

# **BUILDING BACK BETTER**

Learning from the Icelandic experience

MENNTASTEFNUMÓT in Reykjavík

10<sup>th</sup> May 2021

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## The plan

1. The Iceland experience
2. The state of education pre-COVID
3. Building back better
4. Conclusions

# 1. The Iceland experience

*“Let our dreams come true”: What skills do we want our education system to have provided our children by 2030?*

Education Policy 2030 reflects the particular perspectives of the community, it is aligned with the principles of the UN Convention on the Rights of the Child.

*Key question: “How students can play a more meaningful role in the development of their educational futures?”*

# 1. The Iceland experience

Progress Report on the implementation of the education policy “Let our dreams come true” by 2020:

- Schools and leisure centres have received ISK 125.5 million in grants for participation in 33 international projects. More than 200 projects have received development and innovation grants.
- More than 6,500 participants have taken part in courses and received targeted career development
- More than 400 tools have been added to the virtual toolbox, which help staff in school and leisure activities to implement the main aspects of education policy.
- 360 instructional videos for students and staff.

## 2. The state of education pre-COVID



*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*



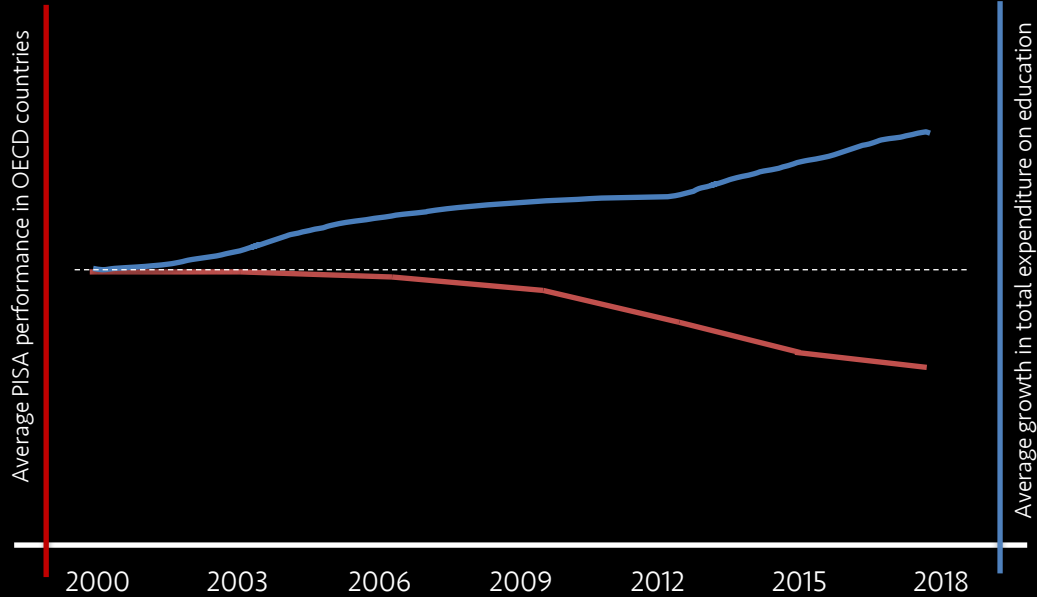
**OECD**

*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*



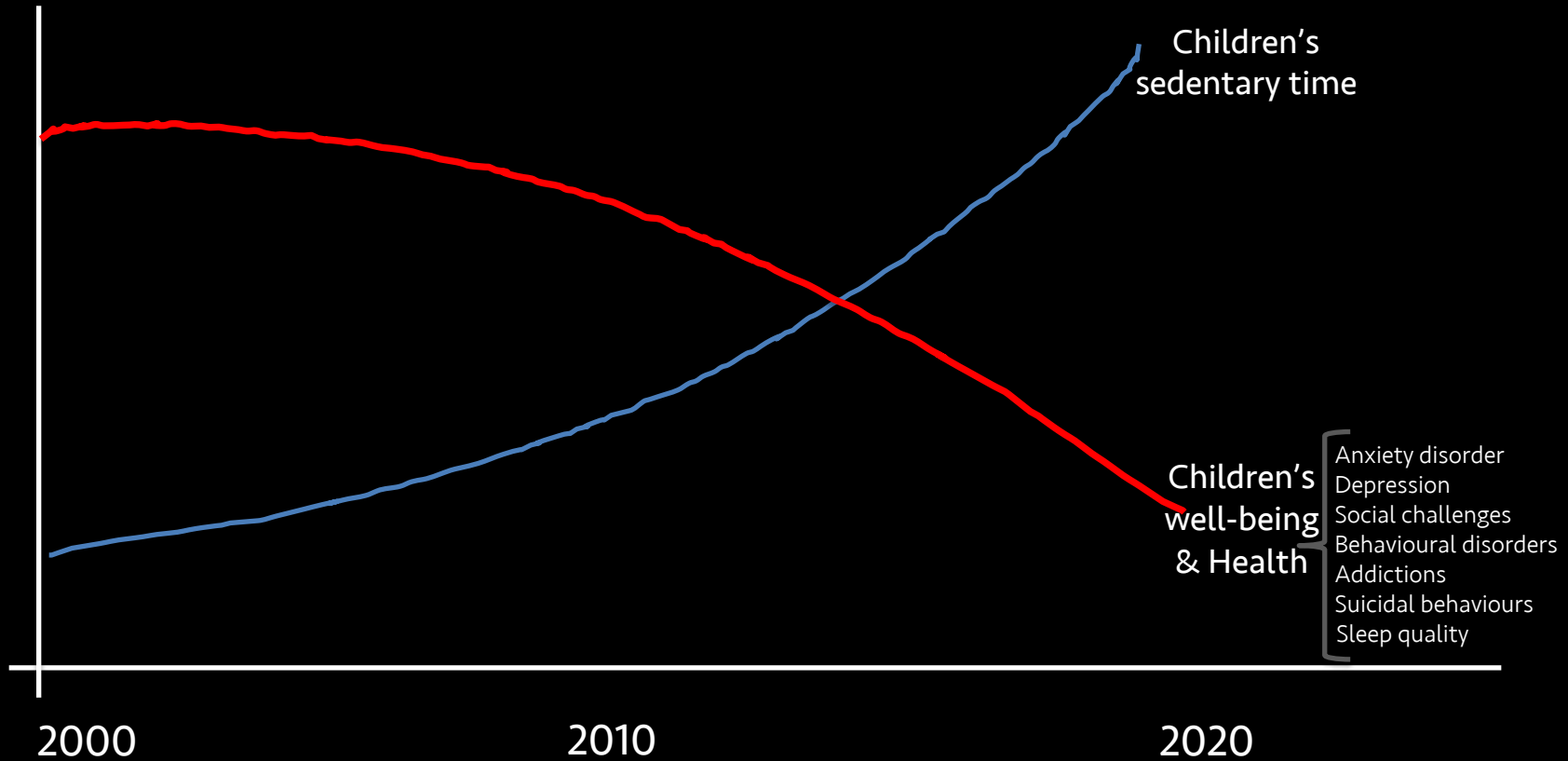
*260 million children, adolescents and youth are not at school and only three quarters of 15-year-olds in middle income countries attend school, and just half of them achieve the basic level of proficiency required. – Global Education Monitoring Report 2020*

