



Education, Skills and Learning

STRATEGIC INTELLIGENCE BRIEFING

Curated with Technical University of Munich

Generated for Patricia Caratozzolo on 17 March 2023

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Executive Summary



Strategic Intelligence on
Education, Skills and Learning

Technological innovation is fundamentally transforming education, and updating the skills required for modern work. Building future-ready (and pandemic-proof) education systems requires curricula fit for the 21st century, coupled with the consistent delivery of widely-accessible instruction that builds a solid foundation for a lifetime of adapting and developing new abilities. Specialized education should focus in particular on skills that are in demand in the real world, and address the disconnect between employer needs and available talent pools.

This briefing is based on the views of a wide range of experts from the World Economic Forum's Expert Network and is curated in partnership with Prof. Dr. Isabell M. Welpe, Chair for Strategy and Organization, and Felix Rank, Research Fellow, at the Technical University of Munich.

The key issues shaping and influencing Education, Skills and Learning are as follows:

Education Innovation

COVID-19 has highlighted the need to be able to deliver instruction in new and more compelling ways

Core Soft Skills

Soft skills should have a more prominent place in instruction, in order to increase adaptability

Quality Basic Education

Equal opportunity in life requires equal access to a basic education

Lifelong Learning Pathways

Education typically ends at an early stage of life, to the detriment of workers and employers

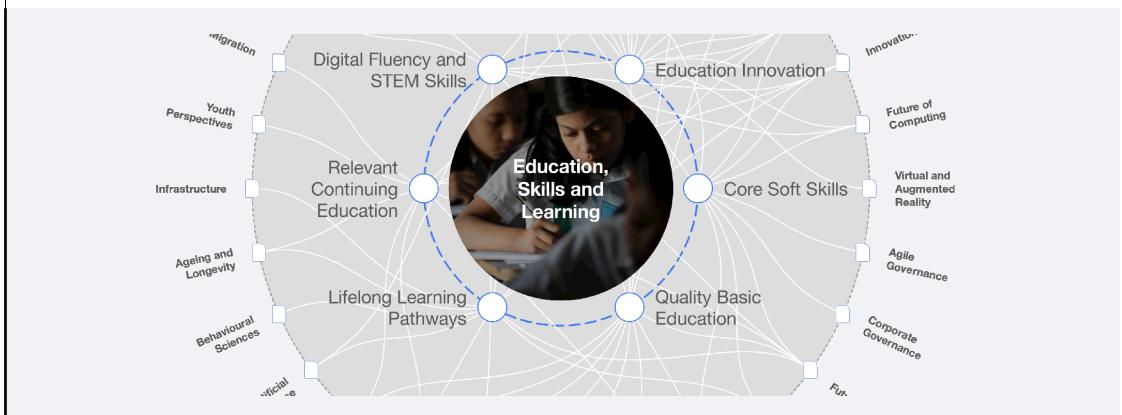
Relevant Continuing Education

Technical and vocational training is often unjustly neglected by education systems

Digital Fluency and STEM Skills

Digital skills are essential, but real digital fluency means applying ethical considerations to technical achievement

Below is an excerpt from the transformation map for Education, Skills and Learning, with key issues shown at the centre and related topics around the perimeter. You can find the full map later in this briefing.



For the very latest information about Education, Skills and Learning, visit our [transformation map](#) on the [Strategic Intelligence website](#) or [apps](#).

1

Latest insights

The latest publications from our network of over four hundred content partners.

Below are your latest updates on the topic of Education, Skills and Learning spanning 9 different sources.

UNESCO

MENA higher education pedagogy, technology and the refugee experience: sustainable learning pathways to teacher digital fluency

14 March 2023

In this report we share the project findings of the Higher Education Pedagogy and Technology in the Refugee Context: The State of Play and Paths Forward in the MENA Region. What we discovered, above all, was the almost ubiquitous absence of policies, resources, guidance, and incentives to support teachers of refugees in some of their most fundamental work: course design, student assessment, student engagement, digital pedagogies, the time and tools for self-reflection, communities of practice, and data-informed teaching. The project's overall goal is to foster access, inclusion, and academic success for higher education learners in the Middle East, particularly refugees and other displaced persons, through the effective combination of pedagogy and technology.

