



OECD Future of Education and Skills 2030

Conceptual learning framework



LEARNING COMPASS 2030



IN BRIEF

OECD LEARNING COMPASS 2030

The OECD Learning Compass 2030, a product of the OECD Future of Education and Skills 2030 project, is an evolving learning framework that sets out an aspirational vision for the future of education. It supports the wider goals of education and provides points of orientation towards the future we want: individual and collective well-being. The metaphor of a learning compass was adopted to emphasise the need for students to learn to navigate by themselves through unfamiliar contexts, and find their direction in a meaningful and responsible way, instead of simply receiving fixed instructions or directions from their teachers.

The framework offers a broad vision of the types of competencies students will need to thrive in 2030 and beyond. It also develops a common language and understanding that is globally relevant and informed, while providing space to adapt the framework to local contexts.

The components of the compass include core foundations, knowledge, skills, attitudes and values, transformative competencies and a cycle of anticipation, action and reflection (see [concept notes](#) on each of these components). The concept of student agency (see [concept note](#)) is central to the Learning Compass 2030, as the compass is a tool students can use to orient themselves as they exercise their sense of purpose and responsibility while learning to influence the people, events and circumstances around them for the better.

The metaphor of a learning compass was adopted to emphasise the need for students to learn to navigate by themselves through unfamiliar contexts.

KEY POINTS

- The OECD Learning Compass 2030 is neither an assessment framework nor a curriculum framework. It recognises the intrinsic value of learning by elaborating a wide range and types of learning within a broad structure, and acknowledges that learning does not only happen in school.
- The learning framework is the product of collaboration among government representatives, academic experts, school leaders, teachers, students and social partners from around the world who have a genuine interest in supporting positive change in education systems.
- The notion of societal well-being has changed over the years to encompass far more than economic and material prosperity. Even though there may be many different visions of the future we want, the well-being of society is a shared destination.



Turn this page
for
an interactive
experience

For the full concept note, click [here](#).

More content at: www.oecd.org/education/2030-project



OECD LEARNING COMPASS 2030



Andreas SCHLEICHER, Director, Directorate for Education and Skills, OECD
 Source: www.oecd.org/education/2030-project/learning/learning-compass-2030

WHAT IS THE LEARNING COMPASS?



An animation explaining the OECD Learning Compass 2030
 Source: www.oecd.org/education/2030-project/learning/learning-compass-2030

OECD LEARNING COMPASS 2030



1. DOWNLOAD
 the free SnapPress
 mobile app



2. SCAN
 this page with



3. DISCOVER
 interactive
 content



Visit:
www.oecd.org/education/2030-project/learning



OECD Learning Compass 2030

Historically, education has often been slow to react to changes in society. During the 19th and 20th centuries, education systems sometimes changed through rapid bursts of expansion and restructuring. But in between these moments, curriculum structures and delivery often remained static, linear and rigid. The industrial form of schooling meant that students were often expected to be passive participants in classrooms (see the [OECD Future of Education and Skills 2030 project background](#)). Now, in the face of deep and widespread changes that are transforming our world and disrupting the institutional status quo in many sectors, there is a growing recognition of the need to re-think the goals of education, and the competencies students need to thrive. Global trends like digitalisation, climate change, and advances in artificial intelligence, to name just three, pose fundamental challenges to both the goals and the methods of education.

In 2015, the Education Policy Committee of the OECD agreed to launch the OECD Future of Education and Skills 2030 project as an opportunity to step back, explore the longer-term challenges facing education, and help make the process of curriculum design and development more evidence-based and systematic. 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 in and shape their world?
- **How** can instructional systems develop these knowledge, skills, attitudes and values effectively?

As one response to these questions, the OECD Future of Education and Skills 2030 project developed the OECD Learning Compass 2030 (Figure 1), an evolving learning framework that sets out an aspirational vision of education in 2030. It provides points of orientation towards the future we want: individual and collective well-being. The OECD Learning Compass 2030 aims to articulate core goals and elements of a shared future in a way that can be used at multiple levels – by individual learners, education practitioners, system leaders, policy designers and institutional decision makers – to clarify, connect and guide their efforts.

The OECD Learning Compass 2030 is an “evolving framework” in that it will be refined over time by the wider community of interested stakeholders. It is the product of a collaboration among government representatives, academic experts, school leaders, teachers, students and social partners who have a genuine interest in supporting positive change in education systems. These stakeholders come from a wide variety of countries.¹ Thus the framework also serves to develop a common language and understanding that is globally relevant and informed, while providing space to adapt the framework to local contexts.

