EDUCATION SECTOR GROUP

# Learning for All

## Strategic Direction

### Education Sector Group Secretariat

### 13 January 2020

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ADB

# Education Sector Vision

*Learning for all as a foundation for sustainable development*

Scale up operations

- *Demand & Supply Side Incentives*
- *Multisectoral Collaboration*
- *Smart Partnerships*
- *EdSG Capacity*

Support economic development

- *Human Capital Development*
- *Lifecycle Approach*
- *Future of Skills and Jobs*
- *Whole of Government*

Innovate

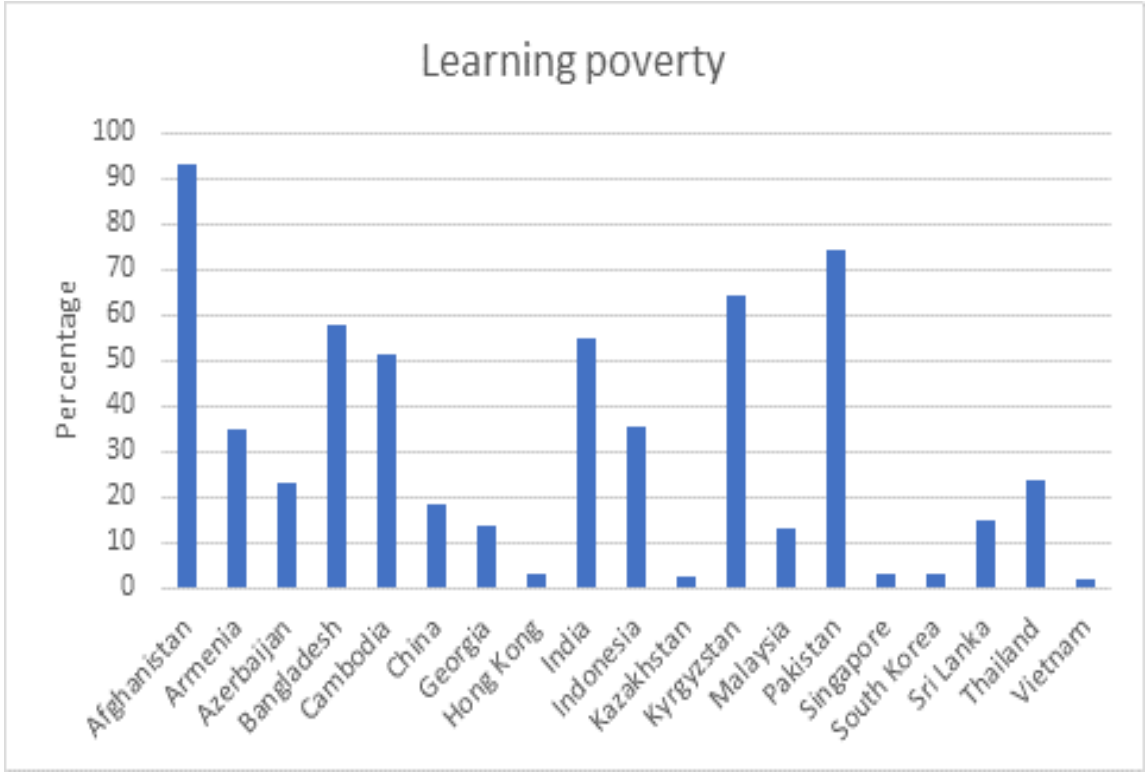
- *Quality, Relevance & Equity*
- *Municipalities & Hubs*
- *Education Technology*
- *Lifelong Learning*

*Global & Regional Drivers of Change: Technology, Urbanization, Mobility, Demographics*

# Trends

- Critical need to address '**learning crisis'** with students not acquiring the necessary levels of learning or competencies
- Education sector solutions require 'back to basics' to strengthen foundational skills such as cognitive (literacy and numeracy), noncognitive (soft skills such as critical thinking, creativity, collaboration and communication) and occupational skills at higher levels
- Extensive support needed for 21st century skills such as soft skills and digital skills
- Embracing technologies such as online learning, adaptive learning and labor market intelligence system to ensure that education content and delivery are aligned with emerging demand and build on foundational skills
- Far greater attention is needed for lifelong learning for upskilling and reskilling

