

EU Educational system challenges during and after the Covid-19 crisis

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Spain declared the state of emergency 14th of March

.....a series of measures aimed at protecting the health and safety of citizens, including limitations on freedom of movement,

In the field of **education and training**, these measures take the form of the **suspension of all face-to-face learning activity in all centres and at all stages and levels.**



The Ministry of Education and Vocational Training is in charge of proposing and setting up national policy



But the regions are in charge of the development and management of education in their own territory.



Sectoral Education Conference, where the Ministry of Education and Vocational Training (MEFP) and educational authorities from the Autonomous Communities meet.

Three meetings to establish the necessary framework and guidelines: 25th March, 15th April and 14th of May.



The agreements, adopted by 12 of the 17 regions, are **aimed introducing flexibility and supporting students so no one is left behind**. They allow the regions to change the Education Act and introduce changes in different issues:



Guidelines for the third term of the 2019-2020 academic year

- ✓ This last term will not include new content but focus on consolidating existing learning and skills, avoiding overloading the students;
- ✓ Students, as a rule, will pass to the next year, with final decision be taken by the teaching staff;
- ✓ Students who finish a keystone (Lower secondary compulsory education, Upper Secondary Education and the 2nd year of Basic, Intermediate and Higher VET) will normally obtain their qualification. This decision, in any case, will be taken by the whole of the teaching staff;
- ✓ Grades will be based on the marks obtained during the first two terms;
- ✓ Assessment of the third term can only be considered to benefit the student;



Guidelines for the new 2020-2021 academic year

Working group to deal with:

- ✓ school organisation adapted to the pandemic,
- ✓ didactic programming of courses and areas,
- ✓ technological provision and reinforcement of digital competence and
- ✓ monitoring and support of distance learning activity.



considering 3 posible scenarios.....



Guidelines for the new 2020-2021 academic year

Three possible scenarios depending on the evolution of the pandemic:

1. Face-to-face educational activity without the obligation to maintain interpersonal distance.

2. Maintenance of a safety distance in all schools as a preventive measure to avoid infection.

3. Confinement once again at some point during the 2020-2021 academic year due to a resurgence of the disease.

- to recover the deficits caused by the suspension of classroom education
 - to pay special attention to the basic skills
- to adapt the curricula and the programming of courses, areas and subjects



Other measures

Resources for the teaching and learning processes

Both the MEFP and the Autonomous Communities have launched different learning websites, (example [I learn at home](#), [Aprendo en casa](#)) and platforms offering online resources for teachers, students, and their families. And a special five hour TV programme “[We learn at home](#)” ([Aprendemos en casa](#)).

Supporting vulnerable students: providing resources

Education authorities have distributed **thousands of computers and tablets among those lacking these resources**. A wide range of contributors is also stepping forward to provide **free wi-fi and devices** for students who lack them.

Scholarship system

Education and University have reformed the scholarship system, increasing by 386 million the grants for all types of education in the next academic year. It will be enough to have passed the course and have an average grade of 5 to access a scholarship.



Expected impact on vulnerable groups: adverse socio-economic conditions, students with special needs: ADHD; DISLEXIA, ASD, etc.

In the 2018/19 academic year, the total number of students that received special educational attention amounted to **707,405**. Of those:

- 30.1% received it for special educational needs associated with disability or serious disorders;
- 5.0% for high intellectual capacities;
- 4.5% for late integration into the education system;
- and 60.4% for other categories of requirements (learning disabilities, language and communication disorders, socio-educational disadvantage, serious lack of knowledge of the language of instruction).

<http://www.educacionyfp.gob.es/dam/jcr:4f2d14a4-8a98-4023-adcd-9f1f041f5005/notaresumen.pdf>



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In Spain, where Save the Children interviewed almost 2,000 families with few resources at the beginning of the crisis, in 4 out of every 10 households the **levels of stress and coexistence problems had increased**, largely due to poor living conditions and the small size of the houses.

The suspension of specific treatments in speech therapy, physiotherapy, psychology and psychiatry carries a significant risk of involution or imbalance in the educational process.

Studies show that, on the one hand, the closure of schools will have a negative impact on the learning of all students and that **this negative impact will be much greater for students from disadvantaged backgrounds.**

The main reason is they suffer to a greater extent from the **economic, social and technological gap** and **lack sufficient cognitive and personal support** to compensate for this loss of learning period.



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Some proposals to reduce the negative impact are:

- To guarantee access to technological tools and internet connection for families.
- To maintain students' structure and routine, to keep them involved in play and learning activities.
 - To provide individualized attention from professionals to alleviate the effects of isolation, uncertainty and stress.
- To offer learning opportunities in the summer, linked to leisure and recreational activities, in open and/or natural environments, schools and open summer classrooms.
- To design follow-up and support plans for students with more difficulties for the next school year so they are not left behind.



To add a positive note....

Thanks to this crisis, there will definitely be a push to on-line learning in all its aspects and this might be beneficial in some aspects, such as the development of better resources, the training of teachers and students in digital skills...

There are many opportunities to learn on line, there are many resources, students can have more time to see or listen to the same lesson – if it's a video for example, so it does present some advantages.

For example, check [YouTube channel, Unicoos](#), which is currently an educational organization and website, that teaches maths and science to high school and college students, becoming a leading Spanish-speaking educational channel in the world





Thank you for your attention!