The OECD Learning Compass 2030 is neither an assessment framework nor a curriculum framework

The OECD Learning Compass 2030 sets out a “learning framework”, not an “assessment framework”. The framework offers a broad vision of the types of competencies students need to thrive in 2030, as opposed to what kind of competencies should be measured or can be measured. While it is often said that “what gets measured gets treasured”, this learning framework allows for what cannot be measured (at least, for the time being) to be treasured. The OECD Learning Compass 2030 recognises the intrinsic value of learning by elaborating a wide range and types of learning within a broad structure. At the same time, assessment initiatives can use the learning framework to help focus discussions on what kinds of learning could be prioritised in particular contexts, for example for the purpose of monitoring and supporting student progress.

The OECD Learning Compass 2030 is not a “curriculum framework” either. It acknowledges the importance of formal, non-formal and informal learning alongside education that is bounded by formal curricula and instructional strategies. Moving towards 2030, it is increasingly important to recognise the multiple layers and directions of learning in which students participate, including at school, at home and in the communities to which they belong.

The “points of orientation” in the OECD Learning Compass 2030 help students navigate towards the future we want

Figure 1. OECD Learning Compass 2030



Student agency/co-agency

The metaphor of a learning compass was adopted to emphasise the need for students to learn to navigate by themselves through unfamiliar contexts and find their direction in a meaningful and responsible way, instead of simply receiving fixed instructions or directions from their teachers. Thus, the concept of **student agency** is closely associated with the OECD Learning Compass 2030 (see [concept note on Student Agency](#)). The visual above, showing a student holding the OECD Learning Compass 2030, represents the student exercising his or her sense of purpose and responsibility while learning to influence the people, events and circumstances around him/her for the better.

However, student agency does not mean student autonomy or student choice. People learn, grow and exercise their agency in social contexts. Thus, as the visual also shows, students are surrounded by their peers, teachers, families and communities, all of whom interact with and guide the student towards well-being. This is the concept of **co-agency**.

Core foundations

For all learners to exercise their agency and navigate by themselves towards fulfilling their potential, research suggests that students need core foundations. These are “the fundamental conditions and core knowledge, skills, attitudes and values (see the concept notes on [Skills](#), [Knowledge](#), and [Attitudes and Values](#)) that are prerequisites for further learning across the entire curriculum” (see the [concept note on Core Foundations](#)). Core knowledge, skills, attitudes and values for 2030 will cover not only literacy and numeracy, but also data and digital literacy, physical and mental health, and social and emotional skills. All of these are increasingly recognised as essential for thriving in the 21st century, and as important facets of human intelligence.

Competencies can be built on these core foundations. A competency is a holistic concept that includes knowledge, skills, attitudes and values. The OECD Future of Education and Skills 2030 project defines a competency as more than just “skills”. Skills are a prerequisite for exercising a competency. To be ready and competent for 2030, students need to be able to use their knowledge, skills, attitudes and values to act in coherent and responsible ways that change the future for the better.

Competency and knowledge are neither competing nor mutually exclusive concepts. Students need to learn core knowledge as a fundamental building block of understanding; they can also exhibit competencies based on knowledge, and use their growing competency to update and apply their knowledge, and deepen their understanding. Thus, the concept of competency implies more than just the acquisition of knowledge and skills; it involves the mobilisation of knowledge, skills, attitudes and values to meet complex demands in situations of uncertainty.

Transformative competencies

Learners need to develop a sense of themselves in the world. In order to adapt to complexity and uncertainty, and be able to help shape a better future, every learner needs to be equipped with certain **transformative competencies** (see the [concept note on Transformative Competencies](#)). These specific competencies are transformative both because they enable students to develop and reflect on their own perspective, and because they are necessary for learning how to shape and contribute to a changing world. Creating new value, taking responsibility, and reconciling conflicts, tensions and dilemmas are essential for thriving in and helping shape the future.