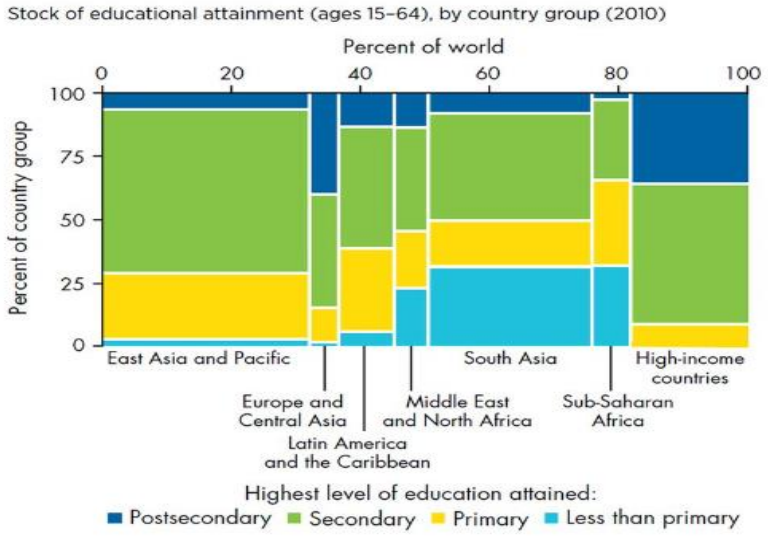
**Percentage of 10-year olds unable to read a simple story**




