OECD's Education 2030

***Miho Taguma**, senior policy analyst at The Early Childhood and Schools Division of Directorate for Education and Skills, Organisation for Economic Co-operation and Development, OECD.*

Abstract:

The need for an Education 2030-framework

Recent changes in society, including rapid technological changes, economic and cultural globalisation, global inequalities, migration, and new forms of communication and interaction, changing family structures, and increasing security issues, have all served as a background for the need of defining and selecting key competencies within OECD's Education 2030-framework (E2030). Today's education system should prepare students for their future and provide them with the necessary competencies to engage in a world that is increasingly becoming more complex, uncertain, volatile and ambiguous (VUCA).

What is the OECD 2030 learning framework?

OECD's E2030-framework has three main categories of competencies: 1) knowledge, 2) skills and 3) attitudes & values. The construction of the three domains and the identification and selection of key constructs in each domain (e.g. conceptual understanding in disciplines, critical thinking, self-reflection, respect for others, resilience, empathy) are derived from different disciplines including sociology, psychology, philosophy, economics, history, and anthropology and the subsequent interdisciplinary and multi-stakeholder exchanges, including experts, schools, teachers, parents, employers and students themselves. Together, these competencies will be part of international comparative curriculum analysis that aims to inspire and support countries in making reform happen.

What are the perspectives of E2030 for Lifelong Learning?

The OECD's 2030 learning framework, ultimately, aims to serve as a life-long and life-wide learning framework for 2030. It is at this early stage developed primarily for the secondary school level. But the changes and challenges that have initiated the development of the E2030 framework affect everyone and are as such relevant for all parts of the educational system. Over time, E2030 should therefore be developed to include more parts of the education system. The ASEM LLL Forum 2016 serves as a useful platform for discussions on how lifelong learning aspects can be incorporated into the E2030 framework in the future and vice versa.