

# Ensinando a incerteza

Educação 360  
Rio De Janeiro  
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Part 1: Pre-pandemic learning crisis

Part 2: The Great Experiment

Part 3: Lessons from the Great Social Experiment

## Part 1: Pre-pandemic learning crisis

# Pre-pandemic education



*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



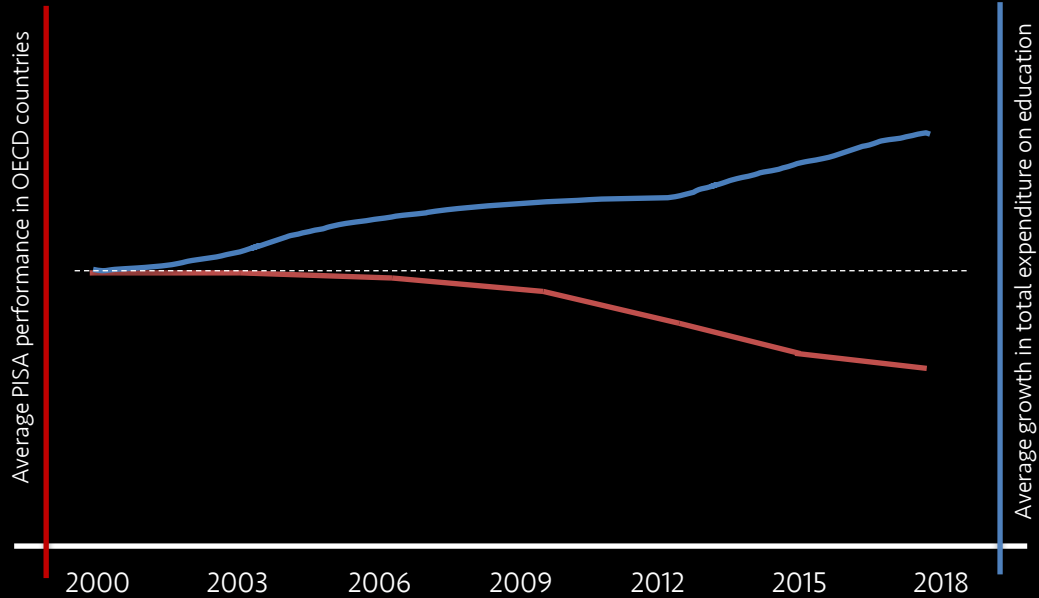
*The performance differences* across the OECD countries between the most socio-economically advantaged and disadvantaged students is equivalent to over 3 years of schooling. – PISA 2018



*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

Human  
Development  
Crisis!

# Student learning vs. education spending



Source: OECD database (2020)

## Part 2: The Great Experiment

# The Great Social Experiment

Past paradigm: Certainty

Determinism  
Predictable future  
Mechanistic worldview  
Standardisation  
Competition



