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Van: [Redacted]
Verzonden: donderdag 2 april 2020 13:29
Aan: [Redacted]

CC: [Redacted]
Onderwerp: RE: COVID - International Education Webinar
Bijlagen: 20200331 Rapid scaling of remote learning vFinal.pdf; 20200331 K-12 COVID19 response CXO document.pdf

Beste collega's,
Deze webinar begint om **15.00u** ipv 14.00u (laten we het houden op het verzetten van de klok afgelopen weekend).
Verder in de bijlage alvast wat informatie vanuit McKinsey.
Groet,
[Redacted]

Van: [Redacted]
Verzonden: dinsdag 31 maart 2020 18:32
Aan: [Redacted]

CC: [Redacted]
Onderwerp: FW: COVID - International Education Webinar

Beste collega's,
Ben je benieuwd naar hoe andere landen de uitdagingen van het onderwijs in tijden van corona aangaan? Volg dan onderstaande webinar van McKinsey. Als je dit leuk lijkt om te volgen, laat mij dat even weten. Want het is goed als er iemand een korte samenvatting maakt van wat er wordt besproken.
Het begint donderdag om 14.00 CET.
Groet,
[Redacted]

Van: [Redacted] [mailto:[Redacted]@mckinsey.com]
Verzonden: zaterdag 28 maart 2020 12:05
Aan: [Redacted]@minocw.nl; [Redacted]

CC: [Redacted]
Onderwerp: COVID - International Education Webinar

Beste allemaal,
Ik hoop dat het allemaal goed gaat met jullie en jullie naasten. [Redacted]

We hebben enorme bewondering voor wat het onderwijs deze weken bij elkaar organiseert in deze uitzonderlijke tijden, en dit is natuurlijk van enorm belang.

De McKinsey Education practice organiseert daarom volgende week een webinar over de impact van COVID op onderwijs. We hebben inmiddels ook een inventaris gedaan van een set van maatregelen die diverse landen genomen hebben, zowel in primair / secundair onderwijs als voor tertiair onderwijs. We hopen deze rond woensdag te publiceren en die vormen de basis voor de call op donderdag (we zullen dit ook met jullie delen)

We nodigen het ministerie hier graag bij uit – en voel je vrij deze uitnodiging ook te forwarden. Mochten jullie ook specifieke vragen hebben.

Met vriendelijke groet,



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We know that our clients are facing some severe challenges. At a time like this, we must be deeply thoughtful of the implications on people’s lives, families, organizations, and communities. Many of our clients are asking questions about the impact of Coronavirus COVID-19 on education, and we want to help them navigate this evolving situation.

In the spirit of navigating this together, I’d like to invite you to a virtual briefing, where we will share findings and perspectives regarding the implications of the Coronavirus situation for school systems.

Coronavirus COVID-19 has affected communities on multiple continents and solving this global health challenge is everyone’s priority. As global leaders are working to respond and recover, there are significant implications for educational institutions and systems. School and higher education campuses around the world have closed their doors and sent students home. There is still a lot of uncertainty around when students will be back in the classroom. How should education systems and institutions respond?

Please join us for our first webinar on insights relevant to education leaders, where we will outline what we understand about this fast-moving situation and discuss critical leadership questions in responding to COVID-19. This briefing will lay out key considerations for the near, medium and long term spanning health and safety, instruction delivery and assessment, personnel, operations and finances. Specifically, many systems feel unprepared to launch remote learning – we will present an agile framework to scale remote learning fast, rolling out a ‘minimum value proposition’ learning platform and program to teachers and students within a week, then iterating to create a longer-term solution.

The session *‘Responding to COVID-19: the education imperative’* will last 45 mins via virtual webcast:

- Thursday, April 2 at 0900 EST / 1300 GMT / 1830 IST

To register: Please click here or copy/paste the following link - <https://www.mckinsey.com/industries/public-sector/how-we-help-clients/webinar/covid-19-briefing>

If you have any questions regarding this briefing, please feel free to reach out to mckinsey_webinar_program@mckinsey.com.

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Rapid scaling of remote learning

How school systems can respond to the COVID-19
crisis by rapidly scaling remote learning

March 2020

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Introduction to this document



What it is

The purpose of this document is to share steps that a school system can take to rapidly scale remote learning

The intended audience of this deck are school systems (i.e., ministries of education, states, school districts and other responsible parties) as opposed to individual schools

This document synthesizes our experience supporting school systems with blended and personalized learning prior to the crisis, best-practice agile development, as well as selected external public and academic sources including UNESCO, national websites and press coverage



What it is not

This document is not proprietary information, and does not express a political, medical or policy recommendation on how to respond to COVID-19

It does not cover the full range of issues to consider in deciding how school systems to respond to the COVID-19 pandemic – please see our K12 CxO document for broader issues for school systems including health and safety, school meal delivery, personnel, operations and financial considerations

This document was developed to support school systems respond to the **COVID-19 crisis**

- This document is **intended for internal use only**
- This document is under **continuous development**. This version focuses on what to do in the first weeks of the crisis
- Identified approaches and case studies are based on public sources and are **not confirmed by official sources**

Governments are closing schools in response to COVID-19 spread

- Country-wide school closure
- Local school closure



Every week of learning missed has substantial personal and societal costs

185

Country-wide school closures

6

Countries implemented localized school closures

1,542,412,000

Children affected

McKinsey's core beliefs on ed-tech remain valid in ramping up remote learning to respond to COVID-19, but trade-offs will need to be made

Keep the focus on instruction

Use the technology that is already there

Integrate with the curriculum

In-person instruction is important where possible

Design for adoption

Pick a place with a felt need

Bring stakeholders along

Technology solutions could be deployed in the service of high-quality instruction, and need to be evaluated based on their impact on instructional practices

Behaviors and outcomes change in systems when the solutions are based on the level of technology and infrastructure available (e.g., SMS texts vs. video streaming in low bandwidth regions)

Using materials developed for curriculum-specific purposes yields increased buy-in from teachers, administrations and governments, and enables impact tracking using existing testing methods

While the jury is still out on the “perfect balance”, research has shown that “blending” technology with in-person instruction is more effective than remote-only instruction

Technology does not need to require significant training to be used effectively; high-quality design can ease adoption by even teachers and students with low tech fluency

Technology will be used if the intended users crave the solution that it provides – finding users with the right needs is nearly as important as designing the right solution

There is deep distrust of technology in many communities, but engaging stakeholders in a dialogue grounded in student learning and that highlights the human benefits of the change can increase overall success rates

Remote learning enables continued education for all ...

