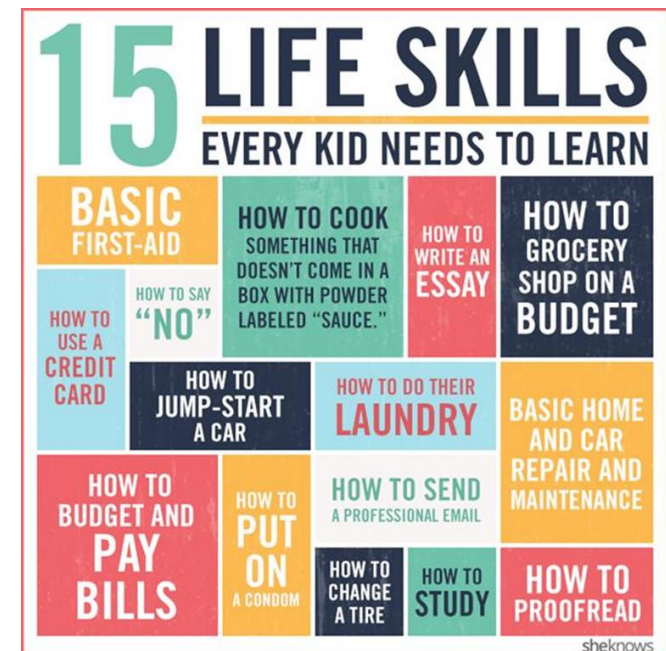

From life skills to future skills Competencies that nowadays' children will need in ten year's time

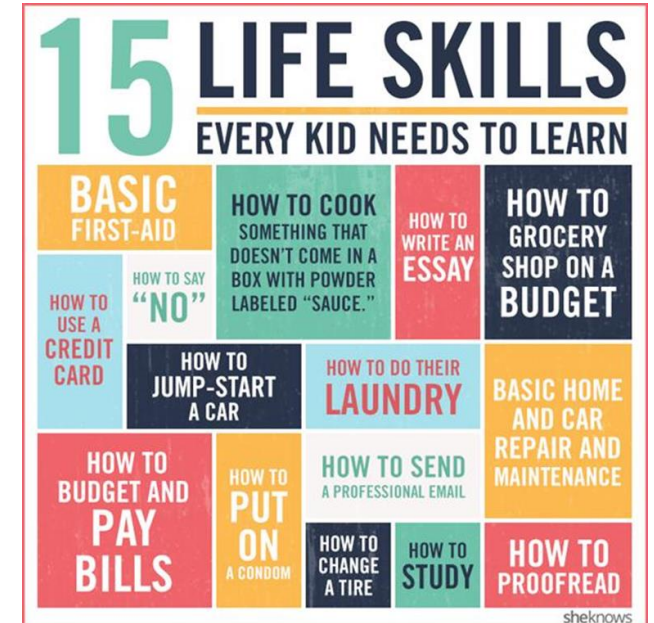
Dr. Corinna Borer

Prof. Dr. Wiltrud Weidinger



Content

1. Life skills and their significance for education
2. Life skills, transformative competencies and future skills
3. Characteristics of future skills programs
4. General consequences for a future-skills oriented school



Life skills and their significance for education

Life skills and their significance for education

- 3 areas of discourse in life skills

(Graham & Cohen 2022)