DISRUPTION

Emerging paradigm: Uncertainty

Complexity  
Unknown future  
Organic worldview  
Creativity  
Collaboration

# Some X-factors in coping with uncertainty

1. Flexibility

2. Professionalism

3. Creativity

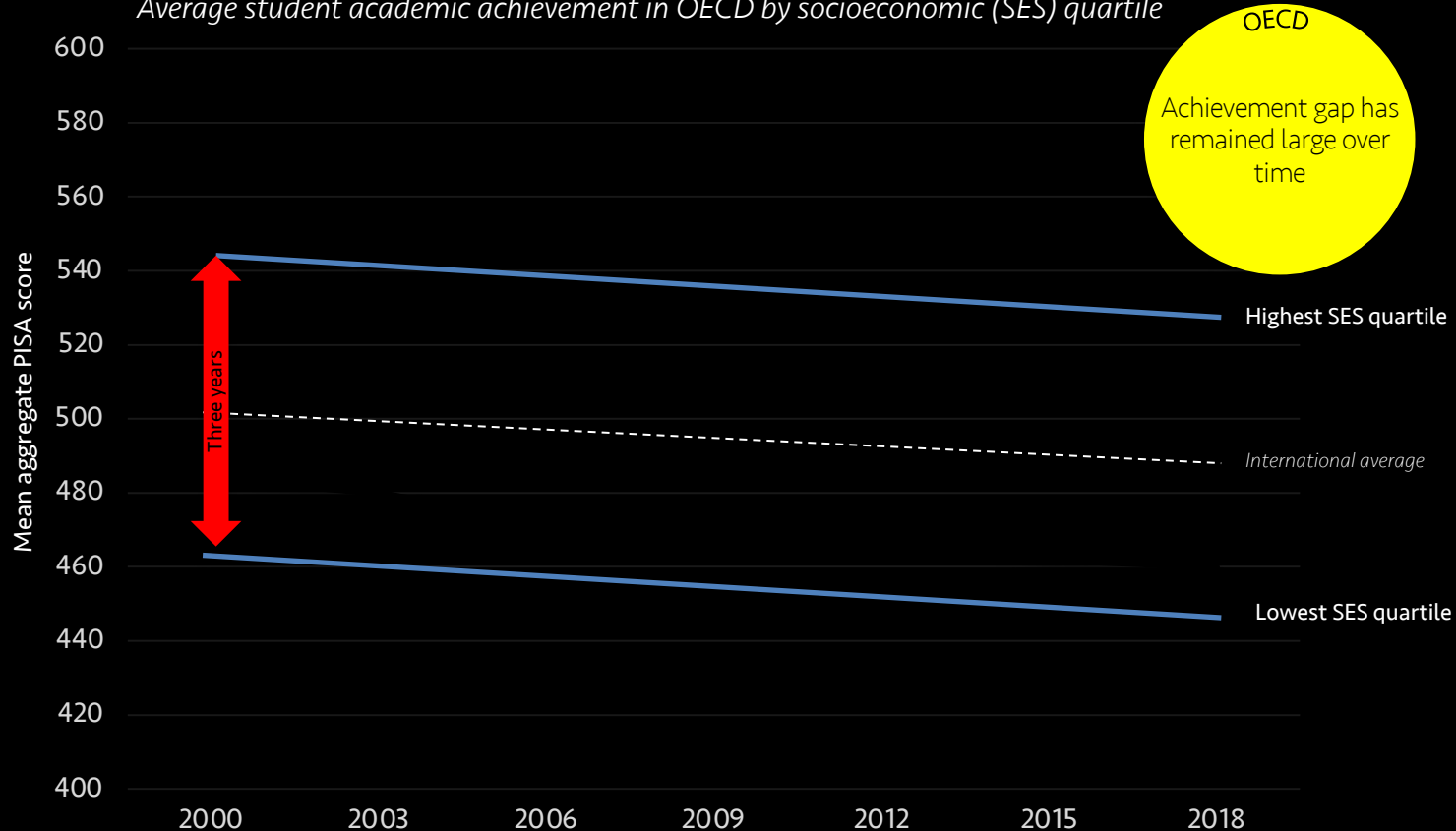
4. Trust



## Part 3: Lessons from the Great Disruption

# Old paradigm of schooling is not the solution

Average student academic achievement in OECD by socioeconomic (SES) quartile



OECD  
Achievement gap has remained large over time

# From disruption to better schools for all

1. Education is a complex ecosystem and learning as an organic process is part of it.

In practice: We should move from 'one-size-fit-all' teaching towards individualised learning.

# From disruption to better schools for all

## 2. Making mistakes is an integral part of successful learning.

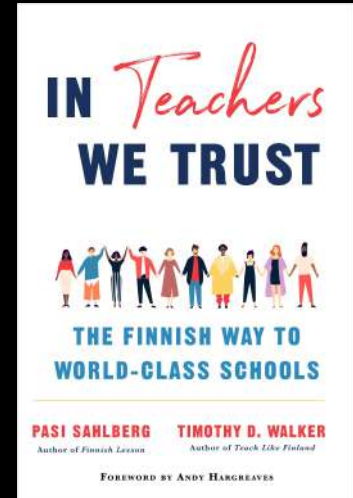
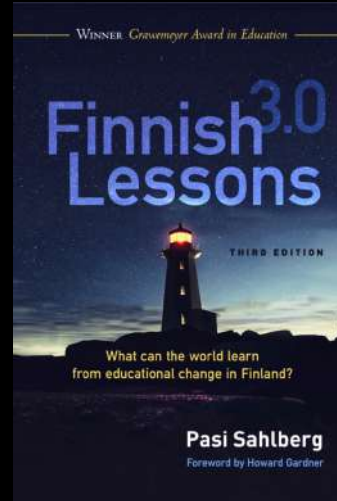
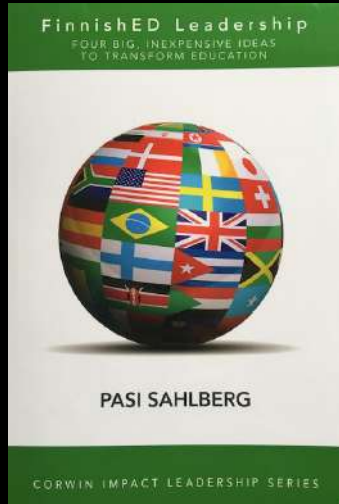
In practice: We should move from assigning tasks or question that have one right answer towards working on genuine open-ended problems that require divergent thinking.

# From disruption to better schools for all

3. Nobody knows exactly how to cope with uncertainty, but everybody has something to contribute to that.

In practice: We should move from an individual 'winner-takes-it-all' mentality towards collaborative efforts towards new ideas.

# THANK YOU!



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