Source: World Bank Learning Poverty Dataset, 2019

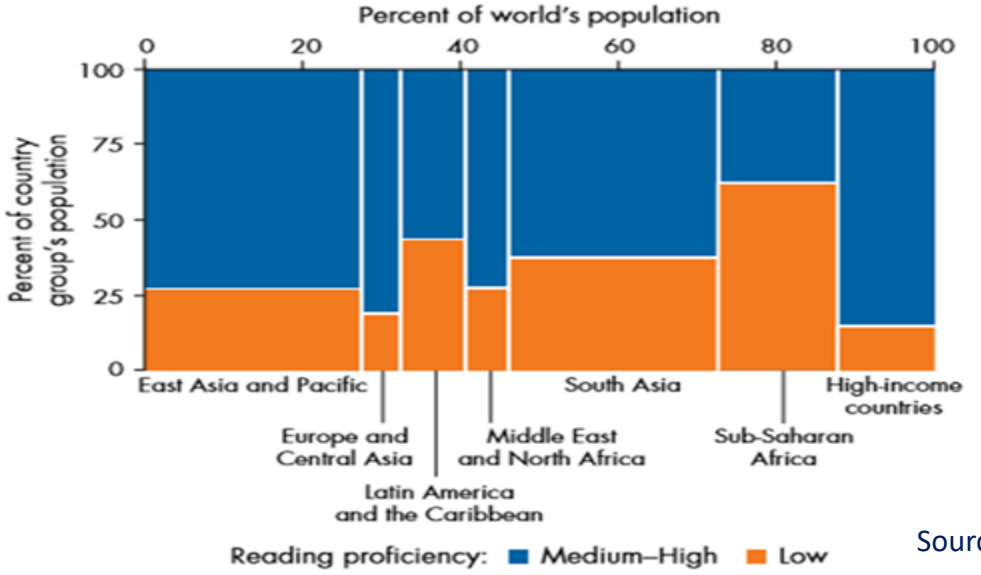
# Key challenges

## Most of the people with < primary education are in the Asia and Pacific Region



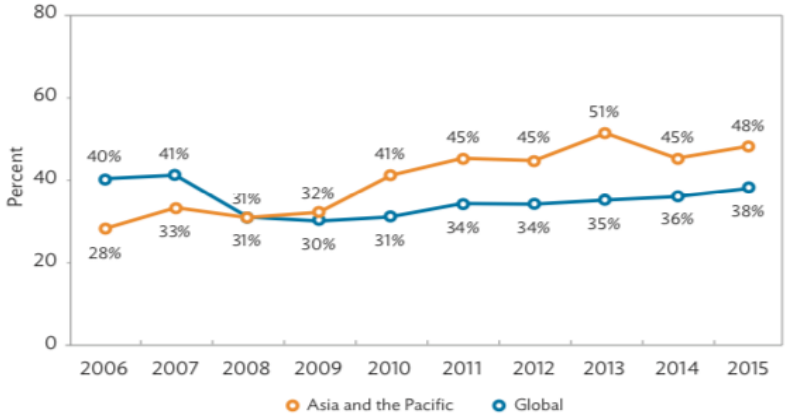

Source: WDR 2018

## Most of the 15-24 age people with low reading proficiency are in the Asia and Pacific Region



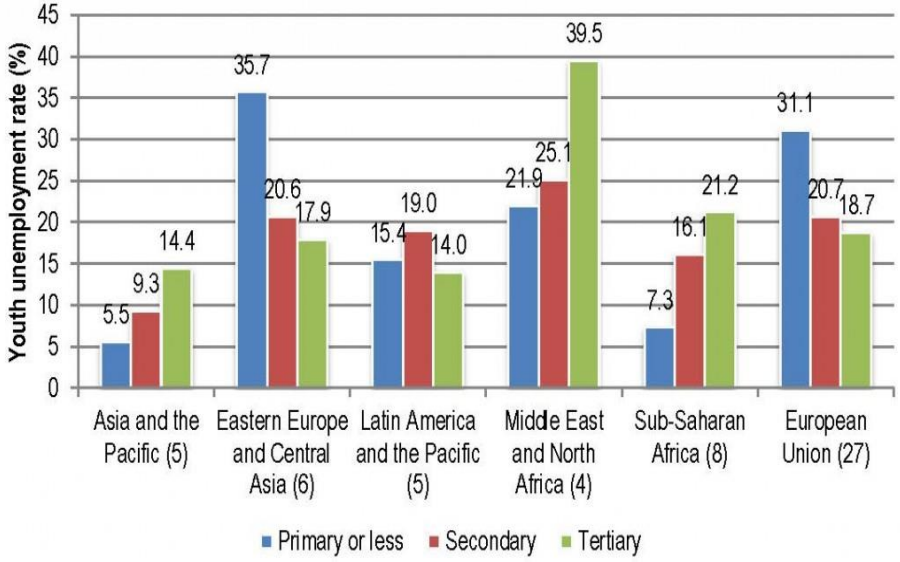

Source: WDR 2018

## Difficulty filling vacancies in the Asia and Pacific Region (%)




Source: 2015 Talent Shortage Survey (ManpowerGroup 2015).