Giga

Giga Annual Report 2022: Connecting 2.12 Million Children to the Internet

01 March 2023

It is unimaginable and unacceptable that one out of three people – more than 2.7 billion people worldwide – are still offline and left without access to the Internet. Among them are 1.3 billion children who are missing out on information, opportunities and choices that come with being connected. The digital divide often leaves behind the most marginalized, pushing them to the fringes of the world. The digital divide is an urgent and important global issue that needs concerted action from stakeholders such as government, technology companies and multilateral agencies. No single actor can tackle it alone. Giga is an ambitious but achievable mission. Thanks to the support of our

partners including governments and technology providers, we have created innovative solutions which are helping to connect millions of children around the world. The 2022 report showcases these innovations and celebrates the milestones we've achieved in 2022. In just a short period of time since its establishment in 2019, Giga has made strides in achieving universal school connectivity.

[The Conversation \(French\)](#)

Inégalités en maternelle : quelle pédagogie choisir pour les réduire ?

14 February 2023

Selon l'environnement familial et le milieu social d'où ils viennent, les enfants s'adaptent plus ou moins facilement aux exigences scolaires. Les pédagogies alternatives changent-elles la donne ?

[Try translating with Google](#)

Brookings

Bridging the gap: Holistic education policy to foster opportunities for girls in rural Pakistan

07 February 2023

Hina Saleem presents findings from research in rural settlements in Sindh, Pakistan that explores the disparities between boys and girls in enrollment and continuation of schooling in addition to overall inadequate education outcomes.

UNICEF

The Digital Accessibility: A Special Insight

08 March 2023

The long-term project “Developing digital skills for visually impaired adolescents”, a joint initiative of the Public Association called Asian Society for the Rights of Persons with Disabilities “Zhan” and the

Representative Office of UNICEF in Kazakhstan, was aimed at the formation of digital skills among adolescents from 10 to 19 years old with visual impairment hoping to give them a chance to succeed in the future and expand their employment opportunities. In this article, the adolescents talked about their impressions of the initiative, what they have learned, and what the future waits for them.



VoxDev

Engaging with teachers unlocks the potential of technology in schools: Evidence from Pakistan

21 February 2023

Teacher and classroom targeted education technology improves students attainment, while student only education technology may have negative academic impacts

Education Technology (EdTech) is a very attractive solution to the complicated problem of ensuring effective learning for all students. Despite improving access to schooling due to the removal of barriers to education including tuition and fees, children and adolescents (even those who are attending school) are not learning effectively, and are often behind grade level (Lucas and Mbiti 2012, World Bank 2018). At least some of schools' underperformance and students' lack of learning could be attributed to variations in teacher preparation, capacity, and ability (Andrabi et al. 2008, Muralidharan 2013, Jackson et al.



London School of Economics and Political Science

Racism and classism in elite universities are deliberate mechanisms used to maintain privilege

20 February 2023

Racist and classist mechanisms within higher education are often presented as abstract intangible processes that produce unequal outcomes for those attending university from non-traditional backgrounds. Drawing on evidence from their new book, Kalwant Bhopal and Martin Myers, argue whilst racism and classism can be systemic, it also directly and in plain sight supports and rewards ... Continued

UNDP

Innovation and technology enabling gender equality

08 March 2023

We're living in the era of the digital revolution. Technology has changed our lives, including the way we access education. But we need to be careful to not continue existing patterns of gender inequality. Innovation and technology can support our work for gender equality and the empowerment

of all women and girls for sustainable development. Transformative technology means inclusivity in education but also in other spaces where women still are underrepresented. In 2020, UNDP together with Samsung launched the initiative called, Generation17. Today, 14 young leaders from different parts of the world have benefited from this digital partnership. This article tells the story of three young female leaders from Bangladesh, Viet Nam and South Korea, where they share their thoughts and reflections. These young leaders have experienced the perks of having technology as an ally, because technology is helping them as women entrepreneurs and increasing their impact on other young women.



World Economic Forum

How does ChatGPT differ from human intelligence?

21 February 2023

Predictive-learning models have been around for decades, but what is new about ChatGPT is the way it is trained, which gives it access to far larger amounts of data. This allows it to pick up patterns and means it can generate very realistic-sounding articles, stories, poems, dialogues, plays and more. There appear to be a number of similarities in the way that the computer brain and the human brain learn new information and use it to perform tasks, an expert says. However, applications like ChatGPT are steady-state systems, which means they aren't evolving in real time, although they may be constantly refined offline.



Pew Research Center

Parents' worries about their children are often linked to how they assess the quality of their neighborhoods

13 March 2023

(monkeybusinessimages via Getty Images)

A majority of U.S. parents (58%) rate their neighborhood as an excellent or very good place to raise children, and an additional 28% give their community a good rating, according to a recent Pew Research Center survey. However, more than one-in-ten parents (14%) say their neighborhood is only a fair or poor place to raise kids, and these shares of parents have higher levels of worry for their children's well-being.

