

Education Retreat Session Concept Note

Panel Discussion: Scaling EdTech, Digital Skills and IR 4.0 Skills to Support the Growing Digital Economy

DATE and TIME: 17 Jan 2022, 2:00 p.m. – 3:15 p.m. (1 hour 15 mins)

LOCATION: Virtual using Zoom

Background

Even before the COVID-19 pandemic, technological advances brought by the Fourth Industrial Revolution (4IR) had already disrupted the world of work, leading to growing demand for new sets of skills and competencies. Consequently, old jobs were being lost, while new jobs were created including new pathways for commercial activities. The biggest concern has been the accelerated pace of digitalization due to automation and new modalities of remote working triggered by COVID-19 has led to loss of low-skilled jobs and exacerbated inequities. Women, young people, and other marginalized groups have been affected disproportionately, and the digital divide between and within countries have widened.

Skills gaps continue to be high as in-demand skills across jobs change in the next five years. The top skills and skill groups which employers see as rising in prominence in the lead up to 2025 include critical thinking and analysis as well as problem-solving, and skills in self-management such as active learning, resilience, stress tolerance and flexibility. On average, companies estimate that around 40% of workers will require reskilling of six months or less and 94% of business leaders report that they expect employees to pick up new skills on the job, a sharp uptake from 65% in 2018. Lack of digital skills has become the key barrier for digital transformation for many sectors. In the education sector for example, teacher readiness in digital competency has been one of the main barriers for effective digital learning and capitalizing the opportunities with education technology. Based on an ADB study in several developing member countries, we looked at basic digital skills, which cover a teacher's ability to use tools to communicate, interact, and share information with students, including preparation of digital content and conducting research. A significant portion of teachers never (60%) or rarely used email to communicate with others, nor did they use any of the popular file sharing tools, such as Dropbox or Google Drive, to create and share information in a structured way. Our findings show that only around 20%-30% of the teachers have created interactive content, which can be as simple as question-answer or as complex as a 3D simulation. Yet, interactions require higher order thinking skills and the complex ability to use digital tools effectively. Assessments are also a key means for achieving higher order learning. Around 35%-50% of the teachers who responded indicated that they rarely had the opportunity to create online assessments or quizzes for students.

While initially technology such as robotics and automation brought fears of job losses, they are now tempered with expectation of significant productivity gains and new job creation. Investing in skills is the key lever that is likely to bring returns in growth and quality jobs. A joint PwC-WEF report in 2021 projects that closing skills gaps by 2028 could add \$ 6.5 trillion to global GDP and

5.4 million new jobs by 2030. This analysis seeks to confirm the growing importance of human capital and upskilling at an accelerated pace bringing tremendous returns where labor is complemented and augmented rather than replaced by new technology and improving the overall quality of jobs and productivity. Clearly the future will put much premium on creativity, innovation, teamwork and empathy in the jobs expected to be on the rise needing technology skills in addition. In their 2020 report, WEF noted that emerging professions will grow from 7.8% to 13.5% of the total employee base between 2020 and 2025. All this spells new departures in skills development.

Session Objectives:

1. Is there a strong case for a sharp acceleration in skills development initiatives in a post COVID 19 economy powered by far greater use of technologies? Is there a business case for 'disruptions' and 'transformations' in skills development to match the trends in the economy and society?
2. What is the key outlook for skills development for the millennials and Gen Z to prepare them for increasingly volatile labor markets? What are the radical new tools for skills development to ensure an effective eco system of career planning, coaching, counselling, job placements and on the job training and mentoring?
3. Lack of digital skills has become the key barrier for digital transformation for many sectors. Is there a common standard and taxonomy that we can refer to so that we can easily assess the gaps and plan for the activities to improve the digital capacity of the work force? What are the key parameters on which skills development institutions and training institutions need to metamorphose into considering the growing importance of online platforms for short term digital training, digital credentials and the blurring of lines between skills and higher education with applied degree programs?
4. The developing member countries that ADB supports need differentiated strategies to ramp up their digital readiness for the growing digital economy. How do we measure the countries' readiness in taking on the digital transformation opportunities?

Session Approach:

This session will be conducted in a "talk show" style. In this modified panel discussion format, discussants will take part in conversation driven by the questions of the moderator. Each participant will be introduced by the facilitator very shortly.

The panel will begin with a very brief introduction of the rationale for this session by the moderator. This is followed by a questions and answer period driven by the moderator who will predetermine questions to bring out the relevant information and discussion from panelists. A predefined commentators from the ADB operational departments will highlight some key message and/or key take-aways.

Depending on the time left, the moderator most likely will take a few questions from the audience and pose these questions to relevant panelists, as appropriate.

