



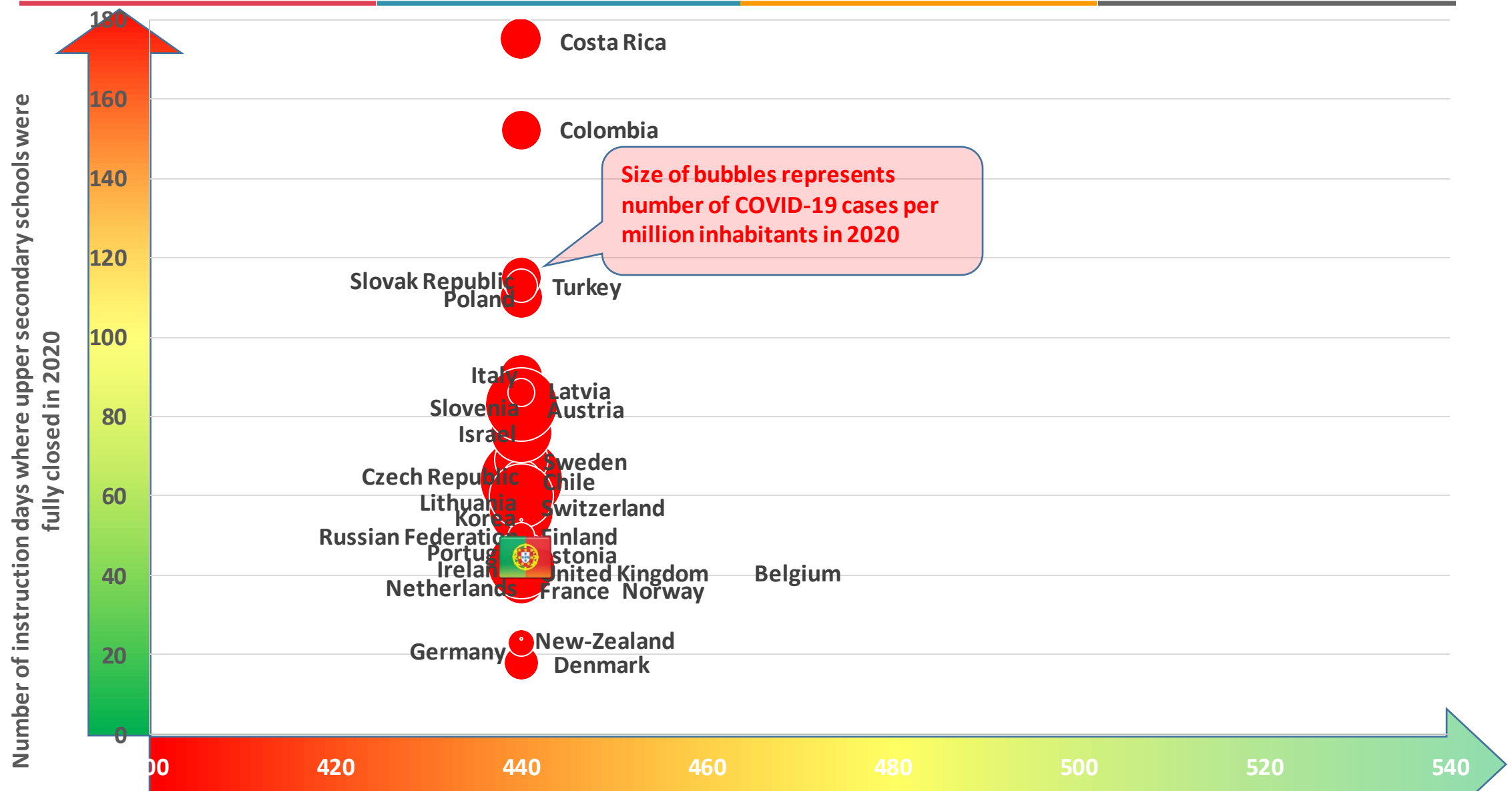
The state of education one year into the pandemic

Lisbon, Andreas Schleicher

Lost instruction days (upper secondary)

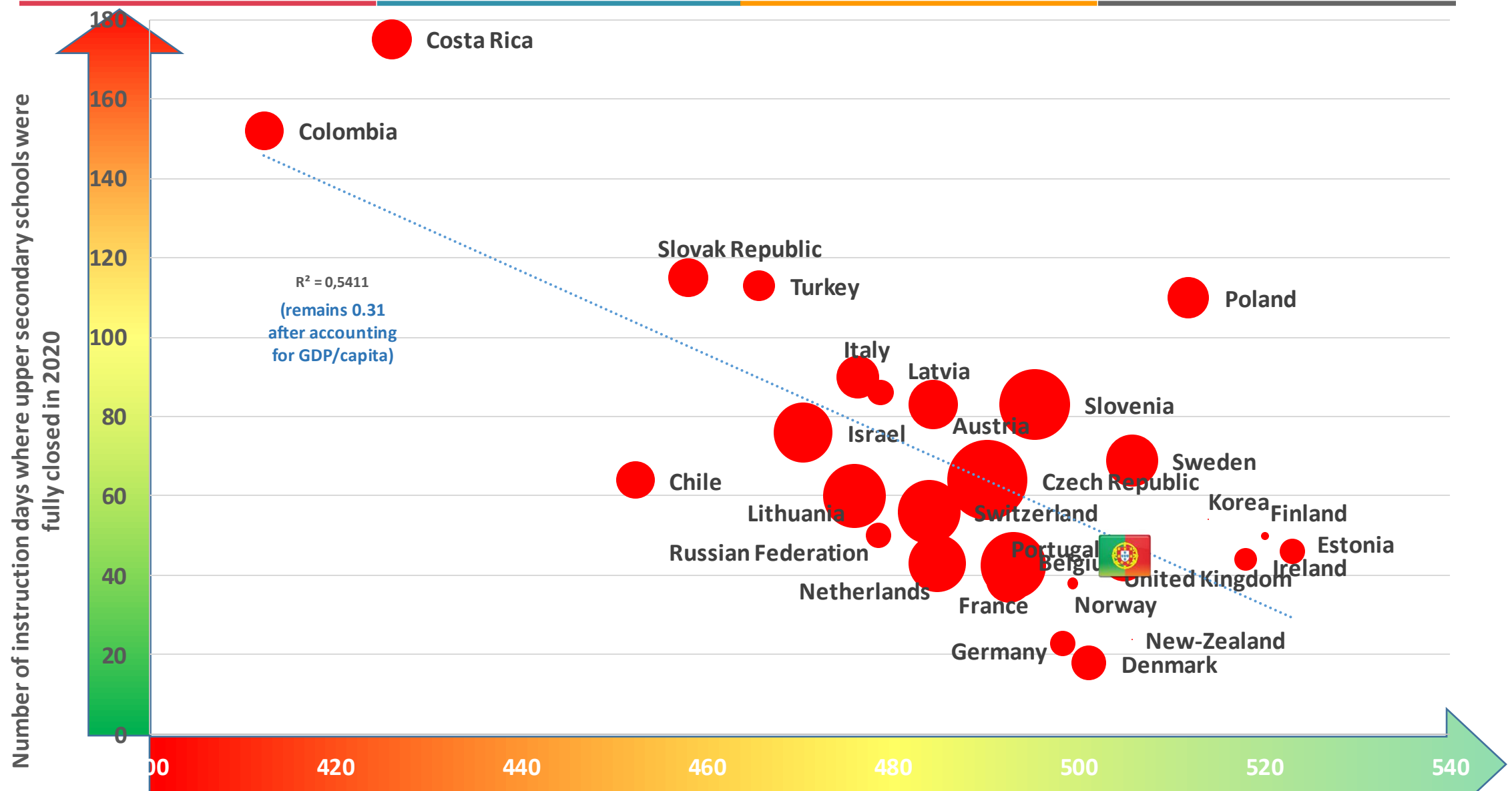


Lost instruction days (upper secondary)