For example, 46% of parents who give their neighborhood only a fair or poor rating say they are very or extremely worried about their children getting shot at some point, compared with a far smaller share (18%) of parents who say they live in a good, very good or excellent area. Similarly, among K-12 parents who aren't home-schooling their children, 53% who give their neighborhood only a fair or poor rating are extremely or very worried about a shooting ever happening at their child's school.



International Telecommunication Union

Digital skills development must keep evolving

09 February 2023

Today, two-thirds of the global population, or 5.3 billion people, are online. As we work to connect the remaining 2.7 billion people, the physical infrastructure for connectivity forms only part of the picture. Without the necessary digital skills, people are unable to fully unlock the benefits of today's technology. ITU is already working actively around the world to bridge the digital skills gap. This publication presents the newly launched ITU Academy Training Centres (ATC) programme – an evolution of the earlier ITU Centres of Excellence (CoEs) programme – to drive impact even further.

UNICEF

"I want every child with disability to have all the digital skills"

08 March 2023

Ilyas Fatkulin cannot imagine his life without a smartphone. He wakes up with his phone's alarm clock, reads the news, pays for any purchases through banking apps, works using his computer programs and chats in messengers. All his activities are connected through gadgets. Ilyas lost his sight at the age of 16, after retinal surgery. Now he teaches visually impaired people digital technologies. Ilyas started teaching visually impaired people back in 2014, when he worked at the "Zhanar" rehabilitation center. This article represents and interview with Ilyas, his thoughts, and the work he has been doing teaching digital skills to visually impaired people,



London School of Economics and Political Science

How Can Academia Stand in Solidarity with People Impacted by the Earthquake in Syria and Turkey?

15 February 2023

Nesrin Alrefaai & Ammar Azzouz

Academia has been largely silent in response to the devastating earthquake that hit Syria and Turkey in the early hours of Monday 6 February 2023. Little has been done on an institutional level to support staff members and students who have been affected by the disaster and have families and friends struggling with the aftermath. Only a small number of universities have published statements of solidarity and condolence. This silence has led to criticism that universities are only offering a very selective sense of solidarity to suffering communities.



World Economic Forum

Here's how additional STEM teacher training encourages Black girls to pursue STEM

17 February 2023

Continuing development for middle and high school STEM teachers leads to academic benefits for their students, particularly Black girls, according to a study in the Journal of STEM Outreach. The study tracked mathematics teachers who participated in a continuing education program. It found that students in their classes were more likely to pursue a STEM major in college, with Black female students nearly twice as likely to do so. The research also implies that the participation of Black female teachers in the continuing education program contributes to the number of Black female students who choose STEM majors in college.



Oliver Wyman

Strategic Workforce Planning As A Competitive Advantage

27 February 2023

Regardless of size or industry, it is a rare organization that hasn't set broad and aggressive digitalization goals as part of its strategic plan. Whether those goals are to increase revenue growth or customer satisfaction, reduce costs or risk, or address a strategic goal such as carbon neutrality, achieving them depends on continually refreshing digital tools and techniques.

While organizations typically focus significant effort on building and deploying digital technologies, few apply the same diligence to ensuring their workforce is appropriately organized, sized, and equipped with the digital skills to deliver effectively. Failing to do so poses significant risk to realizing expected returns on transformation investment.

Digital advances almost always translate to impacts on structure, workforce role requirements, and skills and capabilities.



VoxDev

The hidden costs of layered school-based interventions: Evidence from India

14 February 2023

Governments commonly use school infrastructure to implement programmes targeting child health, but additional programmes can overwhelm administrative capacity and crowd out the delivery of existing programmes.



Yale Climate Connections

How teaching kids energy efficiency in schools can benefit families at home

07 February 2023

What kids learn at school doesn't stay at school.

So by teaching students about energy efficiency in the classroom, a nonprofit hopes to help families save energy — and money — at home.

"If I'm learning at school, 'We need to turn off all the classroom lights when we walk out the door,' I'm certainly, when I go home, going to say to my mom, 'How come the lights in the kitchen or the hallway or the bathroom are on if we're leaving the house?'" says Paula Glover, president of the Alliance to Save Energy.

The Alliance runs a K-to-12 energy education program used in hundreds of schools across 10 states.

Students learn about conserving energy and push for changes in their school buildings.

