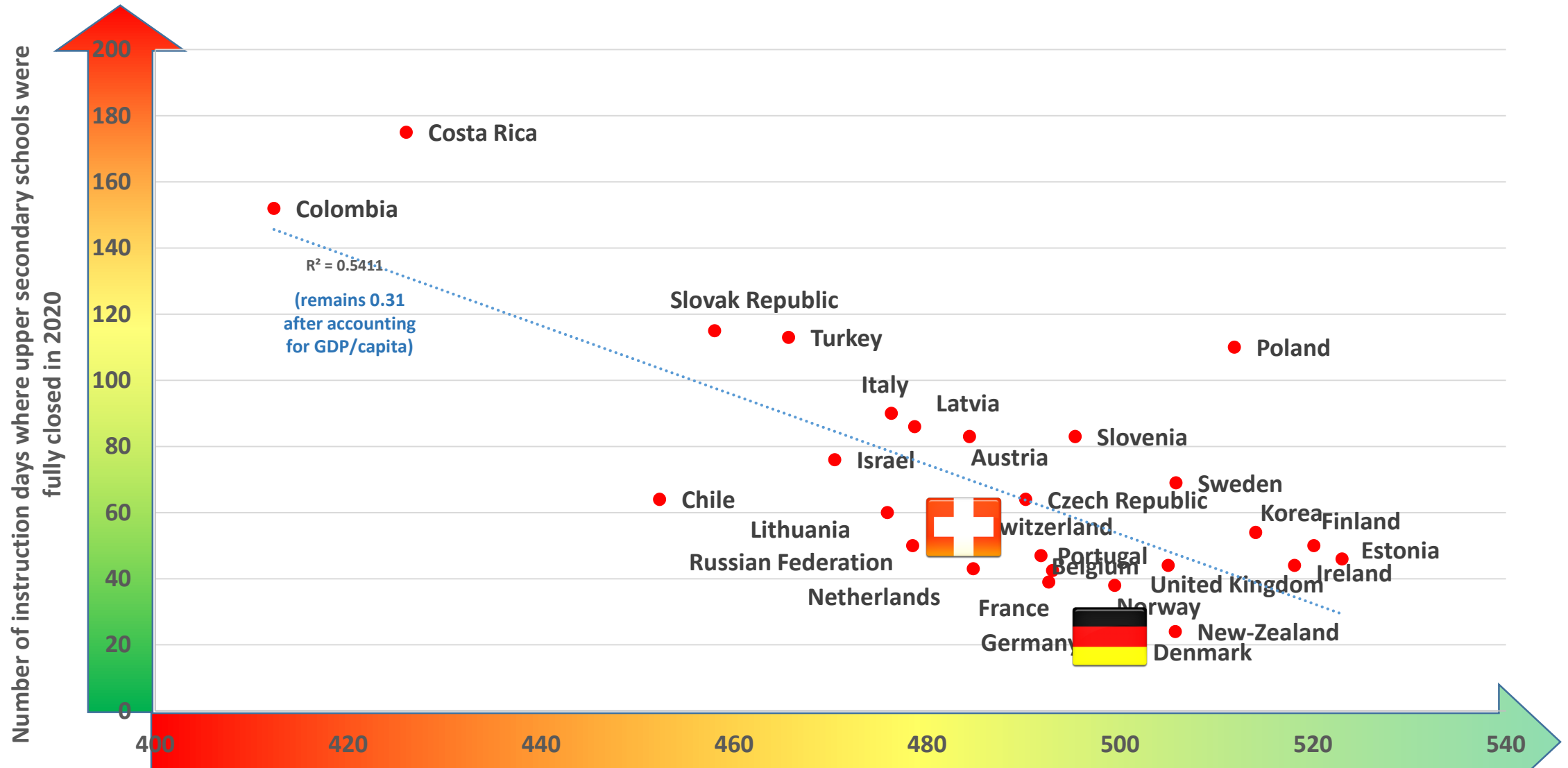
1. Most typical number of instruction days

