

# IN BRIEF

## TRANSFORMATIVE COMPETENCIES FOR 2030

To meet the challenges of the 21st century, students need to be empowered and feel that they can aspire to help shape a world where well-being and sustainability – for themselves, for others, and for the planet – is achievable. The OECD Learning Compass 2030 has identified three “transformative competencies” that students need in order to contribute to and thrive in our world, and shape a better future.

**Creating new value** means innovating to shape better lives, such as creating new jobs, businesses and services, and developing new knowledge, insights, ideas, techniques, strategies and solutions, and applying them to problems both old and new. When learners create new value, they question the status quo, collaborate with others and try to think “outside the box”.

**Reconciling tensions and dilemmas** means taking into account the many interconnections and inter-relations between seemingly contradictory or incompatible ideas, logics and positions, and considering the results of actions from both short- and long-term perspectives. Through this process, students acquire a deeper understanding of opposing positions, develop arguments to support their own position, and find practical solutions to dilemmas and conflicts.

**Taking responsibility** is connected to the ability to reflect upon and evaluate one’s own actions in light of one’s experience and education, and by considering personal, ethical and societal goals.

Three transformative competencies can help students thrive in our world and shape a better future.

### KEY POINTS

- Students need to acquire three transformative competencies to help shape the future we want: creating new value, reconciling tensions and dilemmas, and taking responsibility.
- When students create new value, they ask questions, collaborate with others and try to think “outside the box” in order to find innovative solutions. This blends a sense of purpose with critical thinking and creativity.
- In an interdependent world, students need to be able to balance contradictory or seemingly incompatible logics and demands, and become comfortable with complexity and ambiguity. This requires empathy and respect.
- Students who have the capacity to take responsibility for their actions have a strong moral compass that allows for considered reflection, working with others and respecting the planet.



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More content at: [www.oecd.org/education/2030-project](http://www.oecd.org/education/2030-project)



## TRANSFORMATIVE COMPETENCIES



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Source: [www.oecd.org/education/2030-project/teaching-and-learning/learning/transformative-competencies](http://www.oecd.org/education/2030-project/teaching-and-learning/learning/transformative-competencies)

## TAKING RESPONSIBILITY



Taking Responsibility, Japan, Home Economics


Source: [www.oecd.org/education/2030-project/teaching-and-learning/learning/transformative-competencies](http://www.oecd.org/education/2030-project/teaching-and-learning/learning/transformative-competencies)

## OECD LEARNING COMPASS 2030



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