UNDP

Moving from Access to Accessibility: The Deception of the Digital Divide in Development

08 March 2023

E-Learning represents a potentially equalizing strategy for disadvantaged South African youth, as new technologies promise to reduce the socio-economic barriers that limit their access to the educational opportunities necessary to create sustainable livelihoods. Yet many public schools, already marginalised in terms of education opportunities and infrastructure, are at risk being left further behind and even excluded from key aspects of the learning experience. In response to this challenge, UNDP South Africa in partnership with Google NBU and local organizations is running a pilot programme in select disadvantaged secondary schools in the Western Cape to deliver inclusive E-Learning. Learn more about this initiative in this article.

2

Overview

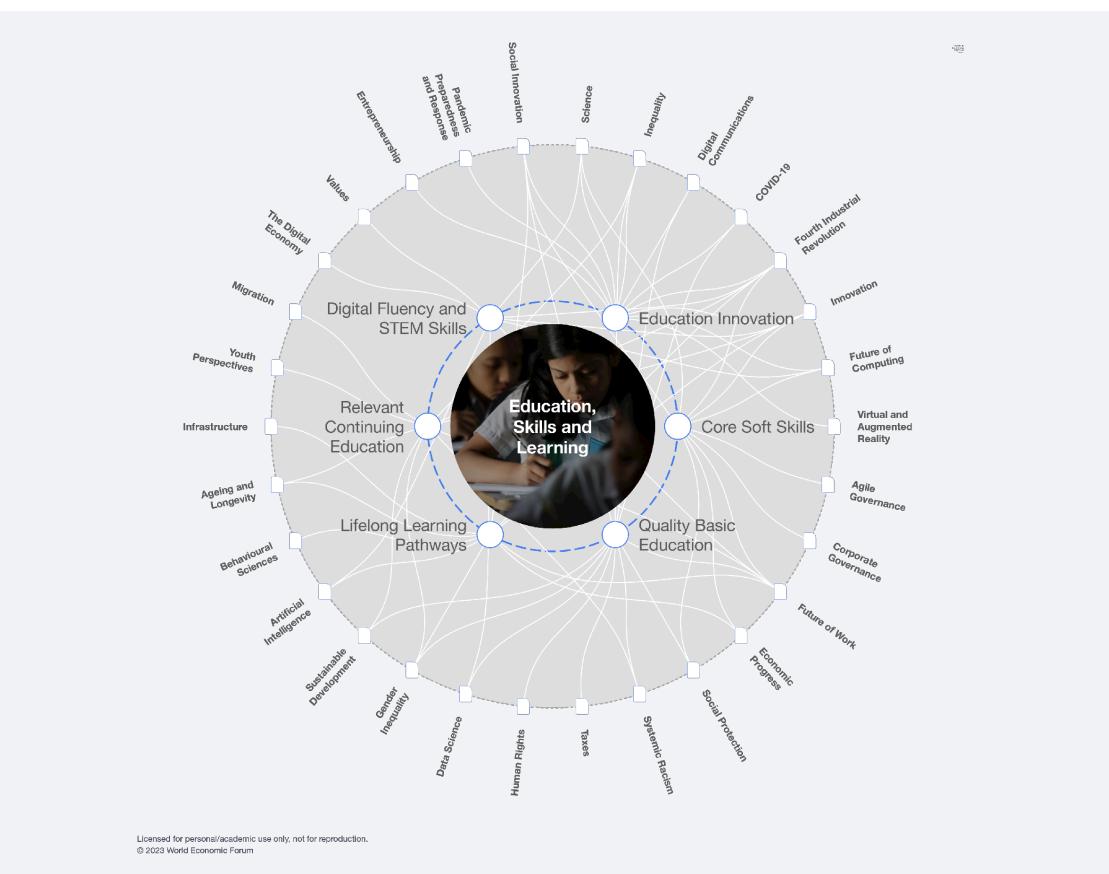
The strategic landscape around Education, Skills and Learning.

Technological innovation is fundamentally transforming education, and updating the skills required for modern work. Building future-ready (and pandemic-proof) education systems requires curricula fit for the 21st century, coupled with the consistent delivery of widely-accessible instruction that builds a solid foundation for a lifetime of adapting and developing new abilities. Specialized education should focus in particular on skills that are in demand in the real world, and address the disconnect between employer needs and available talent pools.

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FIGURE 1

Transformation map for Education, Skills and Learning



The following key issues represent the most strategic trends shaping the topic of Education, Skills and Learning. These key issues are also influenced by the other topics depicted on the outer ring of the transformation map.