2. Minimum number of instruction days.

Source: OECD/UIS/UNESCO/UNICEF/WB Special Survey on Covid. March 2021

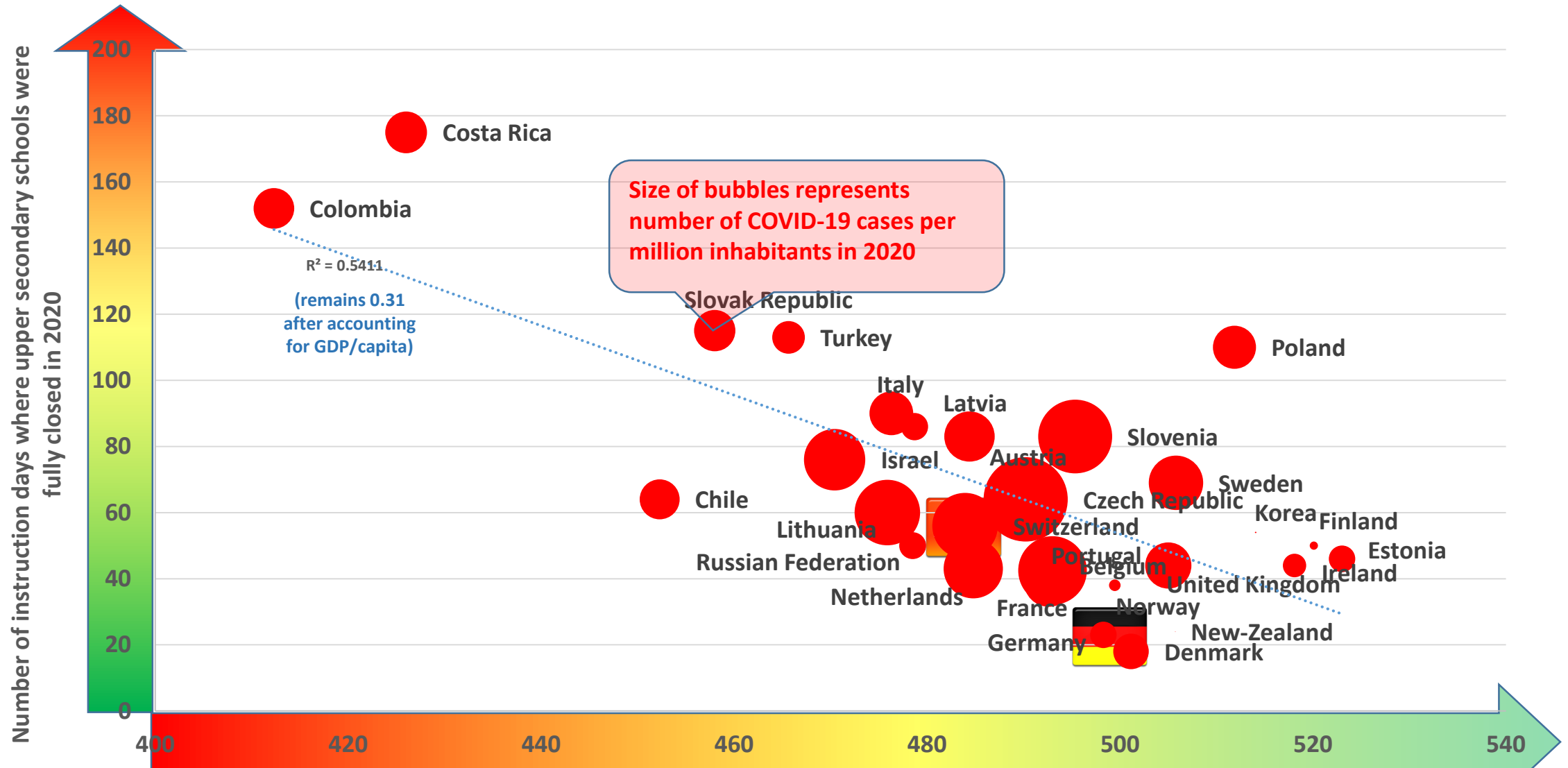
Figure 1.2

Quality of learning outcomes and instructional days lost



Source: OECD/UIS/UNESCO/UNICEF/WB Special Survey on Covid. March 2021

Quality of learning outcomes and instructional days lost



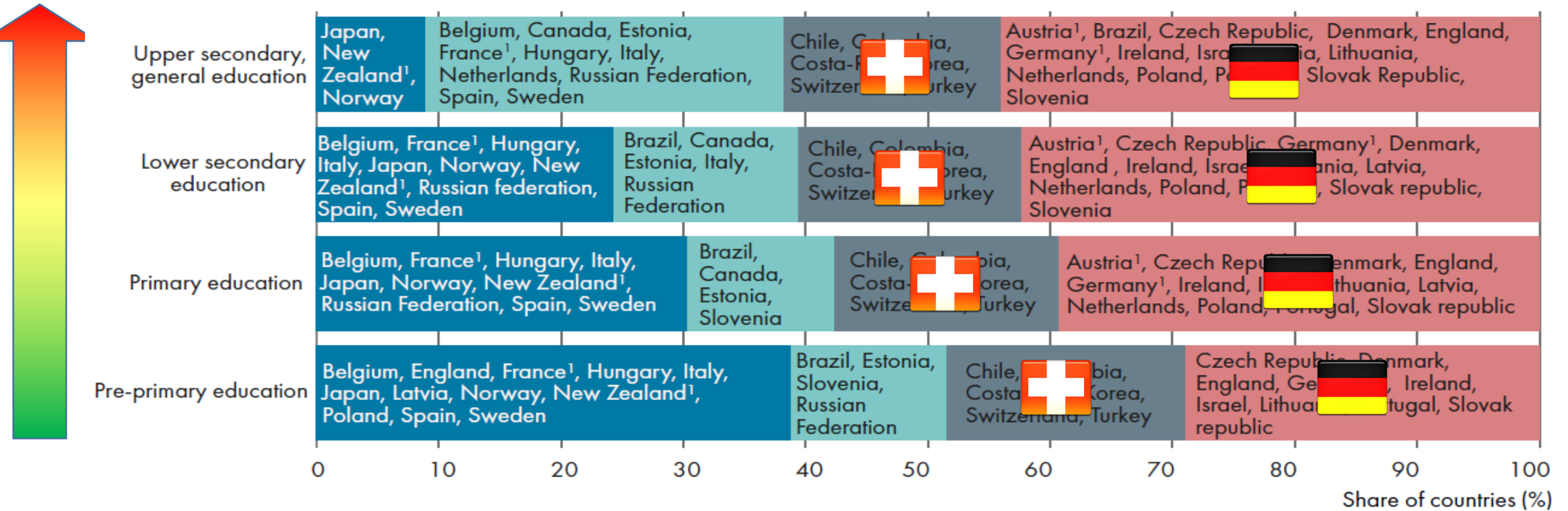
Source: OECD/UIS/UNESCO/UNICEF/WB Special Survey on Covid. March 2021



Ongoing school closures

Status of school opening (as of 1 February 2021)

- Fully open, with no hybrid learning
- Partially opened (e.g. opened in certain regions, or for certain grades, with other students benefiting in most cases from distance learning)
- Closed due to regular school calendar (holiday break) and planning to open in February/March 2021
- Closed due to COVID-19



1. School were closed as of 1st February in some sub-national regions in these countries/economies due to regular school calendar.

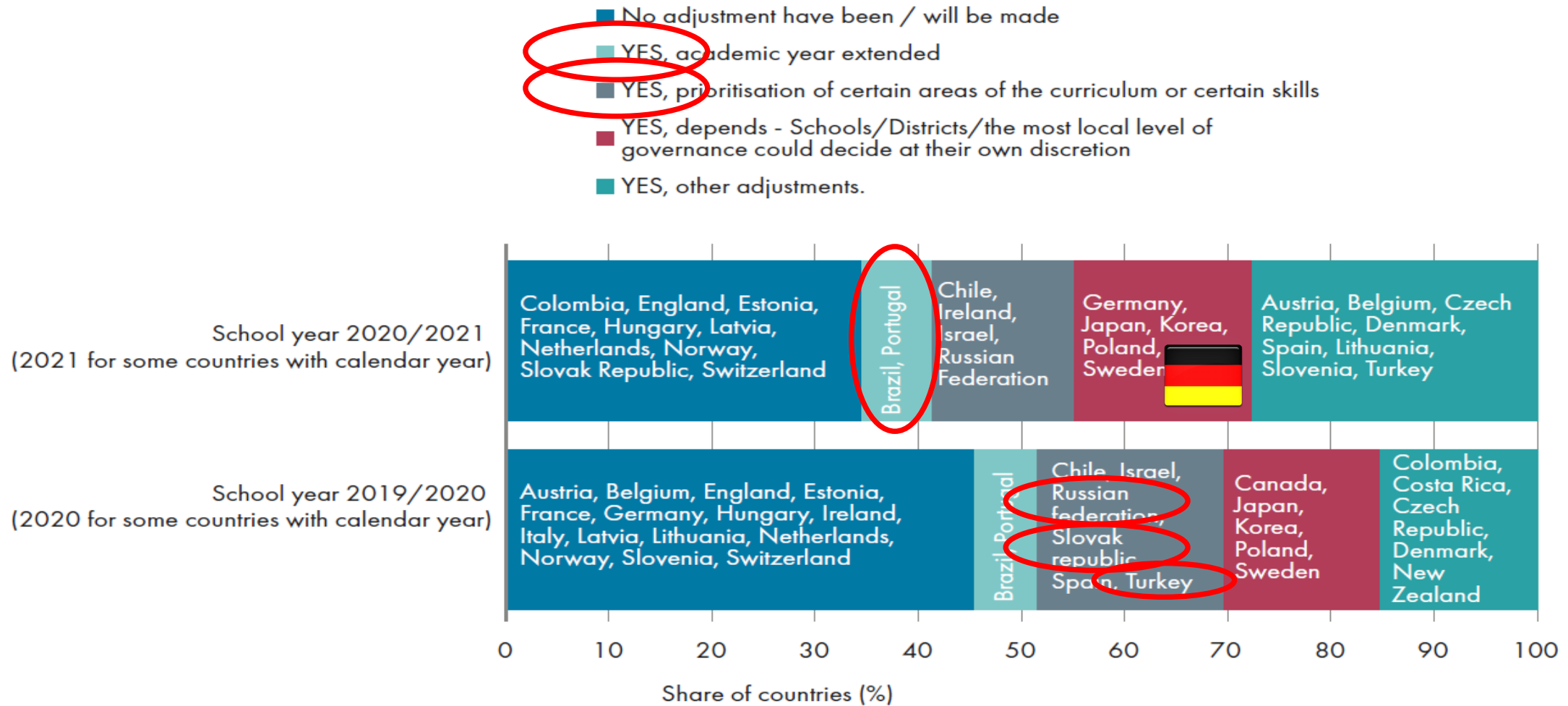
Source: OECD/UIS/UNESCO/UNICEF/WB Special Survey on Covid. March 2021

Figure 1.1



Consequences of school closures

Adjustments to school calendar and curriculum (primary education)



