



7th International Skills Forum

Anticipating and Preparing for Emerging Skills and Jobs

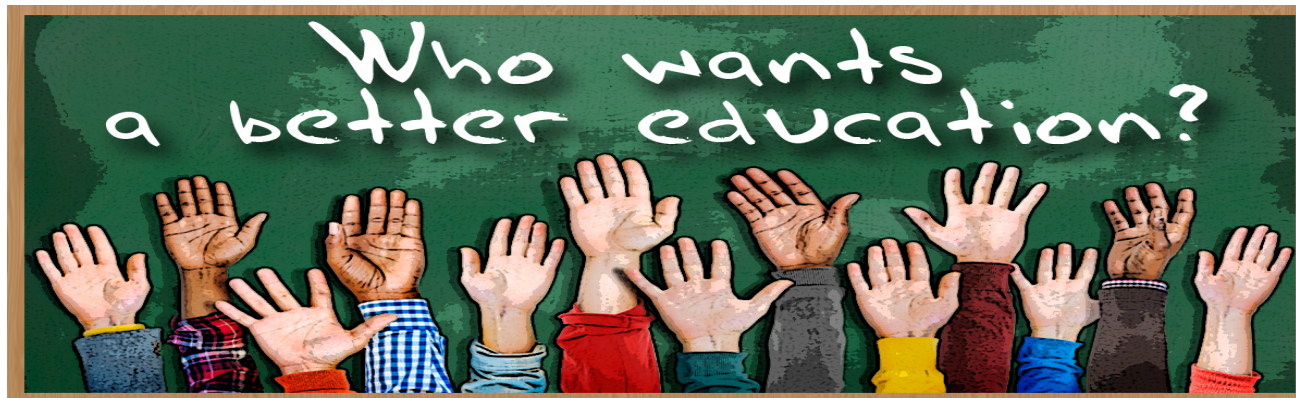
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Driving Force for K-12 Reforms in Southeast Asian Countries

- 6-10 years of basic education no longer enough to build foundation skills
- Critical importance of secondary education, including secondary TVET, as that level counts a large share in the labor force
- More than ever, quality of education matters, to instill foundational “soft skills”



Innovations and Good Practices

National level: curriculum, teacher development and assessment reforms

- Integrates teaching and learning practices which emphasize not only mastery of subject matters, but critical thinking, problem solving, and communication skills
- Applied STEM education, using technology in teaching and learning as appropriate
- Integrates exposure to work in local industry, strengthen career guidance
- Personalized learning and broader learning options



Innovations and Good Practices

National and school level: building effective school models

- Focuses on use of technology in teaching and learning, STEM, vocational orientation
- Effective teaching and learning models in specific local culture setting (ex. indigenous people, ethnic minority)



Innovations and Good Practices

National and Local levels: Partnerships

- Partnerships with local governments units and local industries for student's work exposure, practical skills training, and career guidance
- Partnerships with neighboring schools and local universities for sharing resources, teacher training, delivery of teaching and learning
- Partnership with the private sector to share service delivery



Enabling Conditions to Implement Innovations

- Policy framework guiding innovations and resource allocation
- Building on successful innovations, or mistakes. Too many types of innovations may dilute resources, unless some of these are firmly localized, and thus may be sustained through local partnerships.
- Early preparation and model building ahead of large scale reform

Replicability and Scalability

- Firm commitment to continue allocating resources under the policy framework
- Strengthen local partnerships as scaling up will put huge pressure on national resources for teacher development, physical facilities, and management capacity
- Invest in teaching force development and school leadership
- Invest in M&E system, monitor progress and demonstrate results, encourage evidence-based policy review
- Invest in quality, and innovations for quality – resist rapid expansion if possible