

Keynote 3:

GLOBAL EDUCATION REFORM MOVEMENT

How to stop the virus before it's too late?

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What is the most important challenge in education that we should fix now?

Pre-pandemic education



There is a global learning crisis that amplifies educational inequalities that severely hobbles the disadvantaged youth who most need the boost that a good education can offer. – World Bank Human Development Report 2018

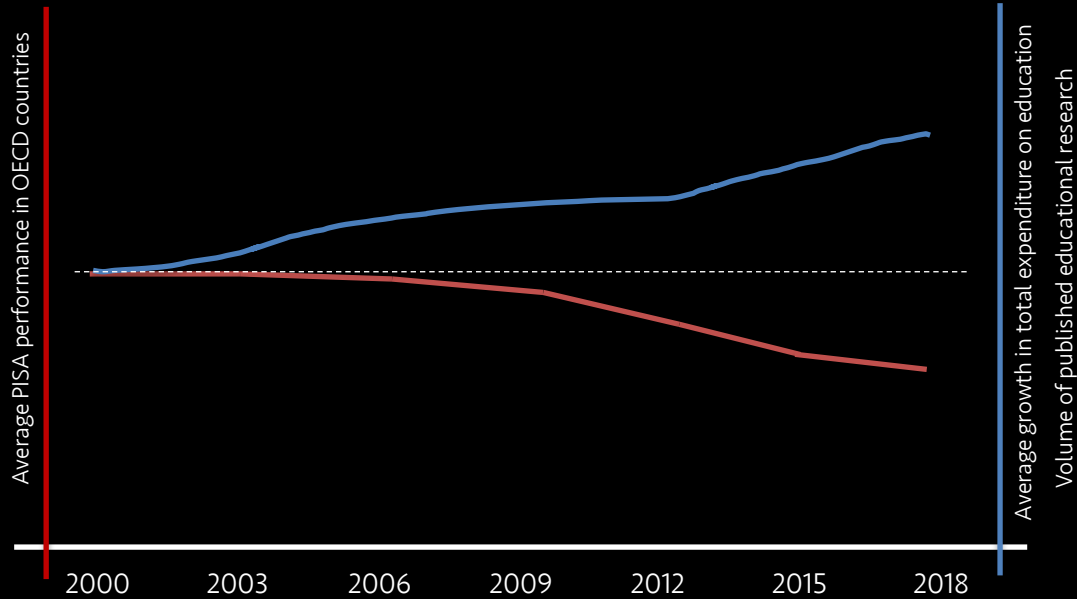


The performance differences across the OECD countries between the most socio-economically advantaged and disadvantaged students is equivalent to over 3 years of schooling. –PISA 2018