Source: OECD/UIS/UNESCO/UNICEF/WB Special Survey on Covid. March 2021

Figure 1.4

$$f(x) = 3x + 4$$

1

e-learning

7

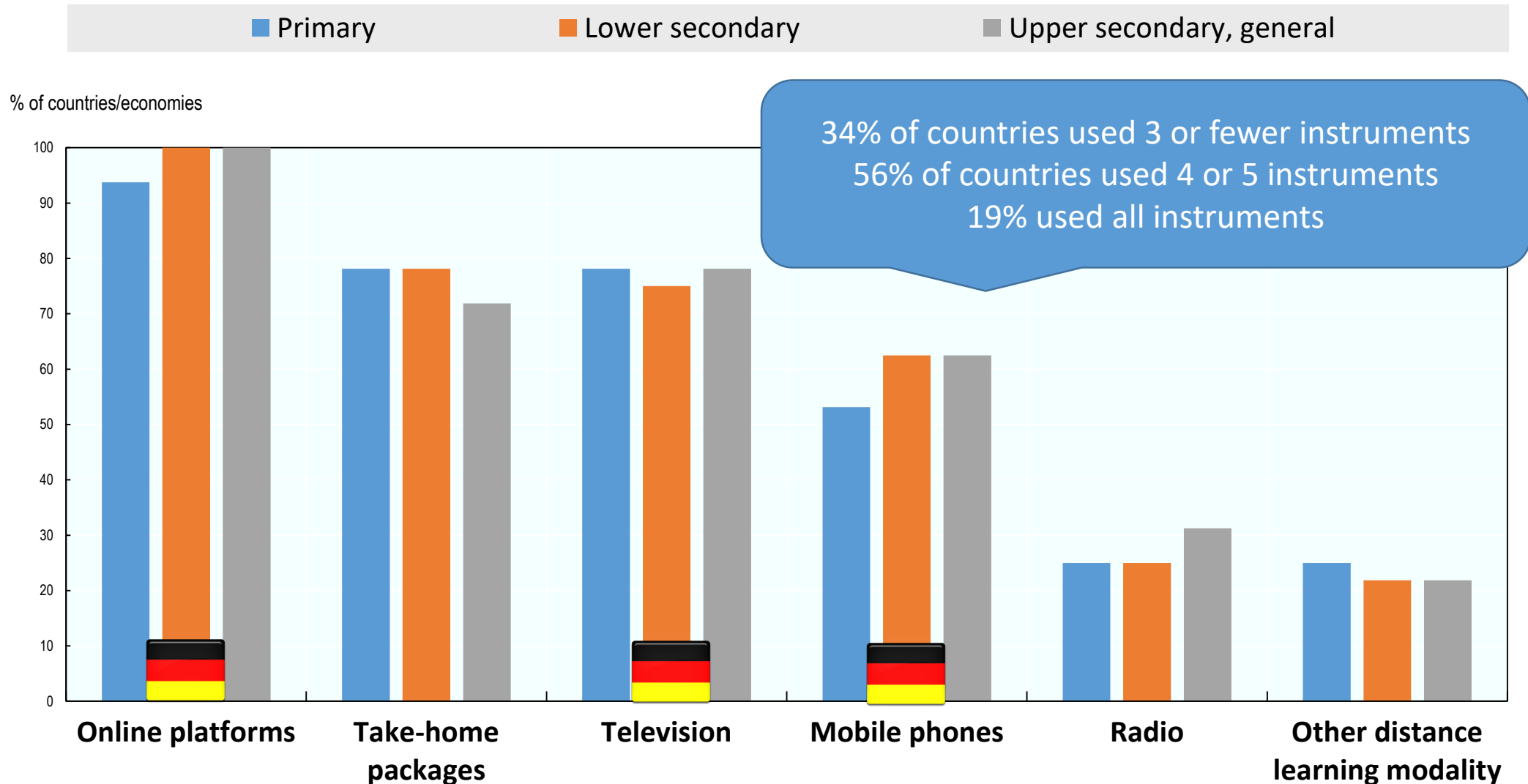
%

$\frac{1}{2}$

Distance learning solutions

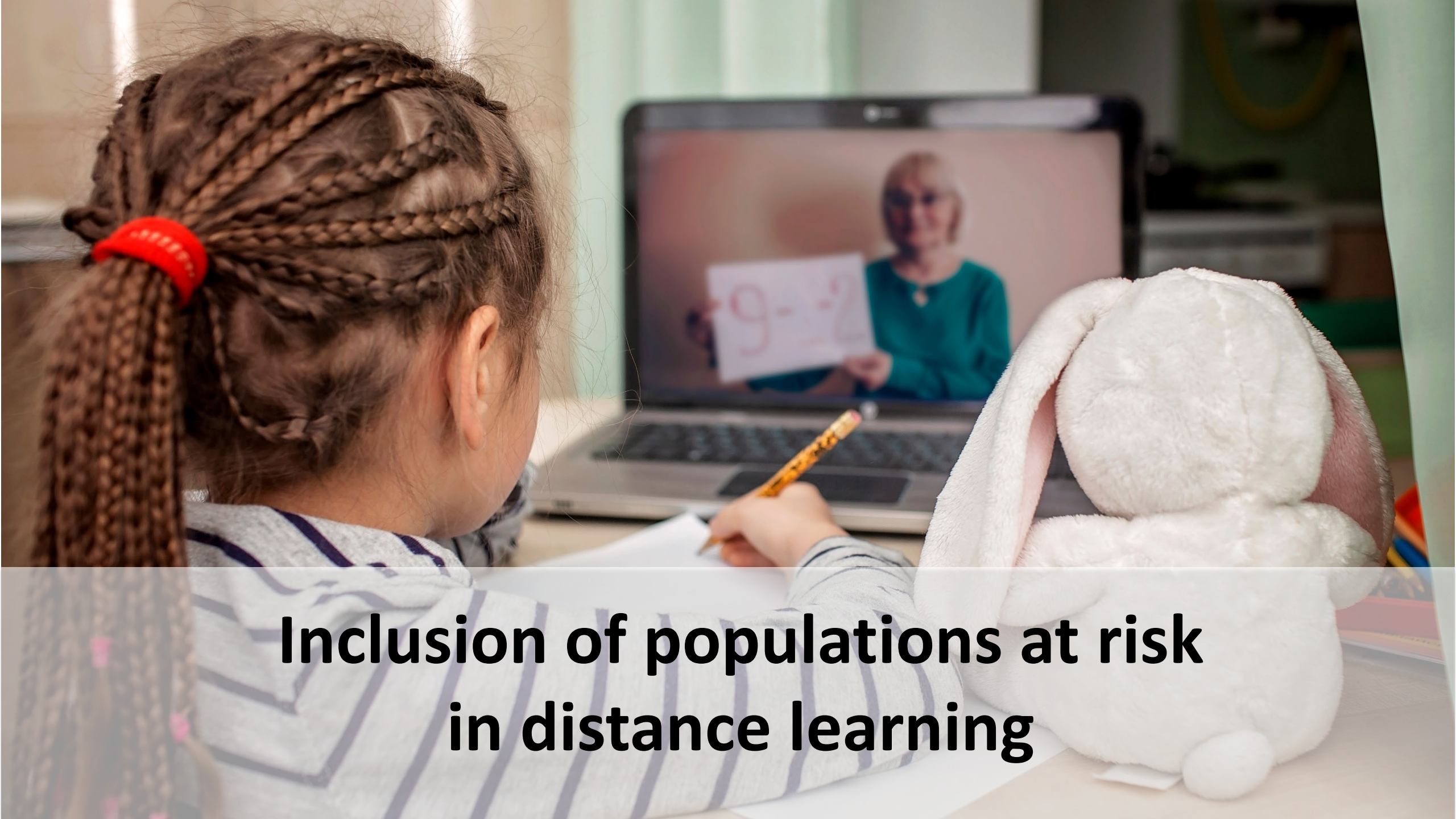


Distance-learning solutions offered during 2020 and/or 2021



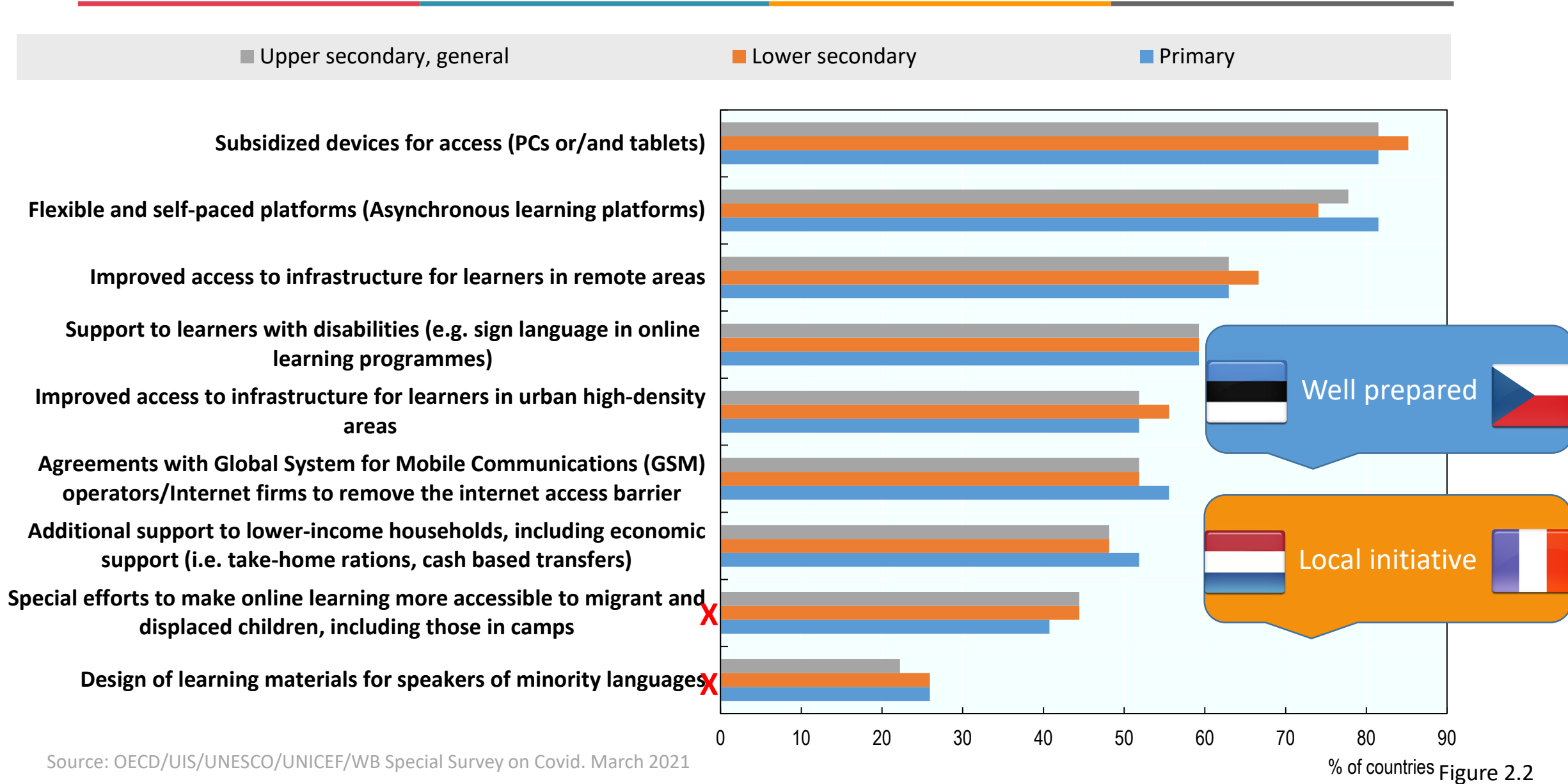
Source: OECD/UIS/UNESCO/UNICEF/WB Special Survey on Covid. March 2021

Figure 2.1



**Inclusion of populations at risk
in distance learning**

Measures targeting populations at risk of exclusion from distance education platforms





Mitigating health risks

Strategies for the re-opening of primary schools after the first period of closures