Anticipation – Action – Reflection (AAR) cycle

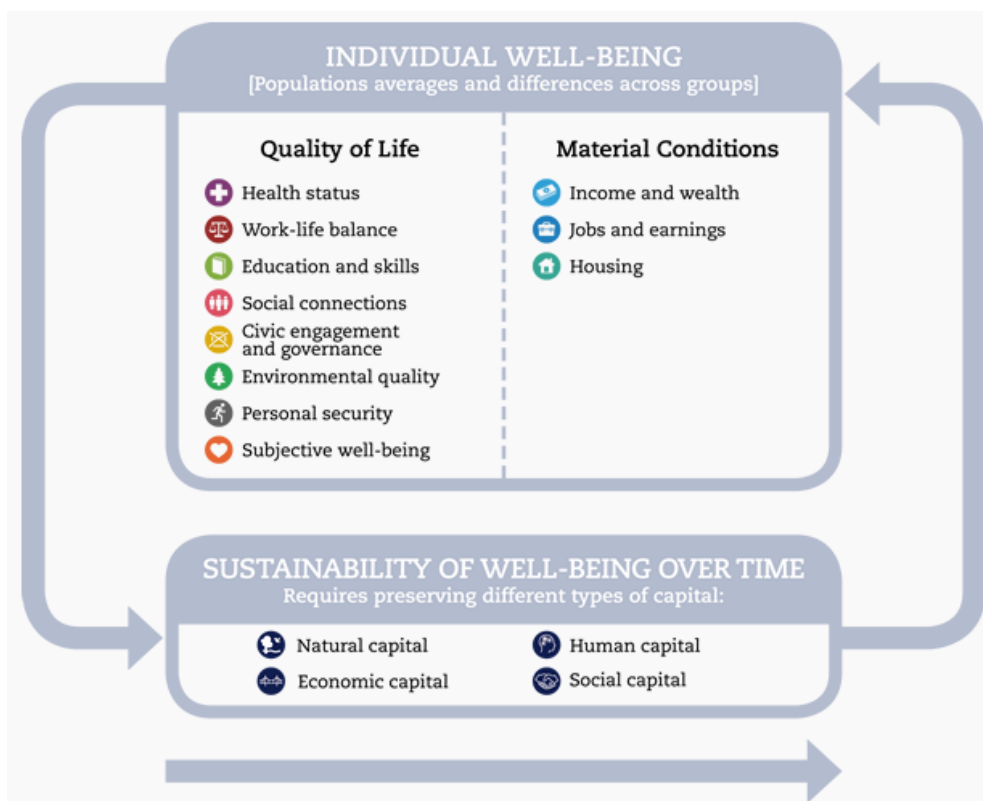
The Anticipation-Action-Reflection (AAR) cycle is an iterative learning process whereby learners continuously improve their thinking and act intentionally and responsibly towards collective well-being (see the [concept note on the Anticipation-Action-Reflection cycle](#)). Through planning, experience and reflection, learners deepen their understanding and widen their perspective. The AAR cycle is a catalyst for the development of the transformative competencies: each of those competencies depends on the learner’s ability to be adaptive and reflective and to take action accordingly, and to continually improve his or her thinking.

Students can use the learning compass to find their way towards well-being

Understanding the trends shaping our world can help prepare us for the future, and identify the kinds of competencies today's students will need to thrive (see the [OECD Future of Education and Skills 2030 project background](#); (OECD, 2019^[1])). For example, emerging technologies, such as Artificial Intelligence and Big Data, have changed the ways people work, live, learn and interact.

What has also changed is society's definition of well-being. What does the OECD Future of Education and Skills 2030 project mean when it refers to "well-being"? It has become widely recognised that economic prosperity accounts for only one part of an individual's - or a society's - well-being (European Commission, 2019^[2]; Gurria, 2015^[3]). The OECD Better Life Index identifies 11 factors that contribute to an individual's well-being – including economic factors such as jobs, income and housing, and other factors that affect the quality of life, such as work-life balance, education, safety, life satisfaction, health, civic engagement, the environment and community (OECD Better Life Index, 2018^[4]) (Figure 2).

Figure 2. The OECD framework for measuring well-being and progress



Source: Asmussen, K. (2017^[5]), *Language, wellbeing and social mobility*, www.eif.org.uk/blog/language-wellbeing-and-social-mobility.

Individual well-being helps build economic, human, social and natural capital – which, in turn, enhances individual well-being over time.