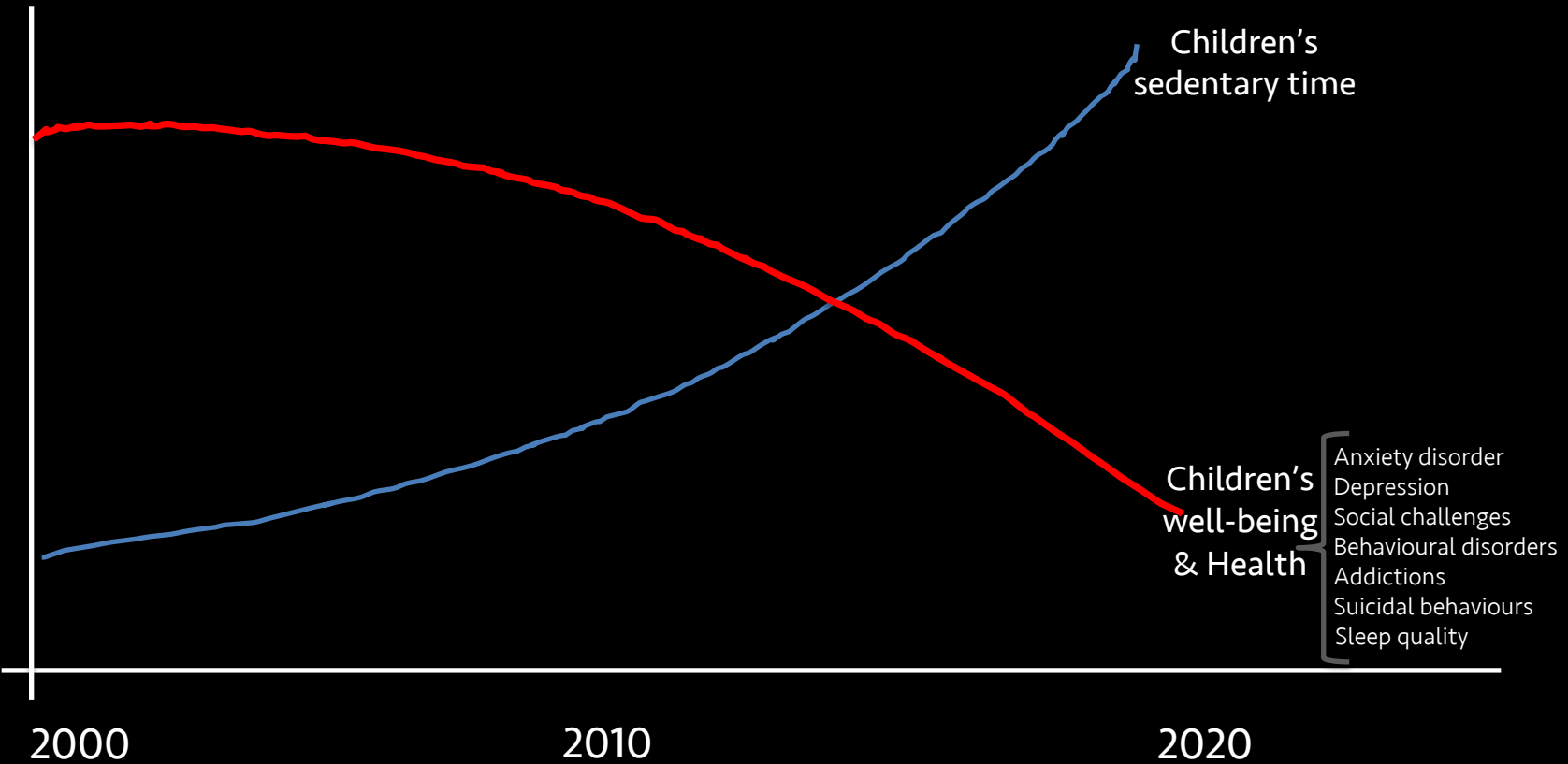
260 million children, adolescents and youth are not at school and only three quarters of 15-year-olds in middle income countries attend school, and just half of them achieve the basic level of proficiency required. – Global Education Monitoring Report 2020

