Reflections on the Nordic ECEC traditions for the OECD project: Future of Education & Skills 2030

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Today’s focus

- Brief background of the OECD Education 2030 project (schooling level)
- Nordic traditions reflected in the OECD E2030 project
- Implications for ECEC towards the world in 2030
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Economic & Social contexts:
Just a few examples of mega trends toward 2030

Jobs and technology
The kind of things that are easy to teach are now easy to automate, digitize or outsource.

Jobs are changing

Mean task input in percentiles of 1960 task

- Routine manual
- Nonroutine manual
- Routine cognitive
- Nonroutine analytic
- Nonroutine interpersonal
Migration
More diverse communities

Stock of international migrants as a percentage of the total population, 1960, 2000 and 2010

Source: OECD (2013), Trends Shaping Education.
INEQUALITY
Relative poverty increasing in many OECD countries

Percentage of people with an income less than 50% of the median income, in the mid 1980s, mid-1990s and mid-2000s.

Source: OECD (2010), Trends Shaping Education.
Citizenship
Fewer people are engaged in their democracies

Parliamentary voter turnout, in 1950, 1980 and 2010 (or nearest available year)

Source: OECD (2013), Trends Shaping Education
Primary source: International IDEA (2011), Voter Turnout Database.
Peace & Security
In 2013, 60 per cent of all terrorist attacks occurred in five countries; Iraq, Afghanistan, Pakistan, Nigeria and Syria. However the rest of the world suffered a 54 per cent increase in terrorist incidents in 2013.
They are all inter-connected!

Today’s children need competencies to find solutions to the challenges and tap into the opportunities to shape a better future.
In 2015, the Education Policy Committee (EDPC) agreed ….

Step back and explore the bigger picture as well as the longer-term challenges facing education

Make the process of curriculum design a more evidence-based and systematic process

Learning Framework:
OECD Learning Compass 2030

International Curriculum Analysis
The EDPC also agreed ....

no prescription of national curricula

but seeks to establish

common language

shared space

and to explore issues around the design of instructional systems
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Nordic ECEC reflection 1: working method – sense of ownership & responsibility
Project overview: Phase 1 (2015-2018)

Strand 1: Concept making: Learning Framework 2030

Strand 2: International Comparative Analysis: Curriculum Redesign

2015/16 - Stage 1: Concept making, desk-based research,

2017/18 Stage 2: Refining concepts; Data collection & Analysis & Validation


Iterative Drafting & Stakeholder Dialogues
The OECD Learning Framework – to be globally informed & locally contextualised.

“If you want to go fast, go alone. If you want to go far, go together.”
African proverb
Our world towards 2030

Volatile: The speed and extent with which change is happening around us is constantly increasing (for example, technological progress).

Ambiguous: The lack of clarity about the meaning and consequences of the event makes it hard to take a clear decision (for example, unemployment).

Uncertain: The constant change of events is hard to understand and makes it difficult to predict what will happen (for example, climate change, natural disasters).

Complex: Events occur for many reasons that are interconnected and thus create confusion and difficulty to find a solution (for example, poverty).

Nordic ECEC reflection 2: Broader goals of education
Children should be able to shape the future towards....

The future we want narrative – aspirational “desirable future”

- In line with the OECD’s “growth narrative” – shifting from “economic growth” to “inclusive growth”
- Shifting the focus of well-being from economic well-being to *multidimensional well-being* (including economic well-being)
- Shifting the focus from “individual well-being” to “well-being of oneself, others and the planet”
**Broader goals of education** – Nothing new but revisiting curriculum traditions
e.g.
- Nordic countries: “*Bildung*”
- Asian countries: “知（智）徳体”
  knowledge(wisdom)/ ethics/health

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**Well-being 2030 – The future we want**

Jobs, Income, Housing, Work-Life-Balance, Safety, Life-Satisfaction, Health, Civic Engagement, Environment, Education and Community
Education for whole child development – not only student outcomes but process matters

Life satisfaction among 15-year-old students

Factors that predict high life satisfaction:
- Students who talk or meet with friends after school
- More physical activity
- Good teacher support
- Good parental support

Factors that predict poor life satisfaction:
- Anxiety with school work
- High internet use
Nordic ECEC reflection 3: Student agency (child agency)
It is about **acting** rather than being acted upon; **shaping** rather than being shaped; **making responsible decisions and choices** rather than accepting those determined by others.

**Agency:**

- the belief that students have the ability and the will to positively influence their own lives and the world around them.
- the capacity to set a goal, reflect and act responsibly to effect change.

**Co-Agency:**

- the interactive, mutually supportive relationships – with parents, with teachers, with the community, with each other – that help students progress towards their shared goals.

**Agency:**

- the belief that students have the ability and the will to positively influence their own lives and the world around them.
- the capacity to set a goal, reflect and act responsibly to effect change.
Student agency has multiple dimensions. Similar concepts (constructs) are commonly found to be associated with "student agency" across different countries.

**Student agency**
- Identify
- A sense of purpose
- Self-efficacy
- Trust
- Motivation
- Learning to learn
- etc etc.

Source: Discussion in Curriculum Content Mapping Group, 26 Oct 2018
Self-efficacy: Countries where students have stronger beliefs in their abilities perform better in mathematics

Fig III.4.5

Mean mathematics performance vs. Mean index of mathematics self-efficacy

R² = 0.36
Literature review/construct analysis:
If learners are trusted by their peers and mentors, they are more likely to take responsibility (Clouder, 2009)
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A few questions for further reflection for ECEC

• How can children develop such competencies towards 2030 in ECEC?
  – Are ECEC staff ready? e.g. foster co-agency?
  – If not, what kind of competencies do ECEC staff need?
  – Are the current pre-service/ in-service training well designed?
  – Is curriculum future-ready?

• How can children continue to develop such competencies transitioning into school? How can ECEC traditions influence the school sector culture and traditions?

• etc. etc.
Thank you!

• The OECD Learning Compass 2030 will be launched 22 May 2019.

• Phase 2 is starting.

Please visit our website: oecd/education2030