In order to meet the challenges brought by globalization, technological change and uncertain future, UNESCO, OECD and China have all proposed blueprints for future education. But there are huge differences between their vision, goals and Approaches.

UNESCO——The 2030 framework for action on education

The UN Summit in September 2015 was held in New York and adopted “Transforming Our World——The 2030 Agenda for Sustainable Development: 17 Goals”. As the highest program of sustainable development in the next 15 years, it points to a more inclusive, fair and sustainable planet. Goal 4- “Ensuring Inclusive, Fair, Quality Education, and Promoting Lifelong Learning Opportunities for All”.

Sets more ambitious goals for world education 15 years after 2015, and also symbolizes the establishment of education 2030.

OECD——The OECD Learning Framework 2030

In response to SDG4, OECD launched its “The future of education and skills——Education 2030” programme. OECD proposed the first result of the project in 2018 (The OECD Learning Framework 2030), trying to answer how learners can survive and develop in the future world. On this basis, the OECD released the OECD Learning Compass 2030 in May 2019, providing the basis and driving force for change in the global education system and the larger ecosystem.

China——“China Education Modernization 2035”

In order to cope with the challenges brought by the increasingly deep global knowledge society, China put forward the “China Education Modernization 2035”. China’s Education Modernization 2035 plan sets the direction for the development of the education sector so that its overall capacity and international influence are strengthened. On that basis, the education sector will further improve for 15 years, with the aim of realizing its overall modernization by 2035, so as to make China a power in terms of human resources and talents, which will in turn provide a solid foundation for realizing the country’s goal of being a fully developed nation by 2049.

**Goals**

**UNESCO**

The primary goal of the 2030 framework for action on education is: “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. Followed with 10 targets, which requires to systematically establish the stage of education from preschool education, basic education, higher education and special education. Educational quality and educational equity are the most concerned.

**OECD**

OECD believes that every learner should be able to reach their potential and become a full human being, helping to shape a shared future based on the well-being of individuals, communities and the planet. OECD argues that the learning compass 2030 points to Collective well-being, in which the ability of individuals to achieve their full potential is only half of what is needed. The other half requires everyone to learn to live and work together peacefully.

**China**

The main development goal in 2035 is to build a modern education system that serves lifelong learning for all; to popularize quality preschool education; to achieve high-quality and balanced compulsory education; comprehensively popularize high school education; significantly improve vocational education service capabilities; significantly enhance the competitiveness of higher education; children with disabilities can enjoy appropriate education and to form a new pattern of education governance in which the whole society participates.

**Approaches**

UNESCO believes that to develop the education towards 2030, it should start with two aspects, one is to promote educational equity, and the other is to improve the quality of education. UNESCO pays more attention to the strength of national and international levels, and improves policies and laws to ensure the fairness and quality of education. UNESCO believes that regardless of policy implementation, resource input and follow-up supervision, the country is in a dominant position and plays a vital role in improving the education system at all stages. In formulating policies, particular attention should be paid to educational equity, ensuring that everyone has the right to education, and reducing inequality and potential discrimination caused by gender and socioeconomic status.

The OECD learning compass 2030 starts from the learner himself and changes from the bottom up. OECD “education 2030” emphasizes that curriculum should be designed around students, and proposes guidelines for designing education system and curriculum reform to meet the changing needs of different countries for curriculum and education system.

China believes that to promote the modernization of education requires strong political will and strong government. Education reform needs to start by the government from four aspects: improving the quality of education, promoting educational equity, improving the education system, and improving the education system.

**“principle guidance”**

UNESCO’s guidance on future education is in principle, stipulating the basic educational requirements that countries must meet by 2030, thus influencing their policy making on future education. Compared with the OECD, UNESCO’s policy stance is more clear-cut and neutral. It is committed to safeguarding the interests of developing countries and backward and poor regions as a whole, and believes that countries and governments must take responsibility for their own commitments, supervision and funding.

**“competency-based”**

Both OECD and the OECD mention developing 21st century skills as one of the ways to improve the quality of education in their future education blueprint. UNESCO stated in its specific goals that attention needs to be paid to the development of high-order cognitive and non-cognitive /transferable skills such as problem solving skills, critical thinking, creativity, teamwork skills, communication skills and conflict resolution skills, but UNESCO emphasis more on the basic skills of literacy and computing, and higher-order cognitive skills are only used as a perfect complement to the lack of work skills. On the contrary, OECD is competency-based, focusing more on the quality of education and its benefits to individuals and society. It puts competence at the center of the “compass for learning”, and believes that skills in the 21st century are at the core of future education reforms.

China——From the “floor” to the “ceiling”

In China, UNESCO’s educational goals are considered as the “floor” and OECD is the “ceiling”. China faces huge regional and demographic differences. In realizing the 2035 target of education modernization, it is necessary to achieve the UNESCO Education 2030 target, establish a sound education system, and promote the general principles of education equity and education quality to ensure that everyone has the basic Knowledge and skills; it also needs to reflect the consideration of individual learners and education in OECD Education 2030 that should promote economic development and social well-being, and enhance individual high-order capabilities. While continuing to emphasize the establishment of a sound education system, one of the concerns of “China Education Modernization 2035” is the upgrading of educational goals, emphasizing that the cultivation of high-order competency is the key move for China to promote education modernization. It mainly includes innovative ability, critical thinking, civic literacy, cooperation and communication ability, self-development literacy, information literacy, etc. These are the key few “advanced literacy” to meet the challenges of globalization, informatization, and knowledge economy in the 21st century. Only by strengthening the cultivation of these qualities can we enhance the international competitiveness of Chinese students.