

Reimagining Education

Towards a Global Common Good

**Lifelong Applied Learning
for Inclusive Digital Transformation**

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Executive Summary

Technological progress has been transforming humanity for decades. But the pace and scale of recent changes are unprecedented. The digital revolution can deliver a more open and productive world, but it could also create digital divides that fuels inequality.

Korn Ferry's Global Talent Crunch study estimates that Asia Pacific is set to suffer the most severe skills crunch globally with talents deficit estimated at 55% of the global shortages by 2030. Amazon Web Services released their report estimating the need for 5.7 billion digital skills training by 2025 in the six countries they surveyed.

With the physical barrier now torn down by the pandemic, digitalization is now ready to cross the chasm, for transforming the entire economy including our fragmented post-secondary education sectors, which has been constraints by regulation, localization & funding needs.

Education is often referred to as a public good in developing economies with governments shoulder bulks of the burden for education funding and delivery.

In a world that is becoming more fast-paced, more divided and more interdependent, we need to encourage greater participations from private and non-profit sectors, for bridging the mission connection between education and the workplace to deliver a converged future of learning and work, for reimagining education toward becoming a global common good, to deliver inclusive lifelong learning for all.

In line with UNESCO's (section for Higher Education, ED,E30,HED) continuing efforts to achieve the Sustainable Development Goals (SDG4) for developing future ready talents and enterprises, we are bringing together tripartite multi-lateral stakeholders, from across the public, private and non-profit sectors, for collaboration to facilitate multi-dimensional integrations of our fragmented post-secondary education systems, to develop a borderless learning platform able to support inclusive digital transformation with diversity.

With digitalization, higher education institutions should not just simply be transmitter of knowledge and skills, we should be the connected learning platform, with seamless connections across the world, the industry and our community, for borderless collaborations and value creation, to support youth induction into digital careers, under-employed adults transitioning into in-demand digital jobs, and enterprise workforce upskilling for inclusive digital transformation.

Collectively, the Digital Skills Coalition provides competency-based curriculum, work-integrated learning, interoperable credentials, blended learning technologies, employers ecosystems and shared funding (between public, private & non-profit stakeholders) to deliver post-secondary education as a global common good for borderless workforce incubation to bridge rising income and gender inequality across Asia.

Digitalization & Glocalization

Digitalization

Digital revolution is transforming jobs and has resulted in critical skills gaps that businesses are struggling to fill. The Covid-19 pandemic has shifted our physical 'school' and 'office' to a hybrid future where you could learn and work from anywhere with an internet connection.

These digital skills shift inflicted enabled by the digital revolution and the pandemic has delivered the perfect storm for the disruption of the highly fragmented post-secondary education sector. It is no longer a question of the need to transform but how to deliver inclusive digital transformation able to deliver benefits for all.

Home to over half of the world's internet users, digital technologies are set to transform economies in the Asia Pacific region. Korn Ferry's Global Talent Crunch study estimates that Asia Pacific is set to suffer the most severe skills crunch globally with talents deficit estimated at 55% of the global shortages by 2030. Amazon Web Services released their report estimating the need for 5.7 billion digital skills training by 2025 in the six countries they surveyed.

Glocalization

Digitalization has escalated social and economic complexity to present several challenges in our highly localized education systems. The digital divide inflicted by digitalization in a borderless digital economy is producing patterns of low-employment growth, rising youth unemployment and vulnerable employment.

Demographic trends in developed economies have dampened labor supply, however new cohorts of more educated and productive workers from developing countries will entered the global workforce to engage in high value work across borders, while competition for jobs in their own countries intensifies.

The GIG Economy will be in full swing with more than half of the global working age population classified as contingent workers. Borderless education will come of age, fuelled by the need by organizations to incubate a global, diverse, and digitally skilled workforce for supporting digital transformation.

Regional learning and talents platforms will emerge for bridging digital skills gap to mitigate uneven demand and supply of digital talents between developed and developing countries to deliver borderless workforce incubation and inclusive digital transformation in the glocalized economy.

Future of Post-Secondary Education in Asia

According to Holon IQ's OPX report, the global post-secondary education market is valued at \$2.2T of a \$6.1T Global Education market in 2019. The Global Post-Secondary Education (HE+TVET) market including both offline and online learning is projected to value at \$2.3T by 2025.