# Issue 1: Student learning vs. education spending

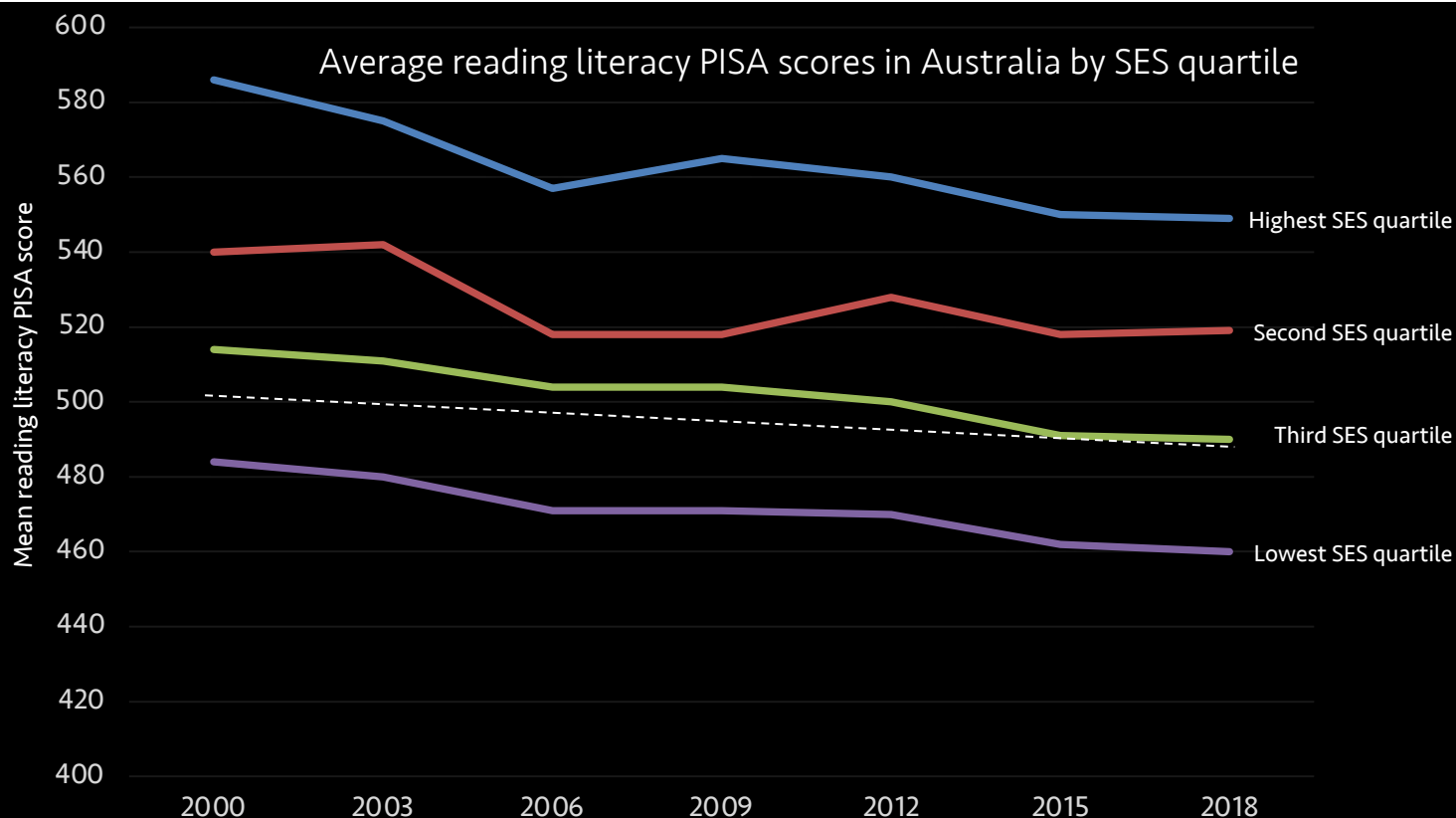


Source: OECD database (2020)