2.1 Education Innovation

COVID-19 has highlighted the need to be able to deliver instruction in new and more compelling ways

Even prior to the pandemic, technological innovation was changing the ways educational materials are generated, educational content is distributed, material is engaged with by learners, and educational outcomes are evaluated. Technology companies such as Amplify and Knewton have been digitizing textbooks and creating content based on gamified learning, while others such as Coursera, edX, and Khan Academy have sought to revolutionize education delivery through Massive Open Online Courses (MOOCs). However, some education systems, especially at the primary and secondary level, have been relatively slow to incorporate even the most basic, widely available learning technologies - and unequal access to technology has hindered online education efforts during COVID-19. While technology has long been viewed as a potential means to address issues related to unequal access to education - particularly in rural or hard-to-reach communities and among traditionally-marginalized groups - the pandemic highlighted the need for more related infrastructure. As of mid-2020, a few months after the WHO declared COVID-19 a pandemic, less than half the population in 71 countries had access to the internet for the purposes of remote learning, according to UNICEF.

In addition to the delivery of education, more innovation is also required in terms of school curricula. UNICEF has advocated for balancing hard skills such as reading, writing, and math with soft skills such as problem-solving and creativity; in addition, instruction should no longer necessarily take place through front-of-class teaching, according to recent research. Pedagogy is a field ripe for innovation, especially when it comes to personalized learning. However, research has also highlighted that new learning tools do not always enable engagement with hard-to-reach groups - and it is critical that the drive for related innovation is matched by the monitoring of its effectiveness. Funding should be strategically allocated to trials, and any successes can be scaled up in the future. Greater public-private collaboration aimed at expanding this opportunity could also be beneficial - since governments cannot necessarily directly influence every classroom, they should instead focus on setting the right conditions for future-proof curricula and more innovative formats. As the education sector is both highly sensitive to change and a central pillar in the economy, better data collection could help ensure effectiveness.

Related topics: [Future of Computing](#), [COVID-19](#), [Innovation](#), [Inequality](#), [Entrepreneurship](#), [Digital Communications](#), [Pandemic Preparedness and Response](#), [Science](#), [Fourth Industrial Revolution](#), [Social Innovation](#), [Virtual and Augmented Reality](#)

2.2 Core Soft Skills

Soft skills should have a more prominent place in instruction, in order to increase adaptability

By 2025, some 85 million jobs may be lost to the emerging division of labour among humans, machines, and algorithms, according to a World Economic Forum report published in 2020, though 97 million more jobs may emerge that are better adapted to the new dynamic. Among the top 10 skills in terms of prominence by the year 2025, according to the report, are soft skills including creativity, leadership, and flexibility. While education can generally provide a basis for future re-skilling, self-actualization, and forming a civic identity, specific educational curricula cannot remain fixed as standard career paths continue to evolve and become less linear than ever before. While there is a wide-ranging consensus that no single skill set or area of expertise is likely to be able to sustain a long-term career in the future, the core soft skills of the 21st century - including not just creativity and flexibility but also complex problem solving, critical thinking, and collaboration - will be crucial for enabling people to become better able to adapt to the changing needs of the job market.

These soft skills should be developed early, in basic education, and then later refined at colleges and universities - as well as, ideally, during lifelong learning as an adult. By providing a strong base of soft skills, an educational system can serve as a catalyst not only for an increased adaptability to future jobs, but also for a generally improved quality of life. However, shifting demand for skills across industries will require that curricula be updated and adapted on a regular basis - because they are naturally informed by the evolution of labour markets. Upgrades to curricula should also be built into systems incrementally, to avoid the excessive disruption and implementation time-lag associated with major, infrequent overhauls. One, single organisation cannot provide these soft skills alone, and certainly not for the duration of a person's life - therefore the creation of adequate learning systems requires at least a certain amount of input from both public and private institutions. In general, more emphasis should be placed on collating insights from government, businesses, and civil society organizations when designing curricula.

2.3 Quality Basic Education

Equal opportunity in life requires equal access to a basic education

Fewer than 10% of countries have laws that help ensure full inclusion in their education systems, according to a UNESCO report published in 2020 - and 40% of the poorest countries have failed to support “learners at risk” during COVID-19. While many countries are able to provide adequate primary education, many more struggle with quality and availability; this has been particularly concerning in sub-Saharan Africa, the Middle East, North Africa, and parts of Southeast Asia, according to the World Economic Forum’s Global Human Capital Report. According to UNICEF, more than 175 million children worldwide have not been receiving pre-primary education, and inequality in terms of access remains high particularly among the poor and disadvantaged. While nearly two-thirds of all countries have attained gender parity in primary education, girls are still less likely than boys to start secondary education; disability and membership in an ethnic minority can present further obstacles. In addition to boosting the enrolment of children in basic education, a greater focus should be placed on learning infrastructure - on training teachers, and creating healthy and safe learning environments not only during school hours but also at home.