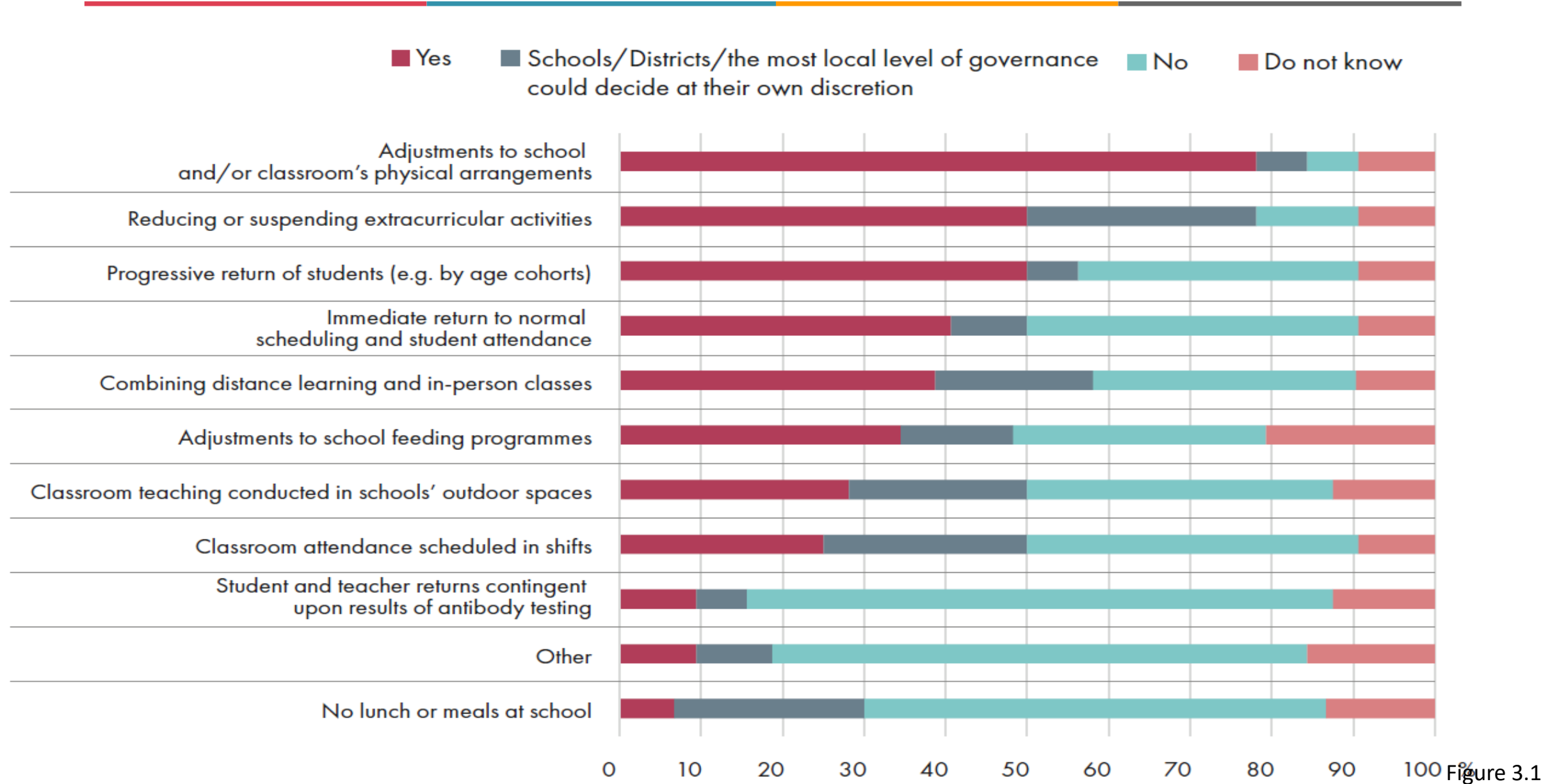




Figure 3.1



Protecting teachers

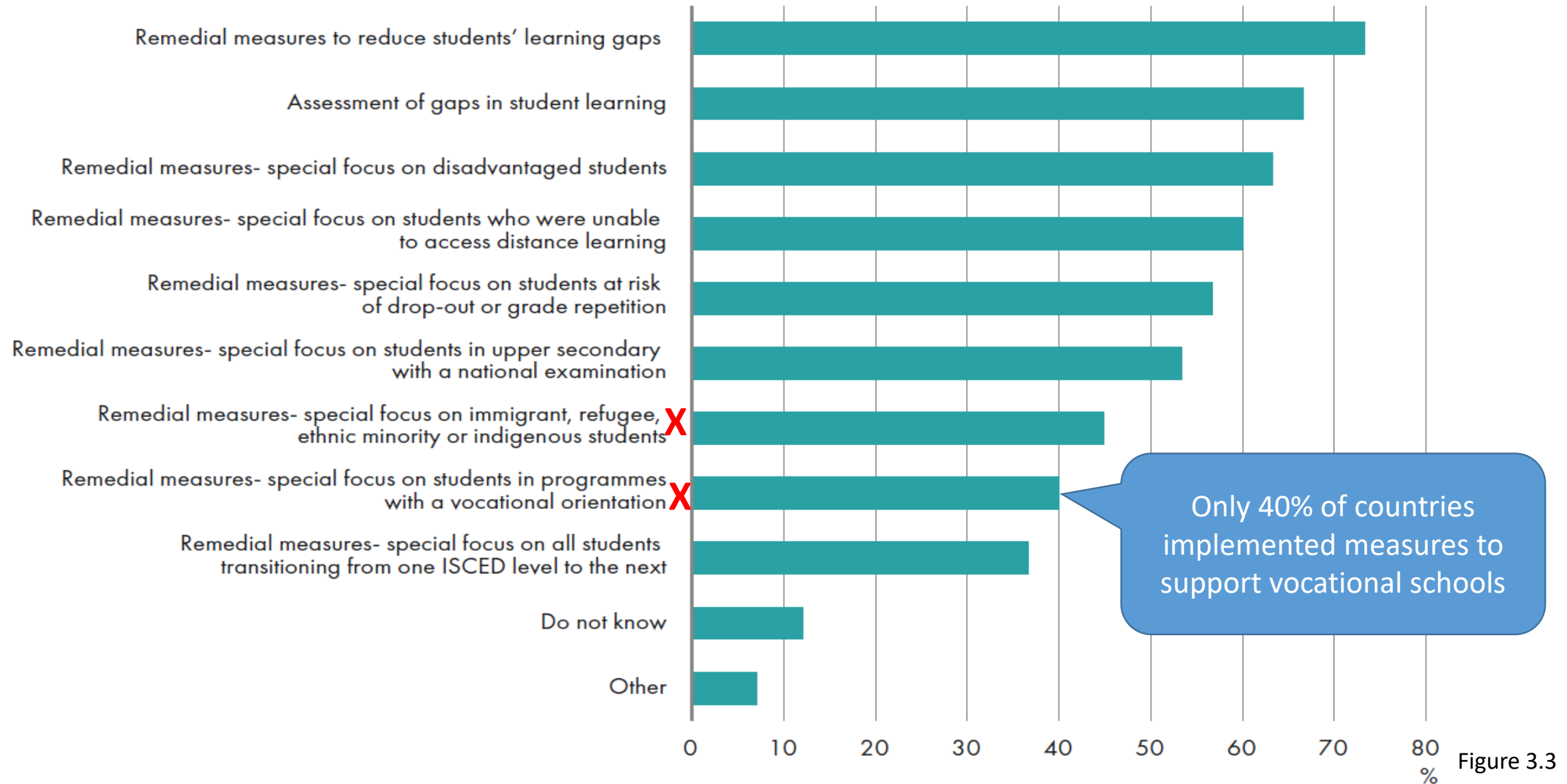
Measures for the prioritisation of teachers' vaccination, at the pre-primary to upper secondary levels (as of March 2021)

Countries with national measures prioritising teachers' vaccination		Countries where teachers are subject to the same vaccination schedule as the general population, or where teachers' vaccination schedule has not been defined yet	
Number of countries	List of countries	Number of countries	List of countries
19	Austria, Chile, Colombia, the Czech Republic, Estonia, Germany, Hungary, Ireland, Israel, Italy, Latvia, Lithuania, Poland, Portugal, the Russian Federation, the Slovak Republic, Slovenia, Spain and Turkey 	11	Belgium, Costa Rica, Denmark, England, Finland, France, Japan, the Netherlands, Norway, Sweden and Switzerland 



Support of students and schools

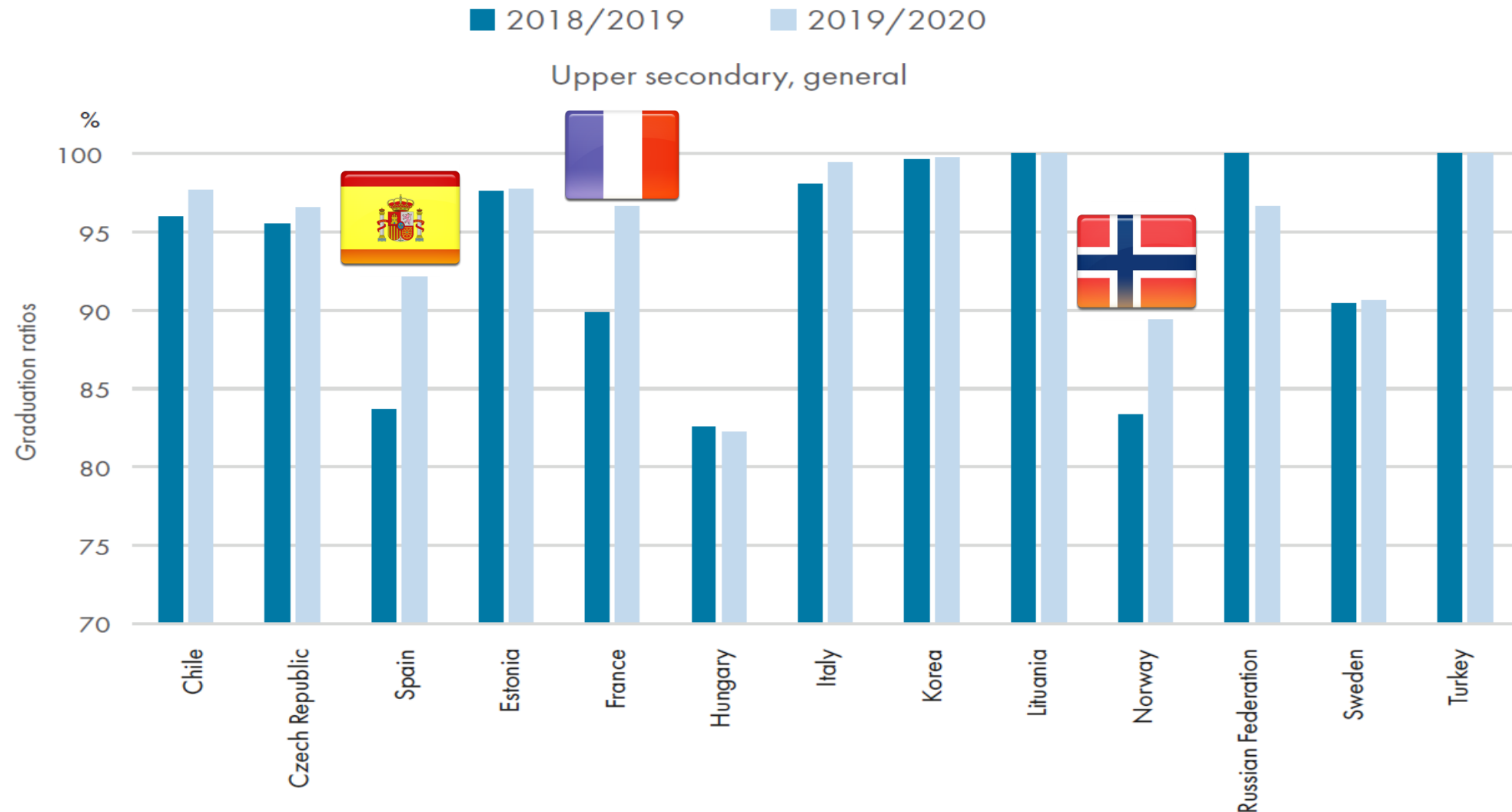
Strategies to address learning gaps when upper secondary general schools re-opened after the first closure in 2020