## Youth Unemployment by education level

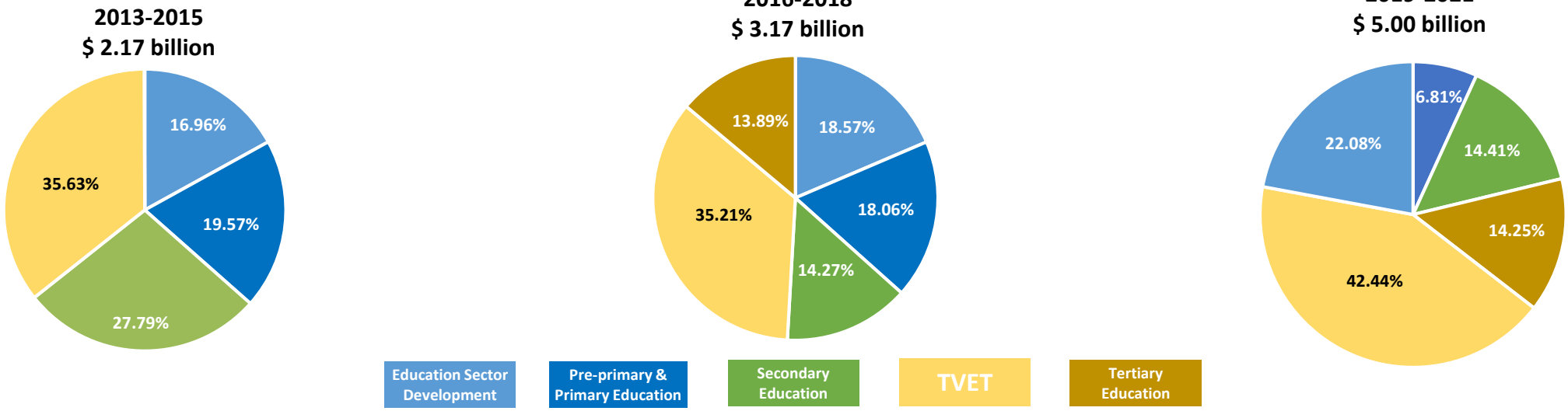



Source: World Economic Forum 2018

# ADB Operations

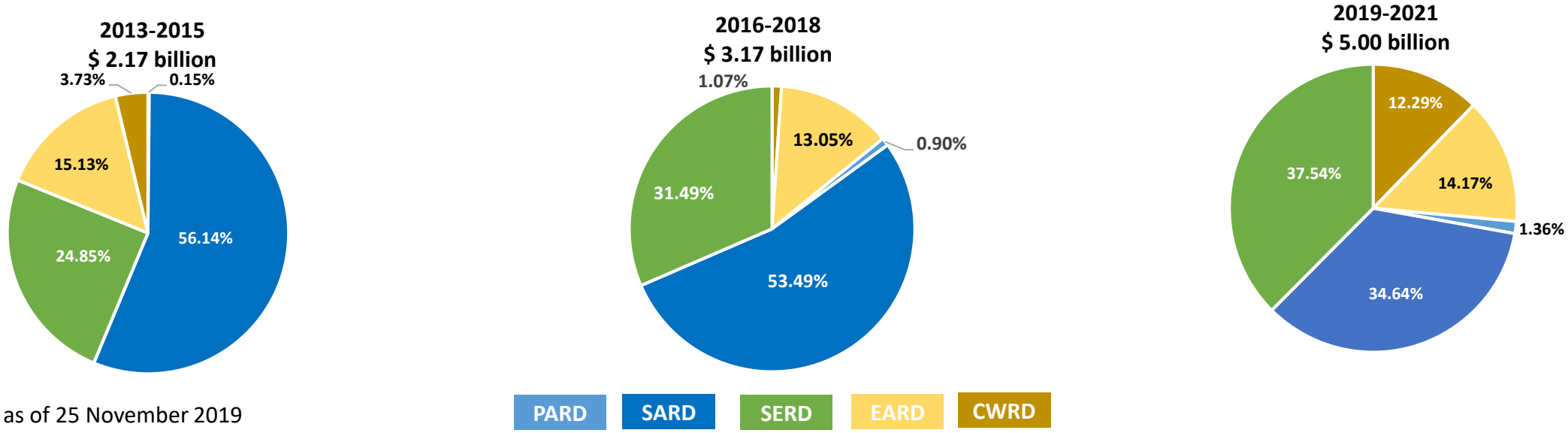
*6-10% of total ADB 2020 lending*

## By Subsector



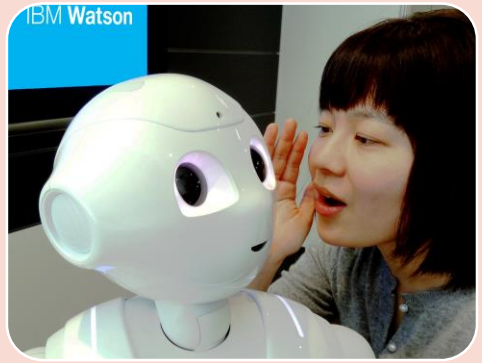

Education Sector Development refers to loans that support more than one subsector.