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

Lost instruction days and quality of learning outcomes

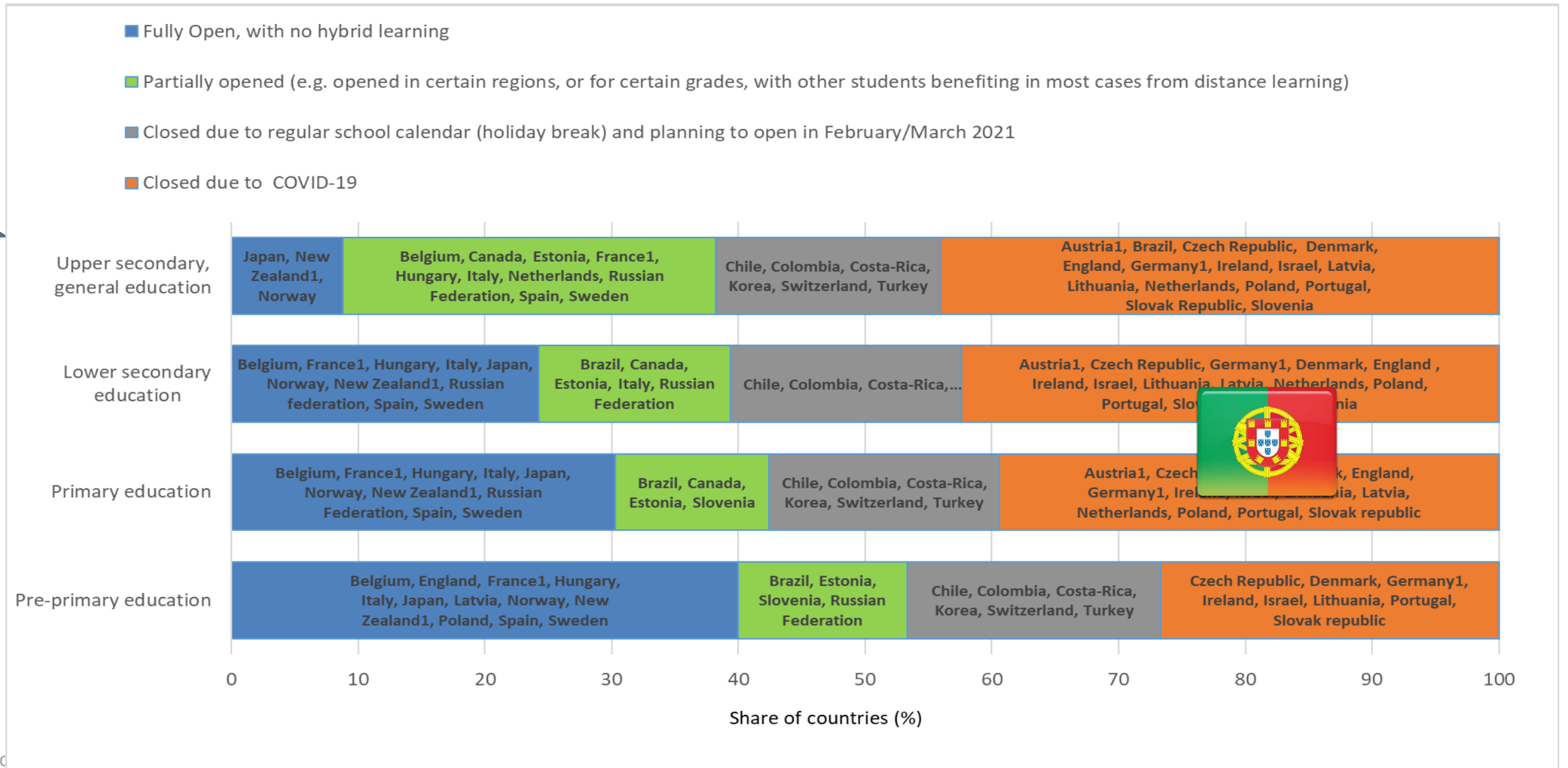


Source: OECD/UIS/UNESCO/UNICEF/WB Special Survey on Covid. March 2021



Ongoing school closures

Status of school opening (as of 1 February 2021)



