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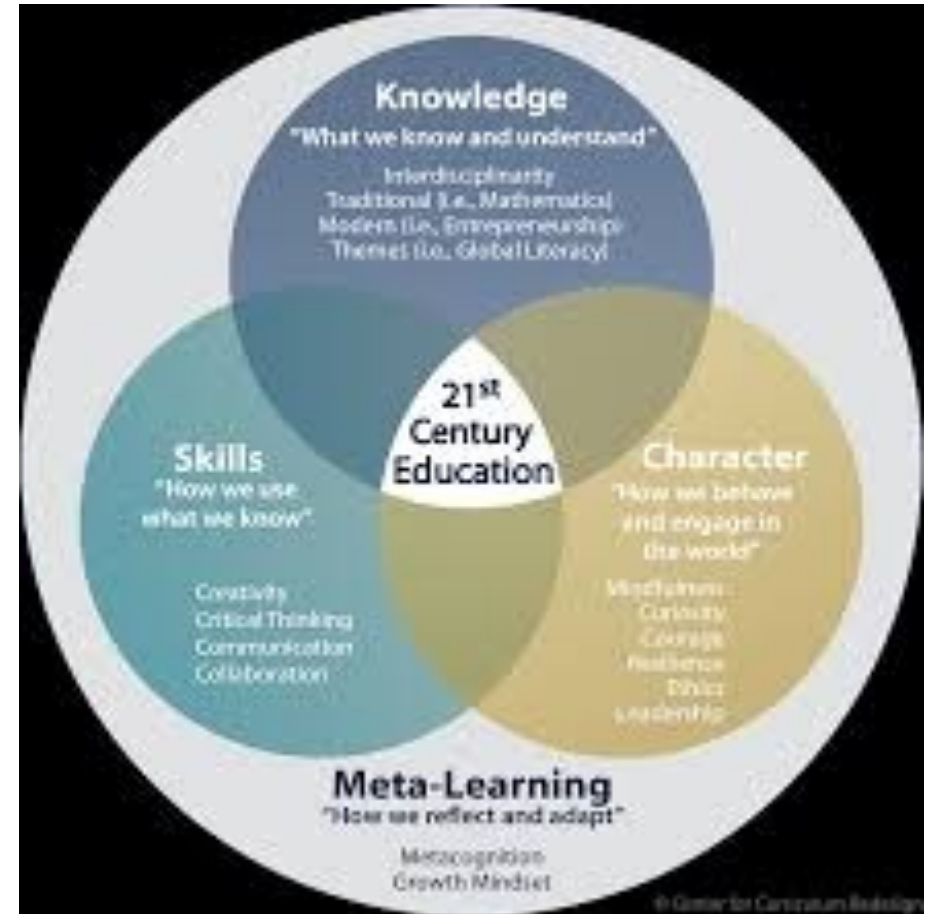
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The bibliography will continue to be updated as the papers become declassified.



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# Commissioned Papers

[OECD Future of Education and Skills 2030  
https://www.oecd.org/education/2030-project/](https://www.oecd.org/education/2030-project/)

The **Future of Education and Skills 2030** project has commissioned numerous experts to draft papers on a wide range of topics relevant to the project. Those papers which have been declassified are published below as free online PDFs.

Atkin, J.

## **SUGGESTIONS FOR AN OECD KEY COMPETENCIES FRAMEWORK.**

8 July 2015 4 pages

[http://www.oecd.org/education/2030-project/contact/  
Suggestions\\_for\\_an\\_OECD\\_key\\_competencies\\_framework.pdf](http://www.oecd.org/education/2030-project/contact/Suggestions_for_an_OECD_key_competencies_framework.pdf)

First informal working group webinar/meeting 7 July 2015 .

Augustine, D., Chrona, J., Hodgson, C. & Williams, L.

