

**POLICY SURVEY:  
21<sup>st</sup> CENTURY EDUCATION AND COMPETENCIES**

**INTRODUCTION**

The purpose of this survey is to assist APEC economies in learning how other economies are handling the topic of 21<sup>st</sup> Century Competencies and Skills.

This survey seeks to discover if APEC economies have:

- Identified a group of 21<sup>st</sup> century competencies their students must develop and
- Begun to make or actually made changes in their educational systems to incorporate these competencies in the teaching and learning

Now is the time for a discussion on competencies that governments need to give their support to and to emphasize in order that their citizens are ready to face the challenges of the 21<sup>st</sup> century: management in the context of globalization and command of the increasing amount of information and communication technologies that can benefit society.

A competency based education teaches students to be organized as well as to behave and react to situations and challenges<sup>1</sup> by connecting knowledge, skills, and attitudes. It is a means of aiding in the personal development of students that will eventually prepare them for the challenges society and work sets before them.

After filling out the survey, please send it to:  
[sgarciabelaunde@gmail.com](mailto:sgarciabelaunde@gmail.com)  
[curibe@minedu.gob.pe](mailto:curibe@minedu.gob.pe)

**BASIC INFORMATION**

Economy: \_\_\_\_\_

Contact Name: Mr./ Mrs./ Miss \_\_\_\_\_

Title: \_\_\_\_\_

Affiliation: \_\_\_\_\_

Email address: \_\_\_\_\_

Phone number: \_\_\_\_\_

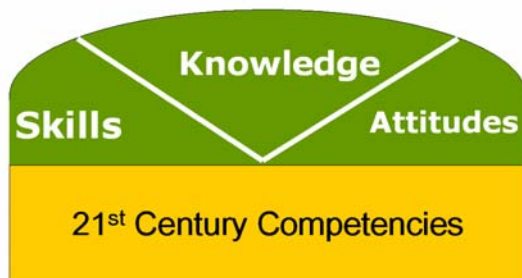
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**SECTION 1: AN OVERVIEW OF 21<sup>ST</sup> CENTURY COMPETENCIES**

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<sup>1</sup> Competencies in training and competencies in human talent management: convergences and challenges, International Labour Organization Page 1, LeBoterf (1997)

The purpose of this first section is to gather data on how other APEC economies are working, as a group and individually, in relation to contents, skills, and attitudes that, according to common consensus, could become needed “21<sup>st</sup> Century Competencies” for success in the globalized economy of today.



**Contents** refer to concepts and facts that are taught in different subjects (i.e. written and oral expression, statistics). These need to be constantly updated.

**Skills** refer to real-world application of basic content knowledge. It is about the need to be proficient and to learn correct procedures for implementing them properly (i.e. problem solving, communication).

**Attitudes** refer to a person's disposition, interests, motivations, and values (e.g. desire to learn and cooperate, perseverance). No matter the situation, it is a person's attitude that makes the difference between his mastery of key competencies and another's.

**Competencies** include knowledge, skills, and attitudes that individually and as a whole are needed so that a person successfully achieves the tasks and objectives set out by different situations. The development of competencies translates into correct performance in concrete situations.

### **KEY COMPETENCIES**

Researchers in different economies have tried to identify key competencies that are needed to tackle the extremely diverse situations present in 21<sup>st</sup> century life. These competencies are vital if one wishes to accomplish the series of tasks demanded by modern society and the globalized economy.

Some examples of 21<sup>st</sup> century competencies identified in different economies are:

- Communication skills necessary for developing critical thinking and reflection (Peru)
- Group and individual work (New Zealand)
- Responding creatively and imaginatively to texts (Singapore)
- Using ICT to solve problems (U.S.A – Partnership for 21<sup>st</sup> Century Skills)

**Learning achievement** means what students are expected to learn or the characteristics they should possess at the end of their educational process. The level of competency development for each stage, which could also be understood as standards, is established by the educational system.

The purpose of the following questions is to identify those competencies your economy has identified as being important for success in the 21<sup>st</sup> century.

**Questions:**

**1.1. How does the educational system in your economy define the concept of “COMPETENCIES”?**

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**1.2. Has your economy attempted to identify explicitly what key competencies are necessary for a person to perform efficiently in the globalized economy?**

In basic education:         YES         NO  
 In technical education:     YES         NO  
 In higher education:        YES         NO

**1.3. If the answer was yes, then, from those listed in the following chart, please mark the competencies your economy has given priority to in its educational system (mark all pertinent ones)**

Key competencies (Contents, skills, attitudes)	Key competency identified in policy/ standards documents	Key competency incorporated into the curriculum	Key competency incorporated into standardized tests	Key competency incorporated into teaching materials	Key competency incorporated into teacher training programs (from pre-teacher ed courses to professional development courses)	Key competencies currently being discussed for identification in policy documents or for integration in the curriculum or tests
Creativity and innovation						
Critical thinking/ problem solving						
Command of ICT						
Communication and collaboration						
Ethics and socially responsible attitudes						
Lifelong and self directed learning						
Others:						

**1.4 Please briefly explain how the competencies were selected and who took part in the process:**

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**1.5 How were teachers informed on these selected competencies?**

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**1.6 Do teachers receive educational material to support the development of competencies?**

**1.7 Does your economy have an education plan, project or other policy instrument that takes these competencies into account?**

\_\_\_ YES \_\_\_ NO

**1.8 What competencies does your economy consider vital for a person to perform efficiently, effectively, and ethically in the globalized world?**