Providing greater access to a basic education is essential for advancing the United Nations’ Sustainable Development Goals. Alongside efforts to increase access, more concerted efforts are needed to improve quality. This could be aided at least in part by introducing clearer, more widely-recognized global standards to benchmark learning outcomes and enable less-siloed education and more individualized learning paths. One widely shared, persistent barrier to providing a broadly accessible, adequate basic education is cost. According to UNESCO’s review of the UN’s Millennium Development Goals (precursors to the SDGs targeted to 2015), an additional \$22 billion would be needed every year in order to meet basic education targets for 2030. And, according to a UNESCO report published in 2020, 41% of countries were not conducting meaningful surveys on individual education characteristics such as disabilities - or making related data available. This underlines an acute need for new financing and data collection models, particularly in developing countries. Technological innovation could be one means to help address the issue, especially when it comes to children in rural areas and those regularly migrating with their parents.

Related topics: [Systemic Racism](#), [Human Rights](#), [Future of Work](#), [Gender Inequality](#), [Social Innovation](#), [Social Protection](#), [COVID-19](#), [Sustainable Development](#), [Digital Communications](#), [Taxes](#), [Inequality](#), [Data Science](#)

2.4 Lifelong Learning Pathways

Education typically ends at an early stage of life, to the detriment of workers and employers

In Europe and the US, demand for physical and manual skills in repeatable tasks is expected to decline by 30% in the coming decade, according to McKinsey & Company, while demand for technological skills like coding is expected to increase by more than 50%. As career paths are increasingly altered by fundamental labour market disruptions, there is a growing need for lifelong learning - at all ages, both inside and outside of traditional schools, including after the completion of formal education. Adult training is vital; helping employees gain new skills will be a key way to alleviate unemployment, address unequal access to resources, and engage older people in the workforce. While nearly 84% of the world’s talent under the age of 25 is being “optimized” through education, that figure falls to 45% for those over 25, according to the World Economic Forum’s Global Human Capital Report. In order to better engage people over 25 in gaining new skills, the UNESCO Institute for Lifelong Learning has recommended the development of national qualifications frameworks, and providing lifelong learning through community centres.

Better integrating literacy and basic skills programs into national education agendas can lead to an improved quality of life. Many developing countries have made significant progress in terms of increasing investment in education for young people, though education systems around the world continue to emphasize the front-loading of learning at an early stage of life - leaving older generations with educational attainment only as an increasingly faint memory. Skills decline when they are not used, as noted in the Organisation for Economic Co-operation and Development’s Survey of Adult Skills; accurately mapping the typical skills lifecycle is key for estimating the points at which people will likely have a need to refresh their competencies - whether with the aim of simply changing careers, re-entering the workforce after caring for a family member,

or following an extended illness. Ideally, education systems can thrive thanks to a fundamentally strong public sector. However, by working together with the private sector, governments and educators could potentially develop more necessary infrastructure for providing learning and training opportunities to workers at all stages of their careers.

Related topics: [Gender Inequality](#), [Artificial Intelligence](#), [Innovation](#), [Economic Progress](#), [Infrastructure](#), [Future of Work](#), [Ageing and Longevity](#), [Fourth Industrial Revolution](#), [Behavioural Sciences](#), [Social Innovation](#)

2.5 Relevant Continuing Education

Technical and vocational training is often unjustly neglected by education systems

Employers have long been warning of widening gaps between the skills in demand and those that workers actually have - while governments have touted a need to foster more technical talent if countries want to be globally competitive. One report published by Deloitte estimated that 2.4 million positions in the manufacturing sector alone could remain unfilled between 2018 and 2028, with a potential economic impact of \$2.5 trillion. Without adequate modifications to education and training systems, this gap will only worsen. Closing it promises to only become more complex, as skills requirements change at an accelerating pace - particularly in emerging technology fields. This calls for greater collaboration between the public and private sectors - in particular, more needs to be done to better balance the goals and desires of policy-makers, politicians, and educational institutions with those of entrepreneurs and investors. There is a need to better understand the linkages between these sometimes disparate interests, and ways they can be combined to serve people, the environment, and broader economies in healthier and more complementary ways.