## **MEANINGFUL RECONCILIATION: INDIGENOUS KNOWLEDGES FLOURISHING IN B.C.'S K-12 EDUCATION SYSTEM FOR THE BETTERMENT OF ALL STUDENTS.**

23 October 2018 25 pages

[http://www.oecd.org/education/2030-project/contact/  
Meaningful\\_reconciliation\\_indigenous%20knowledges\\_flourishing\\_in\\_B.C.'s\\_K-12\\_education\\_system\\_for\\_the\\_betterment\\_of\\_all\\_students.pdf](http://www.oecd.org/education/2030-project/contact/Meaningful_reconciliation_indigenous%20knowledges_flourishing_in_B.C.'s_K-12_education_system_for_the_betterment_of_all_students.pdf)

Partial abstract:

To embrace reconciliation, we must provide a welcoming and inclusive culture, support a knowledgeable and qualified workforce and honour jurisdiction in all that we do. All of B.C.'s (British Columbia, Canada) curriculum contains Indigenous worldviews and perspectives – In all subjects and throughout all grades. Resources and supports have also been developed to compliment the curriculum. There are 17 provincial Indigenous language curriculums in use across BC public schools with more in development. Efforts to address racism in B.C. schools are well underway. A hands-on tool has been developed to support school districts with assessing and addressing inequities for Indigenous students. Today, all students in B.C. teacher education programs are required to complete Indigenous coursework and the provincial government has committed new Indigenous teacher education program seats. Of course, the journey towards reconciliation in B.C.'s education system will not occur overnight. There is much work still to be done. Evidence of structural racism remains in B.C.'s education system. It is not okay that B.C. Indigenous students feel less safe at school than non-Indigenous students and this needs to be addressed. We also have more to do strengthen course offerings in Indigenous studies. New teachers to B.C. require the foundation to feel confident engaging with Indigenous students, families and communities. There is also a wonderful opportunity ahead to implement the recently negotiated BCTEA agreement that honours jurisdiction.

## Section III: Preliminary Construct Analysis in the Values & Attitudes Domain

- 3.1 Attitudes
- 3.2 Values
- 3.3 Malleability
- 3.4 Measurability

## Section IV: Preliminary construct analysis focusing on malleability

- 4.1 Malleability, Neuroplasticity, and Recent Scientific Evidence
- 4.2 Skills, Attitudes, and Values that Forecast Young People's Academic and Life Success
- 4.3 The Role of Environment in Promoting Knowledge, Skills, Values, and Attitudes in Adolescence
- 4.4 Skills, Values and Attitudes for Success in the 21st Century
- 4.5 Conclusions and Future Directions

## References

Zarmati, L.

## **FUTURE OF EDUCATION AND SKILLS 2030: CURRICULUM ANALYSIS : LEARNING PROGRESSION IN HISTORY.**

2 July 2019 20 pages

[http://www.oecd.org/education/2030-project/about/documents/Learning%  
20progression%20in%20history%20-%20Zarmati.pdf](http://www.oecd.org/education/2030-project/about/documents/Learning%20progression%20in%20history%20-%20Zarmati.pdf)

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Learning Progression in History

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What is learning progression in history?

Historical thinking, understanding and reasoning

The processes of 'doing' history

Learning progression in history curricula

- England
- British Columbia (Canada) Learning Competencies for Social Studies
- Australia
- Europe – Malta
- Asia – Singapore

Assessment of progression: challenges and possible solutions

- Designing effective assessment instruments
- Formative class, grade or school assessment

Research gaps and future directions

Bibliography

Voogt, J., Nieveen, N., Thus, A. & Kuiper, W.

## **EDUCATION AND SKILLS 2030: CURRICULUM ANALYSIS : LITERATURE REVIEW ON FLEXIBILITY AND AUTONOMY.**

18 October 2018 20 pages

[http://www.oecd.org/education/2030-project/contact/  
Literature\\_review\\_on\\_flexibility\\_and\\_autonomy.pdf](http://www.oecd.org/education/2030-project/contact/Literature_review_on_flexibility_and_autonomy.pdf)

### **Abstract**

This review summarizes literature on the topic of curriculum flexibility and autonomy. The paper gives a description of curriculum flexibility, autonomy and agency. The results are discussed in terms of the implemented curriculum, the attained curriculum and conditions.

The implemented curriculum describes school and teacher curriculum flexibility.

The attained curriculum describes school and teacher autonomy in relation to student achievement. Finally, the paper describes under which conditions curriculum flexibility and autonomy contribute to teacher agency/ teacher performance/ teacher well-being and student agency/ student performance/ student well-being.