Remote Learning occurs when the learner and instructor, or source of information, are separated physically and hence cannot meet in a traditional classroom setting

Learning is typically, but not always, transmitted via technology (email, online platforms, discussion boards, video conference, audio bridge) so that no physical presence in the classroom is required

Remote learning can occur synchronously or asynchronously or through a combination of the two:

- **Synchronous learning:** students and teachers meet virtually (e.g. video-conferencing) for real-time lessons and discussion
- **Asynchronous learning:** students participate in self-paced on-demand learning - this may include videos, pre-designed curriculum – could be offline through TV/radio, and remote assignments, as well as specially designed adaptive software

Source: European Commission (2019), Training Industry; Preparing for Life in a Digital Age report

... but most school systems are not prepared



Less than half of all teachers in developed systems are trained in the pedagogical use and even fewer in developing countries



Resources for remote learning are widespread but choice can be overwhelming and it is hard to judge quality and curriculum-alignment



Not all students have access to prerequisites of devices, internet, and a quiet place to learn



Limited capital and operational capacity to make procurement decisions, protect student privacy, and scale quickly

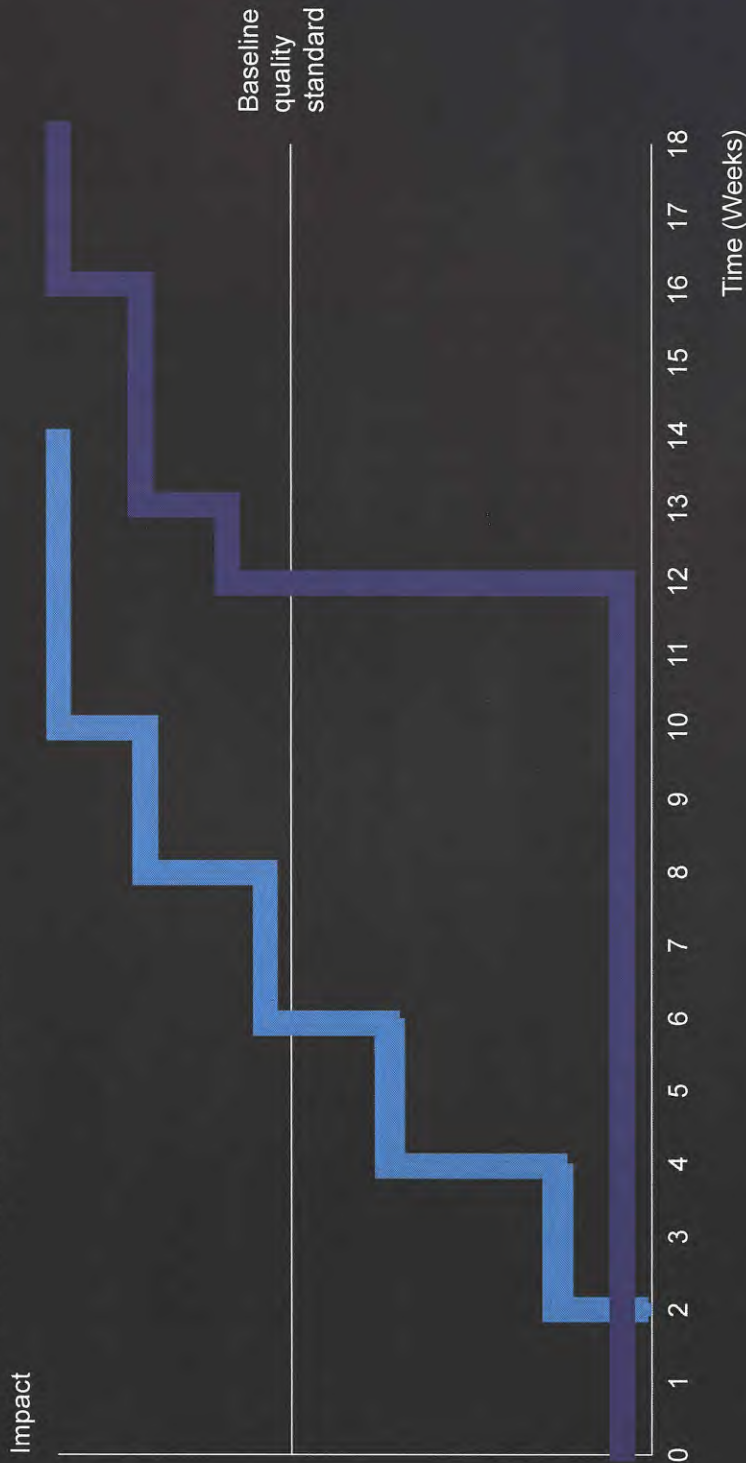


Response is fragmented across federal, state, district and school level



School systems have a choice to adopt a more agile approach that gets minimum viable products to students quicker, and may therefore reduce learning loss

Remote learning impact over time¹



Rapid deployment

- + Quick impact by learning as you build
- + Minimize gap in instruction and routine
- Lower quality at start may alienate early adopters
- Increased stress on personnel

Standard deployment

- + Quality product out the gate
- + Learn from early deployers
- Lost instruction time for students due to slow rollout
- Difficult to re-engage students after break

1. Frequency of iteration dependent on degree of centralization, strength of infrastructure, among other factors

‘Week 1’ remote learning might look very different depending upon starting circumstances

| | Low tech maturity countries | High tech maturity but low adoption | High tech adoption in schools |
|---|--|---|--|
| Imperatives for schools | <p>Teacher-student interaction limited or through smart phones</p> <p>Use of printed material for reading/assignments</p> | <p>Quickly adapt in-person curriculum using video conferencing and offline assignments</p> <p>Build sophistication of adaptive learning and assessment software and curriculum aligned content over time</p> | <p>Roll out of virtual learning systems with advanced learning features</p> <p>Facilitation of peer-to-peer interaction, practice assignments, interactive channels</p> |
| Imperatives for governments/regulators | <p>Mass instruction via readily available platforms, TV, and radio</p> <p>Ensure internet access for whole population</p> <p>Provide blueprint of options for schools to follow</p> | <p>Help coordinate adoption of online learning at scale</p> <p>Ensure internet access for whole population</p> <p>Provide devices to students</p> <p>Provide blueprint of options for schools to follow</p> | <p>Facilitation of online assessment and grading</p> <p>Provision of centralised support for individual schools</p> <p>Provide blueprint of options for schools to follow</p> |

The context of the region/ system is extremely critical in adopting the right model for remote learning. School systems could assess their maturity and technology adoption **in order to establish the starting point** for rolling out remote learning solutions

Rapid scaling of remote learning can happen in as little as a week, and requires multiple iterations to keep improving continuously

Align and enable: Establish a clear vision and create pre-conditions for success

1-2 days

- 1a** Set-up **agile team** to lead project management and stakeholder communication
- 1b** **Align with leadership** on the vision for remote learning, **guardrails for success** and necessary **tradeoffs**
- 1c** Assess the **current state of infrastructure** (e.g. student access to broadband and devices) and fill major gaps to ensure equity among all students²

Design and setup: Make key design choices around platform, content, and devices

2-3 days

- 2a** Determine the **channel, platform and devices** required for delivering content / instructional material; identify partnerships with providers
- 2b** Agree on **curriculum-aligned content sources** to be leveraged by grade-level