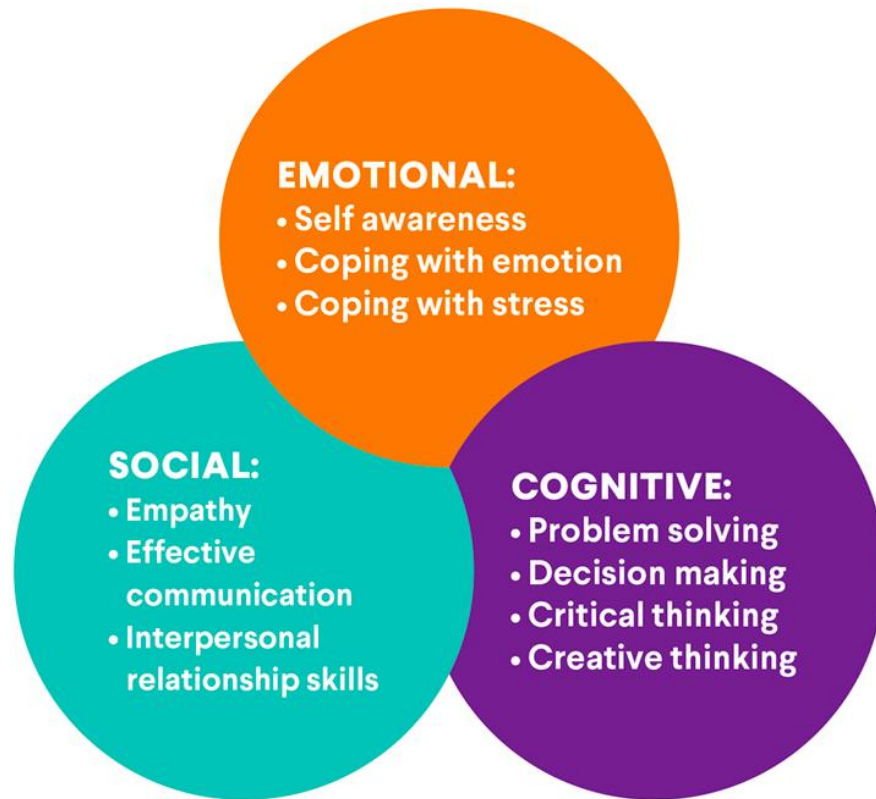
- Prevention and protection (public health)
- Labor market outcomes (economy)
- Quality education (education)

Children and adolescents shall

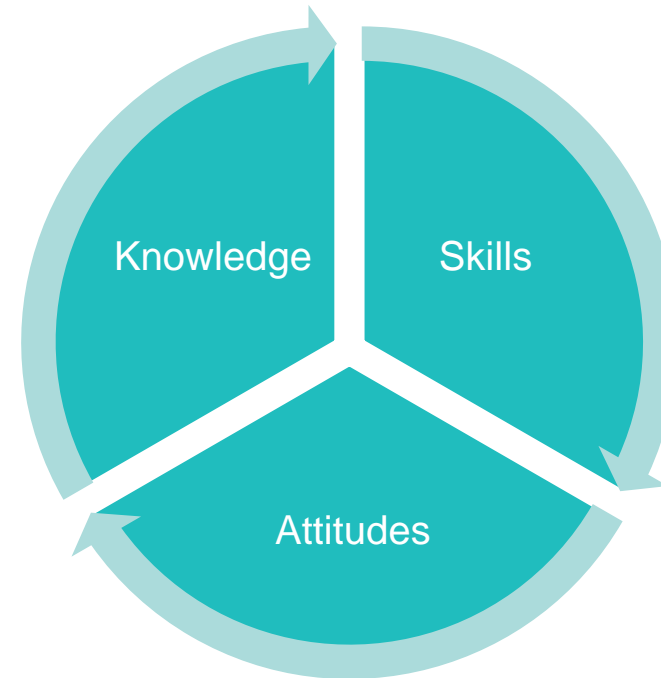
- 1) master certain tasks, knowledge and/or information,
- 2) develop a group of social and emotional competencies that will lead to valuable behaviours, and;
- 3) have ways of thinking that we consider to fall within the category of critical thinking.

«Life skills as an element of quality education»

“Life skills a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills” (United Nations 2006, 1)



World Health Organisation (2001)



A-S-K Framework of life skills
UNICEF (2006)

