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**Questionnaire on the positions of education councils regarding the Corona Crisis**

**Input from the Portuguese Education Council**

1. **Policy issues**

**Describe the main policy issues regarding the COVID 19 education policy**

**Which were the main measures adopted during the lockdown (particularly those measures related to teaching and learning), Specify if relevant the education level concerned e.g. primary, vocational, higher education, special needs, others, …**

* On March 13, the Government suspends all classroom teaching and training activities, in all schools at all levels of education, from March 16.
* It creates exceptional support for parents, who have to stay at home with children under 12, equivalent to 66% of the salary.
* Within the scope of higher education autonomy, the suspension of face-to-face education was determined on a case-by-case basis by each institution.

**Recommendations:**

Higher education

Maintenance of laboratories and services open, taking care of all procedures and measures to prevent contagion, namely maximum capacity in canteens.

Erasmus + students: the monitoring and supervision activities of the Erasmus + program must be ensured.

Maintenance of distance learning for the duration of the suspension of classroom activities.

Readjustment of the tuition fee, if distance learning is not provided.

Development and maintenance of support within the scope of the education social support.

Pre-school education and basic and secondary education:

Maintenance of food support for students benefiting from education social support on a take-away basis.

Opening of some educational establishments, to receive the children of essential service workers.

***Support measures for distance learning:***

*- creation of a “Support to Schools” page, with a set of resources to support the use of distance learning methodologies (E @ D). Publication of a video, aimed at parents and guardians, with ten tips on how to follow classes at home.*

*- Creation of the project # EsporteEscolarAtivo # FicaOn, through which students are challenged to perform physical exercise at home, as a family.*

*- Dissemination of the Roadmap “8 Guiding Principles for the implementation of distance learning (E @ D) in schools” - an instrument to support Schools, for the design of strategies and Distance Learning taking into account their reality and short time available, ensuring that all children and students continue to learn.*

*Recommendations for teachers and students regarding the safe use of the Internet for study and teaching at home:*

*- Training for digital teaching for teachers and school principals.*

*- Provision of a set of recommendations and guidelines for the safe use of digital platforms and tools.*

***Measures for the 3rd term:***

**Describe the ‘normalisation’ process**

**Which were the main measures adopted during the normalisation process (particularly those measures related to teaching and learning)? Specify if relevant the education level concerned e.g. primary, vocational, higher education, special needs, others, …**

*Maintenance of the non-classroom teaching regime for basic education and 10th grade of secondary education. Schools must develop and implement a plan that guarantees access to learning for all students.*

Schools oppening for pre-school children (and social care institutions for 0-3 children) and for secondary school youngsters (11th and 12th years just for subjets with final exams).

*The 11th and 12th years of schooling (and in the 2nd and 3rd years of dual certification courses in secondary education) resume classroom activities in the subjects with a national final exam for access to higher education and improvement of final marks.*

*Guidance to schools for returning to classes in person - measures to be taken to prevent the contagion of COVID-19 in the school environment.*

*Cancellation of assessment tests (from the 2nd, 5th and 8th grades); final tests of basic education (9th grade) and the national final exams for approval of subjects and completion of secondary education;*

*The final evaluation of each year should reflect only the internal evaluation and be the sum of the learning demonstrated throughout the year (including the 3rd term), including for the conclusion of secondary education. Policies developed to mitigate the social inequalities revealed and agravated by distance learning:*

Distribution of technological equipment and internet access to students in need, promoted by several municipalities and other associations and local organizations.