Pilot: Roll out remote learning in phases to teachers and students

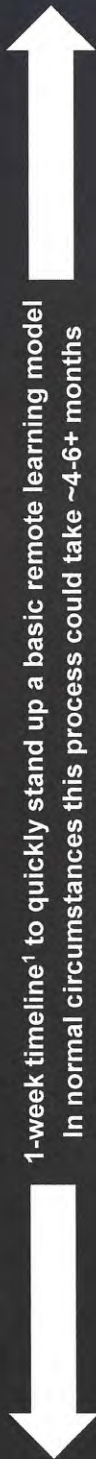
2-3 days

- 3a** Roll out the channel, platform and process in waves to **teachers**, with rapid training and expectation-setting
- 3b** Roll out the platform, devices, internet connection, expectation, training and content in waves to **students and parents/families**

Monitor and adjust: Continuously improve in response to feedback

Ongoing

- 4a** Identify and monitor **key indicators** to track implementation (adoption, satisfaction, test scores)
- 4b** Launch initiatives to ensure equity among vulnerable students (e.g. low-income, special education, immigrant)
- 4c** Make **critical policy decisions** around assessment, grading and progression

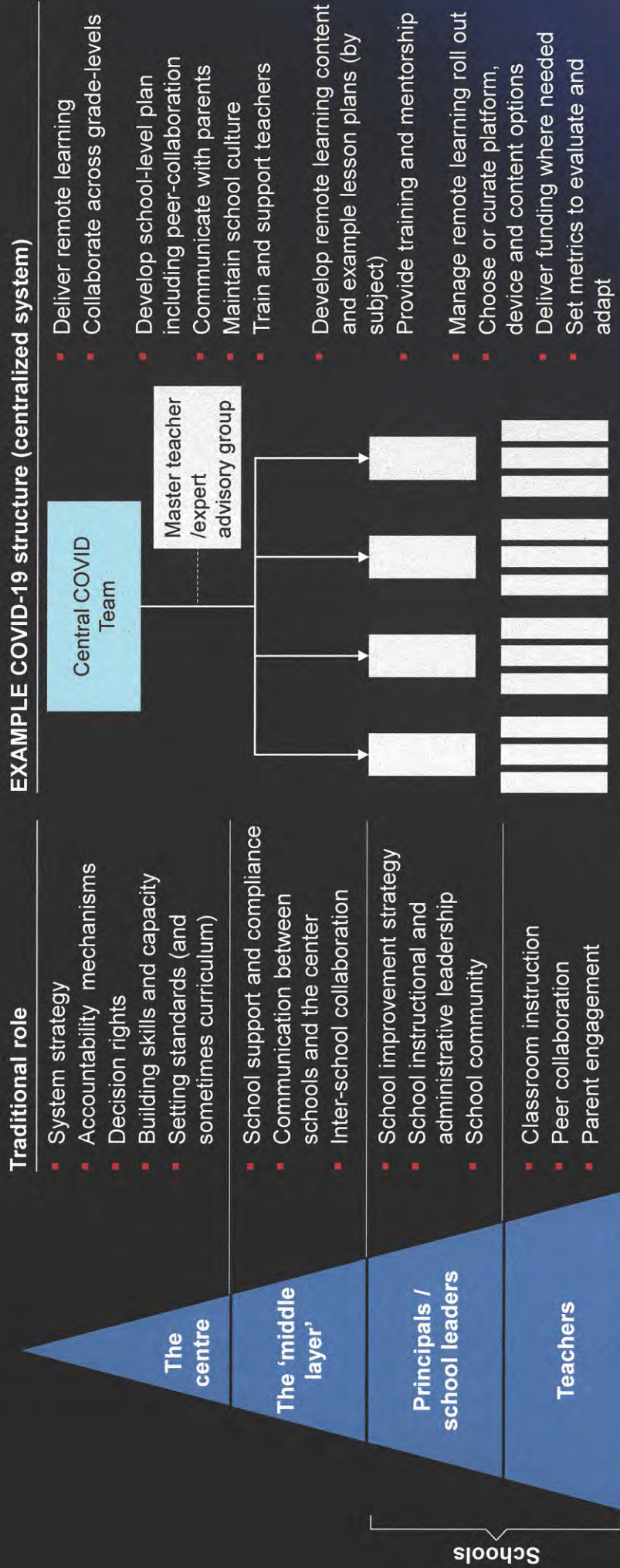


1-week timeline¹ to quickly stand up a basic remote learning model
In normal circumstances this process could take ~4-6+ months

1. Speed of implementation depending on maturity

1a. Where all of these decisions get made is going to depend upon the level of centralization in each education system, but a central COVID-response team can help even in decentralized systems

More detail on next page



1a: A central agile team can drive initiatives, program manage and communicate with all stakeholders

Illustrative

Delivery Team
(5-15 people)



- Manage the overall process and maintain communication across stakeholders
- Set-up cadence and coordination for delivery team
- Gather 'master teachers' or community of experts who can curate content for the curriculum
- Develop strategies and incentive structure to keep teachers motivated
- Monitor progress against delivery priorities and identify any roadblocks
- Drive policy level discussions in collaboration with school leaders

Project Managers
(1-3 managers)

- Identify and select content in line with the curriculum
- Identify and refine the content for delivery in coordination with master teacher community¹
- Adjust pace of remote learning and content based on student/ teacher inputs
- Develop training modules for teachers, parents and students

Content Experts
(2-6 experts)

- Align on IT needs, platforms, and devices needed for remote learning
- Help with roll-out of programs and rapid teacher onboarding
- Track implementation of remote learning, including adoption and satisfaction
- Develop feedback mechanism and surveys to capture insights from teachers, parents, and relay it to content experts to incorporate changes

Data Analysts
(2-6 analysts)

1. Could be content experts or personnel responsible for school inspection

1b: System leaders need to set vision, and agree where on the agile to standard deployment spectrum they sit



Advantages of an agile scaling approach

- Speed vs quality**
How fast can we roll out vs. can we aim for highest quality even if it takes time?
- Focus on rolling out material, guidelines and trainings as of day 3
 - Iterations after initial launch continuously improve quality using feedback loops
- Rollout vs coverage**
How can we think about covering all students vs. gradually increasing access?
- Rolling out in waves, iteratively expanding access to all students.
 - Learning outcomes are maximized by reducing time without learning



Considerations when scaling agile

- Current vs future**
Do we focus on today's issue or setup for the future?
- Using readily available tools might inhibit development of future-proof platform that can support long-term full digital transformation of school system
- Fast vs secure**
How much cyber-risk are we willing to tolerate?
- Overlooking cyber security concerns might block effectiveness of roll-out in initial phases
 - High-security setup may take too long to build and be hard to use

1c: Assess the current state of infrastructure to make informed decision on design choices in filling major gaps

School infrastructure

Is LMS or student coordination mechanism in place?

- Student, parents contacts
- Synchronous learning
- Asynchronous learning
- Document storage

What is existing software license inventory?

- Video-conferencing
- Assessment tool
- Instruction tool

Student & staff infrastructure



Is there internet for accessing online software?



Are there devices with adequate specifications?



Can these be distributed, printed or picked up?