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

Figure 1.1

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

1

e-learning

7

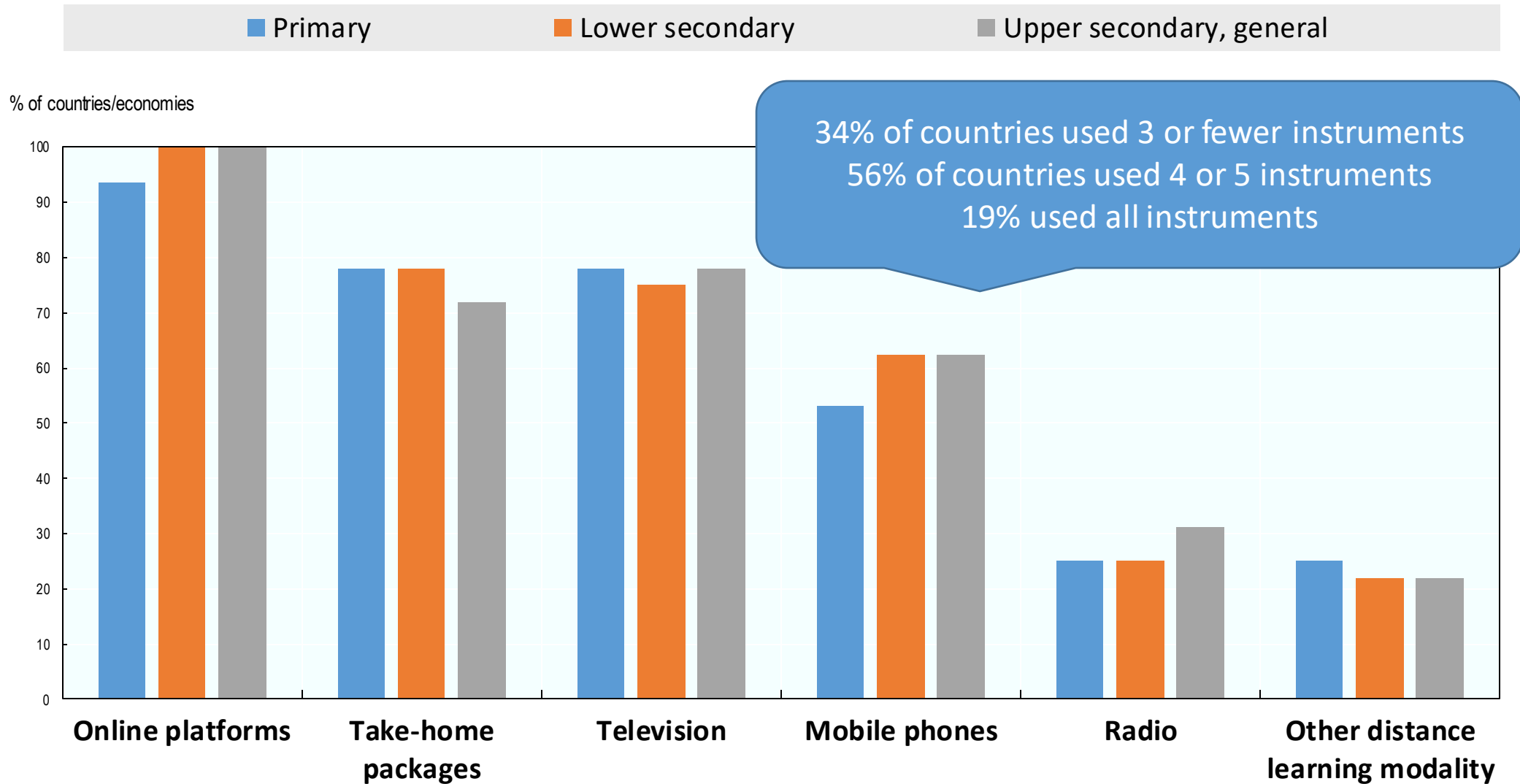
%

$\frac{1}{2}$

Distance learning solutions



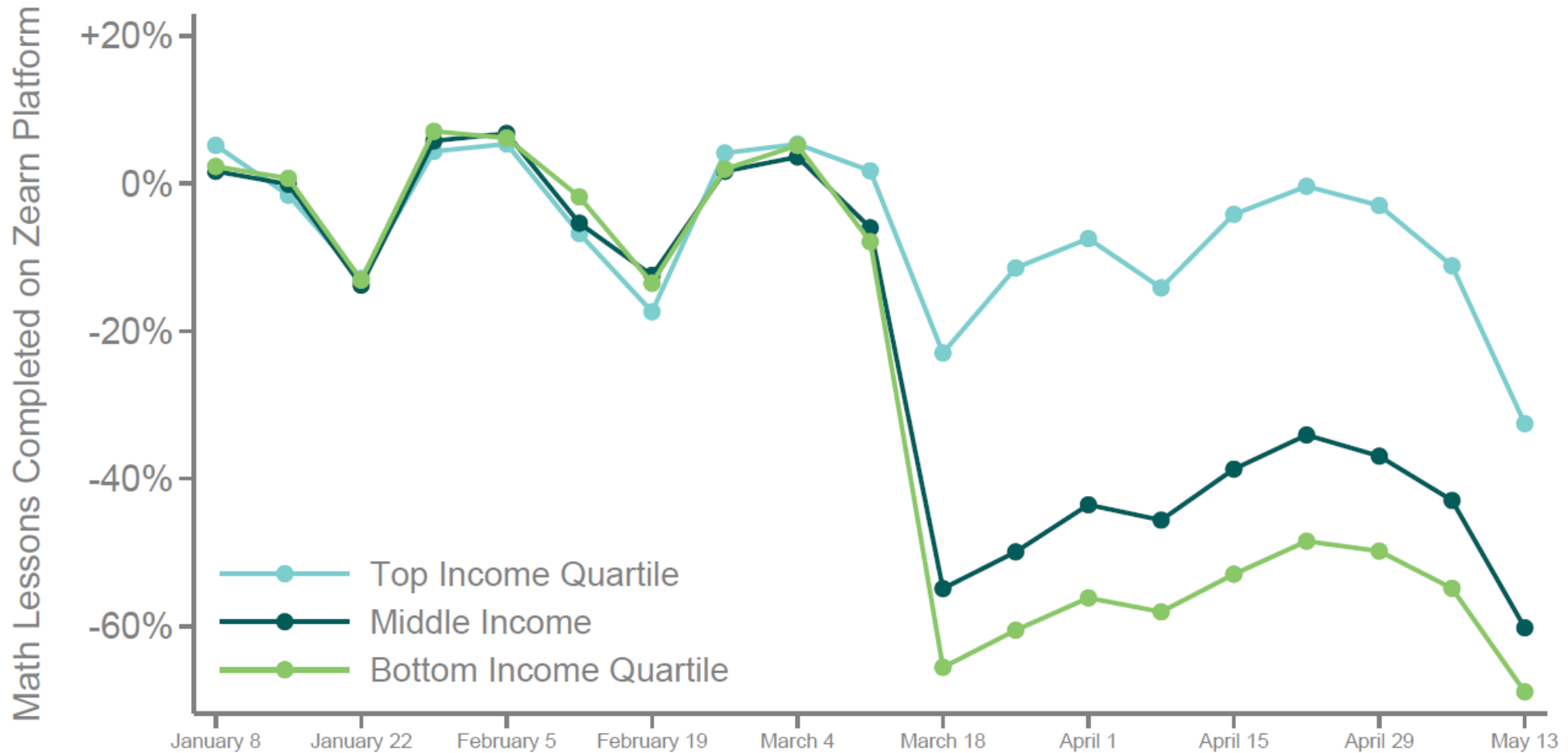
Distance-learning solutions offered during 2020 and/or 2021