In 2019, Germany introduced a national continuing-education strategy based on a more holistic culture that takes into account the interests of the government, industry, and trade unions - and employs algorithmic matching, financing, and the visualization of competencies. Accurate, timely career guidance can help successfully transition young people from their school years to employment, by ensuring that they understand their true options based on real labour market data and demand. Proactive career guidance can also help circumvent the gender stereotyping and socio-economic opportunity gaps that often hold young people back from choosing certain occupations. In general, technical and vocational training is underutilized - and often unjustly neglected by education systems as a second-best option. Such training and education can be a key driver of economic growth, by providing many of the skills required for jobs that will have genuine staying power in future labour markets. Technical qualifications may be best designed through collaboration between employers and industry groups, and particular attention should be paid to fostering their evolution based on sets of mutually agreed-upon standards.

Related topics: [Innovation](#), [Sustainable Development](#), [Gender Inequality](#), [Systemic Racism](#), [Fourth Industrial Revolution](#), [Migration](#), [Youth Perspectives](#), [Future of Work](#), [Ageing and Longevity](#), [Inequality](#)

2.6 Digital Fluency and STEM Skills

Digital skills are essential, but real digital fluency means applying ethical considerations to technical achievement

Technology has provided a crucial lifeline during COVID-19 by linking people to loved ones and work - in ways that make it clearer just how digitized the near future will be. The hybrid forms of collaboration that have emerged as we move towards a new normal bring their own challenges, and may aggravate existing inequalities. To thrive in a contemporary workplace, young people need to develop digital fluency and science, technology, engineering and mathematics (STEM) skills from an early age. Real fluency starts with basic digital literacy - and adds an ability to apply critical thought and ethical considerations to using and developing technology, or dealing with data. While learners need help to attain an ability to apply innovation in ways that take into account ethical considerations, education systems need to ensure technology curricula are up-to-date on related issues - and teachers need opportunities to refresh their own skills and knowledge to keep up with real-world developments. The ethical use of technology should be embedded throughout an education and lifelong learning, to prepare people of all ages to deal with the thorniest related issues.

Properly matching STEM skills with a solid ethical grounding requires investment, though the benefits in terms of increased digital fluency can clearly exceed related costs. That is certainly true for businesses hiring young people equipped with fluency who are less likely to build artificial intelligence and other systems that result in litigation or scandal. Many of the most desirable jobs require a healthy understanding of math and

science; according to projections made by the US Department of Labor, many of the 20 fastest-growing occupations for the period between 2016 and 2026 will require related backgrounds and skills. In addition, the European Centre for the Development of Vocational Training (Cedefop) has estimated there will be 11% employment growth within the European Union for occupations tied to science, engineering, and information and communications technology between 2020 and 2030. Given the importance of high-value-added STEM in future workplaces, it is imperative to ensure access to related education for people from all socio-economic groups. Girls and women are particularly underrepresented within STEM disciplines, and it is crucial to find ways to proactively increase their engagement during secondary and tertiary education.

Related topics: [Future of Work](#), [Innovation](#), [The Digital Economy](#), [Artificial Intelligence](#), [Values](#), [Data Science](#), [Science](#), [Future of Computing](#), [Fourth Industrial Revolution](#)

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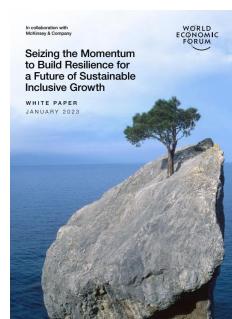
Further reading

Explore the latest World Economic Forum reports related to Education, Skills and Learning.



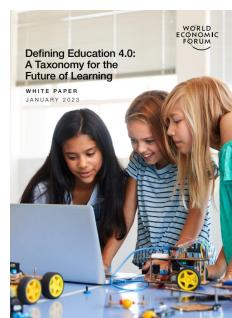
18 January 2023

[EDISON Alliance: 1 Billion Lives Challenge](#)



16 January 2023

[Seizing the Momentum to Build Resilience for a Future of Sustainable Inclusive Growth](#)



13 January 2023

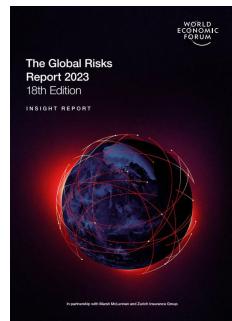
[Defining Education 4.0: A Taxonomy for the Future of Learning](#)