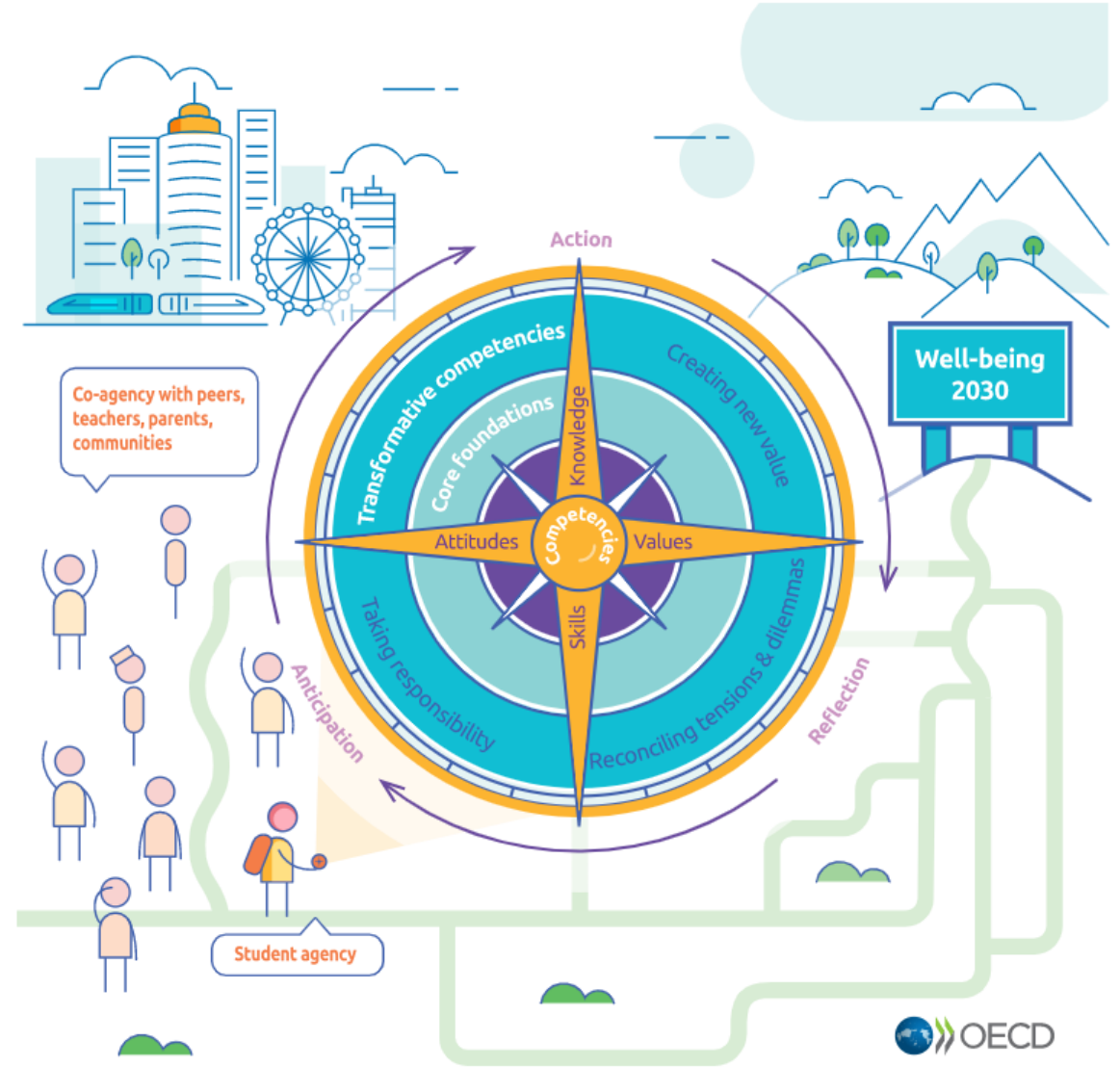
Life skills,
transformative
competencies and
future skills

In other words...