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**1.9 If your economy has prepared a report or other document on 21<sup>st</sup> century key competencies, please write its name and, if possible, the URL where it is posted:**

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**1.10 Does your economy take into account participation from the private sector or professionals from other disciplines when it prepares its 21<sup>st</sup> key century competencies?**

In basic education      \_\_\_ YES \_\_\_ NO

In technical education      \_\_\_ YES \_\_\_ NO

In higher education      \_\_\_ YES \_\_\_ NO

**If your answer was yes, please briefly explain how they took part:**

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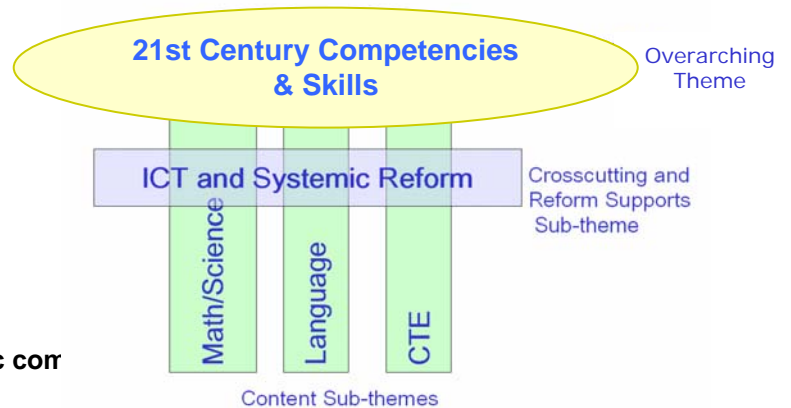
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## SECTION 2: 21<sup>ST</sup> CENTURY COMPETENCIES & SKILLS

This section has been designed to gather data on competencies and skills in the 21<sup>st</sup> century sub-themes developed by the APEC economies: Math and Science, Foreign languages, Higher and technical education. Most of the economies evaluate these sub-themes through the use of standards directly related to the competencies and skills that each educational system is attempting to develop.



### 2.1 Has your economy identified specific content theme?

\_\_\_ YES \_\_\_ NO

### 2.2 If your answer was yes, then for the following categories, please list the competencies or skills your economy believes must be developed?

- Math and science (Ex. Problem solving using math and critical thinking skills)

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- Foreign language (Ex. Communication competencies)

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- Technical and higher education (Ex. Lifelong learning competencies)

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### 2.3 What skills does your economy consider as vitally important to develop in terms of a student's command of ICT at each educational level?

- In basic education

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- In technical education

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- In higher education

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**2.4 Has your economy put any methodologies into practice that encourage interdisciplinary learning and, as a result, the development of competencies (like projects)?**  
 \_\_\_ YES \_\_\_ NO

If your answer was yes, please provide a brief description:

**2.5 Is there any type of alternative educational organization outside what is considered traditional in your economy that favors interdisciplinary learning?**  
 \_\_\_ YES \_\_\_ NO

If your answer was yes, please provide a brief description:

**SECTION 3: SECONDARY SCHOOL GRADUATION REQUIREMENTS**

Secondary school graduation requirements are an indicator of an economy’s priority for exposing its students to needed 21<sup>st</sup> century competencies and skills. The following group of questions revolves around your economy’s graduation requirements.

**Questions:**

**3.1 What is the highest grade in your secondary school system? \_\_\_**

**3.2 What is the average student age at the time of secondary school graduation? \_\_\_\_\_**

**3.3 What percentage of secondary school students graduate? \_\_\_\_\_**

**3.4 Does your economy have secondary school graduation requirements?**  
 \_\_\_ YES \_\_\_ NO

If your answer were yes, then what are the requirements?

When was the last year these were updated? \_\_\_\_\_

**3.5 Please list the number of hours allocated for each sub-theme and the percentage this represents in the total number of hours according to how your economy distributes academic time.**

Distribution of academic time (please mark the corresponding period)  
 Weekly \_\_\_\_\_ Biannually \_\_\_\_\_ Annually \_\_\_\_\_

	# of hours	% (with respect to the total)
Total # of hours		100%
Mathematics		
Science		
Foreign language		
Technical and professional education		

## SECTION 4: ASSESSING STUDENT'S 21<sup>ST</sup> CENTURY KEY COMPETENCIES

### Questions:

**4.1 In your economy, have you established standards or indicators that enable you to evaluate the development level of student skills?**

In basic education:       YES       NO  
In technical education:     YES       NO  
In higher education:       YES       NO

If your answer were yes, what process did you go through in order to establish the standards or indicators?

**4.2 Does your economy use standardized assessments or exit exams students must pass at the end of secondary school in order for them to receive a diploma?**

YES  NO

**4.3 If your answer were yes, then are the assessments based upon competencies?**

YES  NO

**4.4 If your answer were no, then does your economy have any type of standardized assessment that enables you to determine student achievement in each competency?**

YES  NO

**4.5 Have secondary school graduation requirements or other evaluations been modified to place more emphasis on applying 21<sup>st</sup> key century competencies?**

YES  NO

If your answer were yes, then could you please explain what the changes were?

**4.6 Does your economy have evaluation and monitoring systems, e.g. school inspection and review, that guarantee quality in the development of 21<sup>st</sup> century competencies?**

**4.7 What body, if one exists, is responsible for creating assessments, performance standards, and other tools that enables it to establish the quality of student learning?**

Thank you for your time!

If you have any question or comment regarding the filling out of this survey, you may contact:

Sol Garcia Belaunde: [sgarciabelaunde@gmail.com](mailto:sgarciabelaunde@gmail.com)