

DYNAMIC REPORT OF STRATEGIC INTELLIGENCE

A look over the main educational news and tendencies of the international landscape



observatorio@sapiencia.gov.co

Source: Strategic intelligence
World Economic Forum



1. Core Soft Skills

According to The World Economic Forum estimates published in 2020, In the next few years, around 85 million jobs will be lost due to growing division of labor between humans, devices and algorithms but at the same time new opportunities will be created adapted to the new dynamics of production and consumption. For this reason, educational plans cannot remain unalterable or rigid, since the field requires basic soft skills that are transversal to all areas of knowledge such as: creativity, flexibility, problem solving, critical thinking and teamwork. These skills begin to develop from basic education and are strengthened and refined in secondary education and in universities, as well as in life as an adult in the labor stage; In this way, soft skills are important not only to achieve greater adaptability to future jobs, but to improve the quality of life of individuals.



GREENBIZ

How ESG programs can combat the great resignation

13th of October 2021

In the emerging “great resignation”, in which an estimated 41% of people will change jobs, the pandemic has catalyzed a global career reset event. People have experienced the benefits of flexibility and remote working, and will leave if they can't keep it. Some took stock of grueling hours and working conditions and therefore want to make a difference in the world, seeking jobs with more meaning, purpose and impact. WeSpire's research on him shows that adopting a strong environmental, social and governance (ESG) strategy is a critical way to combat high job attrition while keeping employees. In the survey of State for Employment Engagement published earlier this year, 93% of employees said that when their company was making a strong positive impact on the world, they planned to stay in their jobs, on the contrary, for those who disagreed with the statement, on average only 43% planned to stay with their employer. To achieve these results, the authors recommend having clear, transparent and motivating objectives, establish and support employee engagement efforts on ESG.





2. Quality Basic Education

According to an UNICEF report, in 2019 more than 175 million boys and girls didn't receive preschool education, and inequality in access remains high.

Although equality in primary education has been achieved in almost two-thirds of the countries, girls continue to be less likely than boys to start secondary education; children with disabilities and the identification as an ethnic minority are other obstacles to accessing the system. The UNICEF concludes that, in addition to the challenge of increasing enrollment in boys and girls in basic education, we must pay attention to the infrastructures that enable learning, teacher training and to the creation of healthy and safe learning environments, not only during the day school but also outside it, at home.



THE WORLD BANK

Realizing schools that unlock the potentials of Indonesian children with Disabilities

19th of October 2021

The World Bank supports the Indonesian government to ensure the right to education for all children, including those with disabilities. Through a recent analysis supported by the Australian government, the World Bank provides policy recommendations in three strategic priority areas: Promote equitable access, enhance the quality of teachers and strengthen education governance. This is the reason why the World Bank together with the MoECRT is starting "Go Borderless!" this project will be implemented from October 2021 to June 2022 and support development of online-based disability identification system and continued coaching support to teachers who will support the children diagnosed with learning disabilities by developing individual learning plan in 5 districts.



PIZARRA BROWN CENTER

Flipped learning: What is it and when is it effective?

19th of October 2021

This post presents a new report that summarizes the lessons from over 300 published studies on flipped learning. In this methodology, students in the flipped classroom view digitized or online lectures as pre-class homework, then spend in-class time engaged in active learning experiences such as discussions, peer teaching, presentations, projects, problem solving, computations, and group activities. In other words, this strategy "flips" the typical presentation of content, where class time is used for lectures and example problems, and homework consists of problem sets or group project work. The study concludes that flipped learning may be a particularly good fit for these skills-based courses, because class time can be spent practicing and mastering these skills.



THE BROOKINGS INSTITUTIONS

Invest in programs that boost children's learning and development
5th of October 2021

The United States Congress will soon determine the extent of the nation's investment in its youngest citizens. After years of spending on the margins, President Biden's plan for universal pre-K for 3- and 4-year-olds, child care subsidies, and increased wages for teachers and caregivers acknowledges that the early years of childhood are of unique importance to the public welfare and must be funded as such. Investing in children's early years pays off both for their and their parent's success in life, and their contributions to the economy and society—a multigenerational return. Early education boosts skills in language and communication, reading and math, and cognitive skills such as working memory and inhibitory control.





3. Continuing formation programs

Generally, education ends early in life, which is a disadvantage for labor market productivity. Training for adults is vital to ensure that those already in the workforce and their employers can face the challenges generated by the fourth industrial revolution. Providing flexible learning or helping employees acquire new skills will be a key method of mitigating unemployment and unequal access to resources.



LSE BUSINESS REVIEW

Getting the most out of life-long learners

22nd of October 2021

Some people naturally pursue knowledge as a lifetime vocation, a characteristic that organisations are increasingly valuing in their employees. Asrif Yusoff ran a survey to understand the traits of lifelong learners and drew some lessons to guide organisations in their efforts to encourage skill and knowledge development in their teams: content must be relevant, balanced between theory and practice, and delivered in small doses.



SOCIAL EUROPE

Making life-long learning a reality in the EU

14th of October 2021

The Covid-19 crisis and the recovery strategy adopted by European and national decision-makers are accelerating transformations within our societies, intensifying rapid and deep changes in the labour market. It is likely that the displaced workers' skills will likely become obsolete (since the jobs destroyed and those created require very different skillsets) and significant skills gaps may emerge and so skills shortages. This is why adopting instead a lifecycle perspective on skills development becomes necessary. The EU has explored individual learning accounts (ILAs) as a way to close gaps in access to training and empower adults to manage labour-market transitions successfully. ILAs attach training rights to the individual rather than her job or status. This guarantees that all workers, regardless of status, have access to training—including non-standard workers, the self-employed and all those with a weaker link to their employer.