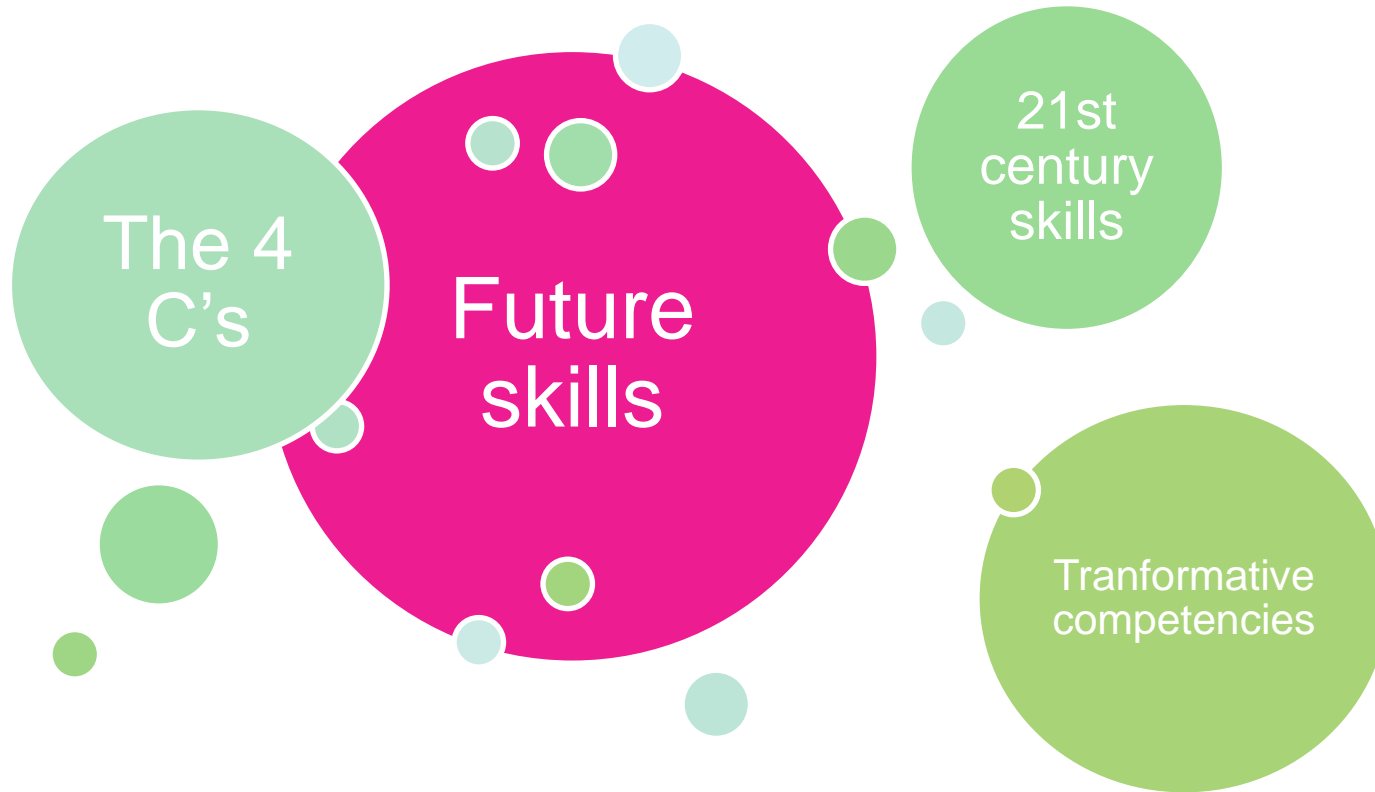
- **What** knowledge, skills, attitudes and values will today's students need to thrive and shape their world?
- **How** can instructional systems develop these knowledge, skills, attitudes and values effectively?



OECD Learning Framework 2030
(OECD 2018)



Are future skills everything?