## By Region




Updated as of 25 November 2019

# ADB Education Sector in Strategy 2030




## K12 Education

- Strong focus on teaching quality
- Foundational and 21st century skills
- Strengthen STEM education
- Improve capacities for student assessment
- Enhance school leadership, model schools to promote excellence

## Post-secondary

- Demand-driven skills development with industry
- Apprenticeships / internships
- Centers of excellence for vocational and tertiary education
- Science and technology, innovation
- Entrepreneurship, incubation and start-up environment

## Innovation, Knowledge, Partnerships

- Scale up knowledge and innovation partnerships
- Education in Regional Cooperation (mutual recognition, standards)
- Facilitate technology partnerships, particularly in big data for learning and assessment and explore working with municipalities

## Key priorities going forward

- Sharp focus on quality and relevance at all levels
- Scaling up teacher and trainer professional development
- Deployment of new technologies with parallel impact assessment
- Cross-sector collaborations (e.g. health, agriculture, infrastructure)
- Diverse partnerships for quality and relevance (e.g. Institute for Technical Education in Singapore for TVET)

# Education Sector and 7 OPs in Strategy 2030

| Operational Priority | Contributions of Education | Project examples |
|---|---|---|
| 1: Addressing remaining poverty and reducing inequalities | • Target poorest households to increase consumption and the use of education and health services via CCT<br>• Improved quality of health workforce in the most vulnerable communities | PHI: Expanded Social Assistance Project<br>VIE: Second Health Human Resources Development Project<br>MON: Support for Inclusive Education |
| 2: Accelerating progress in gender equality | • Most education projects are GEN and EGM | BHU: Skills training and education pathways upgradation project<br>CAM: Second upper secondary education sector development program |
| 3: Tackling climate change, building climate and disaster resilience, and enhancing environmental sustainability | • Earthquake resistance design of schools<br>• Training for infrastructure or preparing workforce for green skills | INO: Emergency Assistance for Rehabilitation and Reconstruction<br>NEP: Disaster Resilience of Schools Project |
| 4: Making cities more livable | • Improved education services including entrepreneurship and innovation in cities and connected economic corridors | PRC: Chongqing Innovation Human Capital Development Project |
| 5: Promoting rural development and food security | • Skills development for agriculture modernization<br>• Improved service delivery | BAN: Innovations in Tertiary Education for Competitiveness in Advanced Agriculture |
| 6: Strengthening governance and institutional capacity | • Improved talent of civil service<br>• Decentralized service delivery | INO: Indonesia Public Private Human Capital Talent Management |
| 7: Fostering regional cooperation and integration | • Regional cooperation in skills development<br>• Mutual recognition and internationalization | PRC: Guangxi Modern TVET Development Program |

# School Education

## Quality and relevance

- Long-term sustainable systems for training and professional development of teaching staff
- Measure and track learning outcomes with focus on 21st century skills
- Adopt models which are proven to deliver impact such as Teaching at the Right level

## Access for all

- Target support to those most left-behind including children with disabilities and children in fragile and conflict affected areas
- Build infrastructure which enables access and is resilient to natural disasters

## Systems and governance

- Innovate in the diagnosis of systems constraints
- Align incentives and accountability throughout system with learning
- Engage with and drive coherence in the Global Education Architecture

# Technical and Vocational Education and Training

## Quality and relevance

- Sustainable systems for high-quality pre- and in-service training for teachers
- Close collaboration with the industry
- Integration of basic/foundational skills and core/transversal skills
- International standards

## Access for all

- Infrastructure, courses and support services inclusive for people with disabilities
- Support access for women
- Digital options to expand access
- Flexible learning journeys and recognition of prior learning
- Regional cooperation to enhance mobility

## Systems and governance

- Evidence-based TVET policies
- Cross-sectoral projects (e.g. Build 4 Skills)
- Improved donor coordination
- Research and monitoring and knowledge partnerships

# Higher Education

## Quality and relevance

- Build evidence on teaching quality in HE and promote projects to drive teaching quality
- Support research quality as foundation for technology transfer/ innovation
- Promote entrepreneurship and innovation

