

Scenario planning

Support for schools during the coronavirus pandemic

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Scenario planning, support for schools during the coronavirus pandemic.

About the material

This scenario planning material is a part of the support material provided by RISE through the Skola Hemma (School at Home) project. The purpose of the Skola Hemma project is to minimise negative effects for students from the limitations and changes that schools must implement during the coronavirus and COVID-19 pandemic. This includes receiving education while at home. More information about the Skola Hemma project is available at www.skolahemma.se.

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1. Introduction and purpose

In early 2020, the COVID-19 pandemic reached Sweden. On 12 March, work began with a collaboration among public authorities, researchers, the private sector and the media. This resulted in the release of the Skola Hemma (School at Home) project on 16 March, a tool to support schools during the coronavirus pandemic. The project's website www.skolahemma.se provides support materials and a knowledge bank during a time when schools are facing significant challenges. On 17 March, the Government of Sweden announced the Public Health Agency's guidelines requiring all instruction at the upper-secondary, adult and university levels to switch to distance teaching as of 18 March. It was also noted that a future decision might also close preschools and primary and lower-secondary schools.

The rapidly changing circumstances, particularly for upper-secondary schools, was extremely challenging for many. Even so, after only a couple of weeks, it can be concluded that the transition to distance education went relatively well in many cases. Online instruction is ongoing and students take part using digital tools. Above all, the initial period was characterised by a strong commitment by school staff and students. The pre-existing good digital infrastructure and digital skillsets within schools were likely contributed to this success in many cases.

Even if the lower schools do not close, the situation will remain challenging since the pandemic prevents such a large percentage of students and staff from being in school. In many classrooms, teachers are simultaneously teaching students in classrooms and remotely. In addition to the situation's organisational, technical and educational challenges, school staff have also reported increased mental health issues among students, particularly those who were having difficulties before the pandemic.

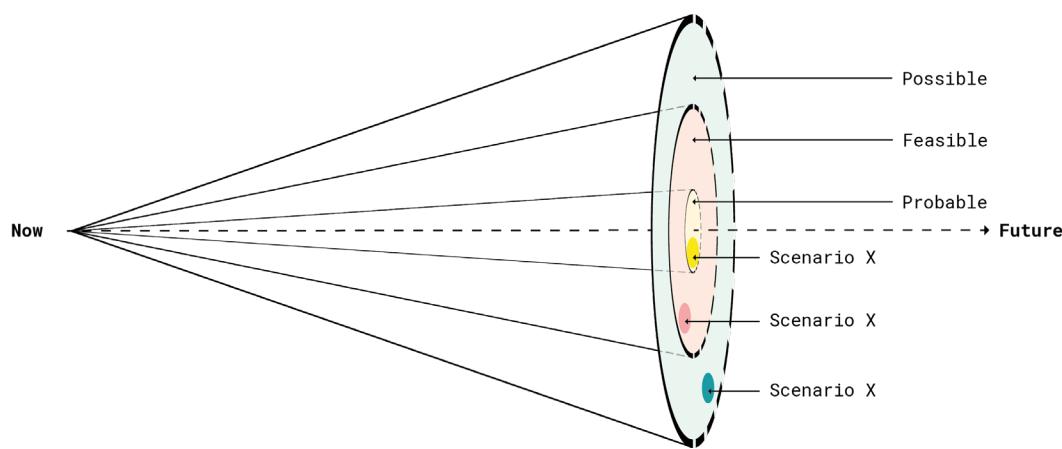
On 17 May, the Public Health Agency announced that, as of 15 June, it was rescinding its requirements that upper-secondary education be provided through distance teaching. However, the distance teaching requirements remain in place for municipal adult education, vocational education and higher education. This announcement should not be interpreted, however, as schools will open in the autumn as normal. We do not know how the COVID-19 pandemic will develop, but we do know that schools will need to deal with new challenges in the coming school year.

In a time when the future is unclear and there is significant uncertainty about the 2020–2021 school year, it will be more challenging than normal to prepare and plan teaching and other school-related activities. To support the Swedish school system, RISE has conducted scenario planning together with Skola Hemma during the early summer. The purpose with this work has been to produce support material for the Swedish school system at the national level, education provider level and school level. The material can be used as is, but for the greatest impact, we recommend that each organisation revise and adapt it as needed. Guidance on how to revise and adapt the material is included.

2. Scenario planning

What is it and why are we doing this?

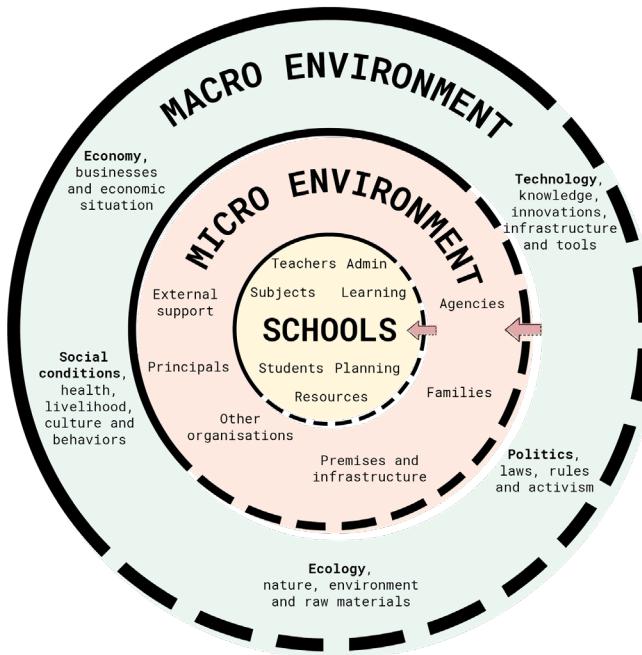
Scenario planning is a structured methodology for planning for an uncertain future. By identifying and analysing risk factors and causes and effects that will define the coming period, it is possible to paint scenarios that make possible future situations more concrete. Based on these scenarios, we can make preparations and improve resilience. Figure 1 below illustrates how working with scenarios expands how we view the future.



