

**ASSESSING SCHOOL SUCCESS THROUGH THE 2020  
GLOBAL EDUCATION FRAMEWORK**

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## **ABSTRACT**

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In light of the OECD's "A Framework to Guiding an Education Response to the COVID-19 Pandemic of 2020", this research aims to investigate various stakeholders' views on academic achievement. A mixed-method research design was adapted from Ivankova and Creswell (2009) and in quantitative data used mean and standard deviation to know the level of school success. The results showed that school heads, teachers' leagues, SPTA officers, and SPG officers achieved a very high level of success in 2020 Global Education in terms of the following areas: technical infrastructure availability; student emotional health; finding a balance between screen-free and digital activities; parental support for learning at home; effective communication with parents to coordinate learning-based curricula; and teachers' ability or willingness to adapt to situational changes. The themes that emerged were the following: mental awareness, technology, and instructional aid devices, curriculum assessment, and

community engagement for the school heads. Themes on adaptive teachers and community collaboration, technology, managing technology, digital expertise, curriculum development and evaluation and assessment, and community involvement for the teachers. Physical resources, technology and parents' intervention, lesson planning and teachers' professional growth, assessment results, full support from parents to learners for the SPTA Officers and sustainable learning resources, safe physical learning environment, parental involvement, and students' engagement, reading assessment results and support system for the SPGs Officers.

*Keywords: School success, global education 2020, lived experiences, action planning*