How to baseline? (non-exhaustive modes)



Surveys & Polls



South Korea: Ministry of Education conducted a nationwide survey for parents to understand childcare needs



Emails



USA: Most of the teachers have been in contact with parents through email



Phone calls



Singapore: Teachers have the ability to individually check-in on students through phone call, could be used to gather additional data



WhatsApp groups



Belgium: Schools are communicating with parents and students over WhatsApp groups

Based on local knowledge and demographics, schools can make an informed decision on what kind of infrastructure exists among households











2a: Determine the channel, platform and devices required for delivering content/instructional material

| Evaluation criteria across infrastructure needs | Connectivity requirement | Fit with existing need and infrastructure | Cost – budget availability and constraints | Time to implement: | Features and functionalities |
|--|--|--|--|---|---|
|  <p>Channel</p> | <p>What options are available for online and offline access?</p> | <p>How many channels will need to be utilized to reach all students?</p> | <p>How can the budget be allocated across multiple channels?</p> | <p>How long will it take to implement one/multi-channel approach?</p> | <p>Are the channels interactive or directive?</p> |
|  <p>Platform</p> | <p>Does the platform support online and offline access?</p> | <p>Which licenses currently exist? Can the new platform handle school capacity? Can the platform be easily integrated with other devices?</p> | <p>Which platform licenses fit in the budget? Are there free platforms that can be leveraged? Which companies can be partnered with for discounts?</p> | <p>How much back-end integration is required? Is there sufficient IT support (internally or externally)? How much training is required before roll-out?</p> | <p>Does it support asynchronous/synchronous features? Can it support structuring large data and supporting larger groups?</p> |
|  <p>Device</p> | <p>Does the device support online and offline access?</p> | <p>Which devices can run the platforms? Which ones already exist with families? Which devices can be loaned to staff/student demographics?</p> | <p>Does the device procurement and maintenance meet budget constraints? Which companies can be partnered with for discounts?</p> | <p>Are there existing vendor relationships for procurement? How easy is it to distribute them?</p> | <p>Does it support interactive features? How quickly can staff/students master the use of services?</p> |

2a. Different platforms offer different combinations of functionalities; multi-channel approach might be needed for better outreach to students

@ : feel free to make inline edits

Not Exhaustive

| Examples | Description | Which scenario is it suitable in? |
|---|---|--|
| Learning Management Systems      | <ul style="list-style-type: none"> Ability to provide synchronous and asynchronous instruction Can be used for live streaming, interaction through chat, whiteboards Teachers/students can upload assignments, videos, tests and grades | <ul style="list-style-type: none"> Most feasible in a high tech maturity environment Suitable for middle/higher grade students who are largely self-dependent to navigate through different features |
| Video-conferencing platforms   | <ul style="list-style-type: none"> Ability to chat live with students Requires good internet/bandwidth in order to stream video | <ul style="list-style-type: none"> Enables shift of in-person content to virtual classroom Suitable for younger students who need live teacher support |
| Email + Textbooks Existing school emails + textbooks | <ul style="list-style-type: none"> Enables students to access reading material, assignments and tests Non-interactive, leverages pre-designed material | <ul style="list-style-type: none"> Suitable in a low tech environment where internet connectivity is minimal/poor Requires more student discipline since keeping accountability remotely is difficult |
| Offline pre-designed platforms TV/ Radio | <ul style="list-style-type: none"> Enables students to access reading material, assignments and tests Non-interactive, leverages pre-designed material | <ul style="list-style-type: none"> Most suitable in rural areas with no/minimal internet penetration (supplementary learning in urban areas) Suitable for all age groups as long as the material is differentiated and scheduled per grade level |
| Intelligent Adaptive Platforms    | <ul style="list-style-type: none"> Primarily enables synchronous instruction and personalized learning for students Interactive features for better student connection | <ul style="list-style-type: none"> Suitable for all ages; helpful in an environment where differentiated student support is needed to ensure student adapt based on their learning needs |

Source: <https://en.unesco.org/themes/education-emergencies/coronavirus-school-closures/solutions>, Microsoft, Google, Dingtalk, Moodle, Zoom, Skype

2b. Agree on curriculum aligned content sources to be leveraged by grade level

An ideal content library includes:

A centralized platform that **aggregates digital content mapped to the curriculum**

Teaching aids that provides structure e.g. **grouped by age and subjects**

Community platform where teachers can create and peer-review teaching content

In the current situation for COVID19 response, the content can be kept simple at first which will allow ministries/ institutions to gain time and roll out comprehensive learning modules



Explore existing content or open source resources
e.g. offline classes moved to phone/zoom

OER (open educational resources) are available online, UNESCO has compiled list of content providers who are delivering content for free

Develop content by engaging community of teachers; link it to the curriculum

Incentivize teachers to modify/develop lesson plans suited for remote delivery




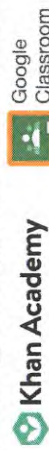
Examples: Self-recorded lessons, videos, elaborated digital content

Integrate content with the platform by evaluating and choosing a platform (e.g. google classroom, Microsoft teams)

Refine and adjust the material based on feedback from experts, teachers and parents

2b. Schools moving remote due to COVID-19 are taking a variety of strategies for remote learning

Illustrative

| Archetypes | Description |
|-------------------------|--|
| Virtual classroom | <p>Students and instructor meet virtually (e.g., video conferencing) for lessons and submit coursework through a portal to directly adapt traditional classroom experience for distance learning</p>  |
| Pre-designed curriculum | <p>Students participate in self-paced, pre-designed curriculum - typically created by a vendor as a 'massive open online course' (MOOC) – for students to self-teach material with series of remote assessments to evaluate learning.</p>  |
| Adaptive courses | <p>Online education platforms that use standards-based learning to create custom learning journeys that adapt to a student's mastery of the material.</p>  |
| Hybrid model | <p>Combination of virtual classroom and self-paced remote learning where students receive instruction through self-paced portal but teachers provides additional tutoring through remote interactions to facilitate more individualized learning</p>  |

Source: Press research, company reports, expert interviews

Schools moving remote due to COVID-19 are most commonly choosing a virtual classroom model as this is the most easily adaptable from the traditional classroom mode

However, a hybrid learning model can be quickly adopted with limited teacher training to improve learning outcomes and best leverage the benefits of remote learning

Most effective models seen for schools using platforms they already had developed in the past therefore minimizing effort to test, train and iterate

2b. Remote learning content, curriculum and timing will need to be differentiated based on age group

| | In-person only | Age <6 | Age 6-9 | Age 9-12 | Age 12-18 | Fully remote |
|--|---------------------|---|---|--|-----------|--|
| Required interaction for different age groups | | | | | | |
| Support | | Parents, teachers or caregiver support required for the whole time. Activities to keep them engaged | Parental help required for the most part for remote learning especially transitions (starting new activities, submitting) | Light parental support is enough to complete remote learning | | Self-sufficient, can work remotely, freeing up time of teachers for individual support |
| Learning per day¹ | <1 hours (optional) | 2-3 hours | 3-4 hours | 4-5 hours | | |
| Assessments | Not viable | Viable through teacher interaction | Viable through remote means with teacher or parental support | Viable through remote means as long as authenticity can be verified; For ages 16-18, prep for summative assessments may be needed ² | | |

1. Equivalent of a school day, doesn't include homework time; WHO guideline for younger students
 2. Assessment need is critical for Ages 16-18 (high school graduating students) to prepare for college; also differs based on regions

3a. Rapidly train teachers in teaching with remote learning solutions to build remote teaching capabilities

Sample topics in the back-up

Who needs to be trained?