## Issue 2: Student wellbeing vs. sedentary time

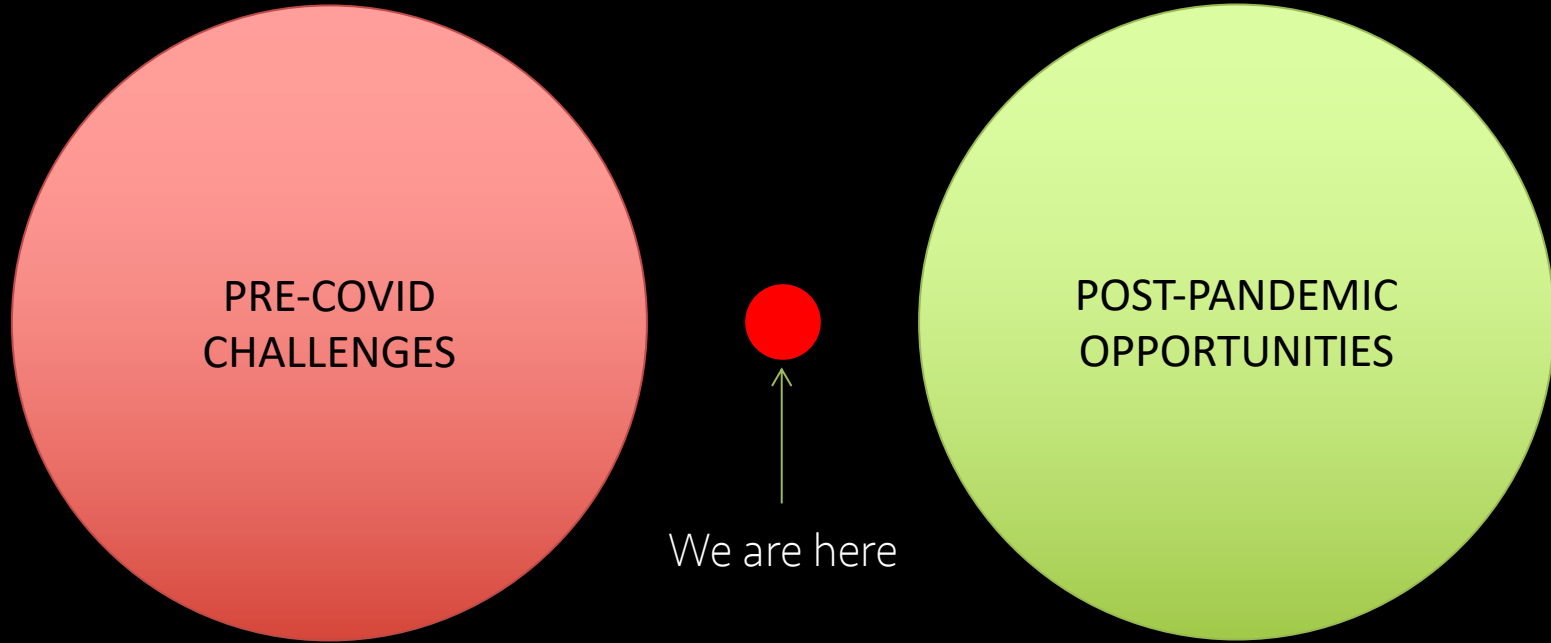


## Issue 3: Growing inequalities





### 3. Building back better (Reykjavik)



# Beware of 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.

# Beware of 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

# Beware of New GERM mutations

## 3. Play deprivation

Four of five of parents believe that children are under pressure to grow up too quickly.

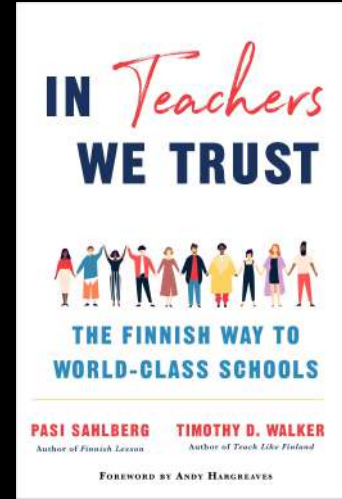
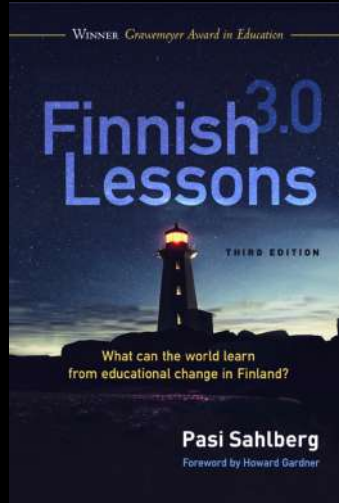
In many countries, vast majority of parents say their kids today spend less time playing than they did when they were their children's age.

And yet, according to health experts and educators play is integral to a child's education. They emphasize that the importance of playtime for children cannot be overemphasized to parents, schools, and community organizations.

# 4. Conclusions

1. Broaden the conception of learning to include non-formal and informal learning.
2. Integrate health as a skill to education and play in every school and leisure centre.
3. Recognize play as an integral part of learning and wellbeing across the systems.

# THANK YOU!



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