Figur 1. Scenario planning - a methodology that expands how we view the future

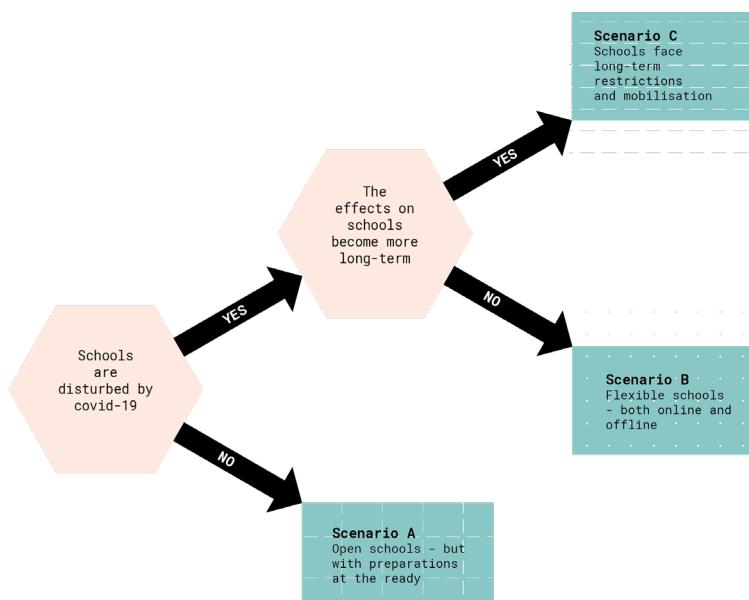
The process behind the scenarios

Researchers, educators and representatives for different parts of the Swedish school system's public authorities, organisations and networks have collaborated and contributed to developing the scenarios in this material. It is based a systematic view of schools at three levels. See Figure 2. At its centre are schools, consisting of their core activities with students, school staff, subjects and educational resources. Outside this central core is the *micro environment* of schools consisting of stakeholders, structures and external resources that directly impact schools, such as public authorities, family members of students and school staff, and technical infrastructure. At the outer edge we have the *macro environment*, which normally indirectly impacts the *micro environment*. The macro environment includes economic forces, ecological forces, political forces, technical developments and social forces.



Figur 2. The school system has three levels; Schools, the Micro Environment and the Macro Environment

The scenario planning process began with a survey of how schools and their micro environment relate to identify direct dependences. In the next step, the focus moved to the macro environment of schools where larger and more overarching factors were identified. The identified factors were then assessed and prioritised based on their potential impact and likely outcomes. Finally, three scenarios were formulated based on the two most central uncertainties: how much the COVID-19 pandemic will disrupt schools and how long the actual impact will be.



Figur 3. A simplified picture of the scenarios' mutual relationships.

Scenario planning has allowed us to identify three possible scenarios. The conclusion is that schools need to raise awareness about these scenarios and plan accordingly to be prepared and be equipped to meeting the challenges of the 2020–21 academic year. This work with scenarios also resulted in identifying factors judged to impact all the possible scenarios. These have then served as the basis for the points with questions and support highlighted in each scenario (see Section 4, Scenarios).

The three scenarios

A short description of the three scenarios is provided below.

Scenario A – Open schools – but with preparations at the ready

According to the Public Health Agency's guidelines, preschools to upper-secondary schools can have in-classroom teaching. But instruction and other activities must be organised to minimise transmission of the disease and schools must be prepared for changes in the situation. The effects of the restrictions and the changed work methods during the 2020 spring semester need to be systematically identified and managed by schools.

Scenario B – Flexible schools – both online and offline

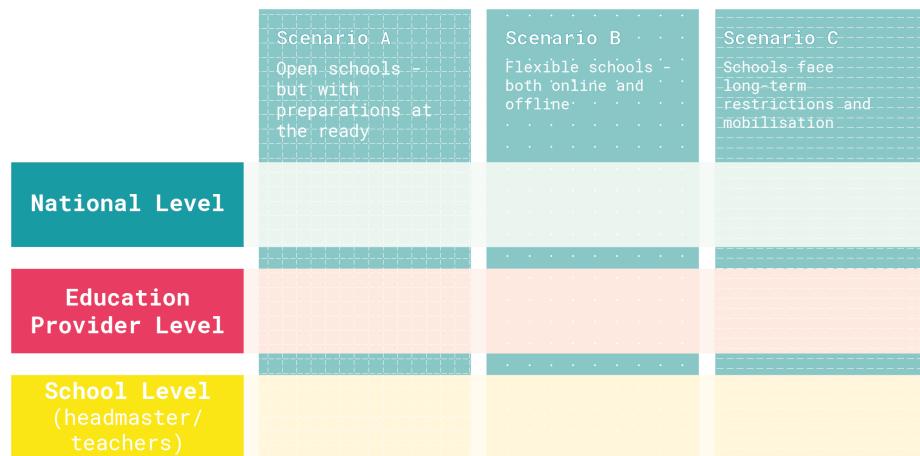
Continued effects of the COVID-19 pandemic force schools throughout the country to adapt their activities to local restrictions or other temporary disruptions to their operations. Both teachers and students need to plan for changing circumstances on short notice. There may be reason to organise based on local conditions where prioritising among different student groups is required. For example, it is conceivable that upper-secondary students on a preparatory programme can have distance education to a greater degree than students on a vocational programme.

Scenario C – Schools face long-term restrictions and mobilisation

With the understanding that the more short-term and pragmatic adaptations addressed in Scenario B are not sustainable, the challenges facing schools need to be managed at a more structural level. Areas and operations with particular challenges may need to be reorganised and take on new forms to function sustainably over a longer pandemic.

National level, education provider level and school level

This material is intended to support all types of schools. For this reason, it is central that each user work through and adapt the material based on their position. The support material addresses the Swedish school system at three levels: *national level, education provider level and school level*. Some areas need to be managed in a consistent way at all levels, but many will naturally have different urgency depending on what level is being addressed. For example, questions dealing with more overarching structures clearly are at the national level while questions touching on scheduling and the placement of desks in classrooms are at the school level.



Figur 4. The three scenarios directed at the school system's three levels.