Issue 1: Student learning vs. education spending and published research

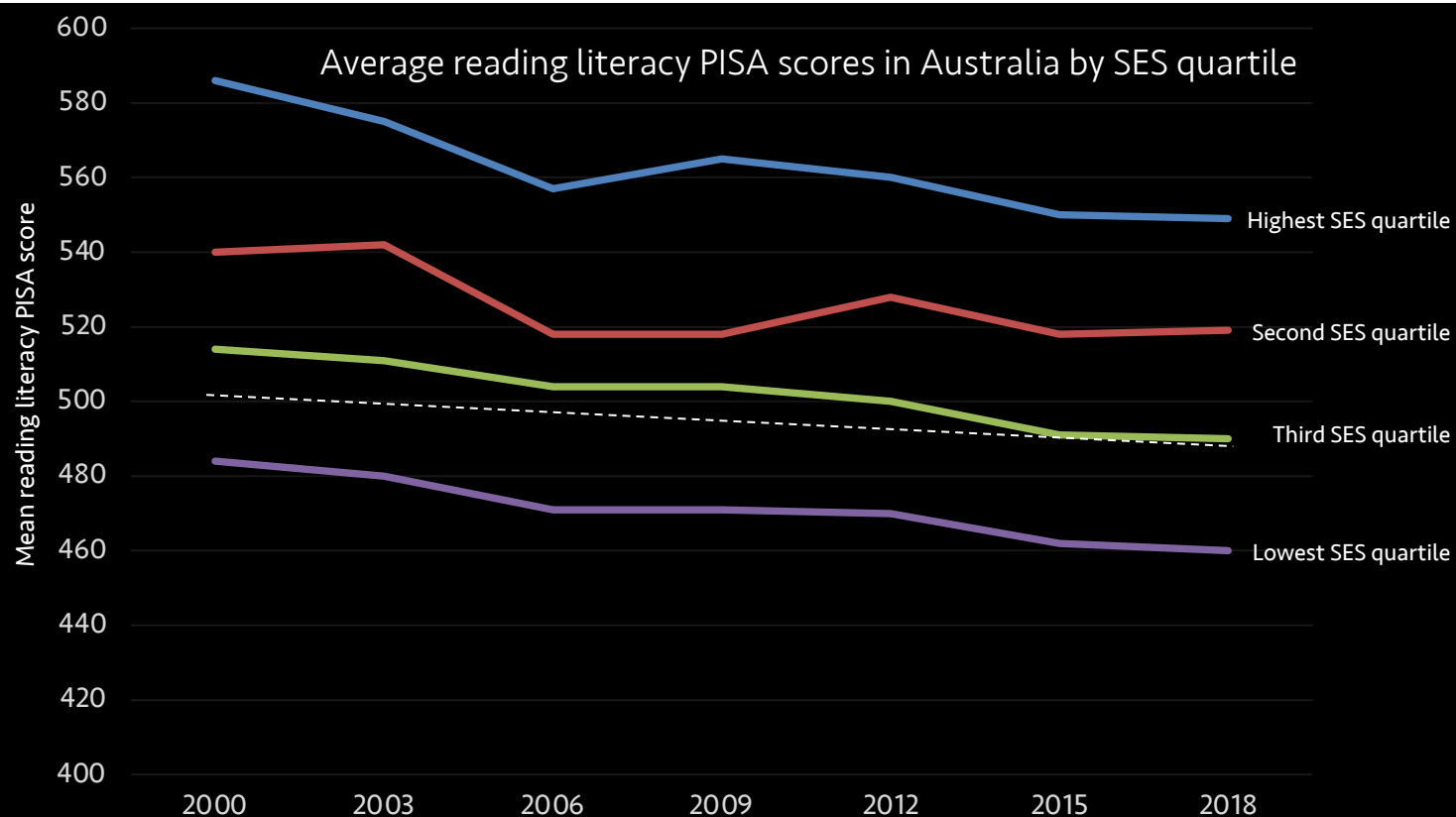


Source: OECD database (2020)

