Future Education Model in Japan

PISA 2018 and Beyond

Global Competence and Other Challenges

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PISA History

- Policy-oriented *indicators* programme
- Three recurrent and well established competency domains:
  - Reading Literacy
  - Mathematical Literacy
  - Scientific Literacy
- Context information (background questionnaire) to explain international and intra-national differences in competency distributions
- On solid scientific ground; well implemented; pretty good indicators for identifying "sub-populations at risk"

Challenges and Problems (1)

- Trend challenge
  - Inherent problems from 2006 on
  - Aggravated by the switch to technology-based assessment (from 2009 on)
  - Conflicting results when comparing national and international data
- Technology-Based Assessment
- Introduction of new domains, e.g. ICT Literacy (not implemented) or Global Competence (PISA 2018)

Challenges and Problems (2)

- New domains, beyond PISA core domains
  - Transversal/cross-curricular competencies , e.g. Problem Solving): well rooted in research, building on prior educational discussions → pretty good implementation (PISA 2012)
  - New domains requested, both from an educational and a societal point of view, e.g. ICT Literacy (not implemented in 2006) or Collaborative Problem Solving (lack of conceptual clarity led to narrow implementation)
  - Political request for further domains, e.g. Global Competence:

    Fuzzy, non-consensual concept; very little research at a "competency level" available → PISA not ready to translate insufficient/in-existing a priori knowledge into a *meaningful* measurement

Possible consequences for any Future Education Model in Japan

- Build upon well established measurements in core domains
- Deal with trend issues at a national level, taking into account PISA where it proves to be stable an meaningful
- Start from PISA “expansion ideas” (ICT Literacy, Collaborative Problem Solving, Global Competence,…) and *expand them in a national context*
- Enrich the framework with other domains considered of importance in a Japanese context (creativity, Internet 4.0/X.0 competence,…)
- **Translate indicator-type information into *educational reality*!**