Next step

The work with scenarios described above and the three scenarios are intended to contribute to our understanding and preparedness. For the greatest possible effect, it is important that each organisation analyse, revise and customise the material based on its own needs and circumstances. Successful scenario planning and good preparedness are based on ongoing, active processes where new iterations are a natural and obvious aspect. This approach will lead to the material being revised to meet the particular needs of each organisation. This makes it particularly important that you always ensure you are working with the latest version by comparing version numbers in the document's upper left corner to the current version number on the skolahemma.se website.

3. How to use the material

The purpose of this material is to provide support in planning school operations impacted by the coronavirus pandemic. It is key that every type of school, every school and every context use and adapt the material to its needs and circumstances. Good preparedness is based on always having a dynamic process where new and changing circumstances are continually adapted to. As such, the best results will be achieved if each organisation actively works with and adapts the material. In its most simple form, this can involve reading through the material and discussing it, but we encourage taking a more structured and systematic approach. The following section presents an approach for a workshop that you can follow as is or use to inspire the design of your own variation that fits your needs better.

4. Scenarios

Section 4 presents examples of questions within relevant areas for the three scenarios divided by three different organisational levels. The section's first pages (12 and 13) present an overall scenario matrix for Scenario A, B and C categorised for each level (national, education provider and school).

The next part presents a more detailed description of each scenario for each of the three identified levels as a bullet point list where each section represents a scenario and its suggestions/questions for the given level. Keep in mind this is a suggestion for relevant areas and questions based on experience from how the pandemic was handled in the spring and on research in the area. You will also need to reflect on what other possible areas and questions can be relevant for your organisation.

PRIOR TO THE WORKSHOP

Duration: approx. 3h

Put aside a half day (about 3 hours) for the group that will be working with the material. The workshop leader should read through the material and plan in advance how it will be used with a focus on the relevant level (national, education provider or school). Required materials for the workshop are Post-its and a group room with access to a whiteboard or similar. The material includes scenario worksheets that are both filled in and empty. It is a good idea to print these on larger paper so they can be used for notes during the workshop. There is also a [slideshow](#) with key pictures and step-by-step instructions for the workshop described here. With the slideshow and the copies of the material, most of the preparations for the workshop are done.

SCENARIO PLANNING

What is it and why are we doing this?

WORKSHOP

Duration: approx. 3h

Short introduction. Use the [slides](#) as support. Explain why, how and when. Why are we doing this work, describe how you will do it and how long it will take. (About 10 minutes)

1. Let each participant individually read through the filled in scenario worksheet for the relevant level (national, education provider or school) to better understand it. Encourage actively taking notes so that there is a solid basis for the coming discussion. Ask the participants to mark the points that they feel are of particular importance. (About 20 minutes)
2. Divide into smaller groups (max 5–6 people). Each group then works through the worksheet scenario for scenario for the relevant level. Use the questions in the worksheet in this document as support. The group's comments, thoughts, questions and solutions are noted on Post-it notes. One comment per Post-it note. Be as concrete as possible when formulating your thoughts and try to be clear with what you mean. Work through each scenario and group the notes based on each scenario. (About 30–45 minutes depending on the size of the group)
3. Take a break!
4. Each group quickly prioritises the five most important comments, thoughts, questions, solutions in each scenario. (5–10 minutes)
5. Take a break!
6. Bring the entire group together and let each group present their five most important comments for each scenario on the whiteboard. Each note is placed in a column for the relevant scenario. As the groups present their comments, collect the groups' notes that belong together. (About 30–45 minutes depending on the number of groups)
7. Discuss as a group the results on the board. What areas/points are most important for us to address to prepare for each scenario? Choose the most important and formulate concrete measures or activities that we need to do. Write these on separate Post-it notes (in different colours) and place them next to the scenario. (About 30–45 minutes)
8. Appoint one or two people to document and digitalise the results. This should be done in a format that can be shared with the other staff.

The next step is to make a plan for how the measures and preparations can be done. Who has responsibility for what and when do we need to do it?

You can also choose to use the [empty scenario worksheet](#) in this documentation instead of working with Post-it notes and the whiteboard.

AFTER THE WORKSHOP

It is important that your scenario planning is made available to everyone affected by it. Make sure everyone knows this is a dynamic document linked to ongoing activities that will be revised and updated regularly. Make a plan for how this work will be done.

National Level

Education Provider Level

School Level

Scenario A

Open schools - but with preparations at the ready

- » Educational dept
- » Research and in-class support
- » Managing and using of government funding
- » Health and wellbeing
- » Laws, guidelines and recommendations
- » Coordination and communication

- » Managing educational debt
- » Experience from the spring
- » Financial impact and consequences
- » Other support needs for children and students
- » The digital ecosystem
- » Professional development needs
- » Managing recommendations and restrictions in society

- » Managing educational debt
- » Experience from the spring
- » Financial impact and consequences
- » Increased and pent-up support needs for children and students
- » The digital ecosystem
- » Professional development needs
- » Managing recommendations and restrictions in society

Scenario B

Flexible schools -
both online and offline

- » Temporary adjustments to regulatory frameworks and policy documents
- » Research and knowledge development
- » Review of management of and rules for government funding
- » Impacts from restrictions in other parts of society
- » Working models and working conditions for staff
- » Collaboration and communication

Scenario C

Schools face long-term
restrictions and mobilisation

- » Changes in regulatory frameworks and policy documents
- » Digital infrastructure
- » Financial impact on the school system
- » The impact of changes in society on the school system
- » Working conditions
- » Organising nationally

- » Mitigating the growing educational debt
- » Financial impact and consequences
- » Using and providing resources in new ways
- » Communication and collaboration
- » Ensure access to digital resources
- » Employer questions
- » Access to staff
- » School meals

- » School organisations
- » The organisation's finances
- » Student health and wellbeing
- » Professional development
- » Educational resources
- » Employer questions
- » School premises

- » Mitigating educational debt
- » Financial impact and consequences
- » Equivalent and fair education and assessment
- » Communication
- » Ensure access to digital resources
- » Increased contagion in society
- » School meals
- » Student health
- » Processing and sharing experiences

- » The internal organisation
- » Conducting teaching
- » Student health and wellbeing
- » Educational resources
- » The organisation's finances
- » Premises

National Level

Scenario A - Open schools - but with preparations at the ready



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■ Educational debt

The special circumstances of this spring have impacted conditions for all types of schools and generated a certain degree of “educational debt” that needs to be addressed. Initiatives and measures may need to be taken by national stakeholders to guarantee that all students receive their teaching hours, fair knowledge assessment and equal opportunities for success.