- School leaders from various regions
- Content experts (master teachers)
- School teachers (could be grouped grade wise)
- Functional staff to support teachers and families

What topics could be covered?

- Technical onboarding (new devices, platforms usage)
- Instructional topics (remote lesson planning, assessments, etc)
- Pedagogical topics (student engagement, community involvement, etc)

How could it be delivered?

- In-person training
- Live streaming/online modes of interaction
- Offline training material (videos, reading material)
- Teacher collaboration

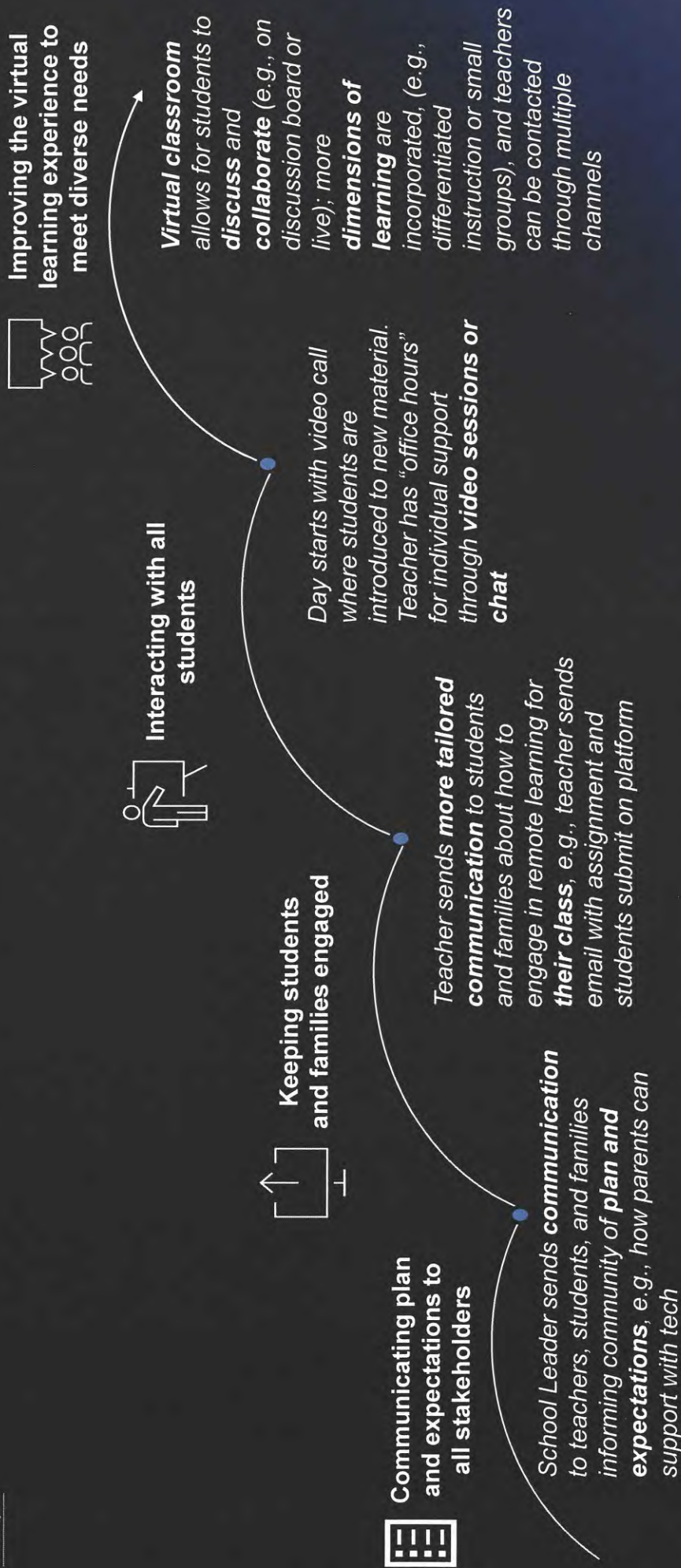
Considerations

- ✓ Assess specific leader/ teacher capabilities or familiarity with remote teaching
- ✓ Develop incentive structure for sustained engagement of teachers
- ✓ Identify facilitators for conducting training
- ✓ Prioritize and cascade the training modules
- ✓ Develop workplan for ongoing support and ramp-up
- ✓ Design relevant content for training
- ✓ Create teacher collaboration networks and/or mentorship for better support and leverage
- ✓ Identify lockdown situation in your region and prepare accordingly
- ✓ Evaluate device and connectivity needs in order to deliver effective training
- ✓ Send out required material in advance for better preparation

- **Teacher motivation and support is one of the most critical enabler for success in remote learning**
- **Important for school leaders to motivate teachers on a daily basis and provide a strong feedback channel to get honest input and refine the approach for teacher support**

3b. Roll out the platform and process in different waves, while continuously improving learning experience