Examinations and assessments

Graduation ratios for students in the last year of upper secondary general education (2019 and 2020)



Source: OECD/UIS/UNESCO/UNICEF/WB Special Survey on Covid. March 2021

Figure 4.1

Changes to 2019-20 national examinations due to the pandemic? (Upper secondary, general education)


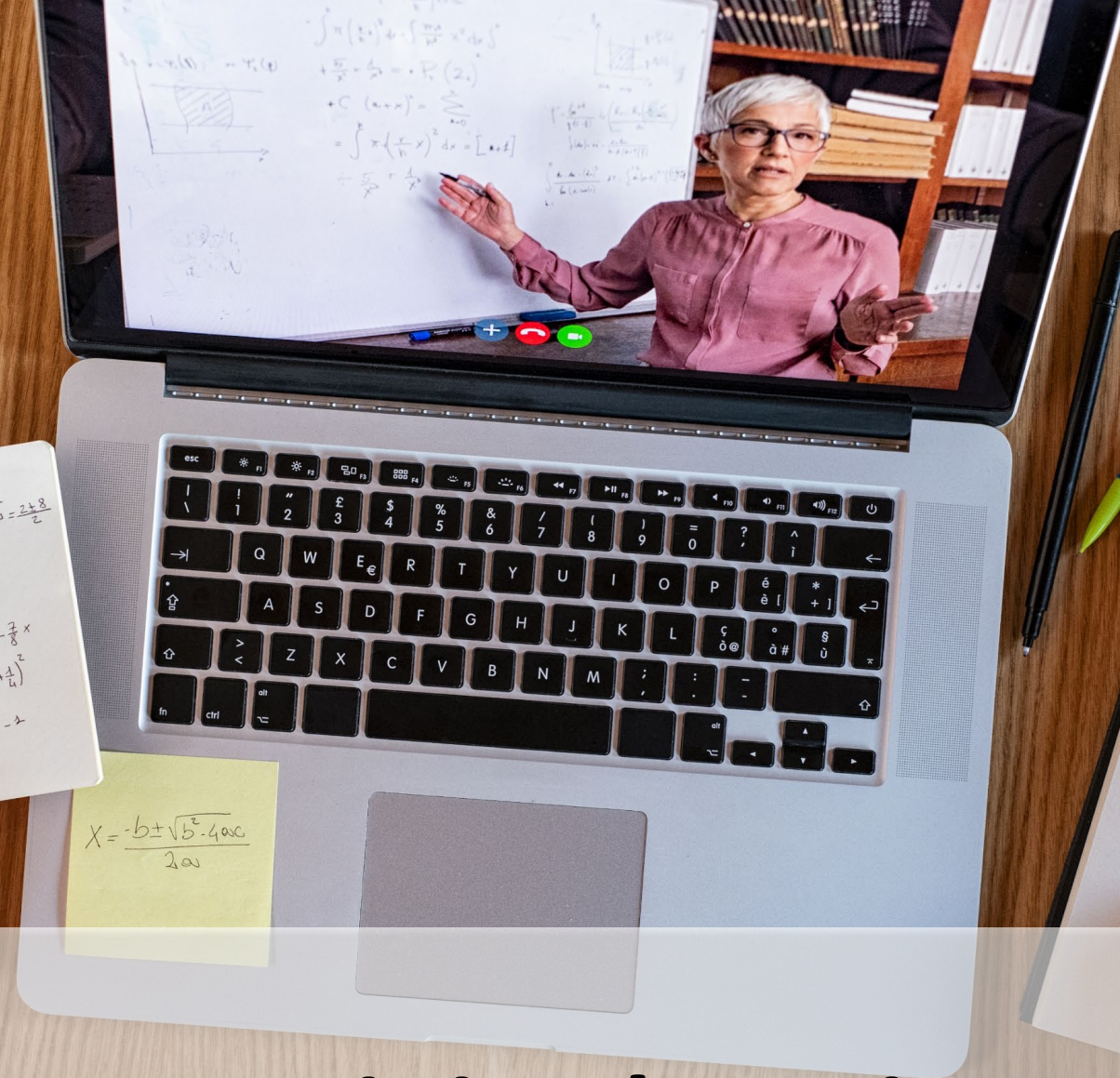
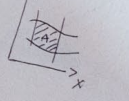
Changes	N	Countries
Introduced additional health and safety measures (e.g., extra space between desks for distancing students)	21	Austria, Belgium (Flemish), Belgium (French), Chile, Colombia, Czech Republic, Estonia, Finland, France, Germany, Hungary, Israel, Italy, Lithuania, Latvia, Poland, Portugal, Russian Federation, Slovenia, Spain, Turkey 
Adjusted the content of the Examinations (e.g., subjects covered or number of questions)	10	Austria, Chile, Spain, Israel, Italy, Latvia, Poland, Portugal, Russian Federation, Turkey
Adjusted the mode of administration (e.g., computer-based or online-based)	5	Belgium (Flemish), Colombia, Italy, Latvia, Lithuania
Postponed/rescheduled the Examinations	17	Austria, Chile, Colombia, Czech Republic, Germany, Spain, Estonia, Finland, Israel, Korea, Latvia, Lithuania, New Zealand, Poland, Portugal, Slovenia, Turkey
Cancelled the examinations and used an alternative approach for high-stakes decision making (e.g., calculated grades)	9	Belgium (French), Denmark, Estonia, France, Hungary, Israel, Netherlands, Norway, Slovak Republic
Introduced alternative assessment/validation of learning (e.g. appraisal of student learning portfolio)	8	Costa Rica, France, Israel, Latvia, Netherlands, New Zealand, Poland, Russian Federation