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

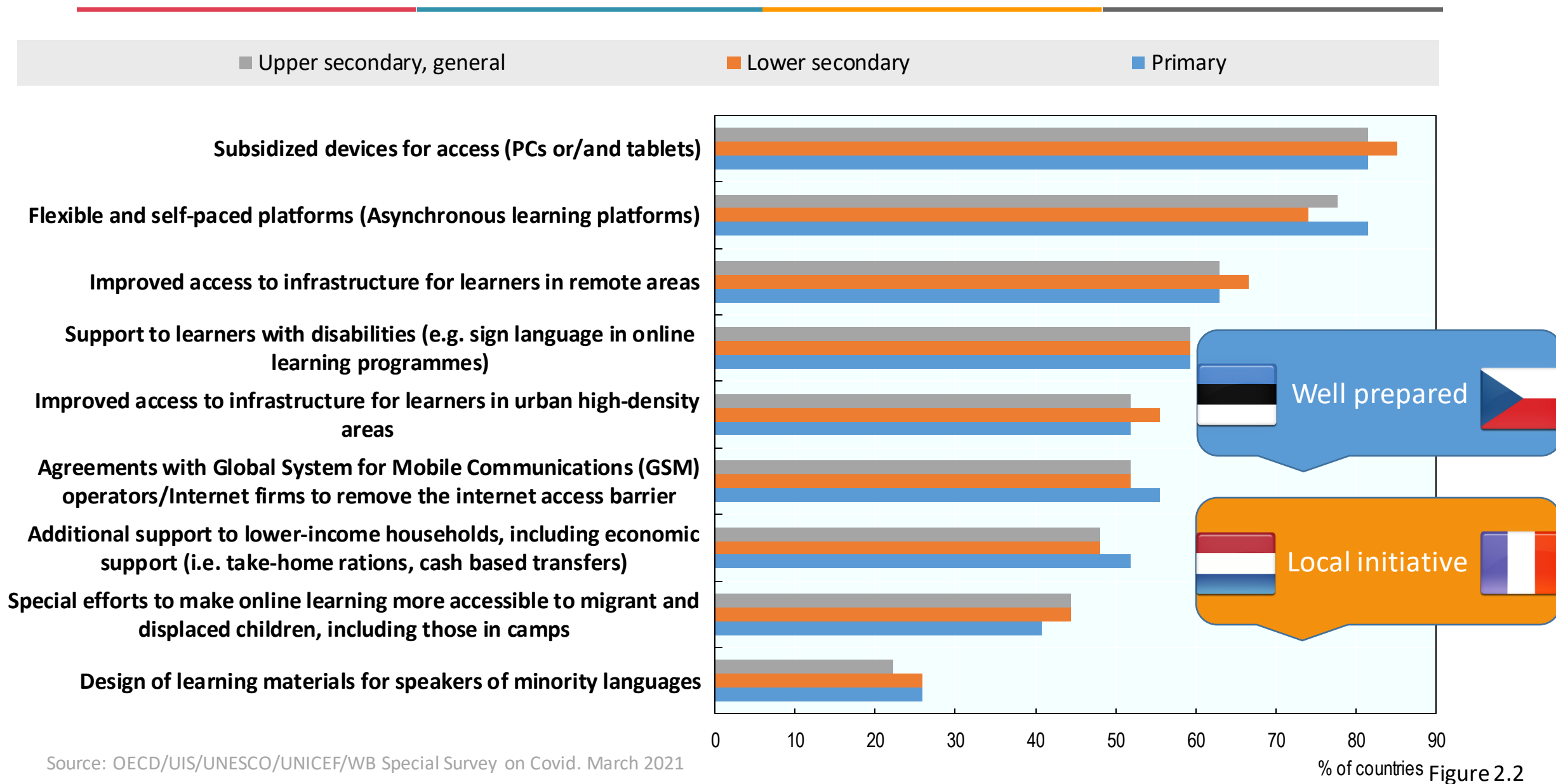
Figure 2.1

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





Mitigating health risks

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

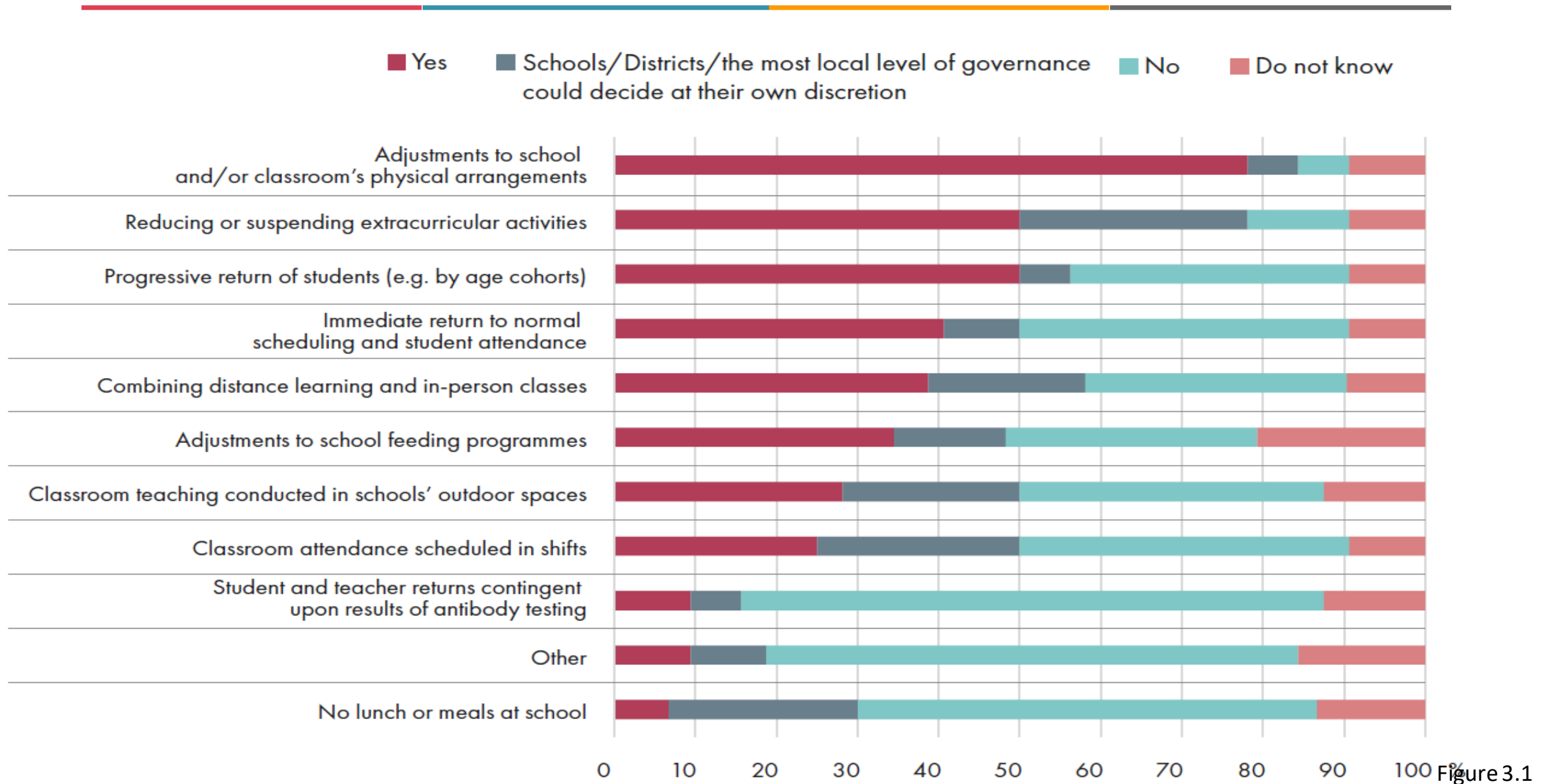



Figure 3.1



Protecting teachers

Measures for the prioritisation of teachers' vaccination, at the pre-primary to upper secondary levels (as of 12 April 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
18	Austria, Chile, Colombia, the Czech Republic, Estonia, Germany, Hungary, Israel, Italy, Latvia, Lithuania, Poland, Portugal, the Russian Federation, the Slovak Republic, Slovenia, Spain and Turkey 	12	Belgium, Costa Rica, Denmark, England, Finland, France, Ireland, 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