Holon IQ predicts top scenario for Education in 2030 on the rising of regional alliances to dominate the competitive global education landscape, supported by strategic government, economic, and political cooperation. It relates those countries form multilateral accords to solve unique regional issues, benefit from economies of scale, strengthen their competitive position for talent and maintain important aspects of culture.

Although conventional post-secondary education institutions in Asia are facing huge challenges in delivery work ready graduates, it is expected to remain as the main education platform although learners would now expect more than just a degree credential but a tangible career outcome from their education investment.

Since 2016, governments across Asia including Singapore, China, Malaysia, Indonesia, and many others have launched strategic transformation initiatives to align their predominantly academic education systems with the industry for applied learning adoption.

With the pandemic further accelerating the pace of digital transformation, we envision the rapid digitalization of our post-secondary education sectors in Asia shaped by three major forces of our digital era:

First, the half-life of technology is shrinking, and the skills and knowledge will become obsolete faster than ever. Second, a more connected world creates more opportunities for all, but also greater inequality of opportunities and outcome. Third, as the world become more interconnected and interdependent, it risks becoming more fragmented and polarised.

Our post-secondary education systems must evolve – not just to respond and react; but to anticipate, adapt and advance. Our higher education institutions should not be simply transmitters of knowledge and skills. If transmission of knowledge was our only objective, then many online learning platforms can already do that.

In a world that is becoming more fast-paced, more divided, and yet more interconnected, we will need a strong network of connections to keep us current, keep us together, and keep us open. To this end, we will need to deepen our connections with the world, with industry and our community.

Although we will leverage technology to transmit foundational knowledge, we need to emphasize on the application of the knowledge to develop high-order skills to connect, collaborate and create.

Inclusive Lifelong Learning with Output-based funding

Education is often referred to as a public good in developing economies with governments shoulder bulks of the burden for education funding and delivery.

In a world that is becoming more fast-paced, more divided, and more interdependent, we need to encourage greater participations from private and non-profit sectors, for reimagining education toward becoming a global common good, to deliver inclusive lifelong learning for all.

Financing education has traditionally been supported directly by the state providing budget for investment and operational expenses based on inputs. This contributes to a centralized, budget-oriented approach to financing education based on inputs (e.g. number of trainees, number of workshops, etc.).

In order to create an inclusive education ecosystem, we must move towards a decentralised, output-oriented approach to financing education which focuses more on quality of education and relevance of training.

Under this output-based funding approach, learners would select a training provider able to deliver education co-funding with outcome-based learning supported by a collaborative eco-system of tripartite stakeholders from across public, private, and non-profit sector.

Complementing state funding with private and non-profit stakeholders this new borderless, cross-sectoral, multi-laterals global ecosystem will collaboratively deliver education co-funding for inclusive learning delivery through:

1. Outcome-based work-integrated lifelong learning
2. Borderless collaborative learning ecosystem with output-based funding