12 January 2023

[Jobs of Tomorrow: Social and Green Jobs for Building Inclusive and Sustainable Economies](#)





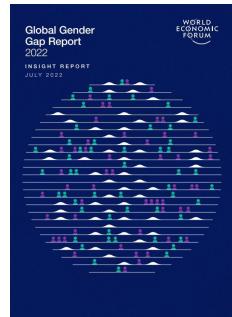
11 January 2023

Global Risks Report 2023



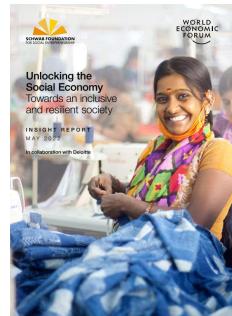
07 October 2022

Education 4.0 India



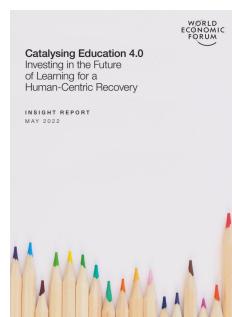
13 July 2022

Global Gender Gap Report 2022



23 May 2022

Unlocking the Social Economy Towards an inclusive and resilient society



16 May 2022

Catalysing Education 4.0: Investing in the Future of Learning for a Human-Centric Recovery





18 January 2022

Transforming through Trust: How social innovators are transforming the lives of 722 million



About Strategic Intelligence

Our approach

In today's world, it can be difficult to keep up with the latest trends or to make sense of the countless transformations taking place. How can you decipher the potential impact of rapidly unfolding changes when you're flooded with information - some of it misleading or unreliable? How do you continuously adapt your vision and strategy within a fast-evolving global context? We need new tools to help us make better strategic decisions in an increasingly complex and uncertain environment.

This live briefing on Education, Skills and Learning, harnesses the World Economic Forum's [Strategic Intelligence](#) platform to bring you the very latest knowledge, data and context from our 300+ high quality knowledge sources. Its aim is to help you understand the global forces at play in relation to Education, Skills and Learning and make more informed decisions in the future.

Each day, our Strategic Intelligence platform aggregates, distills and synthesizes thousands of articles from around the world. We blend the best of human curation with the power of machine learning to surface high-quality content on over [two hundred global issues](#) to our one million users globally. Our hand-picked network of [content partners](#) from around the world means that we automatically exclude much of the noisy clickbait, fake news, and poor quality content that plague the Internet at large. We work with hundreds of think tanks, universities, research institutions and independent publishers in all major regions of the world to provide a truly global perspective and we are confident that our data are well positioned when it comes to the intrinsic biases inherent to open text analysis on uncurated content from the Internet. For further context on our approach, you may be interested to read [Strategic trend forecasting: anticipating the future with artificial intelligence](#) and [These Are The 3 Ways Knowledge Can Provide Strategic Advantage](#).

↓ A leading expert presenting a transformation map at our Davos Annual Meeting



Transformation maps

Our [Transformation Maps](#) are dynamic knowledge visualisations. They help users to explore and make sense of the complex and interlinked forces that are transforming economies, industries and global issues. The maps present insights written by experts along with machine-curated content. Together, this allows users to visualise and understand more than 250 topics and the connections and inter-dependencies between them, helping in turn to support more informed decision-making by leaders.

The maps harness the Forum network's collective intelligence as well as the knowledge and insights generated through our activities, communities and events. And because the Transformation Maps are interlinked, they provide a single place for users to understand each topic from multiple perspectives. Each of the maps has a feed with the latest research and analysis drawn from leading research institutions and media outlets around the world.

At the centre of each map is the topic itself. This is surrounded by its "key issues", the forces which are driving transformation in relation to the topic. Surrounding the key issues are the related topics which are also affected by them. By surfacing these connections, the map facilitates exploration of the topic and the landscape within which it sits.

Continue online

Our suite of Strategic Intelligence tools are available to help you keep up to date across over 300 topics.

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Visit [Strategic Intelligence](#) on your desktop or laptop. All modern browsers supported.



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You can find our [Strategic IQ app](#) on the Apple App Store, Google Play Store or Huawei App Gallery.



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Go further with our Pro offering

Our Pro membership allows you to create unlimited custom transformation maps and the ability to collaborate on them with your colleagues. We also give you access to Advanced Analytics, to help you understand the dynamics surrounding a particular topic in more detail. You also get the ability to export transformation maps images and Powerpoint presentations. To learn more, [visit our membership site](#).

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