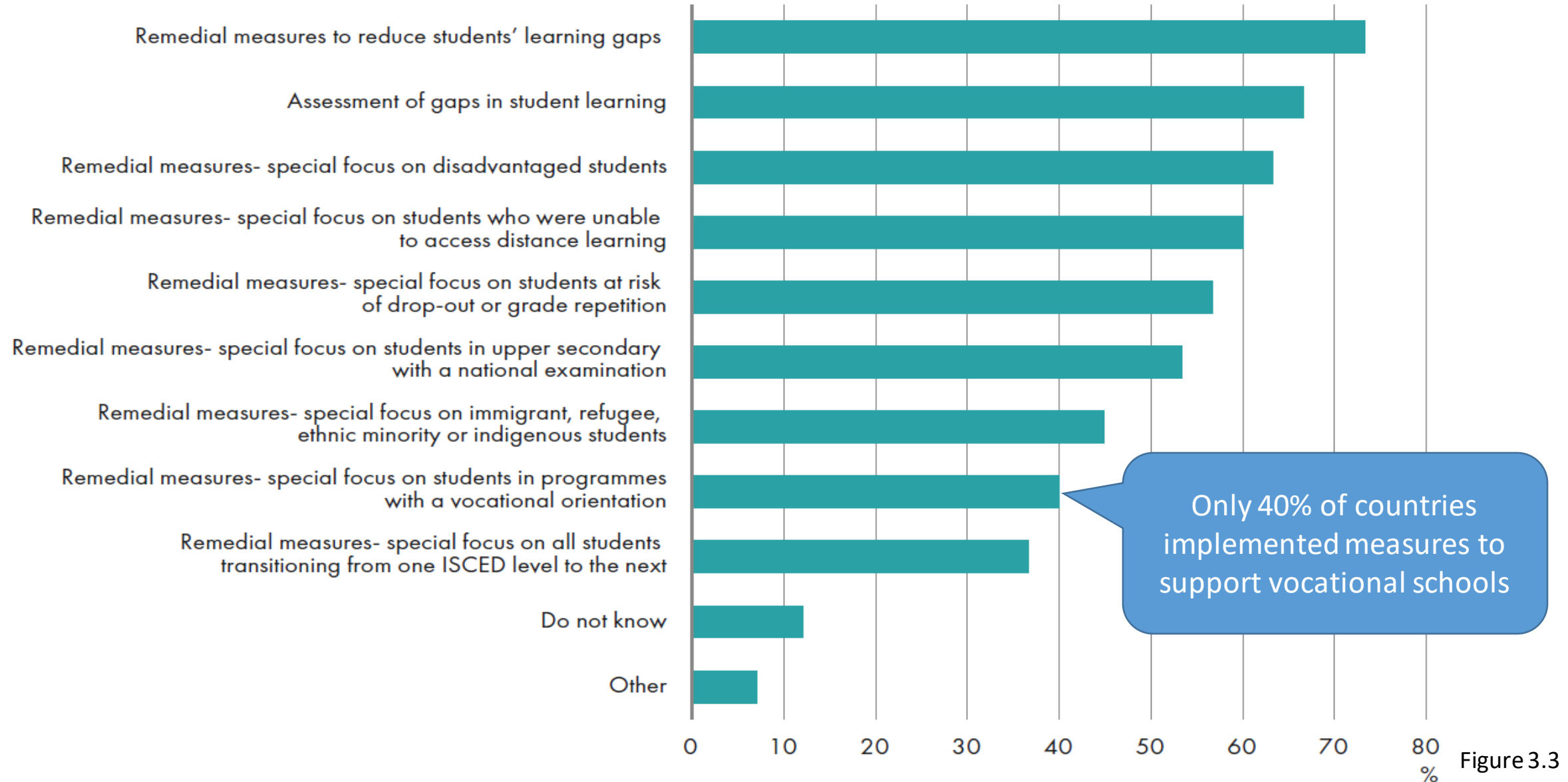


Figure 3.3

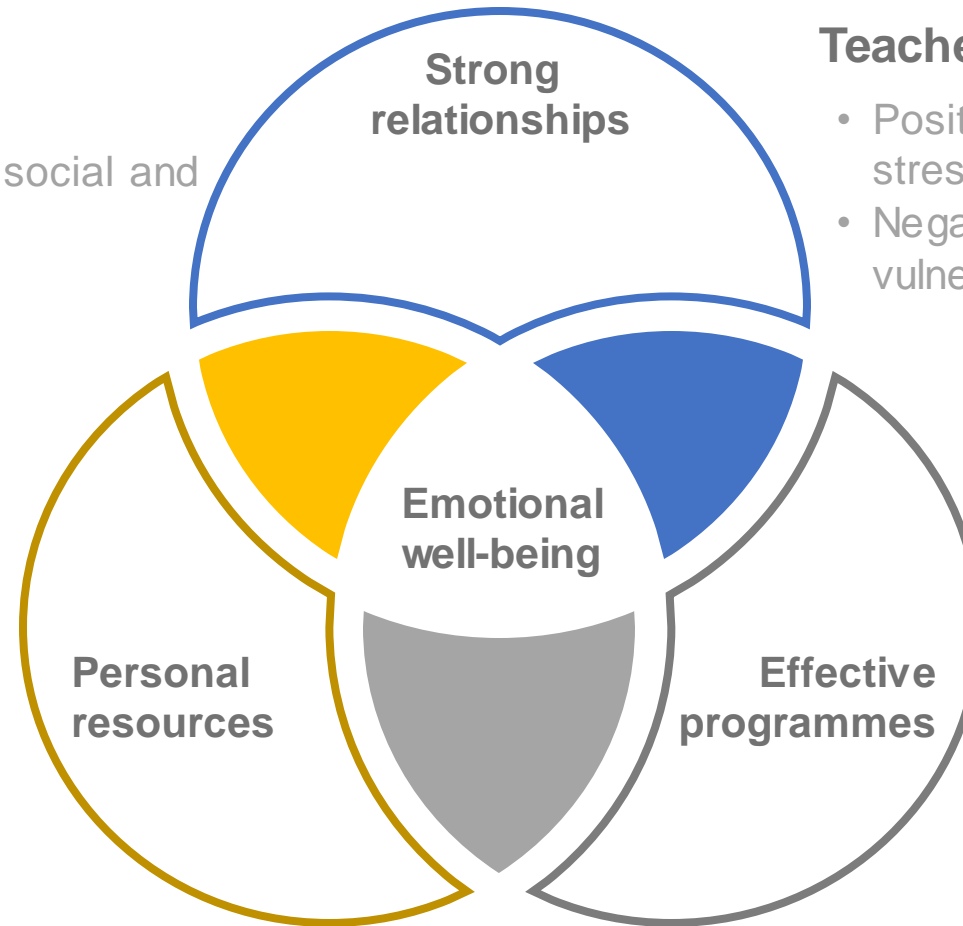
It's easier to recover learning losses than emotional needs

Families & friends

- Provide emotional support
- Healthy relationships boost social and emotional skills

Teachers

- Positive relationships help students handle stress better
- Negative relationships make them more vulnerable to challenges



Coping mechanisms

- Social & emotional skills
- Problem solving, communication, insight building, assertiveness

Prevention + intervention

- Whole of school approaches are most effective
- Incorporating and evaluating evidence-based practices

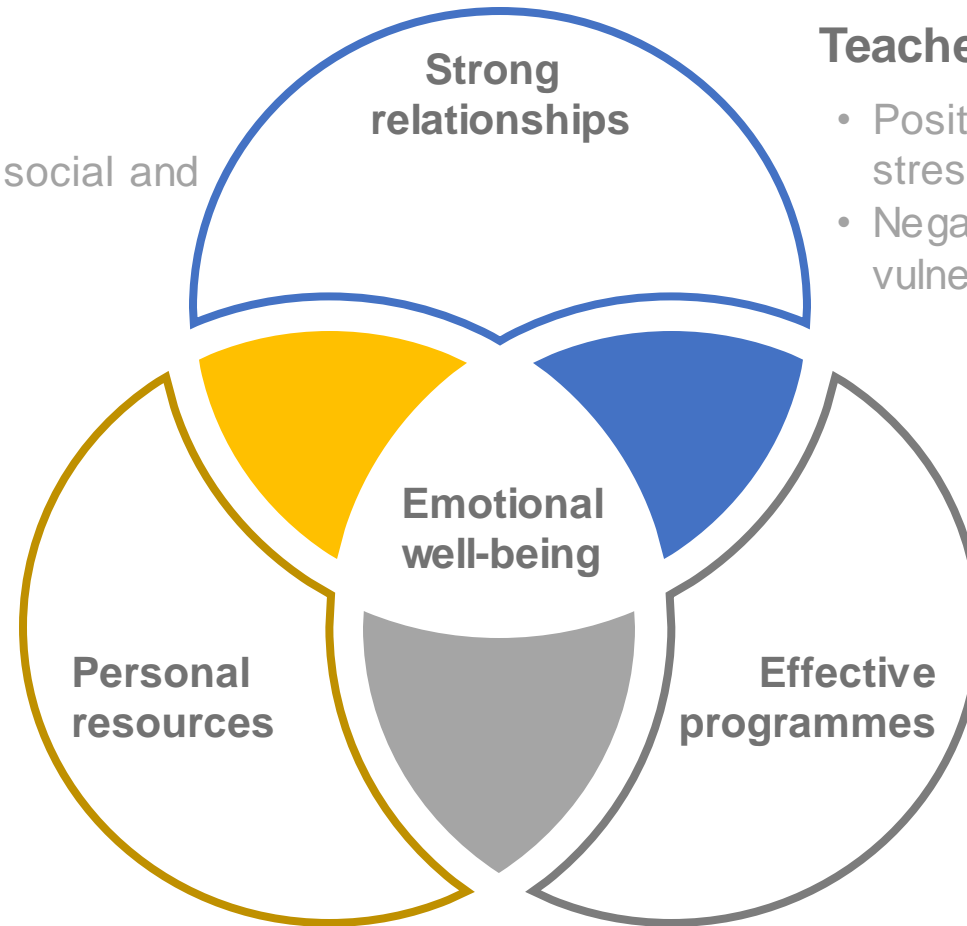
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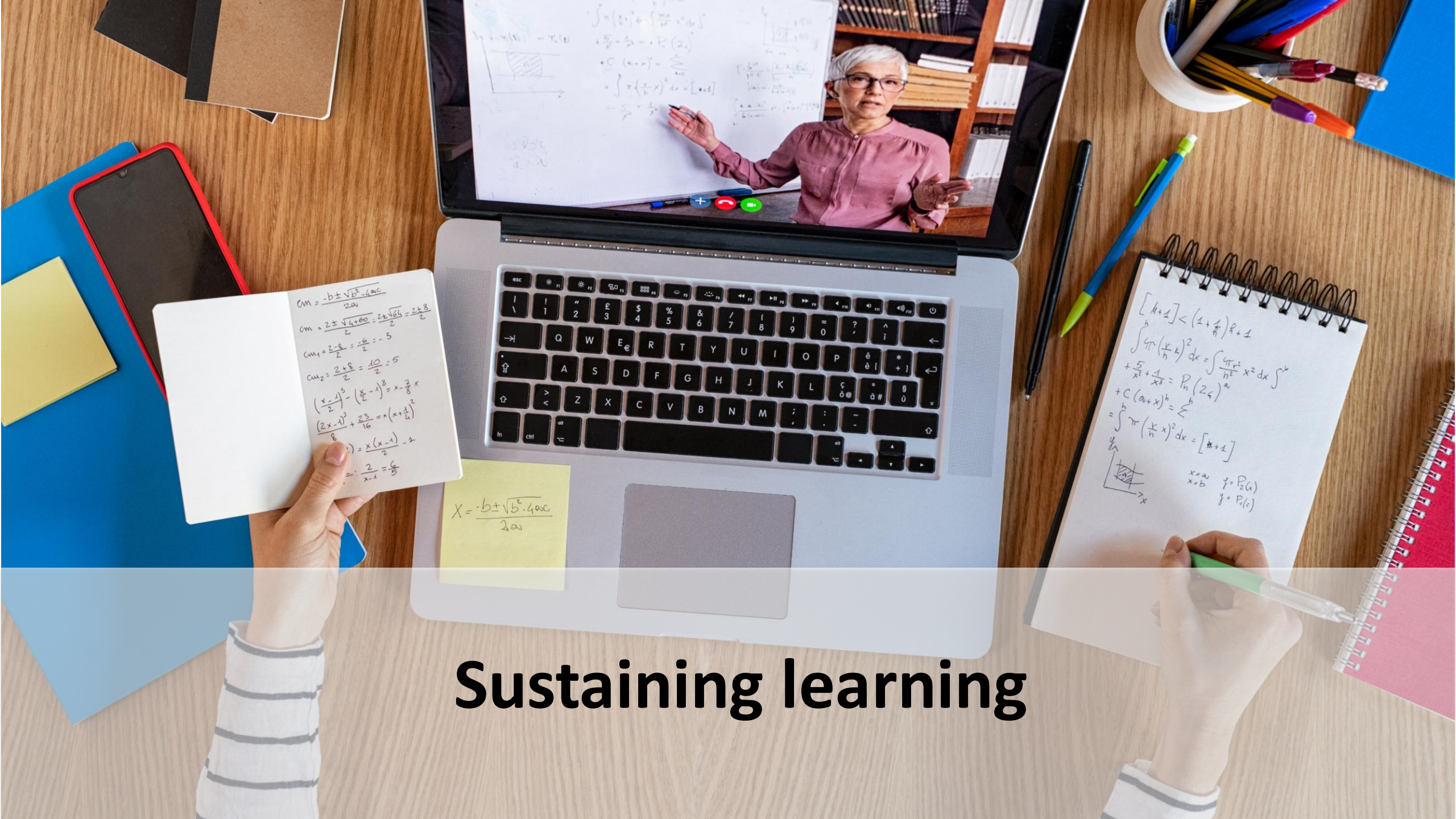