Shared funding from Collaborative Learning Eco-system

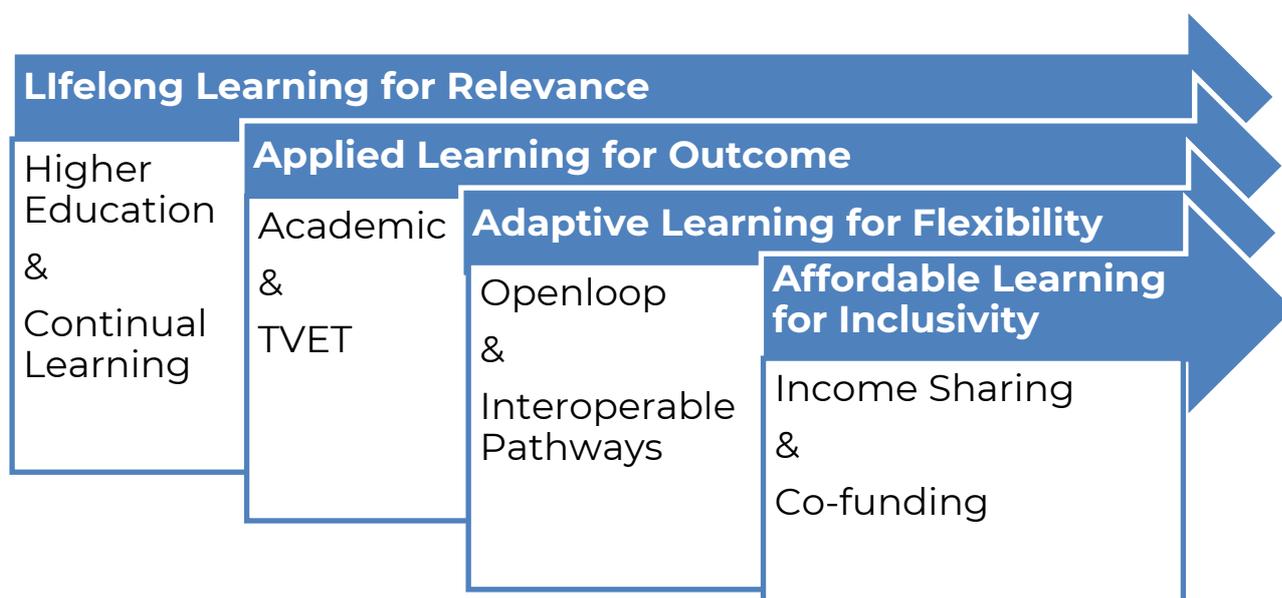
Stakeholders involved to deliver an affordable work2learn journey include:

1. Family and individuals – Highly subsidized tuition fees
2. Training providers – Income sharing agreements implementation where learners pay portion of their tuition fees to training providers after achieving tangible employment outcome
3. Employers – Contributing training allowances or apprenticeship levies for learning in the flow of work
4. Fintech – “Learn now, pay later” financing for inclusive access to education loan from learners unable to secure conventional education loan
5. Philanthropic organisations – Tuitions grant and scholarship for underprivileged community

Inclusive Lifelong Applied Learning Innovations

eLearning has democratised education, making learning available for almost free to the masses globally by leveraging on advanced internet technology. However, studies have shown that when education is entirely self-paced and self-driven, the success rate is low, as demonstrated by the high dropout rates of MOOCs - Massively Open Online Courses.

To deliver on a converged future of learning & work, there would need to be multi-faceted integrations across our highly fragmented post-secondary education systems for inclusive lifelong applied learning delivery.



Lifelong Learning for Relevance

The half-life of technology is shrinking, and skills & knowledge will become obsolete faster than ever. It used to say that we may use almost 20 years to prepare for the first job and may be the only job for life. That's our parents' generation. But what if we need to do 10 different jobs for life, changing every 5 years on average? That's our generation.

We need to jettison the concept that we can ever be done with learning. Learning for life must not mean that there is a body of knowledge once acquired, will prepare us for life. Instead, learning for life must mean learning for the rest of our lives and learning throughout life. No amount of learning frontloading can prepare us for life. Only continuous lifelong learning will help us remain current and relevant for the rest of our lives.

Applied Learning with Outcome

Academic classroom-oriented education delivery that limits industry engagements has been unable to deliver work ready graduates required by modern employers in the digital economy.

There would need to be a convergence between academic education and TVET training pathways for dual track applied learning able to bridge the mission connection between education and workplace to develop multi-disciplinary talents with practical skills and transferable knowledge.

Adaptive Learning for Flexibility

The fragmented education sector, with respective silos for academic & vocational pathways, do not provide sufficient flexibility and interoperability for developing multi-disciplinary thinkers and makers for the new digital economy.

In the new economy, there is no pre-defined learning pathway to success. Success is never static. It matters less how many of our students in a particular cohort go to universities or vocational institutes at a particularly point in their lives. It matters more, much more, how many of our students can acquire the appropriate degrees, diplomas, stackable certificates, or micro-credentials throughout and at relevant point in their lives, to meet their ever-evolving career cycles in their lives.

What will be needed is an adaptable and interoperable pathway with cross fertilisation between academic and vocational curricula to support an individual constantly evolving lifelong learning journey.