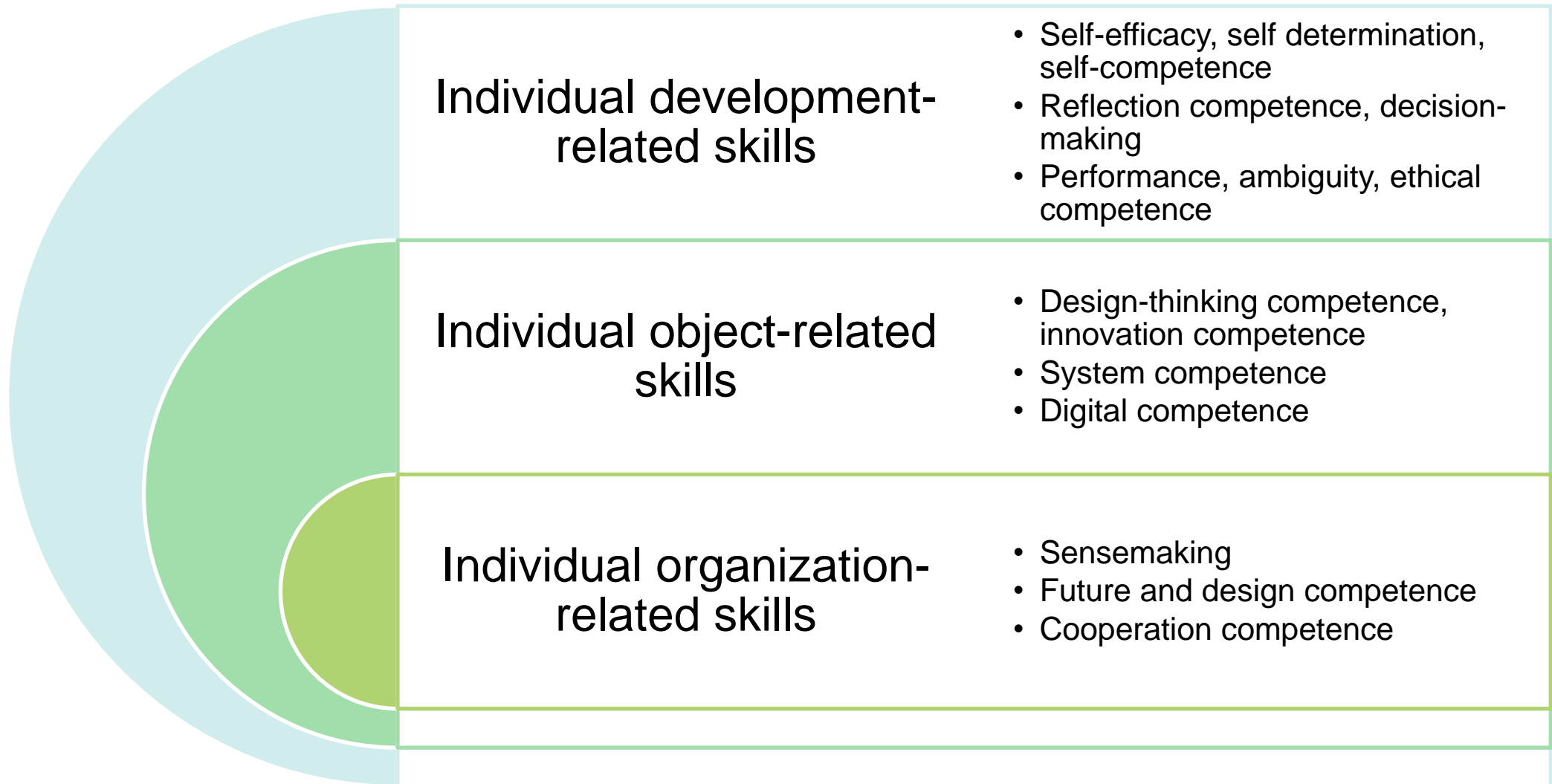
Future Skills are ...

...“competencies that allow individuals to self-organize and successfully operate in highly **emergent action contexts**, solving complex problems.

They are based on cognitive, motivational, volitional, and social resources, are values-based, and can be acquired in a learning process“

(Ehlers 2020)

Future skills



(Ehlers, 2020)

Transformative competencies and future skills

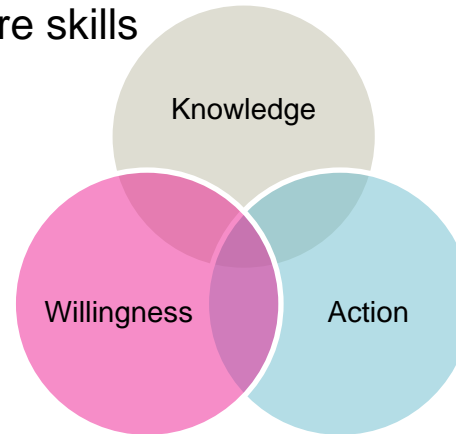
Transformative competencies



(OECD, 2019)

- solid foundational knowledge
- establish the connections between various areas such as politics, economy, environment, technology, and coexistence.
- knowing how things work, how to produce something, and how to repair something.

Future skills



- school should also enable the implementation
- competencies that approach a situation in a solution-oriented and flexible
- craftsmanship, clever negotiation skills, the use of a specific digital tool, the organization of a collaborative work process, or the argumentation and presentation of personal concerns.

- building on personal strengths as the most important element
- experiencing self-efficacy, trust in one's future, resilience in crises
- manage emotions, reflecting on them, and showing empathy towards other individuals or groups.
- wanting to participate in the community, being engaged in improving the community, environment, and society.