Examinations and assessments

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



$cm = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
 $cm = \frac{2 \pm \sqrt{4 + 0}}{2} = \frac{2 \pm \sqrt{4}}{2} = \frac{2 \pm 2}{2}$
 $cm_1 = \frac{2+2}{2} = \frac{4}{2} = 2$
 $cm_2 = \frac{2-2}{2} = \frac{0}{2} = 0$
 $\left(\frac{x-1}{2}\right)^3 - \left(\frac{x-1}{2}\right)^2 = x - \frac{7}{8}x$
 $\frac{(2x-1)^3}{8} + \frac{2^3}{16} = x\left(x + \frac{1}{4}\right)^2$
 $\therefore \frac{2}{x-1} = \frac{6}{5}$

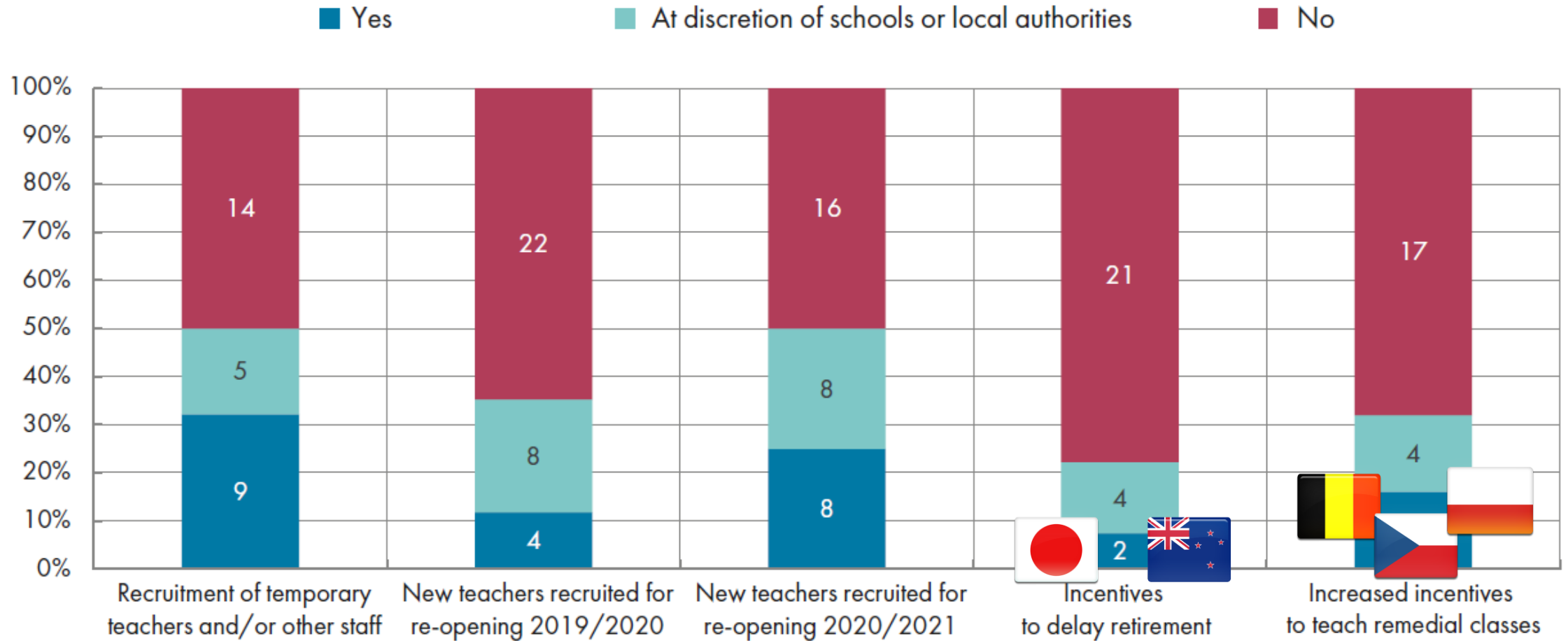
$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

$[k+1] < \left(1 + \frac{1}{k}\right)^{k+1}$
 $\int_0^k \pi \left(\frac{x}{n}\right)^2 dx = \int_0^k \frac{\pi r^2}{n^2} x^2 dx$
 $+ \frac{5}{x^2} + \frac{1}{x^3} = P_n(2, 5)$
 $+ C(a+x)^b = \sum_{k=1}^n$
 $= \int_0^k \pi \left(\frac{x}{n}\right)^2 dx = [k+1]$
 $x=a, y=P_2(x)$
 $x=b, y=P_2(c)$