Affordable Learning for Inclusivity

To deliver inclusive learning, we must move towards a decentralised, output-based funding approach supported by a collaborative learning eco-system for shared funding from the following stakeholders:

1. Family and individuals – Highly subsidized tuition fees
2. Training providers – Income sharing agreements implementation where learners pay portion of their tuition fees to training providers after achieving tangible employment outcome
3. *Employers* – Contributing training allowances or apprenticeship levies for learning in the flow of work
4. *Fintech* – “Learn now, pay later” financing for inclusive access to education loan from learners unable to secure conventional education loan
5. *Philanthropic organisations* – Tuitions grant and scholarship for underprivileged community

Glocalized Collaborative Learning Platform

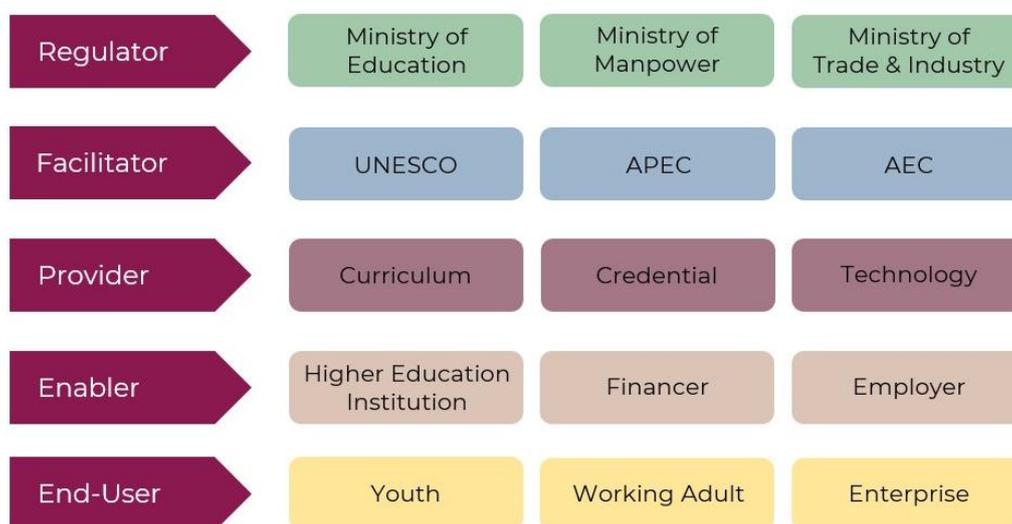
To this end, we need to bring together tripartite stakeholders, from across the public, private and non-profit sectors, to foster a glocalized learning eco-systems with seamless connections to the world, the industry, and our community for lifelong applied learning delivery.

No single stakeholder will be able to achieve the above objectives on its own. As a collaborative learning coalition, it delivers a converged future of learning and work, for lifelong applied learning to support youth induction into digital careers, under-employed transitioning into digital jobs, and workforce upskilling for inclusive digital transformation.

The coalition comprises of multilateral stakeholders committed to contribute their capabilities and funding for inclusive digital transformation including inter-government forums, government regulators, education institutions, employers, enterprises, technology vendors, funding agencies, non-profit organizations & industry associations.

Collectively, the coalition provides competency-based curriculum, work-based learning delivery, digital skills credentials, advanced education technologies, employers ecosystems, funding support to deliver education as a global common good with scale.

Glocalized Learning Eco-system



The diagram above represents various type of stakeholders involved and their roles in the coalition.

Regulator

The regulatory bodies involved include Education Ministry, Manpower Ministry, Trade & Industries. Supported by broader government cooperation in the region, education

regulators collaborate to harmonize regulatory frameworks, establish mutual recognition conventions, and build regional qualifications frameworks.

Facilitator

Stakeholders here facilitate and promote applied learning adoptions to include inter-governmental forums, digital transformation agencies, industry associations.

Provider

Stakeholders here include international universities, applied learning institutes & Big-Tech vendors contributing curriculum contents, degree credentials, industry certifications, practitioner faculty and education technologies for applied learning delivery.

Enabler

Stakeholders here include higher education alliances (Universities, Polytechnics, Vocational), financing partner (Bank, Non-Profit, Development Finance) and apprentice hiring employers.