- › In what areas can increased national support help education providers to fulfil their mission?
- › May changes to regulatory frameworks become necessary?

■ Research and in-class support

A systematic and effective collection of first-hand experiences at the national level can provide important support for schools. Converting experiences to concrete in-class support can strengthen the school system’s ability to manage coming challenges. This is considered particularly important for teaching children and young people with special needs but also for generally ensuring good equivalence can be guaranteed for all students in times of crisis.

- › What activities at the national level could strengthen learning about and development of practical applications?
- › Can systematic research on learning about distance and online teaching be conducted? If so, in what form?
- › Can an increase in funding of in-class research be considered?

■ Managing and using of government funding

Education providers may need additional resources to manage the effects of the pandemic during the spring 2020. One possible approach is to direct new government funding to education providers.

- › Is there a reason to increase support with additional, new government funding in the current situation?
- › If so, in what areas could this be relevant?
- › How can potential new funding be made easily available so that education providers can quickly gain access to it?

National Level

Scenario A - Open schools - but with preparations at the ready



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■ Health and wellbeing

The changing conditions for the school system during the spring have resulted in additional hardships for both children and students and for those working in schools. There have also been signals from multiple sources that the situation has impacted both psychological and physical health negatively. In this scenario, we expect a return to more normal operations. At the same time, there can be pent-up demand for health support for students and staff that is more extensive than normal.

- › How can this increased need for support be addressed by initiatives at the national level?
- › How can different stakeholders and their resources collaborate nationally to mitigate increased ill health, psychological and physical, among children and young people in schools?

■ Laws, guidelines and recommendations

In this scenario, schools will conduct their teaching based on normal conditions. This means that applicable laws and policy documents will be followed and existing premises, staff resources and so on will be used. At the same time, the Public Health Agency's instructions are to be followed. This means that principals and education providers may be forced to make difficult choices in how they organise their organisations.

- › How can education providers be supported in interpreting and implementing the recommendations and guidelines that exist, such as with instructive examples?
- › Should increased coordination between authorities and lawmakers be considered to help education providers do their work?

■ Coordination and communication

It continues to be important that communication about the existing circumstances for schools be correct, accessible, coordinated and clear, both for those working in the education sector and other members of society. It can involve regulations at the national level, applicable guidelines for social distancing and limiting the spread of the virus or guidelines for support materials and resources for teachers and students.

- › Is there an increased need for national coordination of communication about the school system and in what areas?
- › What stakeholders should be involved in this type of work and in what way can they collaborate?
- › How can education providers be given the best possible support with communication so that it is relevant and available to all?

National Level

Scenario B - Flexible schools - both online and offline



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■ **Temporary adjustments to regulatory frameworks and policy documents**

In a situation where schools provide teaching both online and in classrooms, it is likely that temporary adjustments, changes or additions will be necessary to school policy documents so that organisations can follow applicable rules and guarantee fair application of assessments and grades.

- › Are temporary adjustments needed as a result of the current situation and, if so, what?
- › Can and/or do previously decided exceptions or temporary ordinances need to be extended for a longer period?
- › How can stakeholders at the national level coordinate and support education providers and schools in handling these changes?

■ **Research and knowledge development**

The education system is currently in a situation where it is exploring, testing and reassessing many methods and arenas for learning. All this is happening on a broad scale. As such, this period offers a unique opportunity to collect data for research at the national, systemic level. This research will strengthen the education system's ability to function even in future crises.

- › Within what areas and with what starting points does the research need to be strengthened and developed?
- › How can research collaboration be stimulated and developed? - Should special assignments be given to specific groups or organisations?
- › How can we ensure that the research results contribute to organisational development?

■ **Review of management of and rules for government funding**

School resources will be reallocated and used differently by education providers during the ongoing pandemic. Difficulties fully complying with previously formulated requirements related to payment of government funding can arise, which can increase financial uncertainty for education providers.

- › What extra support do education providers need to improve planning for and managing use of government funding?
- › Can temporary changes in current rules help make the situation easier?
- › Are there reasons to reprioritise and/or extend application and/or payment periods?

National Level

Scenario B - Flexible schools - both online and offline



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■ Impacts from restrictions in other parts of society

A scenario with both schools and society at large facing a period of increased restrictions can also result in indirect impacts on education. This can include impacts on school transports, school meals and the ability to conduct work experience training and workplace training.

- › To what degree can restrictions in society at large impact the educational system's ability to complete its mission?
- › How can consequences be mitigated? What measures may be necessary to limit these impacts?
- › Do special recommendations need to be developed at the national level?

■ Working models and working conditions for staff

Working conditions have also changed during this extraordinary situation, where the basic working conditions for schools have been altered through temporary changes in rules and ordinances. How may national agreements and labour law issues be impacted?

- › What consequences may the current situation lead to for employers and employees?
- › Do existing collective agreements between employer organisations and employee organisations need to be revised?
- › Can special, time-limited agreements at the national level help in the current situation?

■ Collaboration and communication

Increased collaboration among national stakeholders could potentially help education providers manage the current situation. Coherent communication on guidelines about the spread of virus, social distancing and hygiene continue to be important.

- › What arenas for collaboration among public authorities are in use or could be used?
- › What cooperation already exists or needs to be established?
- › What arenas for communication are important and do new arenas need to be established?

National Level

Scenario C - Schools face long-term restrictions and mobilisation



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■ Changes in regulatory frameworks and policy documents

In a scenario involving larger deviations from ordinary operations over a longer period, more extensive, potentially permanent changes to policy documents, regulations and guidelines may need to be considered.

- › What changes may be required to ensure that everyone can be offered an equivalent education over time in the existing scenario?
- › What preparations can be made to prepare for such measures?

■ Digital infrastructure

A longer period of teaching online can have consequences for those students and teachers who do not have access to adequate digital work environments. It is likely that national initiatives may be necessary to ensure equal access for all students regardless of school form.

- › What can be done to provide better access to good digital infrastructure for all students and teachers?
- › What are the greatest risks?
- › What measures may be necessary at the national level to ensure equal access to digital educational resources?