Sustaining learning

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

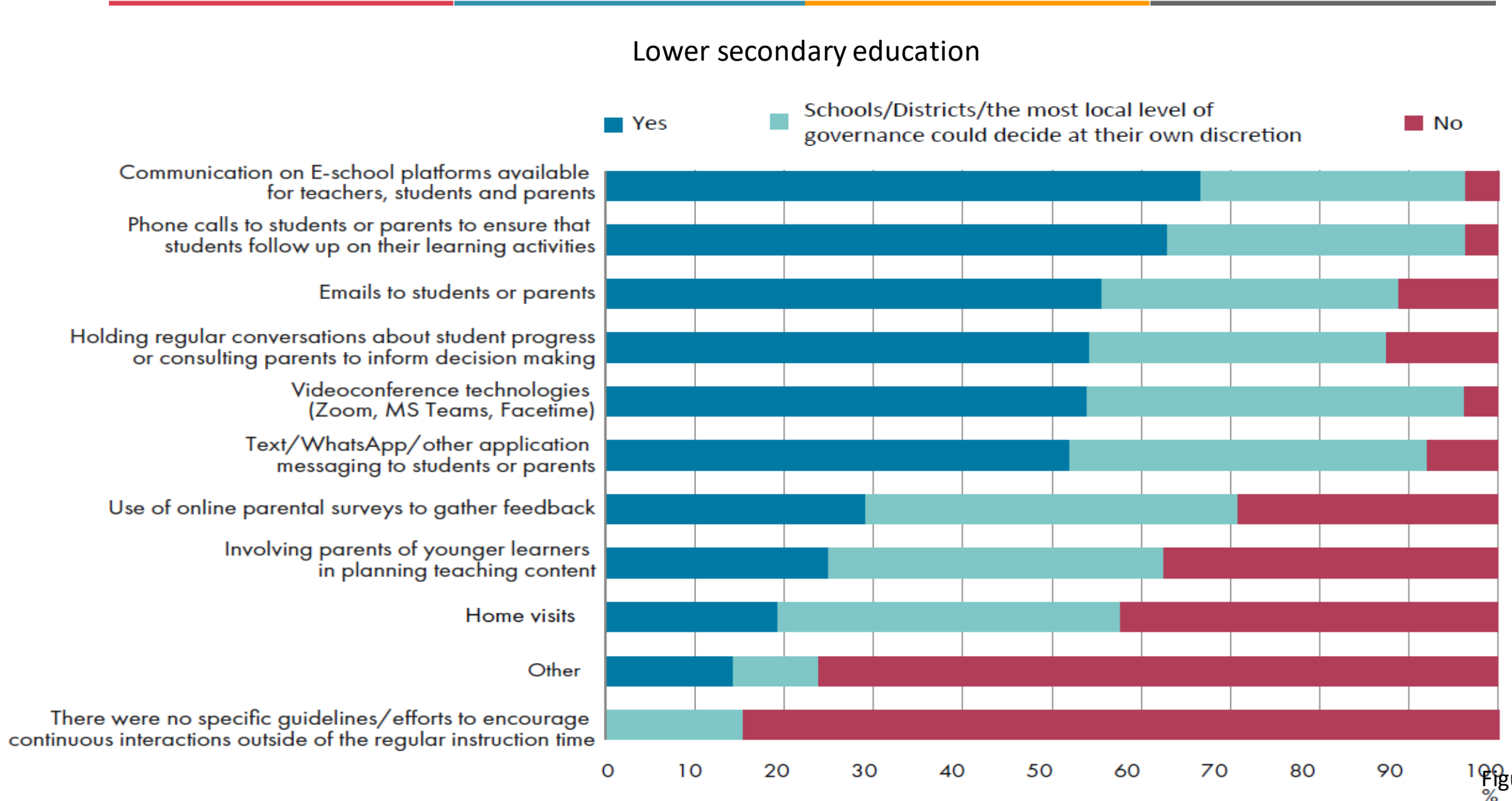
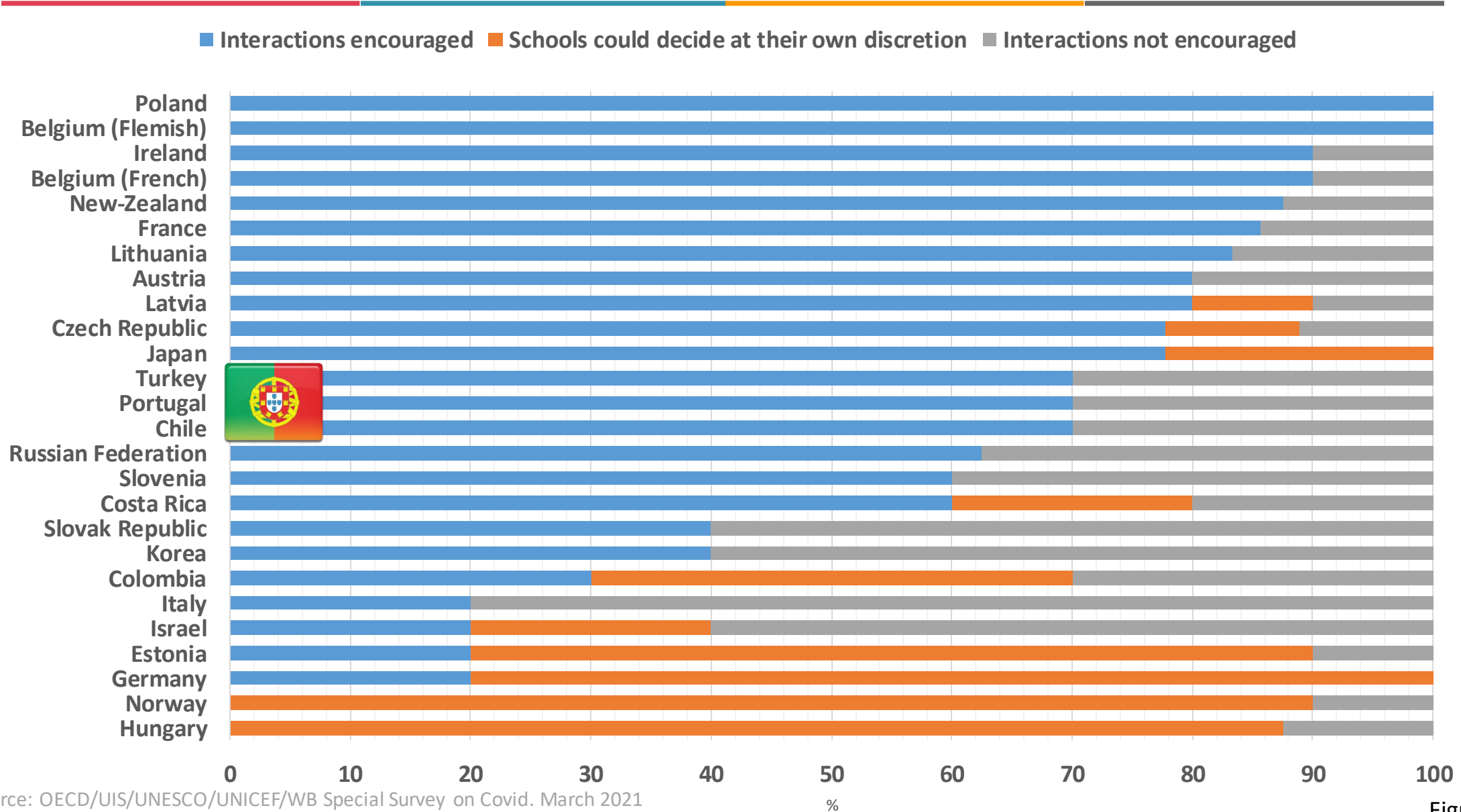