Figure 4.1



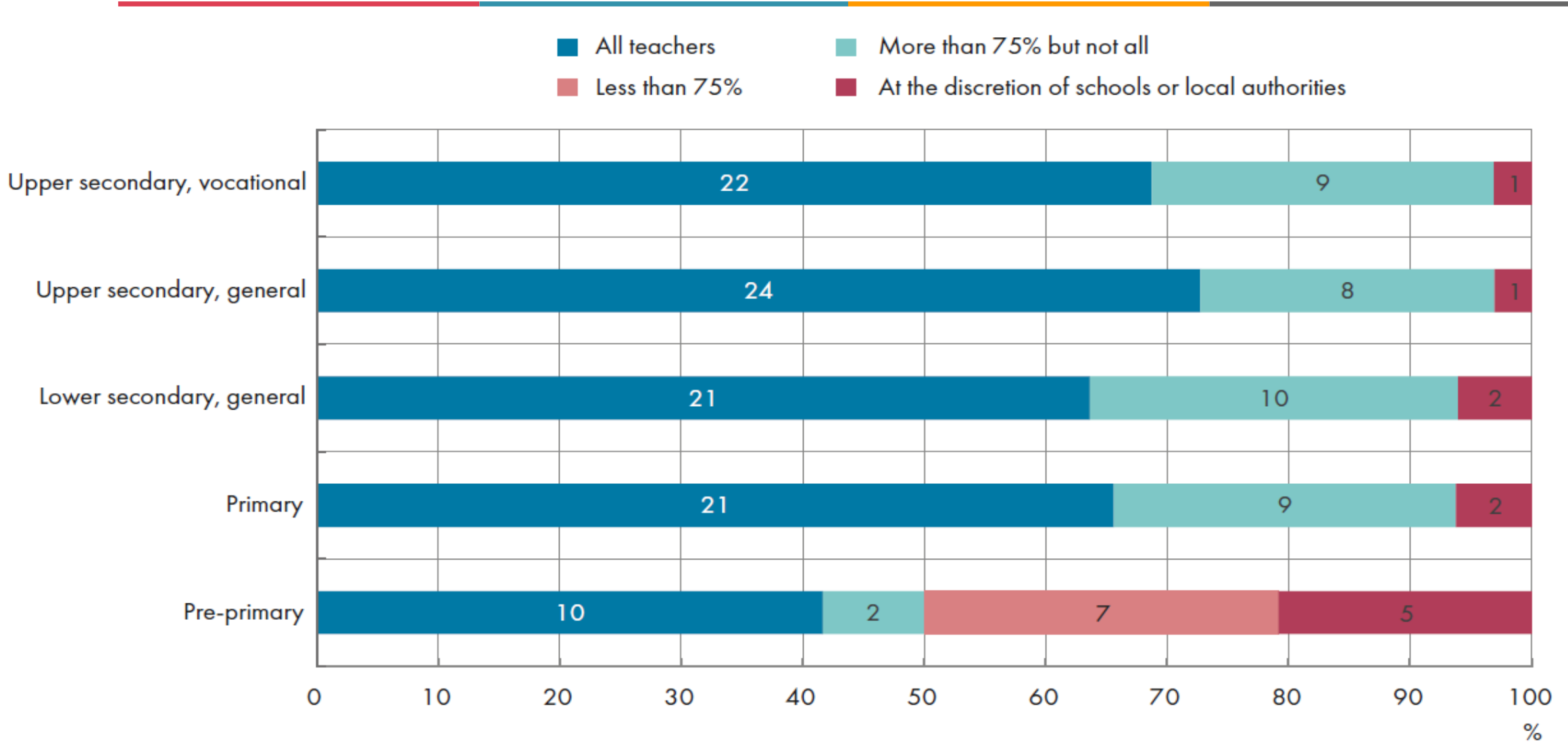
$cm = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
 $cm = \frac{2 \pm \sqrt{4 + 60}}{2} = \frac{2 \pm \sqrt{64}}{2} = \frac{2 \pm 8}{2}$
 $cm_1 = \frac{2+8}{2} = \frac{10}{2} = 5$
 $cm_2 = \frac{2-8}{2} = \frac{-6}{2} = -3$
 $\left(\frac{x-1}{2}\right)^3 - \left(\frac{x-1}{2}\right)^2 = x - \frac{7}{8}x$
 $\frac{(2x-1)^3 + 2^3}{8} = x + \frac{1}{4}x^2$
 $\therefore x = \frac{x(x-1)}{2} - 2$
 $\therefore \frac{2}{x-1} = \frac{6}{5}$

$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

$[k+1] < \left(1 + \frac{1}{k}\right)^{k+1}$
 $\int_a^b \sqrt[n]{\left(\frac{x}{h}\right)^2} dx = \int_a^b \frac{\sqrt[n]{n^2} x^2 dx}{h^2}$
 $+ \frac{5}{x^2} + \frac{1}{x^3} = P_n(2, 5)$
 $+ C(a+x)^h = \sum_{k=0}^n$
 $= \int_a^b \sqrt[n]{\left(\frac{x}{h}\right)^2} dx = [k+1]$

 $x=a \quad y = P_2(x)$
 $x=b \quad y = P_2(c)$

Sustaining learning

Proportion of teachers who were required to teach (remotely/online) during all school closures in 2020

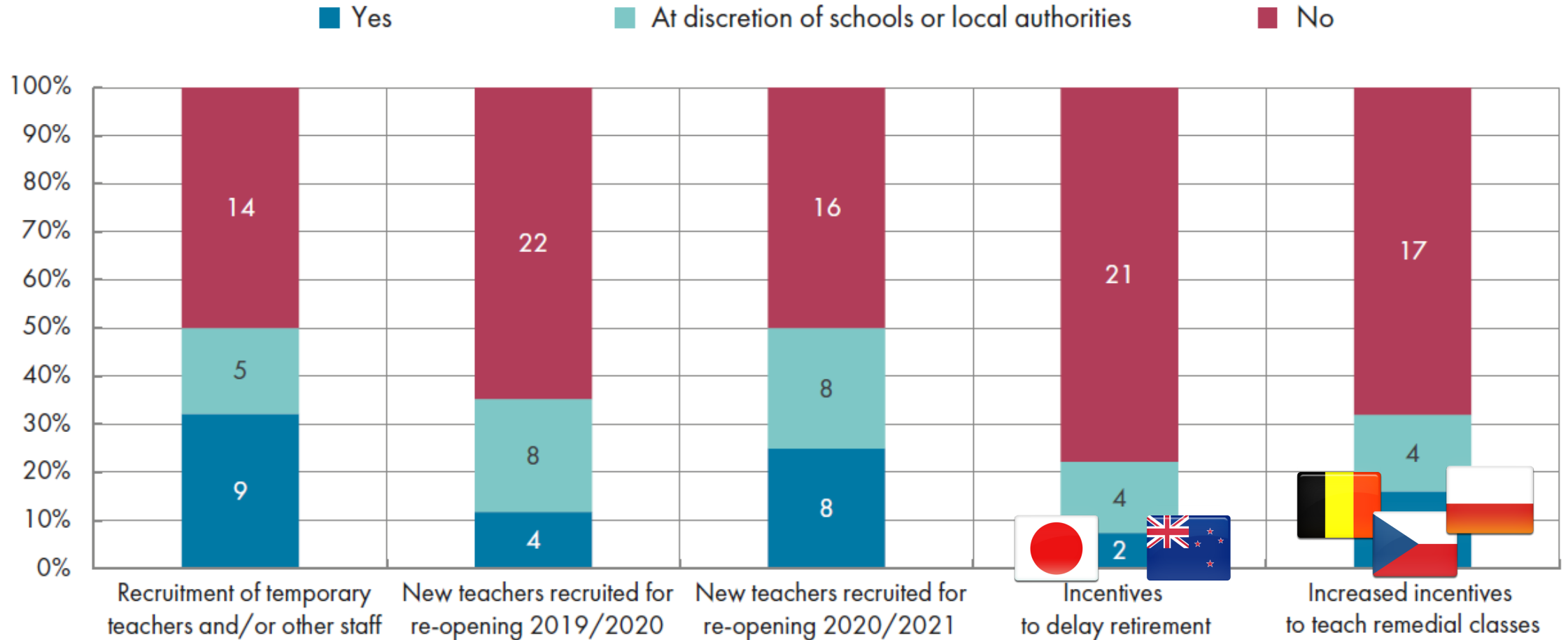


Source: OECD/UIS/UNESCO/UNICEF/WB Special Survey on Covid. March 2021

Figure 5.1

Changes to staff policies and recruitment practices

Lower secondary education



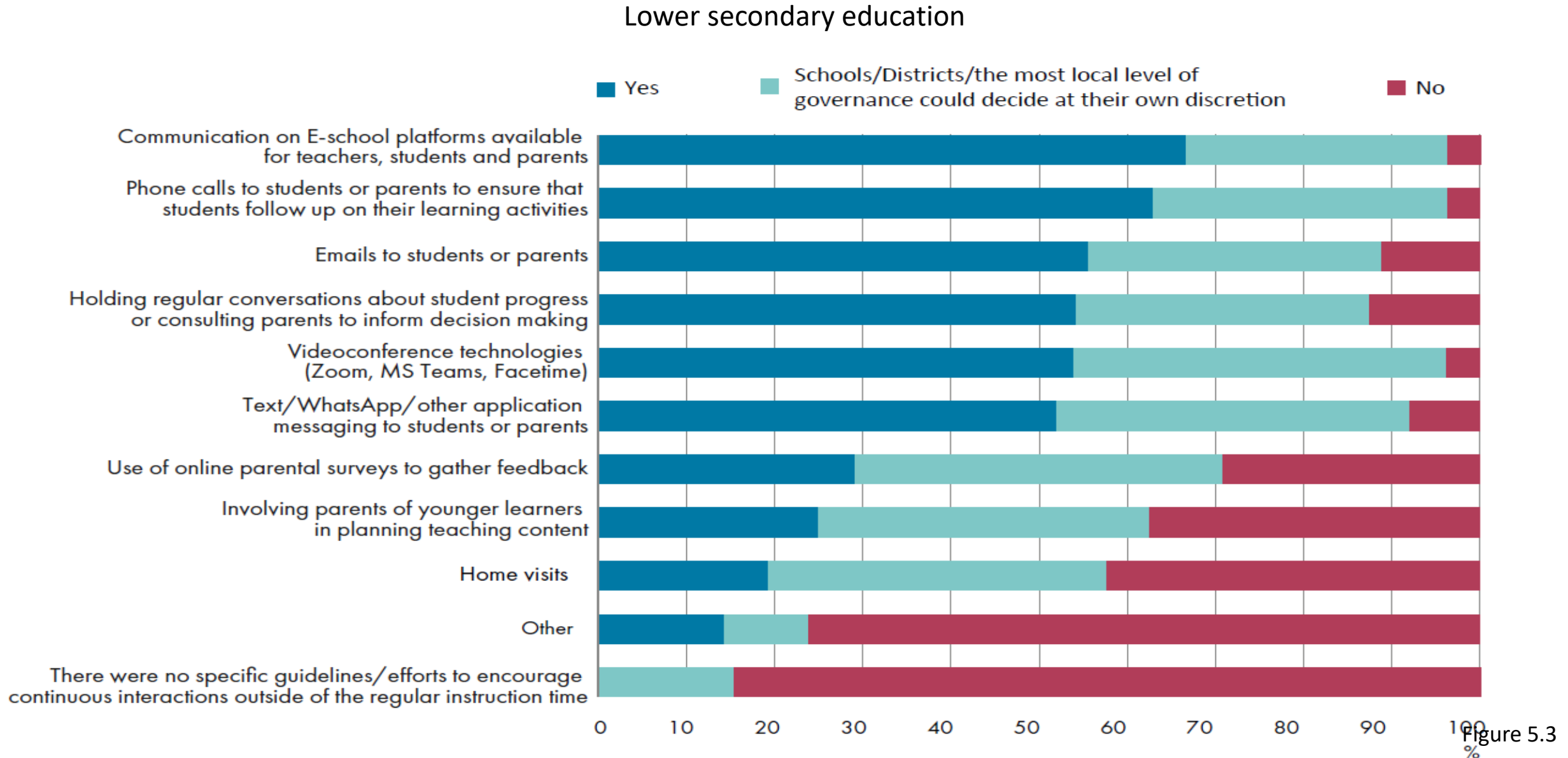
Source: OECD/UIS/UNESCO/UNICEF/WB Special Survey on Covid. March 2021