■ Financial impact on the school system

Extensive crisis management over a longer period will change the overall economics for society. This can, in turn, impact the basic ability of education providers to conduct their operations, both directly and indirectly. The ability of education providers to persevere may need to be strengthened with support from the national level.

- › What do these changes mean financially for the education system?
- › How can this be managed at the national level?
- › Can the need for new and/or changed forms of financial support and government funding be identified and explored to improve preparedness?

National Level

Scenario C - Schools face long-term restrictions and mobilisation



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■ The impact of changes in society on the school system

A longer period of more extensive restrictions in society will also impact and result in greater costs for schools. Functions like school transports, school meals and the ability to conduct work experience training and workplace training may be impacted more extensively, which in turn impacts individuals and families. This will also affect the ability of students to complete their studies within the specified timeframe, which can increase the need for student financing and income support, but also long-term delays in the supply of trained labour.

- › What major consequences of other impacts on society can be discerned?
- › What preparations are in place to meet and manage this among relevant stakeholders?
- › How can efforts be coordinated to mitigate the negative consequences?

■ Working conditions

This scenario can have major impacts on how schools need to organise their staff (such as areas of responsibility, working models and working hours) to be able to guarantee all students have equivalent teaching over time. These measures can so significantly impact the basic assumptions for work that labour contracts may need to be renegotiated.

- › Are more extensive changes needed in applicable national labour contracts for the education system to function for a longer period of more wide-ranging restrictions?
- › How can such changes be planned and prepared for by stakeholders at the national level?

■ Organising nationally

It may be necessary to review and assess new structures and changes in areas of responsibility among public authorities and organisations active for and in the education sector if there is a longer period of special conditions with major restrictions.

- › Increased coordination or other needs of coordination may also arise to ensure that the entire school management chain is as resilient and supportive as required, given the circumstances.
- › What improvements to/changes in organisation and mission are required to allow this?
- › Who are the relevant stakeholders and what stakeholders need to be involved in this type of work?
- › What preparations are required to manage and implement increased national coordination of this type?

Education Provider Level

Scenario A - Open schools - but with preparations at the ready



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■ Managing educational debt

Experience from the spring indicates that an “educational debt” may have accumulated to many students. Academic achievement has been negatively impacted because certain teaching components have been difficult to implement, and this needs to be addressed. Practical aesthetic subjects, work experience training and workplace training can be particularly impacted.

- › Is it possible to study the state of the educational debt in our organisation? Are some school forms or organisations more impacted than others?
- › What measures at the education provider level can be taken to support operations in making up this educational debt?
- › Are there educational debts in implementing work experience training and/or workplace training? How should cases like these be handled?

■ Experience from the spring

The pandemic's effects on organisations during the spring have generated experience and lessons that are important to include when preparing for potential periods with new restrictions.

- › How can we document, analyse and share experience from the spring among schools, principals and organisations to be better prepared for any new restrictions?
- › Are there particular areas where organisations had particularly large problems in the spring and where planning and preventive measures need to be taken?

■ Financial impact and consequences

The pandemic and the spring's changed conditions for education have impacted the finances of education providers. This needs to be dealt with and a strategy for managing future financial challenges may need to be formulated.

- › What has the pandemic meant for the organisation's finances so far?
- › How will any increases in costs be funded?
- › Do resources need to be reallocated during 2020 or 2021?
- › What long-term impact may the pandemic have on the organisation's finances?
- › Is there available government funding that could be applied for?

Education Provider Level

Scenario A - Open schools - but with preparations at the ready

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■ Other support needs for children and students

There are indications that some children and students may have been particularly negatively impacted by the pandemic, the restrictions and online instruction. There may be a pent-up demand for student health services to be addressed. The Swedish Association of Local Authorities and Regions (SALAR) provides support¹ for how education providers can collaborate with social services.

- › What is the current situation in our organisations in terms of pent-up demand and increased need for support from student health services?
- › What measures need to be taken by education providers to manage these?

■ The digital ecosystem

A success factor in managing closed school premises and completely or in part conducting online teaching is having a well-prepared digital ecosystem in place. This digital ecosystem consists of many parts: hardware, software, network, educational resources etc. In support of this work, the Swedish Edtech Industry Association has developed material based on our three scenarios, which is available here².

- › How well equipped is our digital ecosystem to manage additional restrictions and online teaching?
- › What measures need to be taken and what preparations need to be made?
- › How may we need to strengthen cooperation with the IT department to manage additional restrictions and online teaching?

■ Professional development needs

This period of mobilisation offers an opportunity for preparations that cannot be made during crisis management. This includes professional development. The education provider can contribute to improving the organisation's ability to manage this by offering relevant professional development based on identified needs.

¹ <https://skr.se/covid19ochdetnyacoronaviruset/socialtjanstaldreomsorgfunktionsnedsattning/stodtillutsattabarnomskolorochforskolorstangs.32774.html>

² <https://cdn1.skolahemma.se/wp-content/uploads/2020/06/24082954/Beredskapsplanering-digitala-ekosystemet-sto%CC%88dmaterial-pdf-v-1.0.pdf>

Education Provider Level

Scenario A - Open schools - but with preparations at the ready



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- › What types of professional development are currently needed in the organisations? (for teachers, school leaders and other staff)
- › Do needs vary based on the form of the organisation? If so, how?
- › What can the education provider do to meet the professional development needs of schools?

■ Managing recommendations and restrictions in society

There continue to be rules, restrictions and recommendations in society that impact all school forms. These can impact premises, hygiene, cleaning, routines related to school meals, school transports and many more. Supporting schools in adhering to these is an important responsibility of education providers.

- › How does the education provider monitor changes in rules, restrictions and recommendations for schools?
- › How do organisations and principals receive correct and relevant information?
- › What measures need to be taken by education providers based on current regulations?

Education Provider Level

Scenario A - Open schools - but with preparations at the ready



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Education Provider Level

Scenario B - Flexible schools - both online and offline

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■ Mitigating the growing educational debt

In a situation with new and additional restrictions, there is a risk that an "educational debt" accumulates for students. This means that, to varying degrees, students do not have the opportunity to benefit from the teaching or that the quality of the teaching decreases. Many practical components of teaching, of which workplace instruction and work experience training are mandatory, also become more difficult to conduct and the education provider likely needs to support its schools.