Figure 5.3

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 in their transition to remote learning in 2020

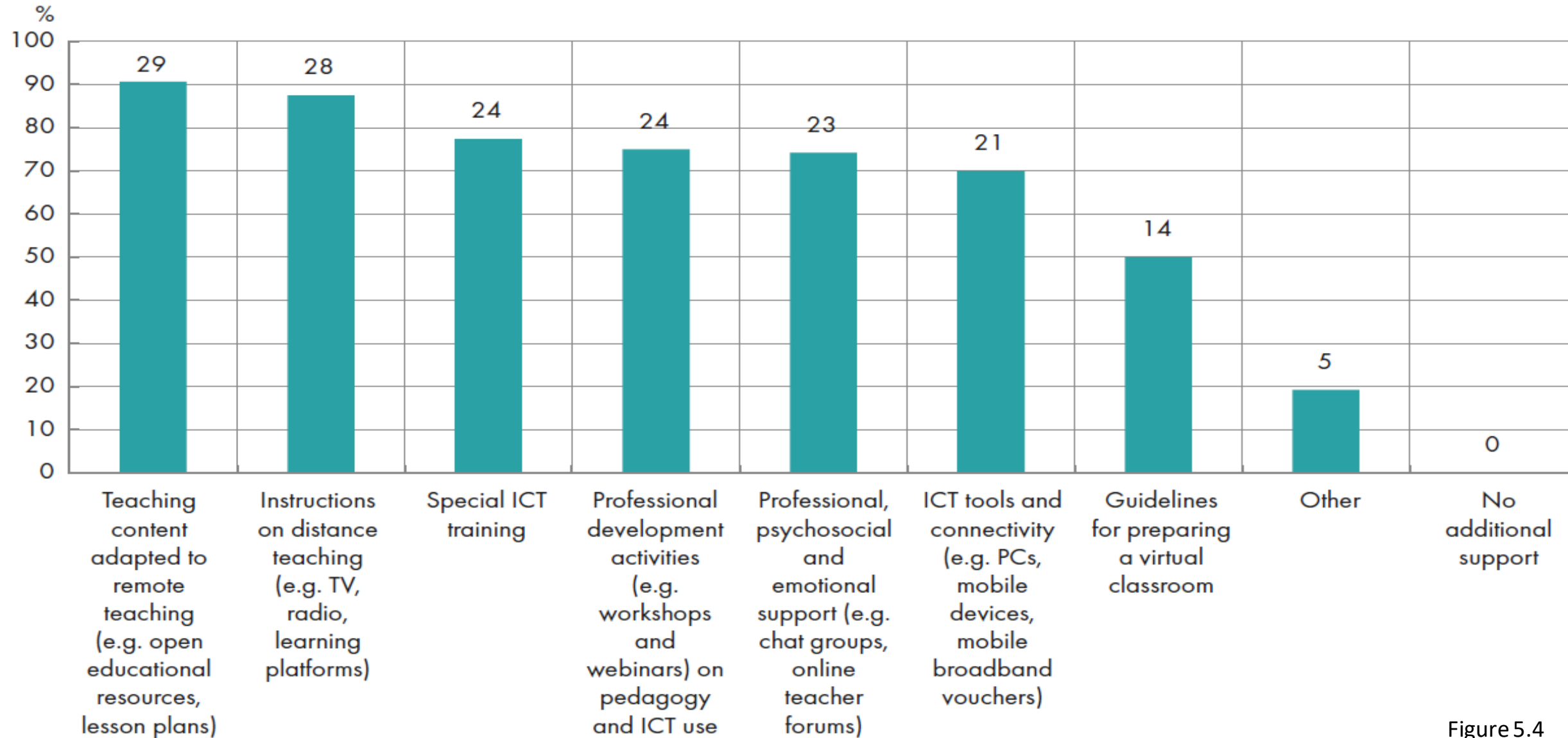


Figure 5.4



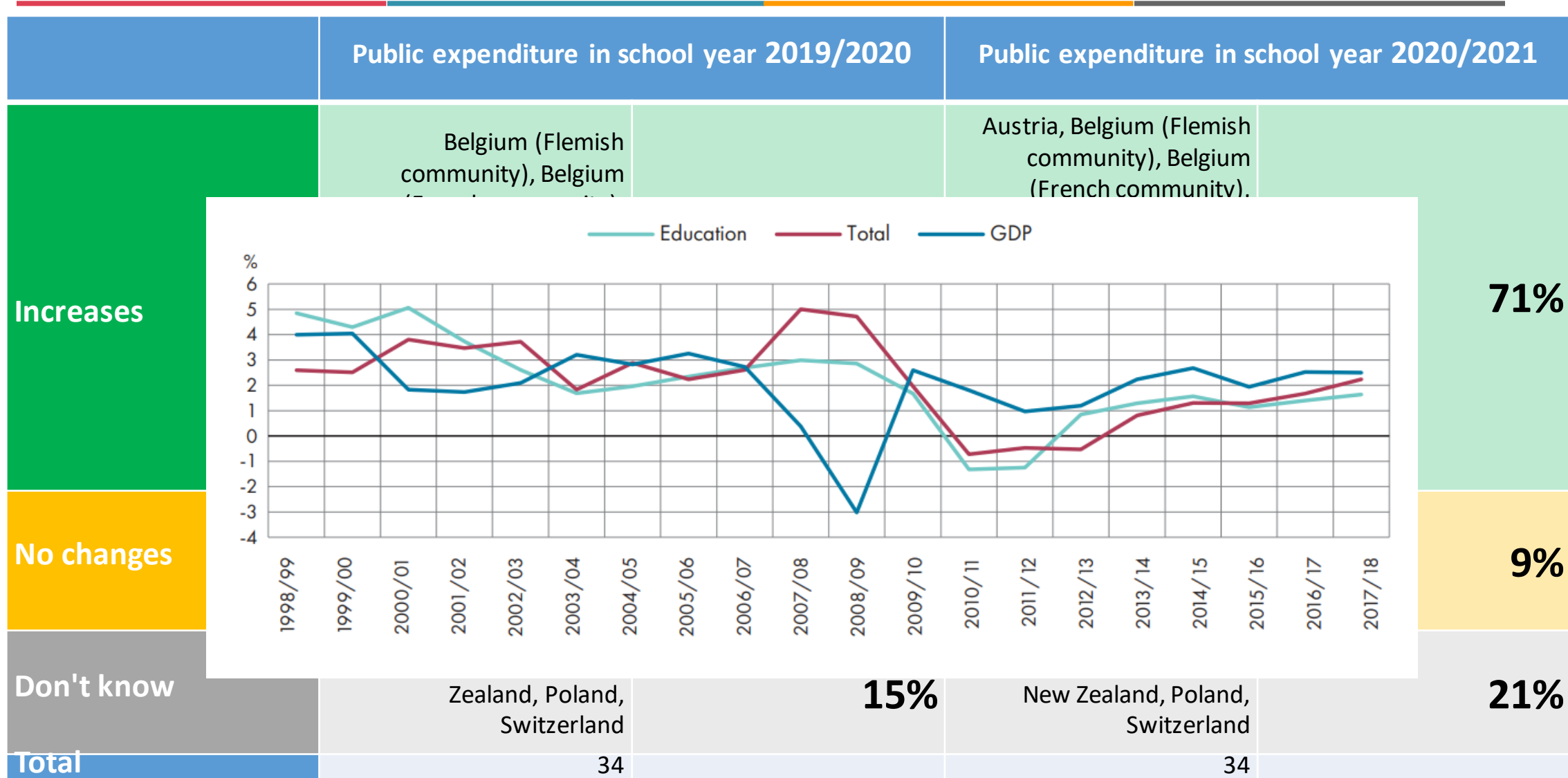
Financing

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

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