Young, M. (Section I) Ross, K., Tomporowski, P., Collins, A., Jacobs, R. & Bilett, S. (Section II) Lippman, L. (Section III) Schonert-Reichl, K.A. (Section IV)

## **PRELIMINARY REFLECTIONS AND RESEARCH ON KNOWLEDGE, SKILLS,**

**ATTITUDES AND VALUES NECESSARY FOR 2030** 3 April 2017 115 pages

[http://www.oecd.org/education/2030-project/about/documents/PRELIMINARY-  
REFLECTIONS-AND-RESEARCH-ON-KNOWLEDGE-SKILLS-ATTITUDES-AND-VALUES-  
NECESSARY-FOR-2030.pdf](http://www.oecd.org/education/2030-project/about/documents/PRELIMINARY-REFLECTIONS-AND-RESEARCH-ON-KNOWLEDGE-SKILLS-ATTITUDES-AND-VALUES-NECESSARY-FOR-2030.pdf)

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Benander, R.

## **A LITERATURE SUMMARY FOR RESEARCH ON THE TRANSFER OF LEARNING.** 22 October 2018 29 pages

[http://www.oecd.org/education/2030-project/about/documents/A-Literature-  
Summary-for-Research-on-the-Transfer-of-Learning.pdf](http://www.oecd.org/education/2030-project/about/documents/A-Literature-Summary-for-Research-on-the-Transfer-of-Learning.pdf)

### **Abstract:**

In this paper, we begin by providing an overview of definitions on far/near transfer and horizontal/vertical transfer and describe the kind of knowledge/skills/attitudes and values that are identified/supported by research for "near-transfer" and "far transfer" (including the aspect of "vertical transfer/horizontal transfer") across different disciplines and between school and everyday life. The review and consensus of the research has suggested that the following elements support the transfer of learning:

- Teaching "big ideas" and supporting students to see conceptual links between differing contexts.
- Practice of skills with immediate feedback
- Application of skills and knowledge in ill-structured problem solving situations
- Opportunities to practice skills learned in school in the context of work
- Scaffolding learning activities to build up from specific skills to application of those skills in different environments
- Support from instructors/supervisors, an explicit expectation of transfer, and a value of transfer

Berger, T. & Frey, B.

## **FUTURE SHOCKS AND SHIFTS: CHALLENGES FOR THE GLOBAL WORKFORCE AND SKILLS DEVELOPMENT.** 24 April 2017 34 pages

[http://www.oecd.org/education/2030-project/about/documents/Future-Shocks-and-  
Shifts-Challenges-for-the-Global-Workforce-and-Skills-Development.pdf](http://www.oecd.org/education/2030-project/about/documents/Future-Shocks-and-Shifts-Challenges-for-the-Global-Workforce-and-Skills-Development.pdf)

### **Key messages**

1. This report presents evidence on the expanding scope of automation. After three decades of a secular decline in middle-income jobs, the bulk of low-skilled and low-income workers are now for the first time susceptible to computerization. Meanwhile, skilled jobs remain relatively resilient to recent trends in technology. In particular, workers with extraordinary social and creative skills will still remain in the workforce in 2030.
2. As technology replaces old work, new jobs are being created. Occupations such as nanotechnology engineers, solar energy engineers, web developers, and bio-statisticians, have all recently emerged. To adapt, the workforce of 2030 will require more technical skills, such as the ability to design and develop new theories that form the basis for advancements in a discipline, and applications.

3. While more investment in digital skills will be needed, a combination of skillsets that make workers adaptable to technological change will be even more important. In particular, educational efforts should focus on fusion skills—that is, the combination of creative, entrepreneurial and technical skills— allowing workers to shift into new occupations as they emerge.

4. The recent surge in income inequality has led to inequality of opportunity. Investments to broadly improve skills development for children at an early stage are thus not only likely to pay long-term dividends in terms of productivity gains, but would also contribute to a more equal distribution of skills, in turn making incomes more uniform and boosting upward mobility. In particular, as socio-emotional and cognitive skills reinforce each other and shape children’s future skills development, investments in such skills during the school years will be of crucial importance.

5. Demographic shifts are fundamentally changing the demand for skills. A shrinking workforce and an aging population will require increasing adaptability for people to be able to work later in life. The ability to constantly acquire new skills and knowledge provides a central challenge for the workforce.

6. Aging populations will also make socio-emotional skills such as caring, sociability and respect more important. A wide range of emerging occupations, including acute care nurses, informatics nurse specialists, geneticists and hospitalists, speak to the growing demand for such skills.