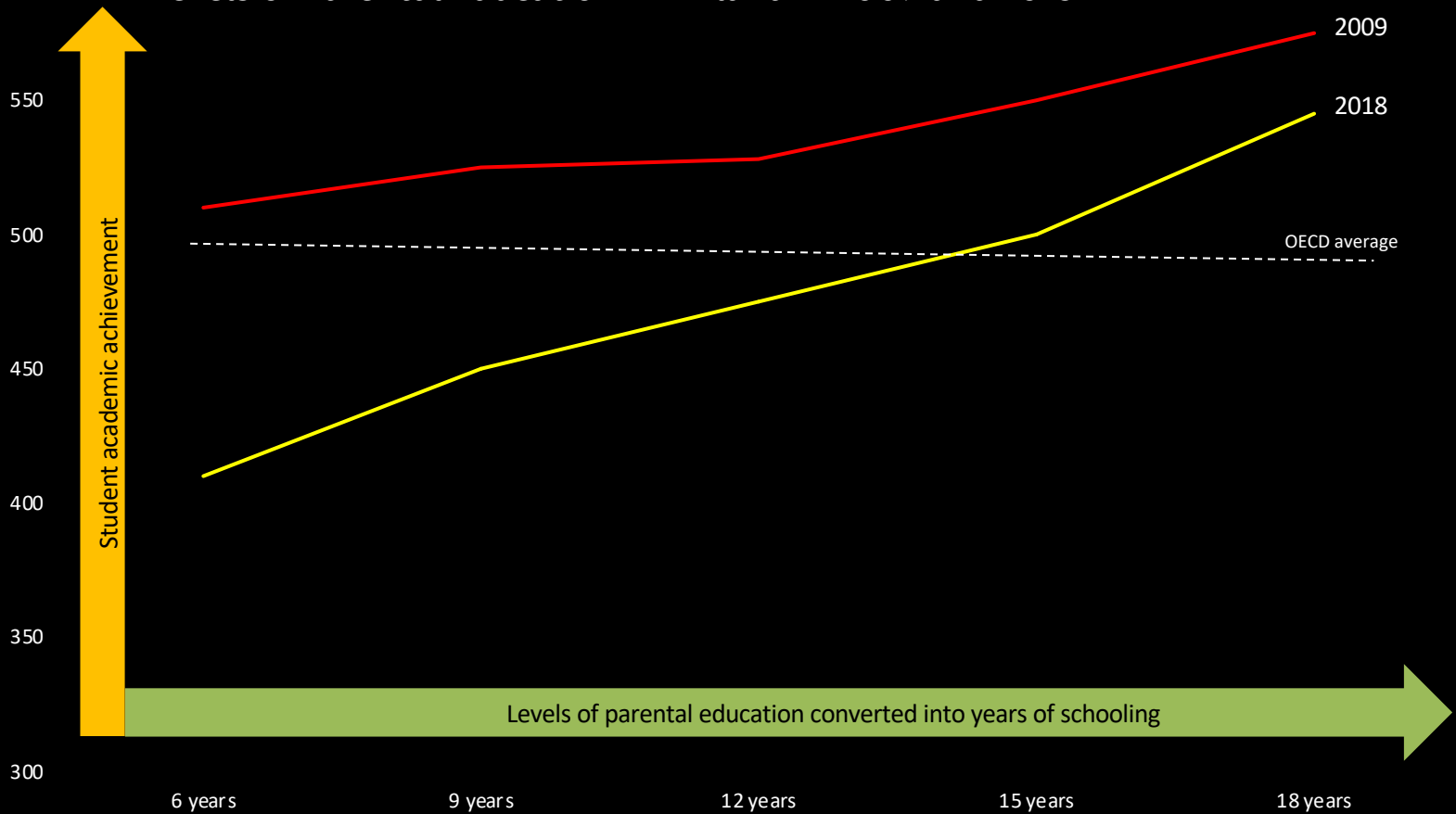
Issue 2: Student wellbeing vs. sedentary time



Issue 3: Growing inequalities



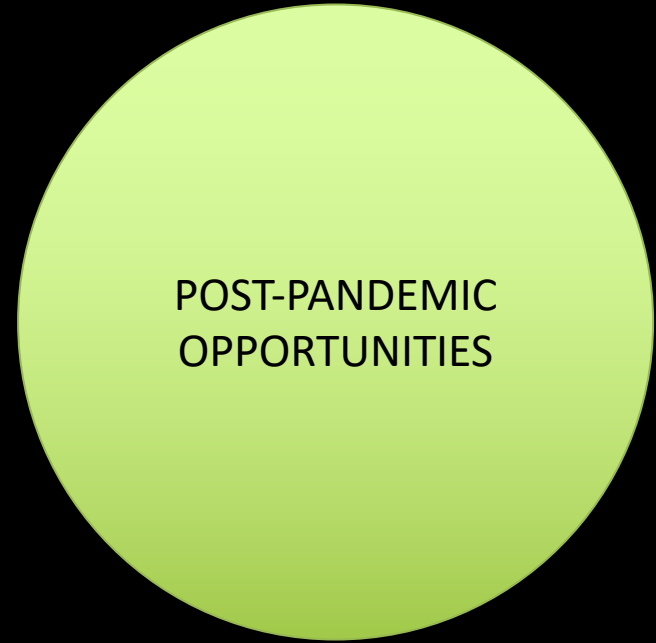
Average National PISA Score in reading, mathematics and science vis-a-vis Levels of Parental Education in Finland in 2009 and 2018



How to stop the education epidemic?