Creation of the following pedagogical resources, for transmission on an open public television channel:

* RTP Memória - #EstudoEmCasa (for primary school pupils)
* RTP Açores - LEARN AT HOME (for pre-school children and primary school students.
* RTP Madeira - TeleEnsino: studying autonomously (for secondary school students)
* RTP2- ZigZag (curricular reorganization of TV children’s programs for pre-school)

**What were the main innovations that opened new opportunities for renewal in education policies? Are there any lessons learned for new approaches in education (e.g. added value of blended learning, blended counseling of pupils, …)?**

* The important role of technology
* Blended learning might become an option in the future as a resource tool
* The unreplaceable role of the teacher and human interaction in education
* The need to adapt teaching and learning activities due to the different means in use
* The use of tech revealed inequalities that were hidden
* Need to ensure that access to technologies is for all
* Open new ways for teachers to organize working meetings, collaborative and teams work online
* Closer connections between teachers and families
* The use of tech platforms in which teachers might follow their student’s work and progression in different subjects
* Digital learning by teachers, pupils and parents

**What was the role played by distance learning? Blended learning? What are the lessons learned by these innovations?**

* Keep the connection between pupils and schools
* Allow youngsters to carry on with some learning activities
* Continuity of school activities including distance interactions and dialogue
* Allow (in many cases might make compulsory) the use of different strategies and teaching aproaches
* Give opportunity to the use of more active and open learning activities as well as autonomous work

1. **Positions and recommendations of education councils**

* Did your Council release recommendations on education in pandemic times? Or are recommendations planned? In progress?
* What is the main focus of those recommendations?
* What are the most relevant recommendations produced by your Education Council?

During the lockdown, the Portuguese National Education Council (CNE) sought to maintain a culture of proximity with schools, teachers and families, placing daily, on the website and Facebook page, links to facilitate access to a diversity of documents (including international OCDE, UNESCO, World Bank, Unicef…), applications, resources for learning and inclusion that support disciplinary and interdisciplinary teaching.

The Portuguese National Education Council (CNE) published an open letter to its members and a questionnaire to identify problems, difficulties and suggestions. The answers were analyzed and the conclusions sent back to them.

The CNE also created an internal “forum of members” to allow the continuation of the CNE's activity in a virtual community. This resource has as main objectives: sharing information (links, texts, images, news), promoting discussions, presenting proposals and lines of work, building positions and consensus, issuing opinions and recommendations on all issues related to education.

The CNE has been publishing on its website a “work in progress” on the impact of this crisis on Education, organized in three chapters corresponding to three dimensions: memory, knowledge, and the future. The first chapter - memory - contains a chronology of events in constant update; the main legislation being published as a response to the Covid-19 threat; and a summary table of the answers of the members of CNE to the consultation that was made to them. The 2nd chapter, dedicated to the Knowledge constructed in the meantime, includes international and national analyses and studies, concerning in particular the opinions of teachers, parents and pupils on the crisis, educational responses and their effects. The 3rd chapter - the future - will be the reflection of the visions of future that have been put forward and may have inspired or will inspire educational responses.

During this time, the CNE organized and streamlined two webinars:

* On June 8, 2020 “Recuperate what? How?". A major problem that resulted from the closure of schools, due to the Covid19 pandemic, and the worsening of social inequalities was undoubtedly the “disappearance” of some students, the impossibility of contacting their families, losses in learning and the risk of increased failure and school dropout. How to bring back to school these pupils and to mitigate these impacts on students in the next school year was the central theme of the debate.
* On July 2, 2020, the webinar “Schools in 2020/2021: what new normality?” debate and reflection on how we are going to build a “new normality”, knowing that the closure of schools and its substitution for forms of distance learning have given greater visibility to problems that already existed in our society and even aggravated them, while providing the opportunity to acquire other skills and develop other perspectives on school, education and citizenship.

The CNE developed and applied two questionnaires, addressed to principals and teachers, aiming to collect information that allows a reflection on the responsiveness of the Portuguese educational system in the face of the use of distance learning practices and the opportunities for change that this experience may have created for the future.

The CNE has also kept working on previous studies and recommendations such as how to promote *anti-racist* education; necessary changes in the access to universities/polytechnics institutions; a view of the existent non-teaching staff, and an analysis of further needs – themes that became more relevant and urgent as a result of this crisis.