7. We find that younger workers are more likely to be observed in new work and tend to cluster in skilled cities. On average, cities with a younger workforce are also more innovative. If fewer people work, the workforce will have to become even more innovative to avoid stagnation. Teaching entrepreneurial skills will be essential to avoid stagnation

Chung, C., Rus, C., Bishop, P., Aguirre-Esponda, G. J., Hideyuki, H., Balankat, A., Monticone, C., Adler, A. & Seligman, M.

### **THE EDUCATION 2030 CONCEPTUAL LEARNING FRAMEWORK AS A TOOL TO BUILD COMMON UNDERSTANDING OF COMPLEX CONCEPTS.**

4 November 2016 90 pages

[http://www.oecd.org/education/2030-project/contact/The\\_E2030\\_Conceptual\\_learning\\_framework\\_as\\_a\\_tool\\_to\\_build\\_common\\_understanding\\_of\\_complex\\_concepts.pdf](http://www.oecd.org/education/2030-project/contact/The_E2030_Conceptual_learning_framework_as_a_tool_to_build_common_understanding_of_complex_concepts.pdf)

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  - Global Citizenship - UNESCO Section of Education for Sustainable Development and Global Citizenship

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Appendix 2: Terminology

Appendix 3: Selected research

Voogt, J., Nieveen, N., van de Oudewetering, K. & Sligte, H.

### **EDUCATION 2030 - CURRICULUM ANALYSIS: LITERATURE REVIEW ON MANAGING TIME LAG AND TECHNOLOGY IN EDUCATION THE FUTURE OF EDUCATION AND SKILLS: EDUCATION 2030**

13 October 2017 45 pages

[http://www.oecd.org/education/2030-project/contact/Curriculum\\_analysis\\_Literature\\_review\\_on\\_managing\\_time\\_lag\\_and\\_technology\\_in\\_education.pdf](http://www.oecd.org/education/2030-project/contact/Curriculum_analysis_Literature_review_on_managing_time_lag_and_technology_in_education.pdf)

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Van den Akker, J.

## **BRIDGING CURRICULUM DESIGN AND IMPLEMENTATION.**

17 October 2018 22 pages

[http://www.oecd.org/education/2030-project/contact/Bridging\\_curriculum\\_redesign\\_and\\_implementation.pdf](http://www.oecd.org/education/2030-project/contact/Bridging_curriculum_redesign_and_implementation.pdf)

Abstract

This review examines how thinking about implementation of curriculum already in the design stage can have an impact on the actual later implementation. The aim is to develop a shared conceptual framework about curriculum design and implementation approaches. The review also examines how change theories relate to curriculum implementation and what curricular policy steers and facilitates systematic and sustainable curriculum change at all levels. A few country examples of successful approaches are included in this review

Voogt, J.

## **E2030 CURRICULUM ANALYSIS: LITERATURE REVIEW ON THE IMPACT STUDY.**

28 October 2016 32 pages

[http://www.oecd.org/education/2030-project/contact/E2030\\_Curriculum\\_Analysis\\_Literature\\_review\\_on\\_the\\_impact\\_study.pdf](http://www.oecd.org/education/2030-project/contact/E2030_Curriculum_Analysis_Literature_review_on_the_impact_study.pdf)

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- Global Citizenship - Competences for Democratic Culture: Mr Calin Rus, Expert, Council of Europe
- Global Aspects of Civic and Citizenship Education - Inter-national Association for the Evaluation of Educational Achievement (IEA) International Civic and Citizenship Study (ICCS) 20 E)
- Global Competence - OECD PISA
- 2. Foresight - Mr Peter Bishop, Teach the Future
- 3. Education for Sustainable Development (UN SDG 4.7) - UNESCO Section of Education for Sustainable Development and Global Citizenship
- 4. Innovation 4
- A) Mr Guillermo José Aguirre-Esponda, Grupo Aguirre – Innovalia
- B) Mr Horii Hideyuki, iSchool, Tokyo University
- 5. Computational thinking/Programming/Coding - Ms Anja Balanskat, European Schoolnet
- 6. Financial Literacy - Ms Chiara Monticone, OECD Directorate for Financial and Enterprise Affairs
- 7. Student Well-being - Mr Alejandro Adler and Mr Martin Seligman, University of Pennsylvania

Annex 1.

References

Confrey, J.