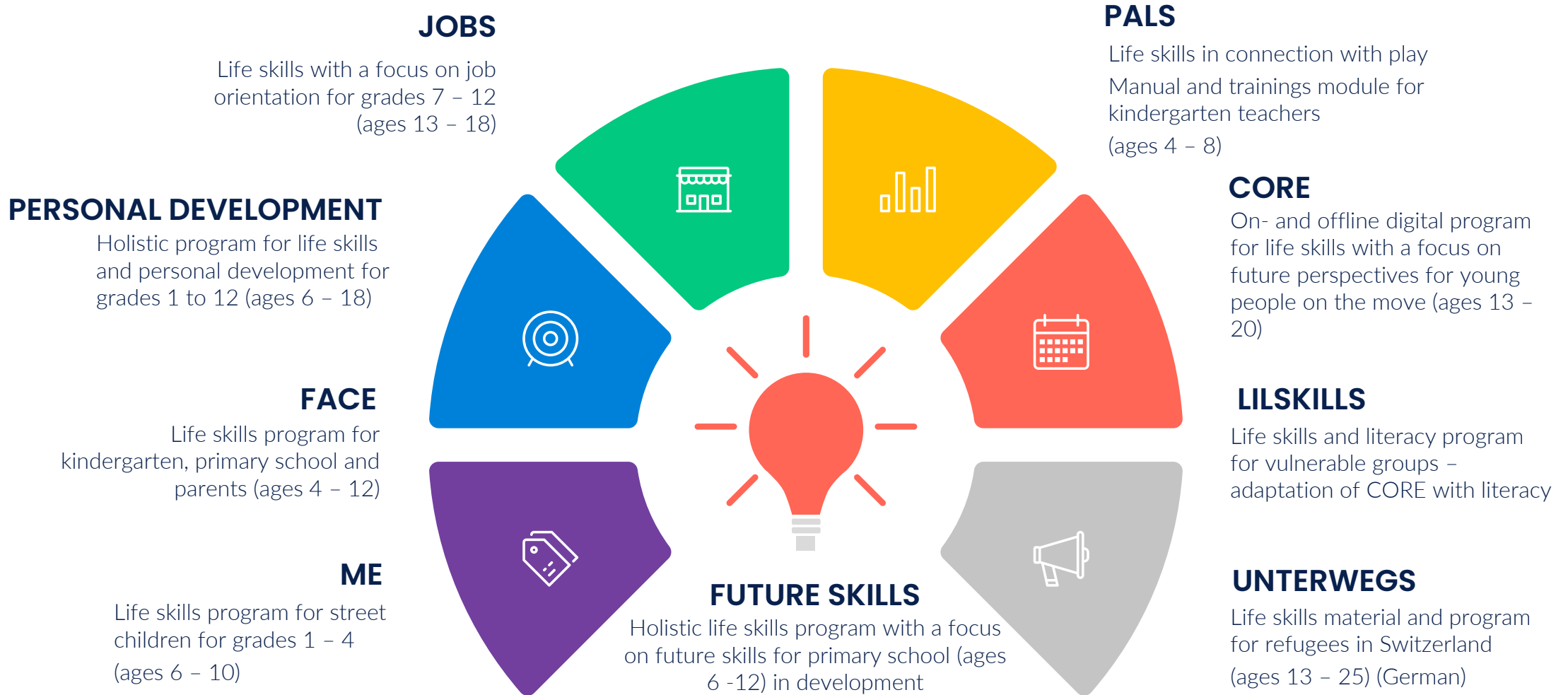
Characteristics of future skills programs