For example, the OECD Future of Education and Skills 2030 recognises that humans are one part of the complex natural ecosystem (Kolert, 2014^[6]) and thus its learning framework includes “environmental quality” as a factor that affects individual well-being. Students are thus expected to learn to care not only for their personal well-being, but also for the well-being of their friends, families, communities and the planet itself. (To illustrate what these well-being indicators mean in real life, the OECD Future of Education and Skills 2030 project asked students to describe their vision of the future they wish to create for each well-being domain. Their responses can be viewed in the [“Future We Want” videos](#)).

Each individual student should “hold” his or her own learning compass. Where the student stands – his or her prior knowledge, learning experiences and dispositions, family background – will differ from person to person; therefore the student’s learning path and the speed with which he or she moves towards well-being will differ from those of his/her peers. Yet, even though there may be many visions of the future we want, the well-being of society is a shared “destination”.

The United Nations Sustainable Development Goals

In 2015, the United Nations (UN) defined 17 Sustainable Development Goals for 2030. They cover various domains, including eradicating poverty and hunger, ensuring good health, well-being, quality education, gender equality and calling for action on climate change, among others (United Nations, 2015^[7]) (Figure 3).

Figure 3. The United Nations Sustainable Development Goals



Source: www.un.org/sustainabledevelopment/sustainable-development-goals/

The OECD Learning Compass 2030 was developed to help students attain individual well-being and collective well-being, including at the global level. To this end, the OECD Future of Education and Skills 2030 project works closely with UN partners, particularly UNESCO. The table below shows the relationships between the facets of well-being identified by the OECD and the UN Sustainable Development Goals.

Table 1. How the OECD concept of well-being aligns with the United Nations Sustainable Development Goals

Destination: OECD Well-Being	UN Sustainable Development Goals
1. Jobs	8. Decent work and economy growth 9. Industry, innovation, and infrastructure
2. Income	1. No poverty 2. Zero hunger 10. Reduced inequalities
3. Housing	1. No poverty 3. Good health and well-being
4. Work-life balance	3. Good health and well-being 5. Gender equality 8. Decent work
5. Safety	16. Peace, justice and strong institutions
6. Life satisfaction	Related to all goals
7. Health	3. Good health and well-being
8. Civic engagement	5. Gender equality
9. Environment	6. Clean water and sanitation 7. Affordable and clean energy 12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land
10. Education	3. Good health and well-being 4. Quality education 5. Gender equality
11. Community	11. Sustainable cities and communities 17. Partnership for the goals

References

- Asmussen, K. (2017), *Language, wellbeing and social mobility*, [5]
<https://www.eif.org.uk/blog/language-wellbeing-and-social-mobility>.
- European Commission (2019), *New Narrative for Europe*, [2]
<https://ec.europa.eu/culture/policy/new-narrative>.
- Gurria, A. (2015), *21 for 21 A Proposal for Consolidation and Further Transformation of the OECD*, <https://www.oecd.org/about/secretary-general/21-for-21-A-Proposal-for-Consolidation-and-Further-Transformation-of-the-OECD.pdf> (accessed on September 2018). [3]
- Kolert, E. (2014), *The Sixth Extinction: An Unnatural History*, Bloomsbury. [6]
- OECD (2019), *Trends Shaping Education 2019*, OECD Publishing, [1]
https://doi.org/10.1787/trends_edu-2019-en.
- OECD Better Life Index (2018), *OECD Better Life Index*, [4]
<http://www.oecdbetterlifeindex.org/#/111111111111>.
- United Nations (2015), *Sustainable Development Goals*, [7]
<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>.

Note

¹ OECD Future of Education and Skills 2030 stakeholders come from the following countries and economies: Argentina, Australia, Belgium, Brazil, Canada (the provinces of British Columbia, Ontario, Quebec and Saskatchewan), Chile, China (People's Republic of), Costa Rica, the Czech Republic, Denmark, Estonia, France, Finland, Germany, Greece, Hong Kong (China), Hungary, Iceland, India, Indonesia, Ireland, Israel, Italy, Japan, Kazakhstan, Korea, Latvia, Lebanon, Lithuania, Luxembourg, Malaysia, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Romania, Russia, Saudi Arabia, Singapore, Slovenia, South Africa, Sweden, Switzerland, Turkey, United Arab Emirates, United Kingdom (England, Northern Ireland, Scotland and Wales), United States and Viet Nam. OECD Future of Education and Skills 2030 stakeholders also come from the following international organisations: Council of Europe, European Union, UNESCO, and UNESCO IBE.