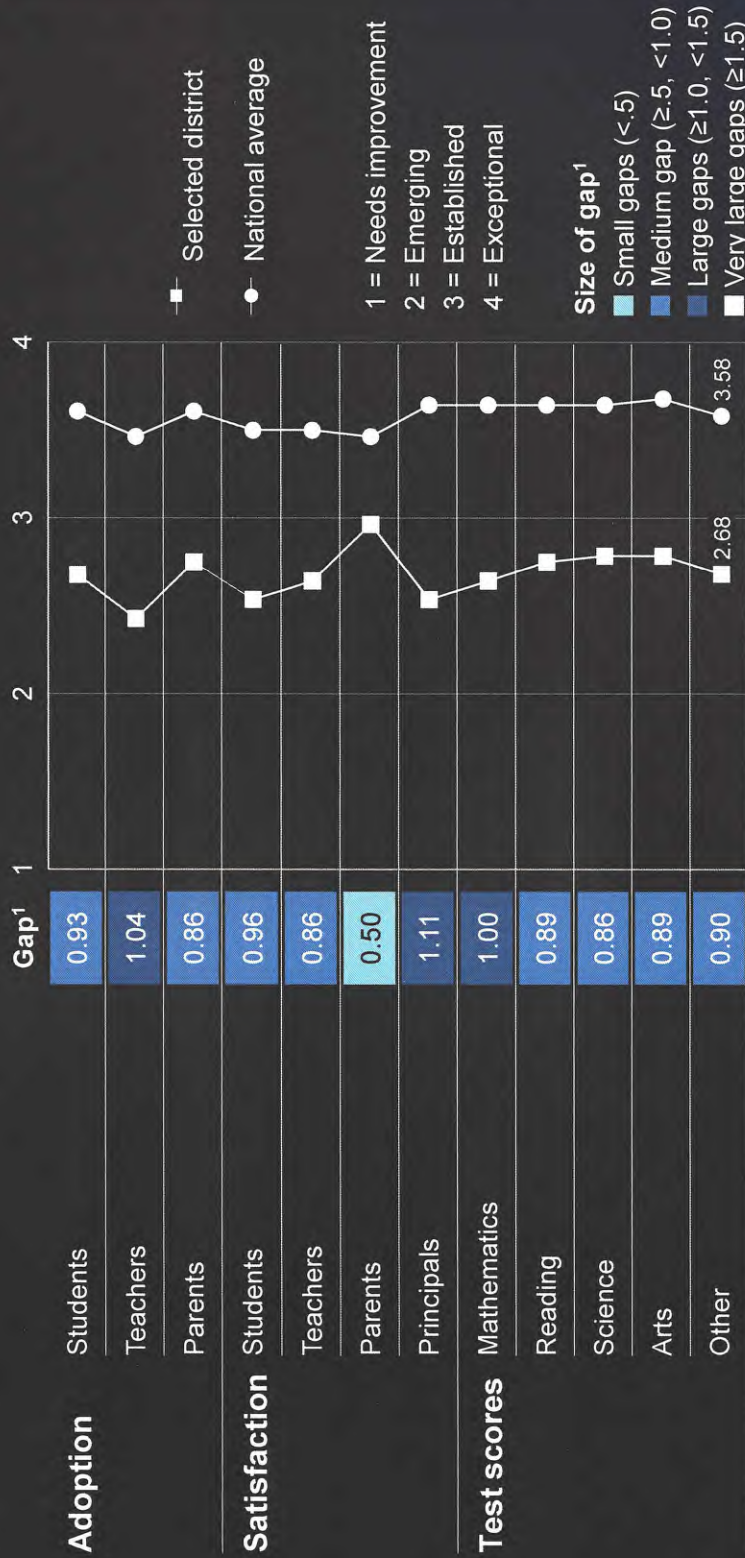
Example



4a: Choose and monitor key indicators to track successful implementation

Benchmarking of selected district to national average

Example Output









To monitor successful implementation a **set of indicators needs to be chosen**. These can be both process-oriented (eg adoption) or outcome-oriented (eg test scores)

Monitoring of the chosen indicators can be done relative to previous performance, required performance or peer benchmarking

1. Difference between level of selected district and national average

4b: Launch initiatives to move towards all-inclusive education

- Research shows that performance gaps by social class take root in the earliest years of children's lives and fail to narrow in the years that follow
- Similarly the gap exists in students who need special education or immigrant students whose parents are not educated in the country's native language
- In order to ensure the gap doesn't increase, it is critical to ensure all students are provided support through distance learning as schools respond to COVID19 situation

| | Example |
|--|---|
| <p>1 Students with Special Needs</p> | <p> Estonia: Ministry of Education provide distance learning support for children with special needs on a case-by-case basis; Innove Rajaleidja service centers also provide remote consultative services, webinars and remote resources to parents</p> |
| <p>2 Lower Income Students¹</p> | <p> France: Efforts are being made to lend devices and provide printed assignments to the 5% of learners who do not have access to the internet or computers</p> <p> China: Ministry of Education partnered with state TV network to broadcast classes to primary school students, including those in remote rural areas with weak network signals</p> <p> USA: Students receiving free/reduced meals at school are being offered grab-n-go meals at schools (Central Florida, California) or food distribution sites (Michigan)</p> |
| <p>3 At-risk Students</p> | <p> Singapore: Teachers call absent students daily to check on how they are doing and created multiple ways to ensure academically weak students are covered live streaming classes, remote office hours, remote training and self-help guides</p> |
| <p>4 Immigrant Students/ Non-native language Speakers</p> | <p> Peru: translated contents into 10 indigenous languages and developed materials on the socio-emotional aspects of education to help learners deal with isolation</p> |

1. Significant challenges with rural students in developing countries

4b: Launch initiatives to move towards all-inclusive education

e.g., younger students, special education need

Support needed
Supervision and guidance from teachers and/or parents

e.g., older age group, academically strong students

| | | | |
|------|---------|---------|---------|
| | Phase 1 | Phase 1 | Phase 2 |
| High | Phase 1 | Phase 1 | Phase 2 |
| | Pilot | Pilot | Pilot |
| Low | Pilot | Pilot | Pilot |
| | Minor | Major | Major |

Investment required to reach target groups

e.g., students with established infrastructure

e.g., groups with weaker/no infrastructure set-up

- **Tailored strategy** required to reach each of the groups and provide differentiated support
- **Phased approach for roll out** will enable outreach to students as quickly as possible
- **Involvement of parents/communities** will be critical for younger age group, students who need special help, academically weaker students which will need additional time
- Additionally, there will be increased time and effort required to **set-up infrastructure** or provide offline learning to students that are difficult to reach
- **Counselling support** may be needed to enable students and families adapt to the new ways of learning (e.g. setting up norms, finding quiet place to study, grasping content from digital material remotely)
- In some cases, **policies will need to be influenced** to set forward direction and increase funding

4c. Identify policy decisions that need to be made

| Example | Category | Potential decisions to make | Country example |
|---------|--|---|---|
| | How are student outcomes assessed as schools move to distance learning? | <ul style="list-style-type: none"> Keep/postpone/cancel summative exams Adapt existing exams to effectively assess learning outcomes remotely e.g., switching to remote or take-home exams, re-structuring exams into smaller learning assessments Define criteria for grading and progression |  <p>Netherlands scrapped central exams in secondary schools for 2020, giving schools the authority to decide on progression to the next year</p> |
| | What standards could be mandated of distance education? | <ul style="list-style-type: none"> Set standards that reflect different needs for distance learning, e.g., primary school students may need more teacher-led interactions vs. secondary students are more autonomous in ability to learn Systems set up an aspirational framework based on best-in-class distance learning standards that schools can adapt to with more time, planning, and resources Adjust curriculum and learning standards longer-term as needed |  <p>Fairfax county has developed a differentiated guideline for students in elementary school, middle school and high school along with special guidelines for students with special needs to reach 189,000 students through a multi-channel approach</p> |
| | What adjustments need to be made to the school calendar to meet student needs? | <ul style="list-style-type: none"> Postpone or advance school holidays to build response capacity Extend distance learning or re-open schools following health guidelines Set start date of new school year and accommodate enrollment of new students, adjust school holidays as needed to make up days |  <p>UAE advanced the Spring holidays by 3 weeks while rolling out a distance learning initiative. During the second week of this holiday, teachers were required to follow digital training</p> |
| | How will vulnerable groups be defined and supported? | <ul style="list-style-type: none"> Select target groups and define criteria for inclusion Determine additional supports needed beyond tier 1 remote learning instruction, e.g., additional interventions, nutrition, etc. Prepare re-integration before introduction of physical classes |  <p>UK defined vulnerable children as those with a social worker and children and young people up to the age of 25 with education, health and care (EHC) plans</p> |
| | How will budget be allocated to support remote learning? | <ul style="list-style-type: none"> Free up resources to finance additional measures, e.g., infrastructure investment requirements Provide compensation for education personnel when efforts are required outside contract time (e.g., training in holiday) |  <p>The Florida Department of Education is offering \$200 stipends to the first 10,000 state-certified teachers who successfully complete the virtual teacher training</p> |

Backup

3a. What topics could be covered for teacher training?