## **A SYNTHESIS OF RESEARCH ON LEARNING TRAJECTORIES/ PROGRESSIONS IN MATHEMATICS**

31 May 2019 47 pages

[http://www.oecd.org/education/2030-project/about/documents/A\\_Synthesis\\_of\\_Research\\_on\\_Learning\\_Trajectories\\_Progressions\\_in\\_Mathematics.pdf](http://www.oecd.org/education/2030-project/about/documents/A_Synthesis_of_Research_on_Learning_Trajectories_Progressions_in_Mathematics.pdf)

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Dunn, J., Salmela-Aro, K., Talreja, V., Abiko, T., Steinemann, N., Leadbeater, C., Bentley, T., Grayling, A., Kunin, D., Walt, N., Toutant, A., Allen, R., Haste, H. & Bishop, P.

## **EDUCATION 2030 - CONCEPTUAL LEARNING FRAMEWORK:**

**BACKGROUND PAPERS** 13 October 2017, 167 pages

[http://www.oecd.org/education/2030-project/contact/Conceptual\\_learning\\_framework\\_Conceptual\\_papers.pdf](http://www.oecd.org/education/2030-project/contact/Conceptual_learning_framework_Conceptual_papers.pdf)

### **A. DEMOCRACY AND EDUCATION FOR THE FUTURE / JOHN DUNN (FELLOW OF KING'S COLLEGE & EMERITUS PROFESSOR OF POLITICAL THEORY, CAMBRIDGE UNIVERSITY) p. 4 - 17**

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Tichnor-Wagner, A.

## **OECD FUTURE OF EDUCATION AND SKILLS 2030: CURRICULUM ANALYSIS : DRAFT CHANGE MANAGEMENT: FACILITATING AND HINDERING FACTORS OF CURRICULUM IMPLEMENTATION**

9 May 2019 22 pages

[http://www.oecd.org/education/2030-project/contact/Change\\_management\\_for\\_curriculum\\_implementation\\_Facilitating\\_and\\_hindering\\_factors\\_of\\_curriculum\\_implementation.pdf](http://www.oecd.org/education/2030-project/contact/Change_management_for_curriculum_implementation_Facilitating_and_hindering_factors_of_curriculum_implementation.pdf)

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Tichnor-Wagner, A.

**FUTURE OF EDUCATION AND SKILLS 2030: CURRICULUM ANALYSIS CONNECTIONS BETWEEN ANTICIPATION-ACTION-REFLECTION AND CONTINUOUS IMPROVEMENT CYCLES.** 9 April 2019 .18 pages

<http://www.oecd.org/education/2030-project/about/documents/Connections-between-Anticipation-Action-Reflection-and-Continuous-Improvement-Cycles.pdf>

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Schoon, I. & Haste, H.

#### **EDUCATION AND SKILLS 2030: CONCEPTUAL LEARNING**

#### **FRAMEWORK : DRAFT PAPERS SUPPORTING THE OECD LEARNING**

**FRAMEWORK 2030** 7 May 2018 32 pages

<http://www.oecd.org/education/2030-project/contact/>

[Draft Papers supporting the OECD Learning Framework 2030.pdf](#)

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Schmidt, W.H.

### **PURSUIT OF SCIENCE LITERACY** 4 April 2016 4 pages

[http://www.oecd.org/education/2030-project/contact/Pursuit\\_of\\_Science\\_Literacy.pdf](http://www.oecd.org/education/2030-project/contact/Pursuit_of_Science_Literacy.pdf)

The pursuit of science literacy : putting fundamental ideas of science into the classroom

Schmidt, W.H.

### **INTERNATIONAL CURRICULUM ANALYSIS: TWENTY YEARS OF BACKGROUND ANALYSING MATHEMATICS AND SCIENCE CURRICULA**

2 May 2016 14 pages

[http://www.oecd.org/education/2030-project/contact/](http://www.oecd.org/education/2030-project/contact/Transnation-)

[al\\_Curriculum\\_Analysis\\_Twenty\\_years\\_of\\_background\\_analysing\\_mathematics\\_and\\_science\\_curricula.pdf](http://www.oecd.org/education/2030-project/contact/Transnation-al_Curriculum_Analysis_Twenty_years_of_background_analysing_mathematics_and_science_curricula.pdf)