Figure 5.2

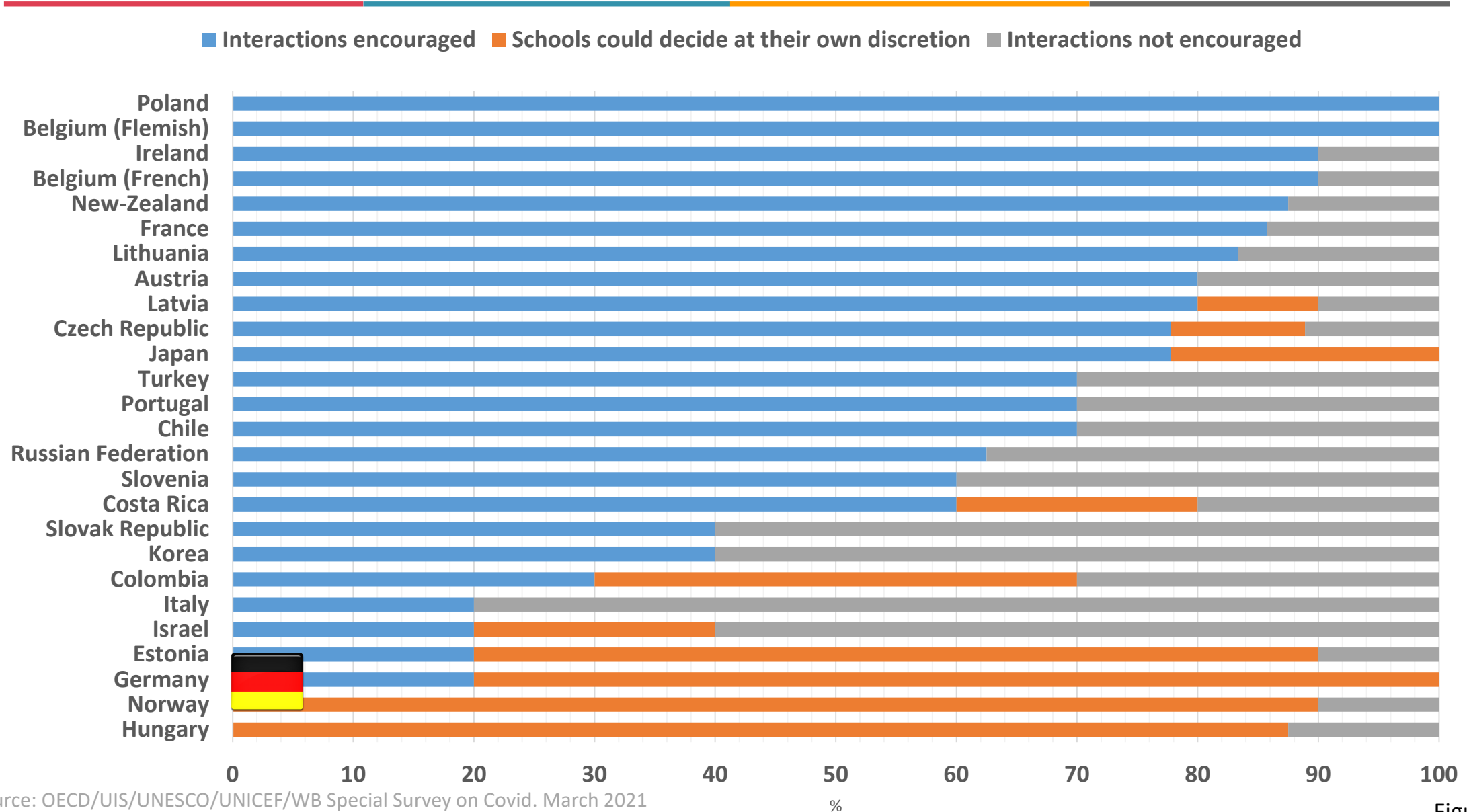


**Maintaining contact
with students and parents**

Percentage of countries that encouraged interactions between teachers and their students and/or their parents during school closures in 2020



Percentage of interactions (among the 10 types) between teachers and their students and/or their parents that were encouraged during school closures in 2020 (lower secondary education)



Source: OECD/UIS/UNESCO/UNICEF/WB Special Survey on Covid. March 2021

Figure 5.3



Supporting teachers

Support for teachers' professional learning to help teachers prepare for more effective use of ICT tools and remote/hybrid teaching

Panel A. Type of support in lower secondary education, in 2020

■ Yes ■ Schools/Districts/the most local level of governance could decide at their own discretion