Non Exhaustive

● High priority ● Medium priority ● Low priority

Category

Topics

Technical onboarding

- Access and navigate the platform
- Conduct sessions, record and post assignments (screen sharing, bringing multiple participants, etc)
- Manage interactive features (breakout rooms, whiteboards, polls, etc)
- Leveraging advanced features such as data collection and analysis
- Navigate logistics for delivering content (mail, email, text/messages, phone call etc)

Instructional training

- Create a virtual lesson plan for remote delivery
- Create learning menu for guiding students' day
- Create and administer assessments ensuring student equity
- Gamify student learning and conduct non-academic activities
- Balance modes of student engagement (synchronous vs. asynchronous distribution)
- Deliver lesson remotely and post effective assignments

Student engagement topics

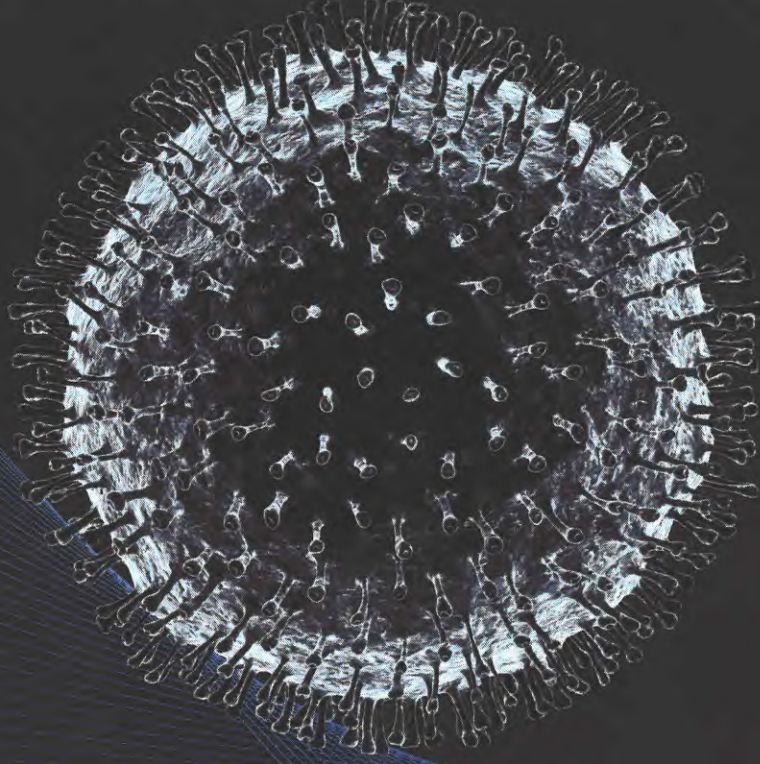
- Engage students remotely through different channels (e.g. CFU, discussions)
- Differentiate engagement strategy based on student requirement
- Incentivize students in a remote environment
- Behavior management

Coronavirus COVID-19: Perspectives for school systems

This Document is Current only as of March 25, 2020

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the Client – This Document does not Constitute Client Advice

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COVID-19 is, first and foremost, a global humanitarian challenge

Thousands of health professionals are heroically battling the virus, putting their own lives at risk. Governments and industry are working together to understand and address the challenge, support victims and their families and communities, and search for treatments and a vaccine.

The spread of the virus has led to school system closures around the world

The global spread of COVID-19 is accelerating, with half a million confirmed cases in 199 countries and territories. In response, over 165 countries have closed schools country-wide leaving over 1.5 billion children out of school

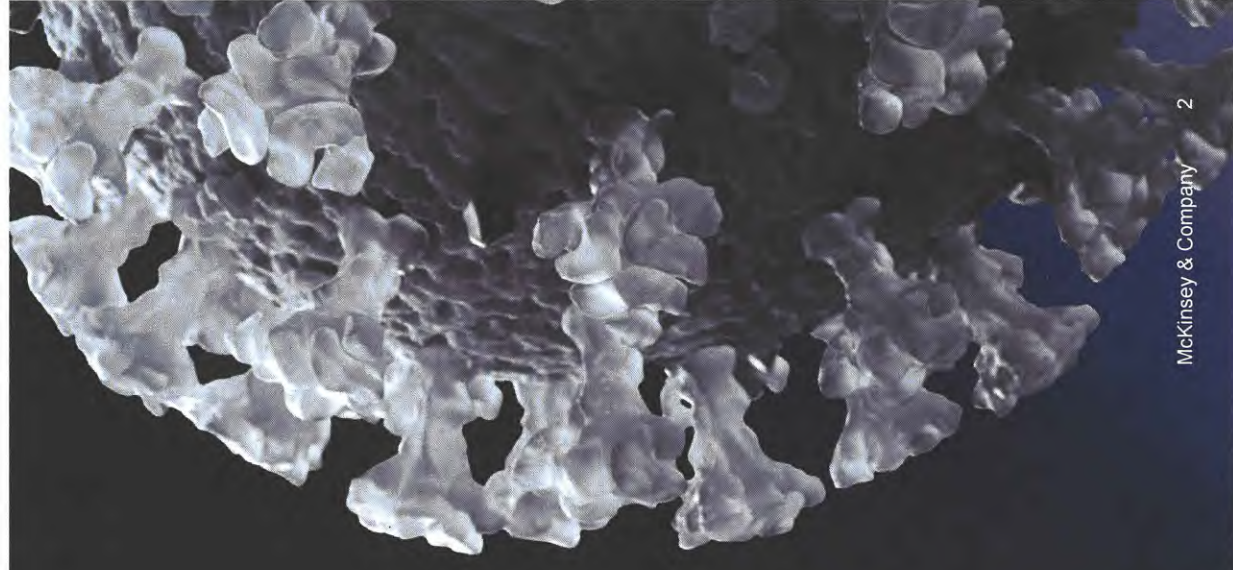
School systems face uncertainty as to how long this will last

As governments balance public health and economic responses, we see three epidemiological scenarios for how the disease might progress. Depending upon which of these plays out, school could be back in session as early as May or as late as mid-2021. Implications for school systems span health and safety, instruction, learning and assessment, personnel, and operations and finances.

In facing uncertainty, we see three horizons of actions for school systems

School systems need to simultaneously act now to support students, staff and parents – while also planning for an uncertain future. An integrated nerve center can help to set a course, and follow through. One of the most immediate priorities is rolling out remote learning. An agile iterative approach can minimize learning loss by getting learning options out to students within 1-2 weeks.