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### **J. BC'S REDESIGNED CURRICULUM - THEORETICAL UNDERPINNINGS / NANCY WALT, EXECUTIVE DIRECTOR, MINISTRY OF EDUCATION ARNOLD TOUTANT, A. TOUTANT CONSULTING, MINISTRY OF EDUCATION ROD ALLEN, SUPERINTENDENT, SCHOOL DISTRICT #79 (COWICHAN VALLEY) p. 108 - 128**

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Rychen, D. S., Lippman, L., Lambert, P. Bishop, P., Hall, R., Young, M., Ross, K., Tomporowski, P., Collins, A., Jacobs, R., Billett, S. & Schonert-Reichl, K.A

**EDUCATION 2030: DRAFT DISCUSSION PAPER ON THE PROGRESS OF THE OECD LEARNING FRAMEWORK 2030** 7 November 2016 24 pages

[http://www.oecd.org/education/2030-project/contact/E2030 Progress report on the conceptual framework with visual presentation.pdf](http://www.oecd.org/education/2030-project/contact/E2030%20Progress%20report%20on%20the%20conceptual%20framework%20with%20visual%20presentation.pdf)

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DRAFT DISCUSSION PAPER ON THE PROGRESS: OECD LEARNING FRAMEWORK 2030 .

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- Future we want
- Being able to navigate in time and social space

4. Cambridge Assessment is engaged in curriculum analysis as part of: qualifications development and provision development of ancillary materials such as textbooks and digital resources reform and development support to various jurisdictions support work to UK Government on the National Curriculum transnational comparative work on the performance of education and training systems

5. 2010, Cambridge Assessment provided support to the review of the National Curriculum. Tim Oates chaired the Expert Panel furnishing advice to the Secretary of State. Cambridge analysis provided much of the starting points for the development of the new National Curriculum (and its assessment) and this included insights from transnational comparisons.

6. We believe that much transnational analysis or putatively transnationally-focused has been fundamentally defective. We differentiate:

- parallel description – interesting but so what
- policy borrowing – theoretically deficient
- analytic transnational comparison – a basis for action

7. But we also assert that transnational analysis does not supply ‘judgement-free policy formation’.

8. We also remain concerned that transnational analysis of curricula is used as spurious legitimation for domestic action, including the general sense of ‘manufactured fear’ that other nations are doing better than a home country, something which is explored later in this paper

Rychen, D. S.

### **E2030 CONCEPTUAL FRAMEWORK : KEY COMPETENCIES FOR 2030**

(DESECO 2.0) 4 November 2016 22 pages

<http://www.oecd.org/education/2030-project/about/documents/E2030-CONCEPTUAL-FRAMEWORK-KEY-COMPETENCIES-FOR-2030.pdf>

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Annex .A. Naming the emerging field

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Annex .B. The Discipline of Anticipation, Futures Literacy, Futures Literacy Laboratories

- Futures Literacy
- Futures Literacy Laboratories
- Transforming the Future: Anticipation in the 21st Century
- Conclusion

Annex .C. References

Fadel, C.

### **EDUCATION 2030 ADDENDUM TO “FRAMEWORK ISSUES, INCLUDING CROSS WALKS”**

4 September 2015 9 pages

[https://www.oecd.org/education/2030-project/contact/Framework\\_Issues\\_Paper.pdf](https://www.oecd.org/education/2030-project/contact/Framework_Issues_Paper.pdf)

1. Definitions
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Garcia, E.

### **THE ROLE OF SKILLS, COMPETENCIES AND BEHAVIOUR IN DETERMINING SHORT AND LONG TERM OUTCOMES: A LITERATURE REVIEW.**

3 September 2015 17 pages

[http://www.oecd.org/education/2030-project/contact/The\\_role\\_of\\_skills,\\_competencies\\_and\\_behaviour\\_in\\_determining\\_short\\_and\\_long\\_term\\_outcomes.pdf](http://www.oecd.org/education/2030-project/contact/The_role_of_skills,_competencies_and_behaviour_in_determining_short_and_long_term_outcomes.pdf)

Why is research necessary to study NCS? In Education Policy?

Goals and structure of the study

1. Framework : Empirical Literature
2. Literature review : Findings
3. Conclusion

Haste, H.