Characteristics of future skills programs

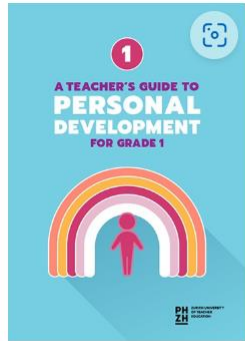
Goals and competencies	Contents and topics	Teaching and learning methods	Continuous reflection	Assessment of learning processes	Mindset of teachers
<ul style="list-style-type: none">• Focus on competencies and transformative skills• Communicated to the learners• Aligned in a spiral curriculum• Foresee cross-curricular opportunities	<ul style="list-style-type: none">• Significance in present and future lives of learners• Aligned with knowledge, willingness and action• Discussed in participatory way• Provide background knowledge• Integrate the community	<ul style="list-style-type: none">• Peer and cooperative learning• Cooperation-oriented classroom and not competition-oriented• Project-orientation and task-based learning• Activation of students from the beginning• Trying out innovative learning methods• Integrate digital tools from the beginning	<ul style="list-style-type: none">• Reflection by all actors involved• Regularly• Self-reflection and reflection by others• Reflection-in-action and reflection-on-action• Identifying „blind spots“ through self-reflection and peer feedback	<ul style="list-style-type: none">• Based on individual and criteria orientation• Avoid social comparisons• Formative assessment• Self-assessment and assessment of others	<ul style="list-style-type: none">• Mistakes are learning opportunities• Playfulness as a central driver for learning• Autonomy and freedom, self-efficacy and social inclusion are central• Orientation towards strengths and not weaknesses• Openness to community• Interest for labour market needs• Openness to change own traditions, methods and views

LIFE & FUTURE SKILLS FOCUS POINTS

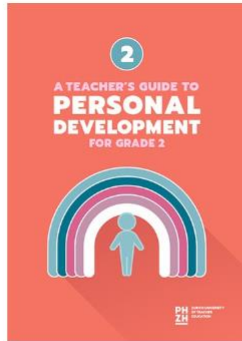
PROGRAMS AND MATERIALS
International Projects in Education



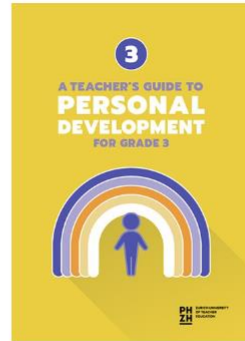
Teaching and learning materials



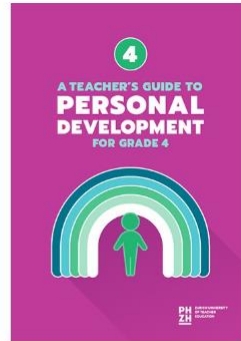
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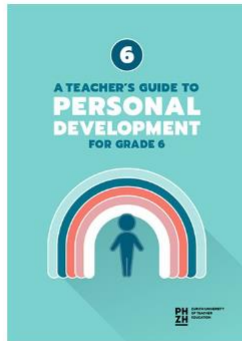
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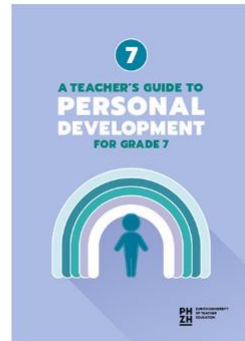
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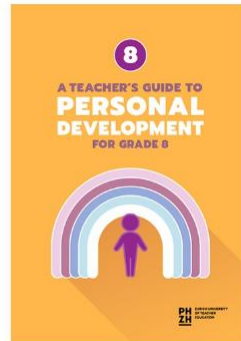
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Personal Development
Grade 8
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- Dimension: The art of self-knowledge and the knowledge of others
- Dimension: Life quality assurance
- Dimension: Healthy life-style
- Dimension: Design of professional career and development of entrepreneurial mindset
- Dimension: Personal safety



<https://ipe-textbooks.phzh.ch/>

General consequences
for a future-skills
oriented school

General consequences for a future-skills oriented school

- School must not disadvantage or select on the basis of its inherent design
- School must contribute to more equal opportunities
- Commitment to personal competence profiles or individual curricula in the context of school partnership involving the triangle of students, teachers and parents
- No fixed and unchangeable curriculum
- Learning, training and transfer of future skills must take place in the classroom.
- Students shall experience themselves as self-efficacious, engage in dialogue with others, learn how to collaborate, find creative solutions to complex problems, be willing to take responsibility for their contribution to the community and society
- Schools should encourage questioning, not just evaluating what has been heard or read.
- The culture of teaching and learning should support critical thinking.

Thank you for your attention!

Dr. Corinna Borer
Prof. Dr. Wiltrud Weidinger
Zurich University of Teacher Education
Center for Teaching and Transcultural Learning
Department International Projects in Education (IPE)
Lagerstrasse 2, 8090 Zürich

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