Education 2030 : the future we want / OECD Paris

"The Organisation for Economic Co-operation and Development (OECD) has launched The Future of Education and Skills 2030 project. The aim of the project is to help countries find answers to two far-reaching questions:

●What knowledge, skills, attitudes and values will today's students need to thrive and shape their world?

●How can instructional systems develop these knowledge, skills, attitudes and values effectively?

This OECD Education 2030 position paper considers the challenges that young people will face; suggests the importance of the concept of learner agency; proposes an overarching learning framework with transformative competencies; reviews the nature of the knowledge, skills, attitudes and values that young people will need; and ends with possible curriculum design principles. It encapsulates the key messages of the project so far.'

Do you want to take part in OECD Education 2030? OECD Education 2030 welcomes countries and stakeholders to contribute to the project. If you are interested, please contact: education2030@oecd.org. To find out more about the project, please visit our website at:

http://www.oecd.org/education/2030-project/

OECD Future of Education and Skills 2030

The **Future of Education and Skills 2030** aims to help education systems determine the knowledge, skills, attitudes and values students need to thrive in and shape their future."

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

Commissioned Papers

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.

Author	Title of Paper
Atkin, J.	Suggestions for an OECD key competencies framework
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](#)
Benander, R.	[Literature Summary for Research on the Transfer of Learning](#)
Berger, T. & Frey, B.	[Future Shocks and Shifts: Challenges for the Global Workforce and Skills Development](#)
Chung, C., Rus, C., Bishop, P., Aguirre-Esponda, G. J., Hideyuki, H., Balankat, A., Monticone, C., Adler, A. & Seligman, M.	[The E2030 Conceptual learning framework as a tool to build common understanding of complex concepts](#)
Confrey, J.	[A Synthesis of Research on Learning Trajectories/Progressions in Mathematics](#)
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.	[Conceptual learning framework: Conceptual papers](#)
Fadel, C.	[Framework Issues paper including Cross-walks](#)
Garcia, E.	[The role of skills, competencies and behaviour in determining short and long term outcomes: A literature review](#)
Haste, H.	[Preliminary summary of literature review: Competences and Values - the E2030 model](#)
Isaacs, T.	[Policy review on designing, planning and implementation](#)
Lippman, L.	[Well-being as part of 21st Century competencies](#)
Luckin, R. & Issroff, K. (draft I) Berkowitz, M. & Miller, K. (draft II)	[Education and AI: preparing for the future & AI, Attitudes and Values](#)
Oates, T.	[Transnational Comparative Method Regarding Curriculum](#)
Rychen, D. S.	[E2030 Conceptual Framework: Key Competencies for 2030 (DeSeCo 2.0)](#)
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.	[E2030 Progress report on the conceptual framework with visual presentation](#)
Schmidt, W.	[Pursuit of Science Literacy](#)
Schmidt, W.	[Transnational Curriculum Analysis: Twenty years of background analysing mathematics and science curricula](#)

Schoon, I. & Haste, H.	[Draft Papers supporting the OECD Learning Framework 2030](#)
Tichnor-Wagner, A.	[Change management for curriculum implementation: Facilitating and hindering factors of curriculum implementation](#)
Tichnor-Wagner, A.	[Connections between Anticipation-Action-Reflection and Continuous Improvement Cycles](#)
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](#)
van den Akker, J.	[Bridging curriculum redesign and implementation](#)
Voogt, J.	[E2030 Curriculum Analysis: Literature review on the impact study](#)
Voogt, J., Nieveen, N., van de Oudewetering, K. & Sligte, H.	[Curriculum analysis: Literature review on managing time lag and technology in education](#)
Voogt, J., Nieveen, N., Thus, A. & Kuiper, W.	[Literature review on flexibility and autonomy](#)
Zarmati, L.	[Future of Education and Skills 2030: Curriculum analysis. Learning progression in history](#)

NOTE: this page will continue to be updated as the papers become declassified

Contact us

If you have questions, comments or want to get involved in the Future of Education and Skills 2030 project please email us on:

✉ education2030@oecd.org

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