### **PRELIMINARY SUMMARY OF LITERATURE REVIEW: COMPETENCES AND VALUES – THE E2030 MODEL (WORK IN PROGRESS)**

24 October 2018 12 pages

[http://www.oecd.org/education/2030-project/contact/Preliminary\\_summary\\_of\\_literature\\_review\\_Competences\\_and\\_Values\\_%20-the\\_E2030\\_model.pdf](http://www.oecd.org/education/2030-project/contact/Preliminary_summary_of_literature_review_Competences_and_Values_%20-the_E2030_model.pdf)

Abstract

The literature review trawled papers from 2015 onwards, across several disciplines, exploring the relationship between different attitudes and values and competences defined by the E2030 Learning Framework. Papers from before 2015 are included where they are definitive or ‘classic’ contributions to the field. Within the four competences, Sense of purpose towards well-being, Respect for diversity and tolerance of uncertainty, Creativity, and Sense of responsibility, the search first explored the relationship within each category of the various values to each other and to the overall defining concept. The purpose of this is to find out the extent of coherence within the broadly-defined competences of the E2030 Learning Framework. Second, the search explored relationships across categories, in particular the relationship to the overarching concept of Well-being.

Isaacs, T.

### **FUTURE OF EDUCATION AND SKILLS 2030: CURRICULUM ANALYSIS. FOR OFFICIAL USE.**

17 October 2018 34 pages

[http://www.oecd.org/education/2030-project/contact/Policy\\_review\\_on\\_designing,\\_planning\\_and\\_implementation.pdf](http://www.oecd.org/education/2030-project/contact/Policy_review_on_designing,_planning_and_implementation.pdf)

Abstract

This report examines issues concerning the gap between curriculum development/ implementation processes and outcomes (and the renewal of curriculum in schools in general), as reported in the responses of various countries to the OECD Policy Questionnaire on Curriculum Redesign in 2016-2018. The aim is to find curriculum innovations and educational strategies that countries have used or plan to use in confronting these issues. Differences in strategic approaches of countries are examined. A wide variety of issues were discussed, of which three groupings were particularly important: issues emerging as a result of the structure of the education system; issues related to preparedness; and issues related to achieving “buy-in”. Strategies for dealing with these issues fell, for the most part, into three categories: preparation of supporting materials, training and consultation, though more unique issues occasionally inspired more unique strategies. The discussion at the end of the report discusses the main results of the analysis

Lippman, L.

### **WELL-BEING AS PART OF 21ST CENTURY COMPETENCIES.**

13 November 2015 10 pages

[www.oecd.org/education/2030-project/contact/Well-being\\_as\\_Part\\_of\\_21st\\_Century\\_Competencies.pdf](http://www.oecd.org/education/2030-project/contact/Well-being_as_Part_of_21st_Century_Competencies.pdf)

Why include well-being among 21st century competencies for 2030?

Luckin, R. & Issroff, K. (draft I) Berkowitz, M. & Miller, K. (draft II)

### **EDUCATION AND AI: PREPARING FOR THE FUTURE & AI, ATTITUDES AND VALUES.**

24 October 2018 55 pages

<http://www.oecd.org/education/2030-project/about/documents/Education-and-AI-preparing-for-the-future-AI-Attitudes-and-Values.pdf>

Abstract

In this paper, we review the existing literature to find out what knowledge and skills will remain for human in a time of increasing AI. We address some of the issues surrounding the use of AI in education, and we discuss how AI can be harnessed to improve the education and opportunities of students as they prepare to enter the workforce.

We also stress the need for students, employees and society to develop the awareness and understanding that they will need in order to be effective, engaged and active citizens in a world in which AI will play an increasing role.

Oates, T.

### **TRANSNATIONAL COMPARATIVE METHOD REGARDING CURRICULUM.**

3-4 May 2016, 11 pages

[http://www.oecd.org/education/2030-project/contact/Transnational\\_Comparative\\_Method\\_Regarding\\_Curriculum.pdf](http://www.oecd.org/education/2030-project/contact/Transnational_Comparative_Method_Regarding_Curriculum.pdf)  
[introduction](#)

1. This paper outlines key assumptions and theoretical bases for the approach to transnational comparison which has been developed by Cambridge Assessment.
2. It is a working paper designed to support the OECD’s project to undertake comprehensive transnational curriculum analysis as a means of providing information and support to domestic policy formation on educational improvement, focused particularly on issues related to curriculum.
3. Cambridge Assessment is a non-teaching department of the University of Cambridge. It employs over 2 400 staff, and operates in over 170 countries. The Group includes three exam boards – Cambridge English, Cambridge International Examinations, and the OCR board. It has the largest assessment research team in Europe.