
OBESSU Research

Project:

Impact of Covid-19 on Education in Europe

As seen and recounted by secondary school
students based in Europe

POOL OF PARTICIPANTS (FG)

- 31 participants, 5 focus groups, 3 individual interviews
 - 18 female students / 13 male students
 - from Belgium, Lithuania, Estonia, Finland, Slovenia, Bosnia Herzegovina, Turkey, Italy, North Macedonia, Ireland, Northern Ireland, Romania, Czech Republic.
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THE PRELIMINARY FINDINGS

Divided in:

- Quality and accessibility of online learning
 - Assessments
 - Government response and policy.
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Quality and accessibility of learning

- On average, 3-4 “lost” students per class;
 - Homework overload;
 - “Hard” subjects become harder;
 - **Mixed views** on project-based learning;
 - Reduced attention span;
 - Widening public/private education gap;
 - Decreasing mental health;
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Assessments

- **Continuous assessment** over assess-all final exams;
 - More autonomy and space for students to be able to display their **personal learning path**;
 - **Stress and anxiety** related to examination outcomes and future opportunities, esp. where exams results are **fundamental for university admission**.
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Government and policy

- Governments are **not doing enough** to reopen schools;
 - **Systematic lack of communication** between teachers and governments over assessments and the way forward;
 - **More support is needed for teachers** from a financial, logistical and training point of view;
 - **More autonomy** is needed at the local level;
 - **More involvement of students in decision-making** is needed both at national/regional level and at a school level;
 - **Free and fair internet access for all.**
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