- › Within which organisations does the impact lead to the accumulation of an educational debt?
- › What measures can be taken to prevent that an educational debt develops and/or increases?
- › What measures can be taken by the educational provider to support completion of workplace training and work experience training?

■ Financial impact and consequences

Additional restrictions in schools and in society can impact the finances of organisations at the education provider level and at the school level.

- › What impact do the restrictions have on the organisation's finances?
- › How will potential additional costs be managed and funded?

■ Using and providing resources in new ways

Many of the resources available in organisations (regardless of whether they are organised at the education provider level or the unit level) may need to be made available for staff and students in multiple/new/other ways than what occurs today. This includes such areas as student health services, IT support, study guidance, administrative support and development teams.

- › Do support resources need to be organised differently so that compensating measures can continue to be provided?
- › Is support to principals sufficient? Do the principals have access to method support for their own scenario planning? If not, how can such access be provided?
- › Do resources need to be reallocated?

Education Provider Level

Scenario B - Flexible schools - both online and offline

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■ Communication and collaboration

Communication and established communication channels are critical in a crisis situation and are to be prioritised. Collaboration within and among administrative units is also important for managing a situation with increased transmission of contagion and restrictions.

- › What does the communication plan look like for Scenario B?
- › Are there good, established communication channels where you communicate internally with principals and staff at the education provider level?
- › How are coordination and support to schools provided concerning communication with students and guardians?
- › With what other administrative units/organisations do planning and coordination need to be done?

■ Ensure access to digital resources

The digital resources needed to conduct online teaching are incredibly important, and all relevant staff need to know about and be knowledgeable in these. The significance and need for organisation-based IT support are growing. The Swedish Edtech Industry Association has developed support material based on our three scenarios, which is available [here³](#).

- › What digital resources do we have in the organisation and how do we ensure that relevant staff have access to and knowledge of these?
- › How will IT support be provided for online teaching?

■ Employer questions

When organisations completely or partly conduct teaching online, this affects such factors as working hours, division of work, work environment and more. These need to be managed by the education provider and managers in dialogue with union organisations.

- › What does employer responsibility mean in a situation where all or part of work is conducted from home?
- › Can early collaboration with union organisations on a Scenario B improve the ability to manage the situation?

³ <https://cdn1.skolahemma.se/wp-content/uploads/2020/06/24082954/Beredskapsplanering-digitala-ekosystemet-sto%CC%88dmaterial-pdf-v-1.0.pdf>

Education Provider Level

Scenario B - Flexible schools - both online and offline



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■ Access to staff

An increased contagion in society will likely lead to higher absenteeism, both from teachers and other staff.

- › What preparations has the organisation made for high absenteeism among teachers? Can students need to be regrouped and/or moved?
- › Can teachers' teaching hours be increased and, if so, what aspects of the teachers' duties can be assigned to other staff?
- › Is it possible to reassign staff to other workplaces and/or to other duties within the framework of existing contracts?

■ School meals

School meals play an important role for students. With increased restrictions and online teaching, the questions arise of how and in what way schools can provide school meals. Social distancing can also present local challenges in dining halls.

- › How and in what way are school meals impacted by a scenario where all or parts of work are conducted remotely?

Education Provider Level

Scenario B - Flexible schools - both online and offline



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Education Provider Level

Scenario C - Schools face long-term restrictions and mobilisation



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■ School organisations

Long-term restrictions can have wide-ranging organisational impact since the current organisation of schools, classes and groups can no longer be maintained.

- › What impacts can Scenario C have on the current organisation of schools, classes and groups?
- › How can education providers prepare to manage these impacts?

■ The organisation's finances

A scenario that can impact organisational conditions and require more significant changes to operations will also likely lead to more extensive consequences for the organisation's finances and long-term funding.

- › What impacts can Scenario C have on the organisation's finances?
- › What measures may be needed to manage the new situation?

■ Student health and wellbeing

Long-term restrictions with a more extensive impact on society will also impact student health and wellbeing. This type of development will increase the need of well-functioning student health services. Major changes in organisation and work models for student health may be necessary.

- › What impacts can Scenario C have on student health and wellbeing?
- › How can the organisation be prepared to manage and address these changes in conditions and needs?

■ Professional development

A scenario with significant impact over a long period will result in new or different demands for competences among teachers and other school staff, for example, when transitioning from synchronous teaching (real time) to more asynchronous online teaching. Another example can be how assessments and examinations are conducted.

- › How can this type of scenario impact the need for staff professional development?
- › How can education providers prepare to manage these changes in professional development needs?

Education Provider Level

Scenario C - Schools face long-term restrictions and mobilisation

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■ Educational resources

Good access to adequate, qualitative educational resources, both digital and analogue, is a crucial factor for both teachers and students when instruction largely takes place online. This need can be expected to increase during a period of long-term, extensive restrictions.

The Swedish Edtech Industry Association has developed support material based on our three scenarios, which is available [here⁴](#).

- › What impacts can Scenario C have on needs in terms of current educational resources and the digital ecosystem?
- › In what way can the organisation improve its ability to meet and manage these needs?

■ Employer questions

Long-term restrictions together with changes in organisational conditions will have consequences for staff. This can be in the form of work environment, work hours, work locations, extent of service and so on, which may be relevant and need to be managed.

- › What impact will Scenario C have on the role of education providers as employers? Will the need arise to change contracts and the conditions under which staff work?
- › How can education providers support organisations and prepare to manage these changes?

■ School premises

A scenario that results in changes to organisational conditions will also likely change the organisation's premises needs in terms of social distancing rules, school meals, class organisation, regulations about group sizes and so on.

- › What impacts can Scenario C have on the organisation's premises needs?
- › How can we prepare to manage these?

⁴ <https://cdn1.skolahemma.se/wp-content/uploads/2020/06/24082954/Beredskapsplanering-digitala-ekosystemet-sto%CC%88dmaterial-pdf-v-1.0.pdf>

School Level

Scenario A - Open schools - but with preparations at the ready



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■ Managing educational debt

Experience from the spring indicates there is an “educational debt” to many students. Academic achievement has been negatively impacted because certain teaching components have been difficult to implement, and this needs to be addressed. Practical aesthetic subjects, work experience training and workplace training can be particularly impacted.