We are here



New GERM mutations

1. Learning loss

Learning loss is the assumed slipping test scores and the ability to project that data into the future.

It is not a loss of actual learning. It refers to lost relationships, care, and opportunities.

Many students have gained in their learning about resilience, adaptability, public health, communication technologies and family.

New GERM mutations

2. Side effects

In the world of epidemics that we all live in right now, the basic principle is to rely on best available science and expert knowledge to maximise the effectiveness of treatments while minimising their side effects.

Evidence-based education policies and practices use research to link selected treatment and expected outcomes. But they almost always fail to identify possible harmful side effects to schools, teachers or children.

Test-based accountability	➡	rote learning
School choice	➡	growing inequity
Back to basics	➡	narrowing curriculum

New GERM mutations

3. Play deprivation

In NSW, a quarter of school children attend private tutoring or after-school academic coaching classes. Homework and growing parental expectations have made many children think they are too busy to play.

Moreover, four of five of parents believe that children are under pressure to grow up too quickly. In Australia, 85% of parents say their kids today spend less time playing than they did when they were their children's age.

And yet, more than half of parents reject the idea of children having more unstructured time during their school days for free play.

How to stop GERM?

1. Avoid unintended consequences

The Pandemic Lesson: We need to learn to act in education like we act in medicine.

We should stop claiming that there is an extensive evidence base behind suggested educational reforms (treatments) if we don't know what their side effects to teaching and learning might be.

Education reforms should be terminated when they do more harm than good.

How to stop GERM?

2. Expect evidence-informed policies and reforms

It is unfair to expect schools to base their pedagogical decisions on solid evidence unless the policies and reforms behind these expectations are based on best available science and professional practice.

How to stop GERM?

3. Lead education 'epidemics' as we are leading health pandemics

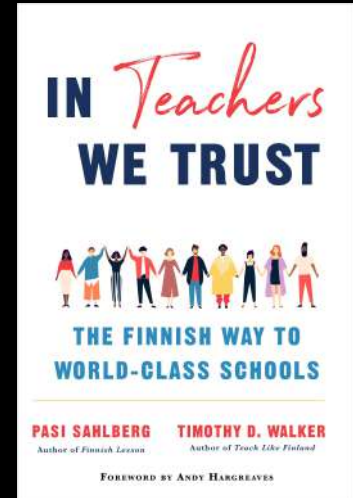
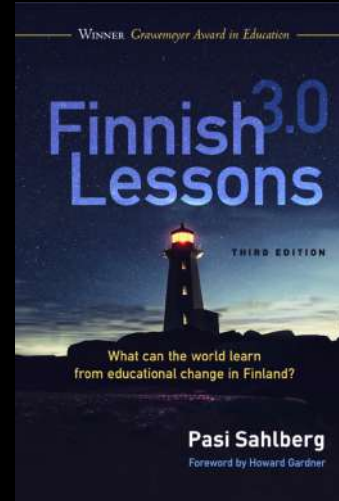
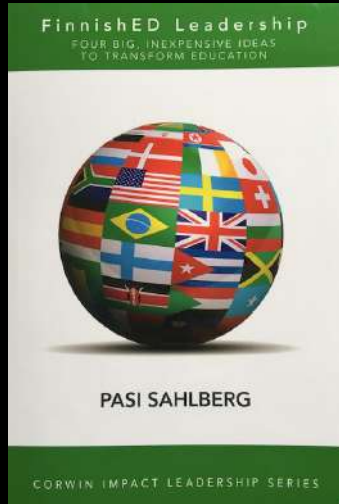
Go strong early on with prevention and stop the spread of GERM.

Leadership to fix education cannot be primarily political or ideological but aim at common good.

Implementation (treatment) should be based on best available science and advice from public education experts.

What are you about to do?

THANK YOU!



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