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

Andreas Schleicher
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.


Figure 1.2
Quality of learning outcomes and instructional days lost


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

PISA 2018 performance in reading

R² = 0.5411

(remains 0.29 after accounting for GDP/capita)

Quality of learning outcomes and instructional days lost


Size of bubbles represents number of COVID-19 cases per million inhabitants in 2020 (remains 0.29 after accounting for GDP/capita)

R² = 0.5411

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

PISA 2018 performance in reading

Distance learning solutions
Distance-learning solutions offered during 2020 and/or 2021

34% of countries used 3 or fewer instruments
56% of countries used 4 or 5 instruments
19% used all instruments

Inclusion of populations at risk in distance learning
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

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


Figure 3.1

- Adjustments to school and/or classroom’s physical arrangements
- Reducing or suspending extracurricular activities
- Progressive return of students (e.g. by age cohorts)
- Immediate return to normal scheduling and student attendance
- Combining distance learning and in-person classes
- Adjustments to school feeding programmes
- Classroom teaching conducted in schools’ outdoor spaces
- Classroom attendance scheduled in shifts
- Student and teacher returns contingent upon results of antibody testing
- Other
- No lunch or meals at school
Protecting teachers
Measures for the prioritisation of teachers’ vaccination, at the pre-primary to upper secondary levels (as of March 2021)

<table>
<thead>
<tr>
<th>Countries with national measures prioritising teachers’ vaccination</th>
<th>Countries where teachers are subject to the same vaccination schedule as the general population, or where teachers’ vaccination schedule has not been defined yet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of countries</strong></td>
<td><strong>List of countries</strong></td>
</tr>
<tr>
<td>19</td>
<td>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</td>
</tr>
</tbody>
</table>

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

Only 40% of countries implemented measures to support vocational schools
Outreach to encourage the return of vulnerable populations to school

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Refugees/migrants/ displaced children</th>
<th>Other populations at risk</th>
<th>Ethnic Minorities/speakers of minority languages</th>
<th>Children with disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-based mechanisms to track those not returning to school</td>
<td>60%</td>
<td>70%</td>
<td>80%</td>
<td>90%</td>
</tr>
<tr>
<td>Make modifications to ensure water, hygiene, and sanitation services are accessible</td>
<td>50%</td>
<td>60%</td>
<td>70%</td>
<td>80%</td>
</tr>
<tr>
<td>Community engagement to encourage return to school</td>
<td>40%</td>
<td>50%</td>
<td>60%</td>
<td>70%</td>
</tr>
<tr>
<td>Reviewing/revising access policies</td>
<td>30%</td>
<td>40%</td>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>Provision of financial incentives or waived fees</td>
<td>20%</td>
<td>30%</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>None</td>
<td>10%</td>
<td>20%</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>10%</td>
<td>20%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Costa Rica, Estonia, Poland, Portugal, Hungary, Spain and Turkey provided financial incentives such as cash, food or transport or waived school fees to disadvantaged students.

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


Figure 5.1
Changes to staff policies and recruitment practices

Lower secondary education


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

Lower secondary education
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)

Supporting teachers
Many online and distance learning and other innovative approaches such as AR, VR and AI were created, adapted and expanded.
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 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?
Technology is only as good as its use (TALIS 2018)

Percentage of teachers who “frequently” or “always” let students use ICT for projects or class work

<table>
<thead>
<tr>
<th>Country</th>
<th>2018</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>90</td>
<td>80</td>
</tr>
<tr>
<td>New Zealand</td>
<td>85</td>
<td>75</td>
</tr>
<tr>
<td>Australia</td>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>Colombia</td>
<td>75</td>
<td>65</td>
</tr>
<tr>
<td>Mexico</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>Russian Federation</td>
<td>65</td>
<td>55</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>OECD average</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>United States</td>
<td>45</td>
<td>35</td>
</tr>
<tr>
<td>Portugal</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>Iceland</td>
<td>35</td>
<td>25</td>
</tr>
<tr>
<td>Latvia</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Estonia</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Latvia</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Lithuania</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>OECD average</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>

Tables I.2.1 and I.2.4
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)

| Increases | Belgium (Flemish community), Belgium (French community), Colombia, England, Estonia, Finland, France, Germany, Israel, Italy, Japan1, Latvia, Lithuania, Netherlands, Norway, Portugal, Slovak Republic, Slovenia, Spain, Sweden, Turkey, Russian Federation | Austria, Belgium (Flemish community), Belgium (French community), Canada, Colombia, Czech Republic, England, Estonia, Finland, France, Germany, Ireland, Israel, Japan1, Latvia, Lithuania, Netherlands, Norway, Portugal, Slovenia, Spain, Sweden, Turkey, Russian Federation | 65% | 71% |
| No changes | Austria, Canada, Chile, Costa Rica, Czech Republic, Hungary, Ireland | Costa Rica, Hungary, Slovak Republic | 21% | 9% |
| Don't know | Denmark, Korea, New Zealand, Poland, Switzerland | Chile, Denmark, Italy, Korea, New Zealand, Poland, Switzerland | 15% | 21% |
| Total | 34 | 34 | |


Table 6.1
Current and planned increases/decreases in educational investment (primary and secondary education)

<table>
<thead>
<tr>
<th></th>
<th>Public expenditure in school year 2019/2020</th>
<th>Public expenditure in school year 2020/2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increases</td>
<td>Belgium (Flemish community), Belgium (French community)</td>
<td>Austria, Belgium (Flemish community), Belgium (French community)</td>
</tr>
<tr>
<td>Increases</td>
<td>Belgium (Flemish community), Belgium (French community), Colombia, England, Estonia, Finland, France, Germany, Israel, Italy, Japan1, Latvia, Lithuania, Netherlands, Norway, Portugal, Slovak Republic, Slovenia, Spain, Sweden, Turkey, Russian Federation</td>
<td>Austria, Belgium (Flemish community), Belgium (French community), Colombia, England, Estonia, Finland, France, Germany, Ireland, Israel, Japan1, Latvia, Lithuania, Netherlands, Norway, Portugal, Slovenia, Spain, Sweden, Turkey, Russian Federation</td>
</tr>
<tr>
<td>No changes</td>
<td>Austria, Canada, Chile, Costa Rica, Czech Republic, Hungary, Ireland</td>
<td>Costa Rica, Hungary, Slovak Republic</td>
</tr>
<tr>
<td>Don't know</td>
<td>Denmark, Korea, New Zealand, Poland, Switzerland</td>
<td>Chile, Denmark, Italy, Korea, New Zealand, Poland, Switzerland</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>34</td>
</tr>
</tbody>
</table>


Thank you

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and remember:
Without data, you are just another person with an opinion