Speaker	Topic
Moderator Session Intro 5 mins	Shanti Jagannathan, Principal Education Specialist, ADB
Opening Remarks 5 mins	Brajesh Panth, Chief of Education Sector Group, ADB
Panel Discussion (talk show) 25 mins	
Director from LinkedIn (5 mins)	Jobs in demand and the skills for the fourth industrial revolution in the job market – Trends and Prospects.
Dr. Yuhyun Park from DQ Institute (5 mins)	Achieving digital intelligence for 1 billion citizens by 2030 – opportunities and challenges.
Director from Economist Intelligence Unit (5 mins)	How can countries use a Digital Readiness Framework to enable future-ready digital transformation – .
Panel Discussion (10 mins)	Can digitalization play a part in solving critical challenges of education and training in a post-COVID world, such as addressing quality of learning, preventing dropouts among girls and improving completion of secondary education for all, preparing skills for future jobs and improving science and innovation? What are promising trends that we can support?
Discussants (15 mins)	From ADB operational departments
Fook Yen Chong (3 mins)	Sharing from SERD on new interventions and approaches being embedded in projects and programs
Gi Soon Song (3 mins)	Sharing from SARD on incorporating EdTech and digital skills that prepare youth for the future
Eisuke Tajima (3 mins)	Sharing from CWRD and the 4IR study undertaken with SDCC and implications for new components in ADB projects
Jian Xu (3 mins)	Sharing on potential of EdTech in scaling learning and equity
Q&A (20 mins)	Q&A from participants in the retreat
Moderator Session Wrap Up 5 mins	Shanti Jagannathan, Principal Education Specialist, ADB

Introduction of the Moderator and Panelists

Moderator



Shanti Jagannathan, Principal Education Specialist, Sustainable Development and Climate Change Department, ADB

Shanti Jagannathan has over 25 years of experience with reforms and transformation in school education, technical and vocational education and training, and higher education in Asia. She has led policy research studies on skill ls for greening economies, Asia's knowledge-based economies, and implications of industry 4.0 on education and training. Her recent work includes a guidance note on Education and COVID-19 in Asia and the Pacific, designing and judging hackathons for digital reskilling and upskilling for displaced workers and digital platforms for education, and co-edited volume on powering a learning society during an age of disruption. She works on education sector policies and provides technical advice to ADB's lending and knowledge partnerships for education. She has over a dozen publications from her work in ADB, including three books with Springer and special issues of the Journals 'Prospects' and 'International Journal of Training Research.' She is currently Principal Education Specialist at ADB.

Opening Remarks



Brajesh Panth, Chief of Education Sector Group, Sustainable Development and Climate Change Department, ADB

Brajesh Panth is the Chief of Education Sector Group at the Asian Development Bank (ADB). He provides technical leadership to the education sector group (EdSG) in ADB, leads the preparation of the EdSG work plan, and facilitates collaboration across sector and thematic groups in ADB and with external partners. He has over 25 years of progressive experience as project team leader, head of project administration unit, lead education specialist, and chief of EdSG, in the education sector including sector assessment, project processing, implementation, evaluation, and policy dialogue, covering all levels—primary, secondary, technical and vocational education and training (TVET), and higher education. Besides coordinating and contributing to several publications, Mr. Panth has made several presentations in different fora and contributed to policy analysis, policy dialogue, and analytical work pertaining to different aspects of education reform. He holds masters and doctorate degrees in education administration, planning and social policy from Harvard University, USA.

Panelists



Dr. Yuhyun Park, Founder, DQ Institute

Dr. Yuhyun Park is a world-leading expert in digital skills and child online safety. She conceptualized the Digital Intelligence (DQ) and framework, the global standard for digital literacy, skills, and readiness (IEEE 3527.1TM) which was endorsed by the IEEE Standards Association, OECD, and World Economic Forum. She spearheaded #DQEveryChild, empowering children in 80+ countries with digital citizenship, and Child Online Protection Index, supporting nations in child online safety.

She is a World Economic Forum Young Global Leader, Ashoka Fellow, and Eisenhower Fellow, and is currently the Chair for the EQUALS ITU Digital Skills Coalition and TikTok Safety Advisory Council.



Andrew Staples, PhD, Regional Director of Policy and Insights, Asia, The Economist Group

Based in Singapore, Andrew Staples is the Asia Pacific Director of Economist Impact, the Policy and Insights arm of The Economist Group. He leads a team of consultants and analysts who provide best-in-class research and analysis, creative storytelling, events expertise, design-thinking solutions, and market-leading media products.

Andrew has a PhD in International Political Economy and an MSc in East Asian Business, both from the University of Sheffield, UK. He was a Ministry of Education research scholar at Hitotsubashi University in Tokyo (2001-2003) and before joining The Economist Group, Andrew pursued an academic career holding both tenured and adjunct posts at leading universities and business schools in Japan and the UK. He played a pivotal role in the launch and development of a Global MBA programme at Doshisha University Business School in Kyoto.



