



# Resourcing School Education for the Digital Age

## Project description

The pandemic has accelerated the digital transformation of school education and saw teachers make tremendous progress in acquiring new skills and adapting to digital learning. But it has also revealed persistent inequities and inadequacies in the digital education infrastructure, a strong fragmentation of the digital learning ecosystem, gaps in teachers' capacity to leverage technology, and the importance of improving student well-being and a whole-child approach to education.

The new project *Resourcing School Education for the Digital Age: Effective Digitalisation and Future-Ready Teachers* seeks to support countries in building on this momentum and transforming their school education for the digital age. This is a policy-focused project, which focuses on designing system-level policies to achieve excellence and equity, with a focus on the digital transformation of school education (Strand 1), and enhancing the future-readiness of teachers (Strand 2).

### **Strand 1: Policies for the Digital Transformation of School Education**

Digital technologies have become a key resource for OECD education and training systems. They provide access to countless learning resources, can enable more individualised teaching practices, enhance student outcomes, and improve decision-making at all levels of the system, and overall hold great potential to achieve excellence and equity in education.

But to realise this potential, policy makers need to develop an effective policy ecosystem supporting the digital transformation of education and mitigating related risks, relying upon a set of interconnected policies related to 1) strategic visions and policy coordination, 2) pedagogies, curricula and assessments, 3) governance, guidance and regulation, 4) funding and procurement of digital technologies, 5) infrastructure and innovation in digital education technologies,

6) capacity building of all actors, 7) human resources policies, and 8) monitoring and evaluation of digital education trends and outcomes.

The goal is to help countries to develop a coherent system-level policy environment that enables schools to achieve excellence and equity in the digital age.

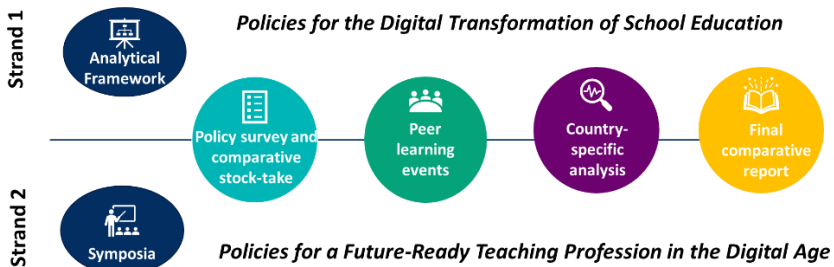
## **Strand 2: Policies for a Future-Ready Teaching Profession in the Digital Age**

The digital transformation of school education requires various aspects of teacher policy to be rethought or adapted in order to ensure the profession's future-readiness. This includes teachers' professional learning, career structures, working time arrangements, responsibilities and professional agency in the digital transformation of schools. But developing a future-ready teaching profession also requires addressing broader challenges related to the attractiveness of the profession in the digital age, and the evolving roles of teachers towards greater interprofessional collaboration.

The goal is to help education systems to re-design their teacher policies to leverage the momentum gained during the pandemic and advance the profession's transformation for the future.

## **Methodology**

The project's methodology combines desk-based analysis, the development of an analytical framework on digitalisation policies, a policy survey aligned to the analytical framework, and a range of tailored peer learning opportunities:

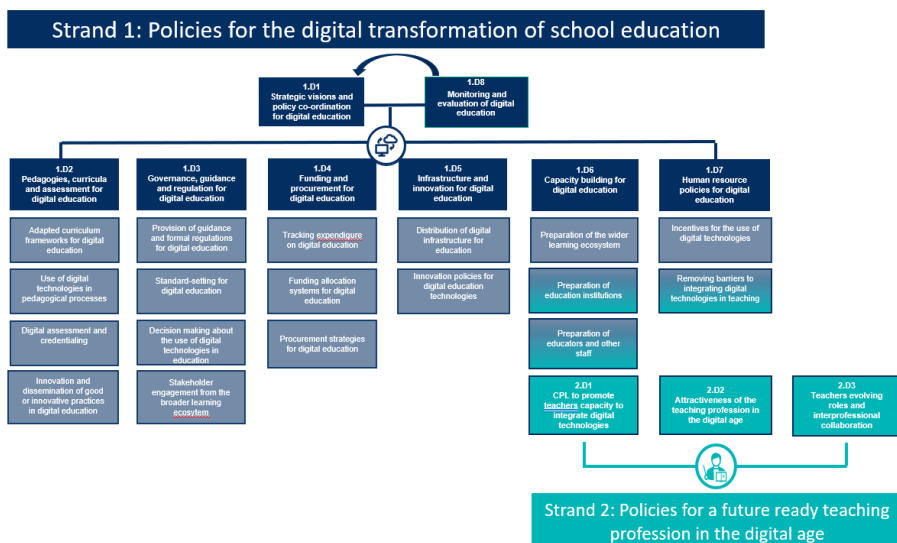


In addition, the project proposes country-specific policy advice in the form of policy diagnoses and country reviews. A comparative report will synthesise findings in 2025-26.

The project's main components are described below:

## Analytical framework and policy survey

The OECD Secretariat has developed a holistic analytical framework covering system-level education policies on digitalisation and the preparation of teachers for the digital age. The framework offers a comparative structure and guides country-specific work for Strand 1 of the project. It also describes the policy areas that the project will aim to cover over time.



A policy survey aligned to this analytical framework has also been launched to provide comparative information on countries' digital education policies (Strand 1) and teacher policies for the digital age (Strand 2). The results will inform peer learning activities and feed into the project's final comparative report.

## Peer learning events

Over the course of the project, countries will have opportunities for peer learning during regular meetings of the GNE on School Resources, webinars on the project's deliverables, as well as country-specific peer learning conversations. A peer learning conversation can be commissioned by countries to learn how other systems have addressed a specific policy challenge they face.

## *Country-specific policy diagnoses and reviews*

Countries interested in an in-depth analysis of their policies can request a tailored diagnosis or review of their digital education policies (Strand 1) and/or of the future-readiness of their teacher policies (Strand 2). An OECD-led review team will visit the country, meet with stakeholders and analyse the system's policies to deliver a diagnosis of its strengths, challenges, weaknesses and opportunities related to a specific issue of interest (in the case of diagnostic reviews), or an in-depth analysis of the entire system and detailed policy recommendations (in the case of a full country review).

## **Contact**

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