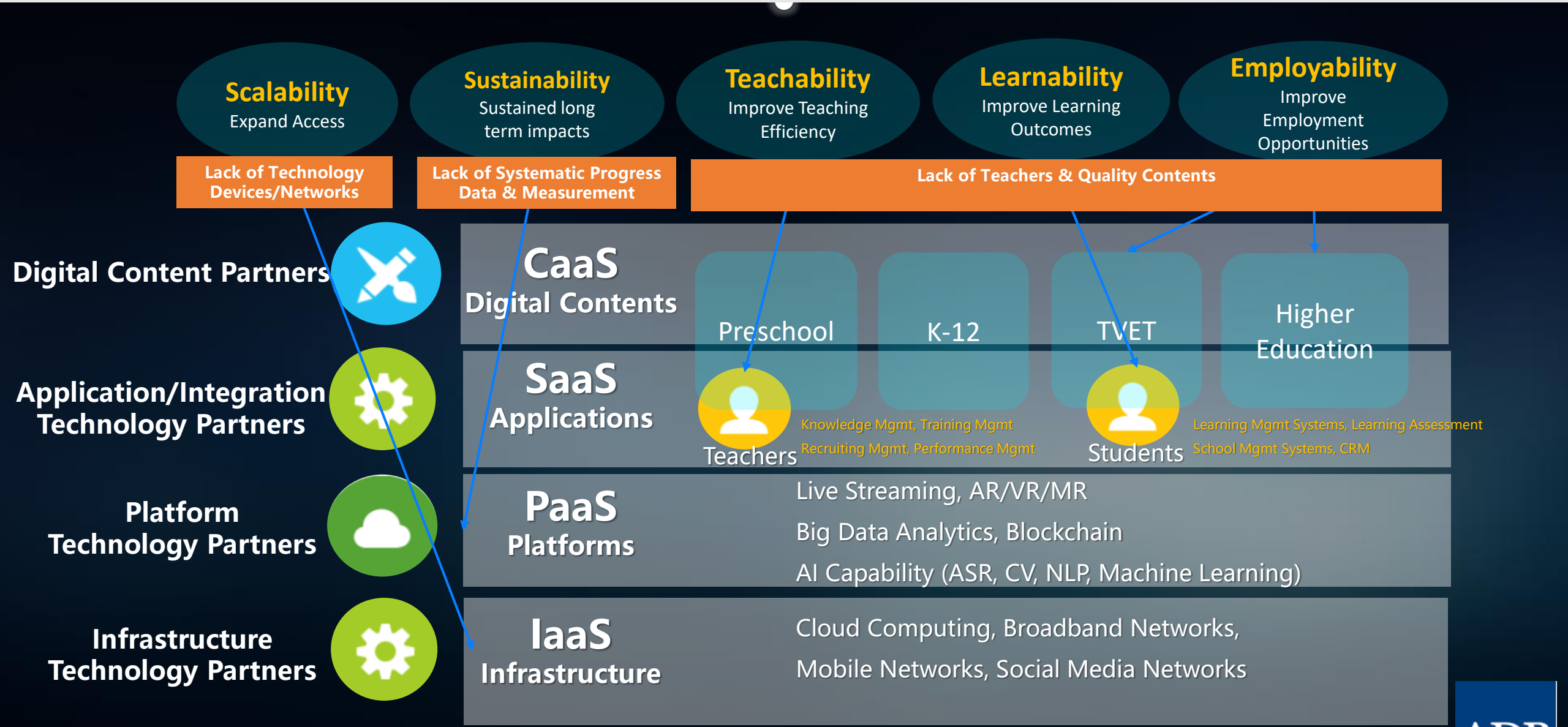
## Access for all

- Improve access for marginalized groups through public and private sector projects
- Establish targets for student success (admission, retention, learning, completion, employment)

## Systems and governance

- Policies and practices to improve quality of systems and institutions
- Promote performance-based funding to improve KPIs for HE quality
- Promote and expand network of universities for knowledge exchange