Trisha Suresh, Public Policy Manager, LinkedIn

Trisha Suresh leads LinkedIn's public policy strategy and programmes in Singapore and Southeast Asia. In this role, she partners with governments and economic institutions to advance LinkedIn's vision to create economic opportunity for every member of the global workforce. She also works with LinkedIn's data scientists and economists to leverage insights from LinkedIn's Economic Graph to help shape and inform policies on skills and workforce development priorities.

Prior to LinkedIn, Trisha spent almost nine years in a consulting role with The Economist Group. In this role, she

	<p>built data-driven policy strategy and thought leadership programmes for governments, corporates and multilateral organisations.</p> <p>Trisha graduated from the Lee Kuan Yew School of Public Policy with a Master in Public Policy, and an undergraduate degree in Political Science from Singapore Management University.</p>
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Discussants

	<p>Fook Yen Chong, Senior Social Sector Specialist (Skills Development), Southeast Asia Department, ADB</p> <p>Fook Yen Chong is a senior social sector specialist (skill development) working in the Asian Development Bank. He has more than 25 years of work experience in Technical Vocational Education Training (TVET). In ADB, he manages and supports TVET/Higher Education projects in India, Bangladesh, the Philippines, Cambodia, and Indonesia. As a practitioner in TVET, his expertise includes TVET strategic planning, training facility infrastructure planning and design, TVET curriculum design and development, TVET training equipment requirement, and TVET teachers' training. He has co-authored two publications on Training Facility Norms and Standard Training Equipment Lists for Precision Engineering and Mechatronic Technology trades. His latest pursue is in developing and deploying Mixed Reality (MR) training content for skill training, and accelerating TVET institutions capability in developing fourth industrial revolution expertise. He also has a strong interest in exploring how investing in innovations and technologies can drive economic growth in developing countries.</p>
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	<p>Gi Soon Song, Principal Social Sector Specialist, South Asia Department</p> <p>Gi Soon Song has over 20 years of experience in international development. She is currently working on health interventions and COVID-19 response in India and a higher education project in Bangladesh. She worked on various ADB program and projects in education, skills development, health, and social protection areas in South Asia and the Pacific. Prior to joining ADB, Ms. Song had been with the United Nations Development Programme (UNDP), Indonesia from 2003 to 2009, taking responsibilities in supporting governance and poverty reduction programs/projects. Ms. Song, a national of the Republic of Korea, obtained her PhD in Agricultural Science from Bonn University in Germany following her MA in International Commerce from Korea University in Seoul, Korea.</p>
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Eisuke Tajima, Principal Education Specialist, Social Sector Division, Central and West Asia Regional Department, ADB

Mr Tajima is responsible for processing and administering projects and technical assistance in education sector in Uzbekistan, Pakistan, and Georgia. He joined Asian Development Bank in 2008 and has worked on the projects and technical assistance in the People's Republic of China, Mongolia, Bangladesh, and Nepal. In particular, from 2011 to 2017, he was a team leader of secondary education projects in Bangladesh, working closely with the Bangladesh Government, other development partners and NGOs with sector wide approach. He has more than 20 years experiences working in education sector. Prior to joining ADB he worked at Basic Education Division in United Nations Educational, Scientific and Cultural Organization (UNESCO) in Headquarters in France in 2000–2004, and became a Chief of Education Section in UNESCO Hanoi Office in Viet Nam, being responsible for assisting the Ministry of Education and Training in planning in 2004–2008. He obtained his Masters in Rural Development, which he specialized in skills training and non-formal education for poverty reduction, from the University of Sussex, United Kingdom in 2000, and his Bachelor in Business and Commerce from Keio University, Japan in 1994.



Jeffrey Jian Xu. Sr Education Specialist – Education Technology. Sustainable Development and Climate Change Department, ADB

Mr. Xu serves in the ADB education sector group as a member of expert pool in Education Technology, Jeffrey covers ADB's engagement in education related projects with many Asian countries across K-12 school education, higher education and TVET, particularly using ICT and education technology to promote education equity, improve efficiency and efficacy in teaching and learning. Jeffrey is an information technology professional with over 20 years of experiences enabling business transformation strategies through effective technology solutions, across multiple industries including education, financial services, bio-pharmaceutical, and telecom. Prior to joining ADB Jeffrey was the CTO of one of the largest EdTech companies in the world transforming the education industry using digital technology and led several educational support projects to rural provinces to solve educational inequity in the People's Republic of China. Jeffrey also worked in US for 12 years with Hughes Network Systems, Freddie Mac, and Novartis in the technology divisions. Prior to joining ADB, Jeffrey spent 10 years in PRC working as CIO of Novartis Greater China Region, CIO of CapitaLand China and CTO of New Oriental Education Technology Group. Jeffrey has a M.S degree in Computer

	Science and an MBA degree with Virginia Polytechnic Institute and State University (Virginia Tech).
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