4. Pertinent Post-Secondary Formation

The business sector has been warning about the growing differences between the skills that are in demand and those that the workforce actually has; Governments have defended the need to promote technical talent to increase the competitiveness of countries. The Deloitte report estimates that around 2.4 million jobs in the manufacturing sector will not be filled if changes aren't made. However, the path for this does not seem easy; Given the speed of the changes taking place, A greater collaboration between political sectors, educational institutions, companies and investors is necessary.



LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

Book Review: In Teachers We Trust: The Finnish Way to World-Class Schools
by Pasi Sahlberg and Timothy D. Walker

10th of October 2021

In their book *In Teachers We Trust: The Finnish Way to World-Class Schools*, Pasi Sahlberg and Timothy D. Walker draw on seven key principles from the Finnish education system that can help build inclusive and thriving school communities, positioning trust as the key ingredient for educational excellence. The book offers an accessible, relatable and timely contribution to the field of education, particularly teacher professional learning.



BROOKINGS

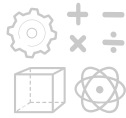
What to expect about education at COP26

28th of October 2021

During the COP26 event and without a dedicated “day” for education on the COP26 agenda, civil society actors will attempt to draw attention to the important role of education for climate action through a roster of side events. These events will add to an unprecedented surge this year in publications and advocacy by global education leaders highlighting the impact of climate change on children, the role that education plays in increasing society’s adaptive capacity and climate resilience.

A positive outcome of this increased attention to climate change by the education sector will be the reverse mobilization, that is, increased attention to education by the climate sector.





5. STEM Education

Technology has provided an important social lifeline during the time of COVID-19, connecting people to loved ones and jobs, signaling an even greater digitization in the near future. Young people need to develop digital fluency and Science, Technology, Engineering and Mathematics (STEM) skills if they are to be equipped to thrive in contemporary work dynamics. This digital fluency builds on basic digital literacy, adding the ability to apply critical thinking and ethical considerations when using or developing digital technologies and/or data processing.



FRONTIERS

Transdisciplinary approach for bioinformatics education in southern Brazil

30th of September 2021

The development and application of bioinformatics has been growing steadily, but its learning and training has been lagging. This is why it was created the bi-annual event, called EGB (Escola Gaúcha de Bioinformática), dedicated to undergraduate and graduate students (mainly from biology, biomedicine, chemistry, physics, and computer sciences), as well as professionals, to mingle and be presented to bioinformatics from sequence, structure, and computational standpoints simultaneously. The interactive environment provided by EGB allows for participants mingling, independently from their training background, fostering collaborative learning and experience exchange and allowing a direct collaboration between teachers and students.



BCG

Igniting innovation-based growth in Africa

14th of October 2021

For nations to compete and prosper in the new globalization environment characterized by rapid geopolitical, technological, and societal change, governments can no longer rely on economic development paths championed in the 20th century, such as moving up the ladder of basic industries and export manufacturing. They need to set their sights on knowledge-intensive, innovation-driven fields that can create value well into the future. Governments should take three steps: Build a national innovation strategy, stimulate domestic innovation activity, enable the new national innovation ecosystem. To accomplish this governments should begin by taking two steps: Governments should first define a national ambition in light of the evolving opportunities in the emerging, digitally connected, Industry 4.0-driven global economy and secondly target priority innovation sectors.



6. Educational Innovation

Before the pandemic, initiatives were being generated to create educational materials and content in a more technological and intuitive way. Different technology companies like Amplify and Knewton have been digitizing textbooks and creating content based on gamified learning, and others like Coursera, edX and Khan Academy have revolutionized education through massive open online courses (MOOCs). However, many challenges remain at the primary and secondary levels of school, as put by in evidence the pandemic, when more than half of the population in 71 countries did not have access to the internet for remote learning purposes. Also, more innovation is required in the schools curricula, balancing hard skills like reading, writing, and math with soft skills like problem solving and creativity. Therefore, it is profitable to expand the investigation of pedagogy, to make use of data and tests that allow the best performance with all types of groups of students, even those that are difficult to access.



INDIA DEVELOPMENT REVIEW

EdTech in India. No checks in place.

14th of October 2021

The onset of the COVID-19 pandemic disrupted regular life in many ways. As in-person interactions came to a halt, entire offices shifted online. Those who had a roof over their heads and access to jobs and technology started working from home. The pandemic also changed the course of education, forcing a shift in the instructor-to-student interaction from within physical structures to virtual classrooms. Since this transition there has been endless debate on the deepening digital divide, and the psychological and sociological aspects of online learning.



CORNELL CHRONICLE

Older volunteers help NYC children grow, learn through play

14th of August 2021

In New York City there is a foster grandparents program, in which older adults play with children between 5 and 6 years old. They won't simply make sure they're playing safely or tell them what to do. Instead, they'll pose open-ended questions to encourage experimentation and the use of spatial language (above, below, between) that researchers say creates a foundation for learning science, technology, engineering and math. So when pandemic conditions permit her return to a Manhattan kindergarten classroom, 72-year-old volunteer Brenda McGee is eager to practice child development strategies highlighted in recent virtual training presented by Cornell University Cooperative Extension-New York City (CUCE-NYC).