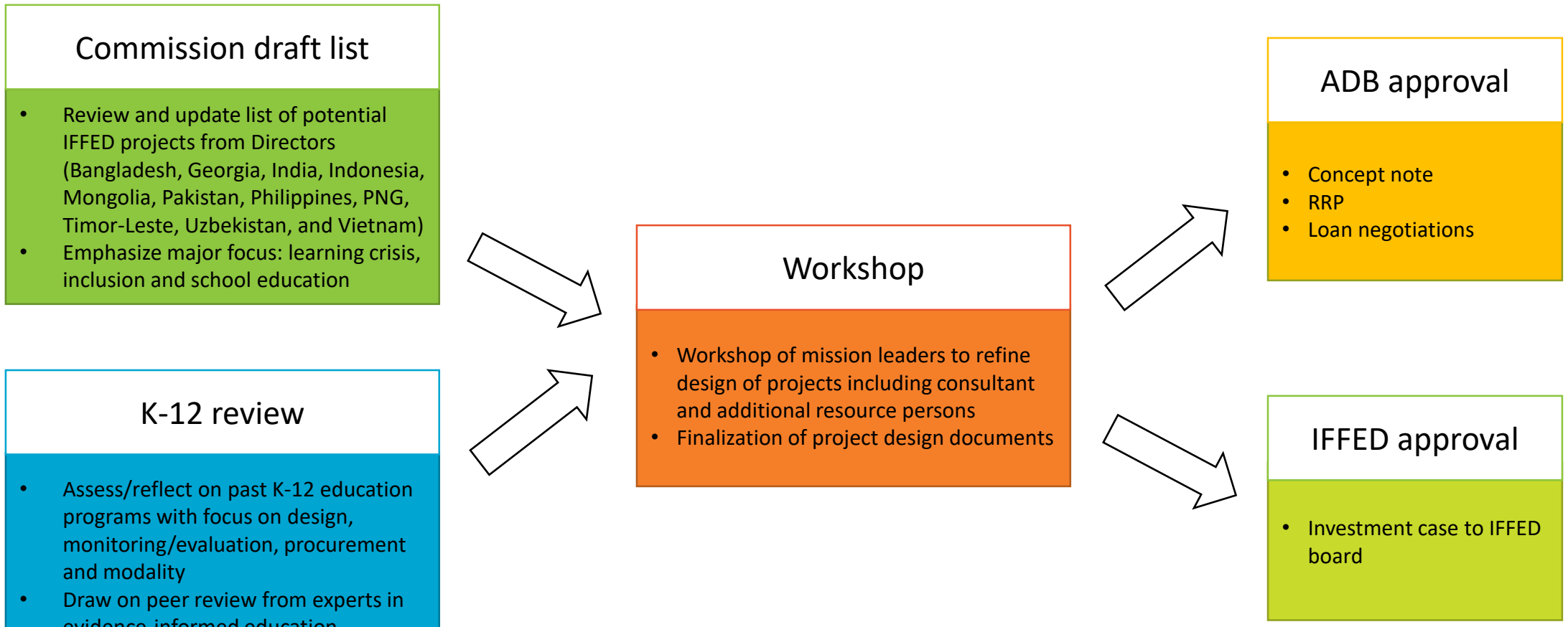
# Education Technology Platform



# International Finance Facility for Education Update

- Global initiative to increase MDBs lending to LMICs for school education AND to improve quality and inclusion of these programs. Major focus is the learning crisis – i.e. school education. Cap of 20% for post-secondary/TVET.
- Initial target for financing is $1 billion contingent capital and $1 billion of grant. ADB's share is estimated to be 20% - expect to be able to lend additional $600-800m with potentially up to 20% grant.
- Improving learning outcomes is not easy – many interventions using standard donor approaches have failed to improve student achievements. However, there are examples of cost-effective interventions that have worked.
- Prudent to take stock of our practice in K-12 and ensure we design projects with high likelihood of success.

# IFFED Portfolio Development: Proposed Next Steps



# Moving Forward

## Operational Support & Innovation

- Organize preconcept brainstorming for selected projects
- Support selected projects from early stages
- Share internal and external experiences
- Promote multisector projects (B4S, health, urban, agriculture)
- STEM, EdTech
- Entrepreneurship

## Knowledge Management

- Selected priority events
  - ASEAN 4.0 Study on Skills
  - Pakistan workshop
  - South Asia ICT in Education
  - STEM and EdTech
- Selected publications
- Selected knowledge partnerships

## Human Resource

- Selected cross-department support
- Selected events to enhance capacity development