[Read more on **Mckinsey.com**](https://www.mckinsey.com) →



Contents

What has happened? Global overview of the virus

What is next? Impact of different epidemiological scenarios on school systems

How to respond? Planning and managing a school system response

Appendix: Examples of COVID19 responses around the globe

The global spread is accelerating with more reports of local transmission

Impact to date

Latest as of March 26, 2020

>480,000
Reported confirmed cases

>20,000
Deaths

199
Countries or territories with reported cases¹

>130
Countries or territories with evidence of local transmission²

>30
Countries or territories with more than 1000 reported cases¹

~0.3%
China's share of new reported cases March 18-24

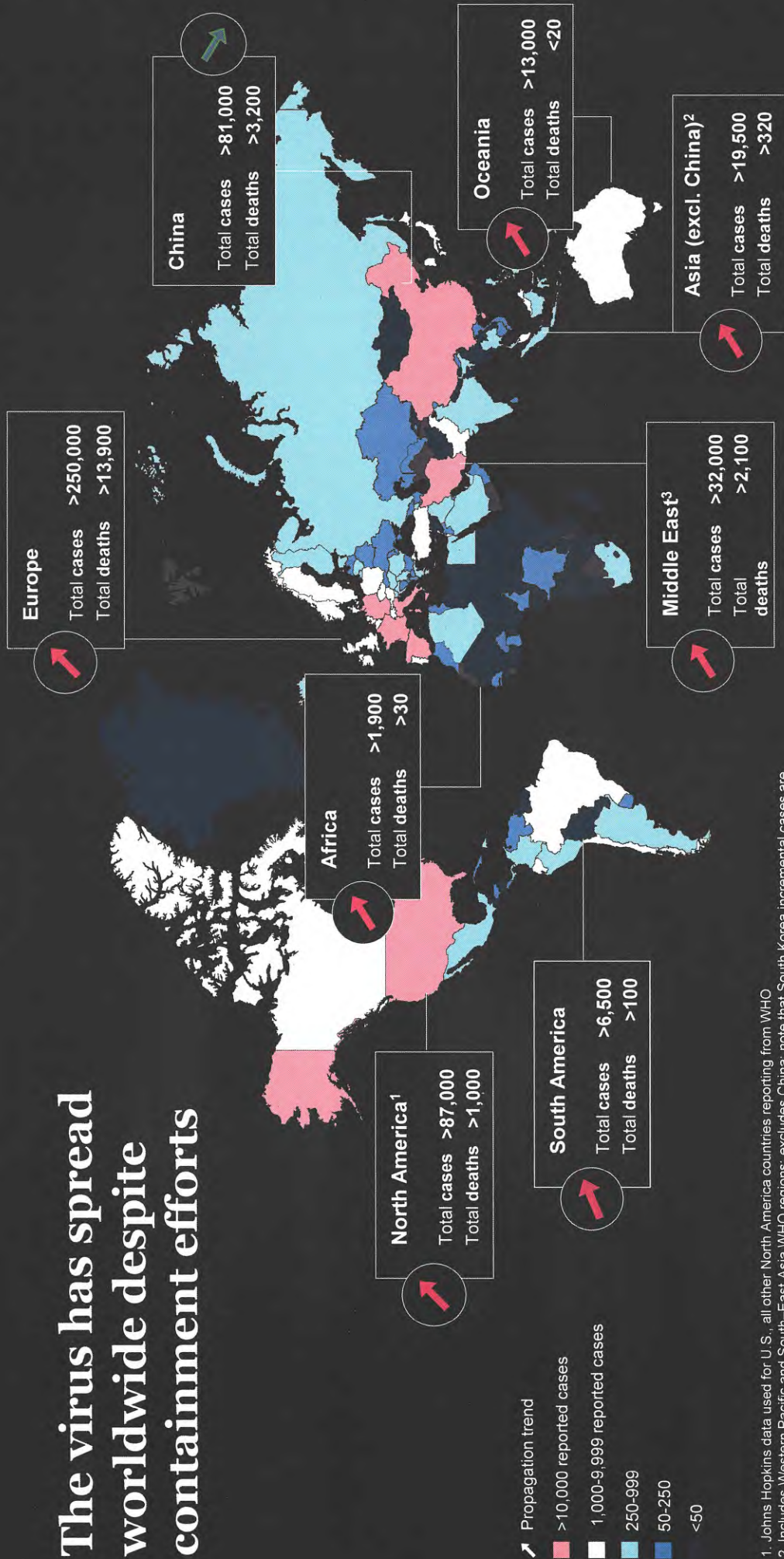
>10,000
New cases per day in the U.S.

35
New countries or territories with cases March 18-24

1. Previously counted only countries; now aligned with WHO reports to include territories and dependencies; excluding cruise ship
2. Previously noted as community transmission in McKinsey documents; now aligned with WHO definition

Sources: World Health Organization, John Hopkins University, CDC, news reports

The virus has spread worldwide despite containment efforts



1. Johns Hopkins data used for U.S., all other North America countries reporting from WHO
 2. Includes Western Pacific and South-East Asia WHO regions; excludes China; note that South Korea incremental cases are declining, however other countries are increasing
 3. Eastern-Mediterranean WHO region

Source: World Health Organization, Johns Hopkins University, McKinsey analysis

Western countries are largely instituting the “Early China model,” focused on immediate containment while ramping up testing

Most appropriate for high-burden settings

Most appropriate for low-to-medium burden settings

Contain and restrict movement

“Early China model”

Characteristic actions

Border closures and city-level lockdowns, quarantines
 “Shelter-in-place” restrictions on individual movement
 Mandatory closures of businesses



Test, track, and isolate

“South Korea model”

Aggressive testing of suspected cases, clusters (5000+ tests per million population)
 Contact tracing and isolation via surveillance
 Quarantine enforced by government monitoring

5,000 ————— 10,000 →

Testing

XX = tests per million people¹

| | U.S. | France | Spain | UK | Italy | Norway |
|-----------------------------|--|---|--|---|---|---|
| Countries' responses | State and city-level closures; testing lagging other countries | National lockdown with strict police enforcement; has performed targeted vs. widespread testing | National lockdown limiting non-essential movements; reported initial logistical issues limiting testing capabilities | Early strategy focused on scaling testing vs. lockdowns, though officials began enforcing lockdown March 20 | Imposed strict regional and national lockdowns early; testing per capita is ~4x most peer EU countries with some regions testing nearly full population | Quickly scaled testing, e.g. drive-through testing available 7 days after first confirmed case; instituted punishment for quarantine violations |

¹Based on University of Oxford, “Our World in Data- How many tests for COVID-19 are being performed around the world?”, accessed March 20, 2020. U.S., Italy and Norway figures from March 20, Spain from March 18, UK from March 17, France from March 15.

Sources: University of Oxford, Sante Publique France, Istituto Superiore di Sanità (ISS), UK Department of Health and Social Care, Ministerio de Sanidad, Consumo y Bienestar Social, U.S. CDC, press search

Government are closing schools in response to COVID-19 spread

- Country-wide school closure
- Local school closure



Every week of learning missed has substantial personal and societal costs

185

Country-wide school closures

6

Countries implemented localized school closures

1,542,412,000

Children affected