The enablers' role in the ecosystem is to recruit learners, provide learning facilities, support learning management, deliver funding support.

End-User

Stakeholders here include youth for higher education programs, adults for lifelong learning and enterprises for workforce upskilling.

Inclusive Digital Transformation with eduCLaaS®

CLaaS®, which stands for Competency Learning as a Service, delivers mass customized blended learning for higher education students, working professionals and enterprises over the cloud, on-demand.

More than just digitizing education for mass distribution using technology, we adopt 70:20:10 work-based learning pedagogy to deliver improved knowledge, skills, and ability. Our learners progress from knowledge acquisition in the classroom to workplace skills utilization that delivers tangible career and business outcomes for individuals and businesses.

For higher education & adult learners, we bridge the missing connection between learning and work with applied degrees and micro credentials to support career induction and transition.

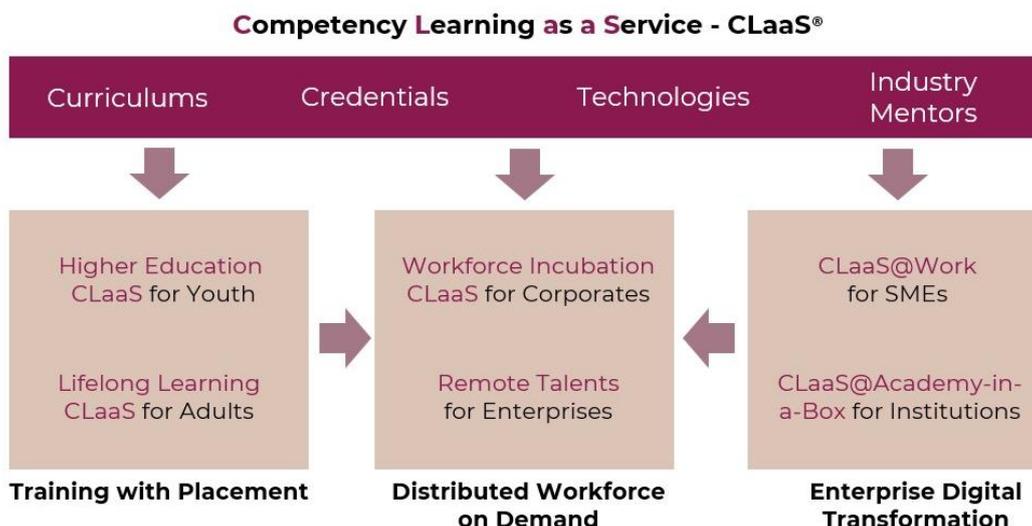
For enterprises & Governments, we deliver contextualized workplace learning with workplace skills utilization for inclusive digital transformation.

For employers, we deliver borderless workforce incubation CLaaS for just-in-time distributed digital talents development

eduCLaaS is a connected digital learning platform supported by a Pan-Asia coalition of tripartite stakeholders including learners, employers, educational institutions, technology vendors, governments, and non-profit agencies, working together to bridge the digital skills gap for delivering inclusive digital transformation and workforce incubation across Asia with scale.

Collectively, the Digital Skills Coalition provides competency-based curriculum, work-integrated learning, interoperable credentials, blended learning technologies, employer ecosystem, income sharing schemes to support the youth’s induction into digital careers, under-employed adults transitioning into in-demand digital jobs, and enterprise workforce upskilling for inclusive digital transformation.

eduCLaaS® Digital Learning Platform





eduCLaaS is a Pan-Asia Digital Learning and Talent Platform which aims to deliver talent and enterprise growth with **CLaaS**® for inclusive digital economy transformation. We connect higher education students, working adults, enterprises, employers, and post-secondary institutions for digital upskilling, digital career induction, and digital workforce development.

CLaaS® delivers **Competency Learning as a Service** to bridge the digital skills gap with competency-based curriculum, work-based learning pedagogy and blended work2learn journey. **CLaaS**® courses have received accreditations from education regulatory bodies and over 100 international universities.

eduCLaaS, with a network of 100+ campuses, has served over 50,000+ learners, and 2000+ enterprises across Asia with CLaaS®.

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