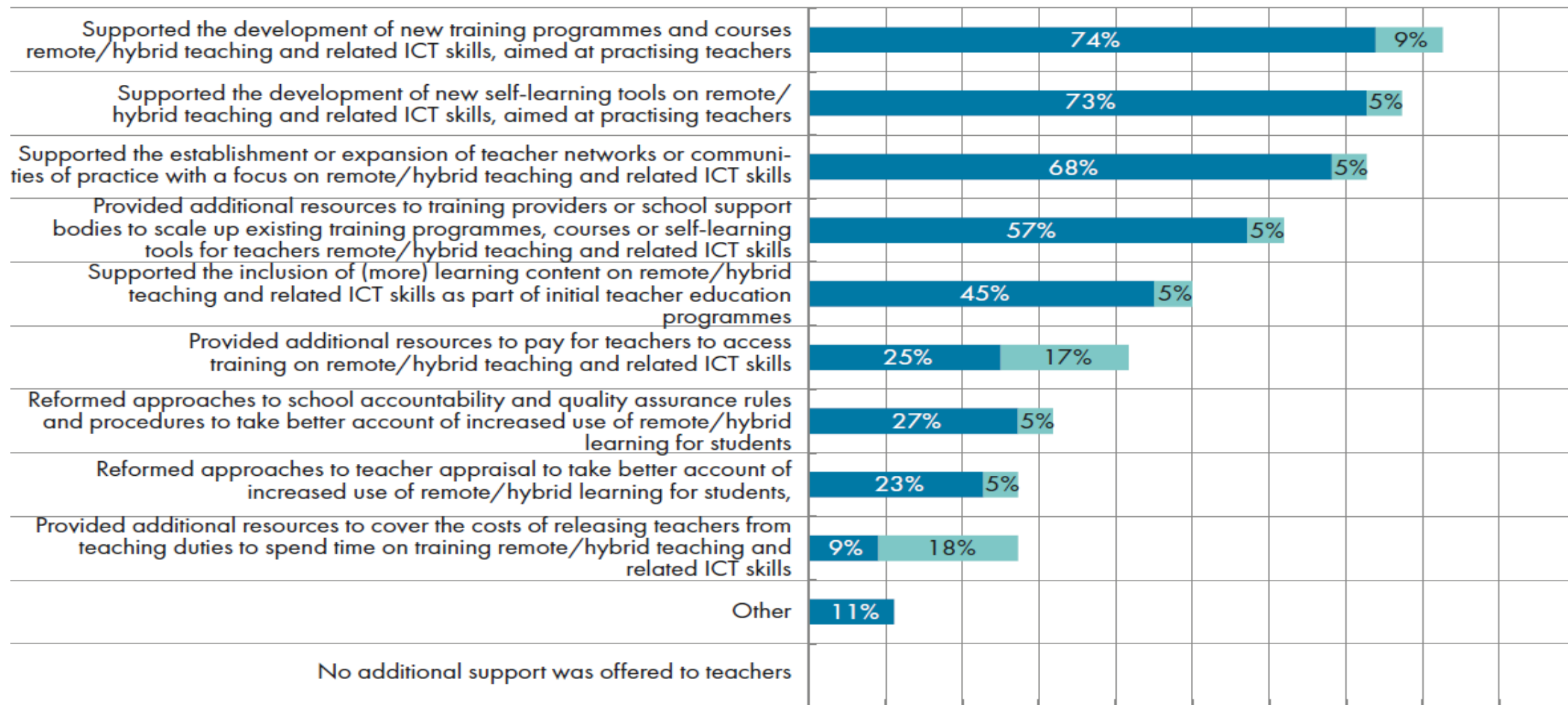



Figure 5.6



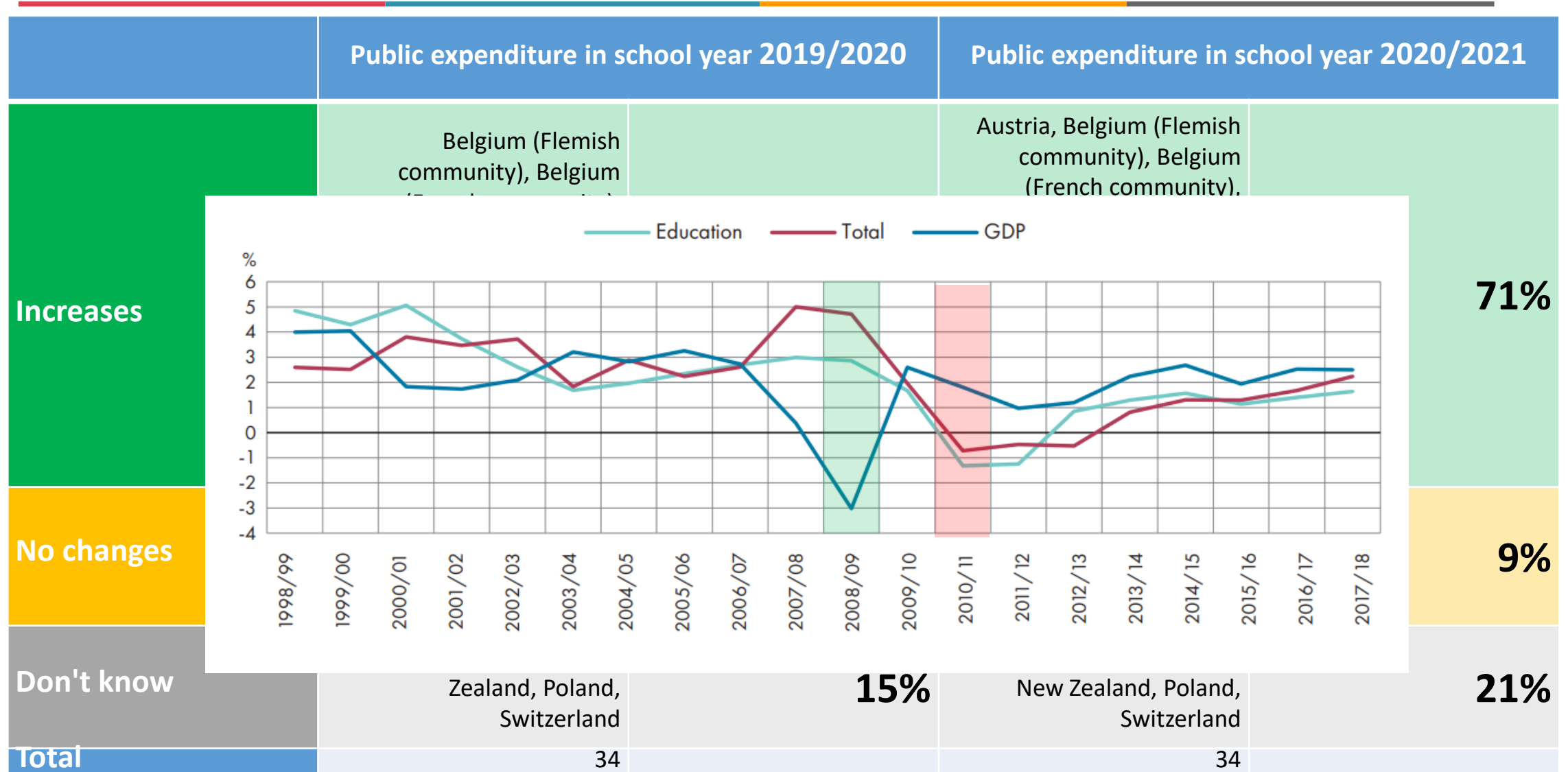
Financing

Current and planned increases/decreases in educational investment (primary and secondary education)

	Public expenditure in school year 2019/2020		Public expenditure in school year 2020/2021	
Increases 	Belgium (Flemish community), Belgium (French community), Colombia, England, Estonia, Finland, France, Germany, Israel, Italy, Japan ¹ , Latvia, Lithuania, Netherlands, Norway, Portugal, Slovak Republic, Slovenia, Spain, Sweden, Turkey, Russian Federation	65%	Austria, Belgium (Flemish community), Belgium (French community), Canada, Colombia, Czech Republic, England, Estonia, Finland, France, Germany, Ireland, Israel, Japan ¹ , Latvia, Lithuania, Netherlands, Norway, Portugal, Slovenia, Spain, Sweden, Turkey, Russian Federation	71%
No changes	Austria, Canada, Chile, Costa Rica, Czech Republic, Hungary, Ireland	21%	Costa Rica, Hungary, Slovak Republic	9%
Don't know	Denmark, Korea, New Zealand, Poland, Switzerland	15%	Chile, Denmark, Italy, Korea, New Zealand, Poland, Switzerland	21%
Total	34		34	

1) In Japan school year 2019/2020 begins in April 2019 and ends in March 2020 and school year 2020/2021 begins in April 2020 and ends in March 2021.

Current and planned increases/decreases in educational investment (primary and secondary education)



1) In Japan school year 2019/2020 begins in April 2019 and ends in March 2020 and school year 2020/2021 begins in April 2020 and ends in March 2021.

Source: OECD/UIS/UNESCO/UNICEF/WB Special Survey on Covid. March 2021



Who decides?

Distribution of decision-making responsibilities (primary and lower secondary education)

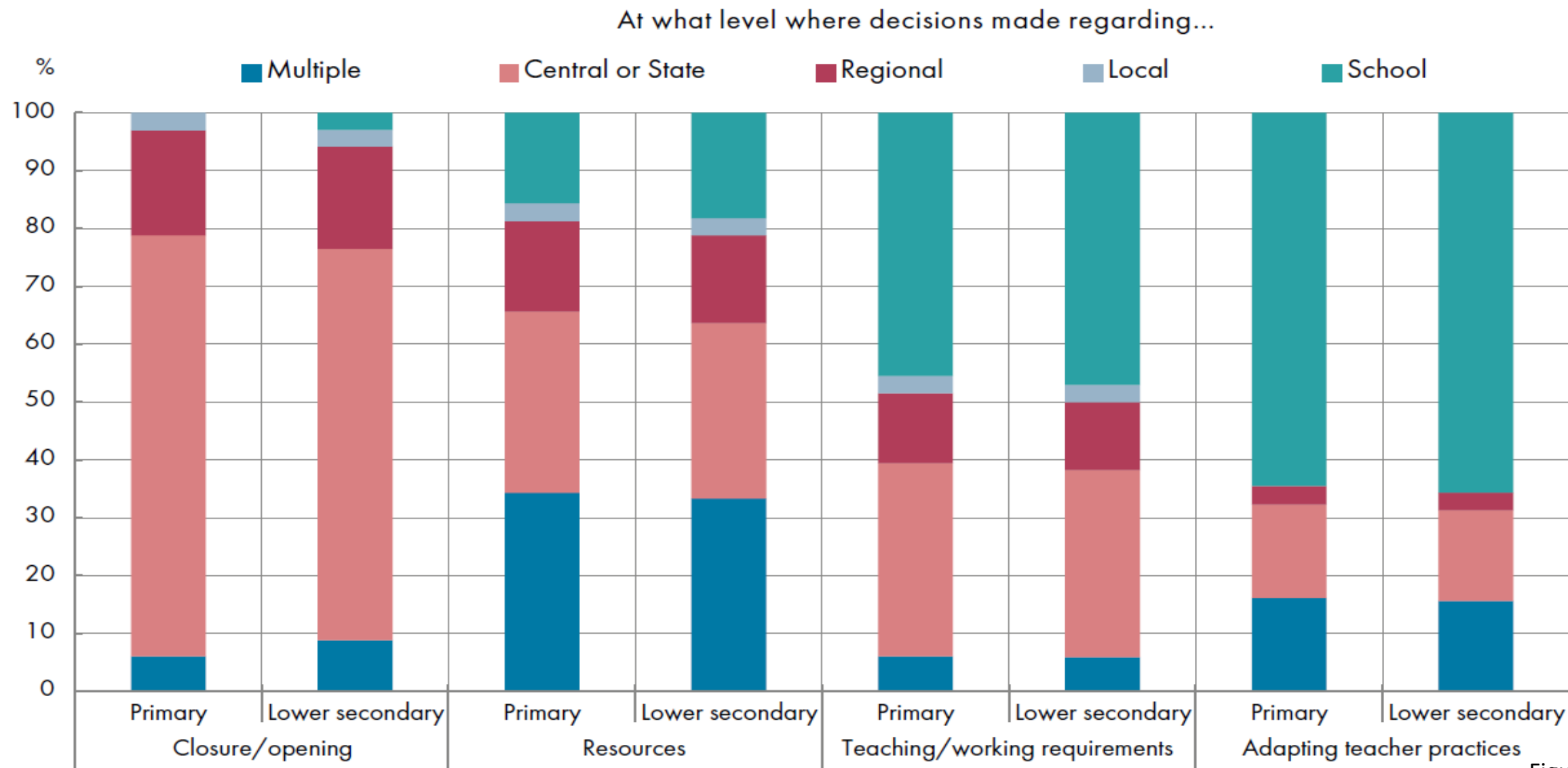


Figure 7.1

Thank you

Find out more about our work at
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and remember:

Without data, you are just another person with an opinion