- › What is the situation at the school in terms of educational debts? Are some student groups more impacted than others?
- › What measures are needed at the school to make up this educational debt?

■ Experience from the spring

The pandemic’s effects on organisations during the spring have generated experience and lessons that are important to include when preparing for potential new restrictions.

- › In what way can we document, analyse and share experience from the spring among staff and/or other schools and principals to better prepare for new restrictions?
- › Were there any areas that were particularly challenging and where preventive measures and planning are needed?

■ Financial impact and consequences

The pandemic and the changed conditions in the spring have had a negative impact on the finances of many schools. This needs to be dealt with and a strategy for managing long-term finances needs to be developed in dialogue with education providers.

- › What has the pandemic meant for the school’s finances so far?
- › How will any additional costs be funded?
- › Do resources need to be reallocated during 2020 or 2021?
- › What long-term impact will the pandemic have on the organisation’s finances?
- › Is there available government funding that could be applied for?

School Level

Scenario A - Open schools - but with preparations at the ready



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■ Increased and pent-up support needs for children and students

There are many indications that some children and students may have been particularly negatively impacted because of the pandemic, the restrictions and online instruction. There may be pent-up needs for student health services to be addressed. There should also be preparations for managing support needs if new restrictions are implemented.

- › What is the current situation in the school in terms of pent-up and increased need for support from student health services? Are some student groups more impacted than others?
- › What support needs from the education provider does the school have?

■ The digital ecosystem

A factor for success in managing the closure of school premises and completely or in part conducting online teaching is having a well-prepared digital ecosystem in place at the school. This consists of many parts, such as computers, software, networks and educational resources. The Swedish Edtech Industry Association has developed [support material⁵](#) based on the same three scenarios described in this material.

- › How well-equipped is the school's digital ecosystem to manage additional restrictions and online teaching?
- › What measures need to be taken and preparations need to be made now that cannot be done in a crisis situation?
- › What support needs from the education provider does the school have?

■ Professional development needs

A period of mobilisation offers an opportunity for preparations in areas that cannot be made during when in the middle of a crisis. This includes professional development. Needs vary among staff. They can also vary from school to school, but opportunities for synergies with other schools likely exist.

- › What staff training needs are there? This applies to both teachers and other staff.
- › Can cooperation/exchange take place with other schools with similar needs?
- › What support needs from the education provider does the school have?

⁵ <https://www.edtechkartan.se/cms/beredskapsplanering/>

School Level

Scenario A - Open schools - but with preparations at the ready



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■ Managing recommendations and restrictions in society

Rules, restrictions and recommendations continue to be in place in society that impact all school forms. This can include such things as space in premises, hygiene, cleaning, routines around school meals, and school transports. It is important to gain an understanding of what applies at your school.

- › How are changes in rules, restrictions and recommendations for the school monitored? Does the organisation understand what is expected?
- › Which of these are particularly challenging?
- › What support does the school need from the education provider to follow applicable rules, restrictions and recommendations?

School Level

Scenario A - Open schools - but with preparations at the ready

A

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School Level

Scenario B - Flexible schools - both online and offline



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■ Mitigating educational debt

In a situation with restrictions and possibly distance teaching, there is a risk that an “educational debt” is accumulated for students. This involves students, to different degrees, not being able to utilise the teaching or that the teaching quality is diminished. Many practical teaching components are also more difficult to conduct, including practical aesthetic subjects/courses, work experience training and workplace training.

- › What areas of the school have the greatest risk of accumulating an educational debt?
- › What measures can be taken to prevent that an educational debt develops and/or increases?
- › What can be done to ensure that workplace training and work experience training can be conducted?

■ Financial impact and consequences

Additional restrictions in schools and in society can impact the finances of the organisation.

- › What impact do the restrictions have on the organisation's finances?
- › How will any additional costs be funded?

■ Equivalent and fair education and assessment

Assessment and grading can be particularly challenging with distance teaching. It can also be more challenging to ensure the quality and equivalence of the education.

- › Are there professional development needs in terms of alternative examination and assessment methods?
- › What can be done to ensure an equivalent education for all students?
- › Can work with equivalent education be coordinated with other schools run by the education provider?

School Level

Scenario B - Flexible schools - both online and offline

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■ Communication

Effective communication is critical in stressful situations. Establish channels and strategies for communication between staff, students and guardians that are well-known and easily accessed.

- › How should communication with staff, students and guardians occur?
- › What communication needs to be coordinated and with whom?
- › How is communication arranged with guardians who speak another language?

■ Ensure access to digital resources

The digital resources needed to conduct online teaching are crucial and all relevant staff need to know about and be knowledgeable about this access. The significance and need for easily accessible IT support is growing. The Swedish Edtech Industry Association has developed support material⁶ based on the same three scenarios described in this material.

- › What digital resources does our school have and how do we ensure that relevant staff have access to, knowledge of and competency in these?
- › How is IT support to be provided during, for example, online teaching?
- › What support needs from the education provider does the school have?

■ Increased contagion in society

An organisation under restrictions is more under stress than in a normal situation. Restrictions or high student absenteeism can mean that two teaching groups are established in a class/group – one at home and one in class at school. High absenteeism among staff can also make the conditions for teaching more difficult.

- › How do we ensure that students can take advantage of the teaching if they are at home?
- › How can increased absenteeism among staff be managed? For example, reorganising groups?
- › What can be done to ensure a sustainable situation for the school's staff over time?
- › What does the education provider's strategy for this look like? What support can we expect with this?

⁶ <https://www.edtechkartan.se/cms/beredskapsplanering/>

School Level

Scenario B - Flexible schools - both online and offline

B

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■ School meals

School meals play an important role for students. With increased restrictions and online teaching, the questions arise of how and in what way the school can provide school meals. Social distancing requirements can also present challenges in logistics and premises.

- › How and in what way are school meals impacted by a scenario where all or parts of work are conducted remotely?
- › What does the education provider's strategy for this look like? What support can the school receive with this?

■ Student health

Restrictions and online teaching can impact student health negatively. Students with support needs are to receive the measures they have the right to even when teaching occurs online. It can also be necessary to particularly address students' need for social interaction on a daily basis.

- › Can the student health service team's work be made available in new forms?
- › How can the work of special needs teachers and special needs educators be organised in a situation with restrictions and online teaching?
- › How can interaction among students be scheduled and incorporated in teaching and in the school day online?

■ Processing and sharing experiences

In a situation with limitations and new conditions, can the school be forced to achieve its mission in an explorative and new way? If so, it is necessary to create the conditions for identifying, processing and sharing experiences in the organisation.

- › How can we establish structures and work methods for collecting experiences continually and translating these in our work?

School Level

Scenario B - Flexible schools - both online and offline

B

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School Level

Scenario C - Schools face long-term restrictions and mobilisation



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■ The internal organisation

Long-term restrictions with associated changes to organisational conditions can result in the need to change and develop the existing organisation. This can include both classes/groups and different forms of support resources, like student health services.

- › What impacts can Scenario C have on the internal organisation?
- › Will new support resources be needed?
- › How can we prepare to manage these changes?

■ Conducting teaching

This scenario can result in new conditions for how teaching is conducted and schools run. Completely new demands on competences among teachers and other school staff may arise, for example, when transitioning from synchronous online teaching (realtime remote teaching) to asynchronous distance teaching. Other examples can be how to conduct assessments and examinations, practical aesthetic subjects, upper-secondary vocational programmes and special needs education.

- › What impacts can Scenario C have on how the school conducts teaching? How can we prepare to manage these impacts?
- › What impacts can Scenario C have on the need for professional development for staff? How can we prepare to manage these?

■ Student health and wellbeing

Long-term restrictions with a more extensive impact on society will also impact student health and wellbeing. This type of development will increase the need for a well-functioning student health service. Major changes in organisation and work models for student health may be necessary.

- › What impacts can Scenario C have on how we work with student health and wellbeing?
- › How can we prepare to manage these?

School Level

Scenario C - Schools face long-term restrictions and mobilisation



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■ Educational resources

Good access to adequate, qualitative educational resources, both digital and analogue, is a crucial factor for both teachers and students when instruction largely takes place online. This need can be expected to increase during a period of long-term, extensive restrictions.

- › What impacts can Scenario C have on our educational resource needs?
- › How are needs impacted for our digital ecosystem?
- › How can we prepare to manage these impacts?

■ The organisation's finances

A scenario that can change organisational conditions and require larger changes to operations will also have consequences for the organisation's finances and costs.

- › What impacts can Scenario C have on the organisation's finances?
- › How can we prepare to manage these?

■ Premises

A scenario that results in changes to organisational conditions will also likely change premises needs in terms of school meals, class organisation and other areas.

- › What impacts can Scenario C have on the organisation's premises needs?
- › How can we prepare to manage these?

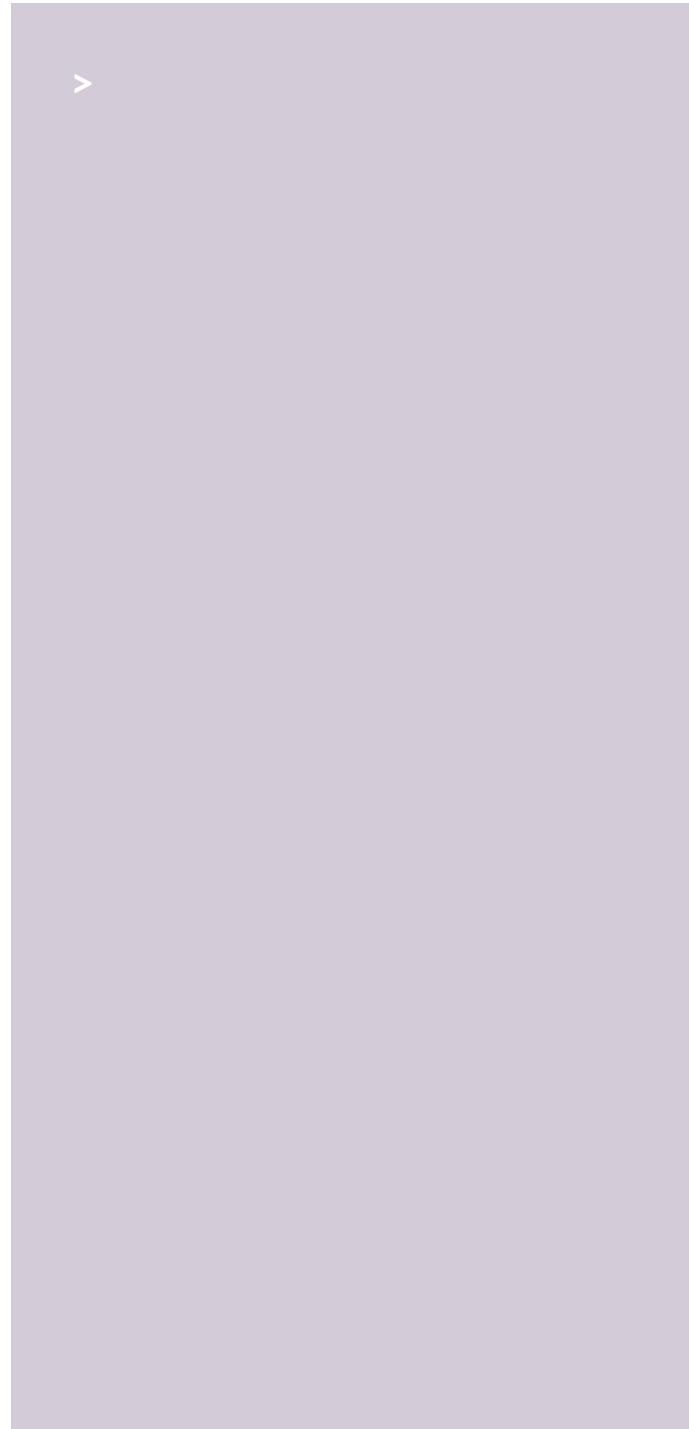
Scenario A

Open schools - but with
preparations at the ready

A

»

>



Scenario B

Flexible schools -
both online and offline

B

»

Scenario C

Schools face long-term
restrictions and mobilisation

C

»

6. References for further reading

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