

# REIMAGINE UNIVERSITY FOR A CONVERGED FUTURE OF LEARNING & WORK



**EDUCLaaS**  
digital skilling

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# Digital Revolution is Redefining the Future of Learning & Work

## Digitalization

The digital revolution has been transforming jobs, resulting in critical skills gaps that businesses are struggling to fill. As a home to over half of the world's internet users, digital technologies are undoubtedly transforming economies in the Asia Pacific region.

A Korn Ferry's study estimates that the region is set to suffer the most severe skills crunch globally with talent deficit approximately at 55% of the global shortages by 2030. Amazon Web Services (AWS) released a report stating the need for 5.7 billion digital skills training by 2025 to keep pace with technological change in six Asia Pacific countries they surveyed.

Additionally, the COVID-19 pandemic has shifted our physical "school" and "office" to a hybrid future where you could learn and work from anywhere with an internet connection. This digital skills shift inflicted a perfect storm for the disruption of the highly fragmented post-secondary education sector by bridging the missing connection between learning and the future of work.



## Glocalization

Digitalization has escalated social and economic complexity and presented several challenges in our highly localized education systems. The digital divide of the borderless digital economy is bringing out patterns of low-employment growth, rising youth unemployment, and vulnerable employment.

While the demographic trends of the labor supply in developed countries have dampened, the competition for jobs in developing countries intensifies. As a result, new cohorts of more

educated and productive workers from these developing countries will enter the global workforce to engage in high-value work across borders.

Borderless education and remote work will thus be in full swing, fuelled by the gig economy and enterprises establishing and incubating more diverse, distributed workforces. This eventually mitigates the uneven demand and supply of digital talent between developed and developing countries.

# Higher Education Transformation for the Digital Economy

Despite the huge challenges of delivering work-ready graduates, conventional post-secondary education institutions in Asia are expected to remain as the main education platforms. However, apart from getting just a degree credential, learners demand a tangible career outcome with a better and faster return on their education investment.

With the physical barrier now torn down by the pandemic, digitalization is now crossing the chasm and transforming the entire economy, including our fragmented post-secondary education sectors, which have been constrained by regulation, localization, and funding needs. It is envisioned that the transformation of the post-secondary education sectors will be shaped by three major forces of the digital era:

First, the half-life of technology is shrinking, and skills and knowledge will become obsolete faster than ever.



Second, a more connected world provides more opportunities for all while also increasing inequality in opportunities and outcomes.



Third, as the world becomes more interconnected and interdependent, it risks becoming more fragmented and polarised as well.



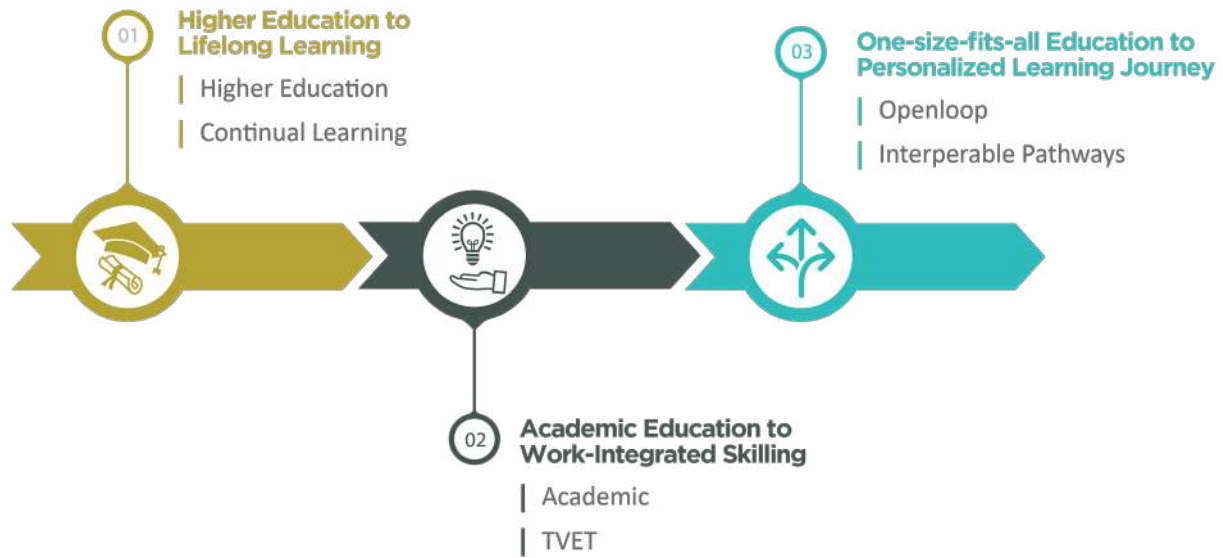
**Our post-secondary education systems must evolve**—not just to respond and react, but to anticipate, adapt, and advance. This means that higher education institutions should not just simply be transmitters of knowledge; we need to be the platform with seamless connections across the world, industries, and communities for borderless collaborations and value creation.

Education is often referred to as a “public good,” particularly in developing economies where governments shoulder the bulk of the burden for education funding and delivery. But as the world is becoming more fast-paced, more divided, and more interdependent, we need to encourage greater participation across all parties.

Public, private, and non-profit sectors should collaborate in facilitating the multi-faceted integrations of our fragmented post-secondary education systems to bridge the missing connection between education and the workplace and deliver inclusive lifelong learning for all.

# Inclusive Lifelong Applied Learning Innovations

To deliver a converged future of learning and work, there would need to be multi-faceted integrations across our highly fragmented post-secondary education systems for inclusive lifelong applied learning delivery.



## Higher Education to Lifelong Learning

In the past, graduating from a higher education institution marked the point where education stopped, and work began.

The half-life of technology is shrinking, and skills & knowledge will become obsolete faster than ever. We need to jettison the concept that we can ever be done with learning. Learning for life doesn't mean that there is a body of knowledge that, once acquired, will prepare us for life. No amount of education can adequately do that. Instead,

learning for life must mean learning for the rest of our lives and learning throughout life. Only continuous lifelong learning will help us remain current and relevant.

Future education providers will need to become lifelong learning partners, helping individuals and businesses to become future-ready and achieve continuous growth in the new digital economy.



## Academic Education to Work-Integrated Skilling

The traditional front-loading of academic education at higher learning institutions is no longer practical and sufficient, as constant reskilling is necessary to stay agile amid rapidly changing job market and requirements.

In the digital environment where education and work are intertwined, with learning is work and work is learning, academia must focus on emphasizing skills mastery instead of academic education. This requires a convergence between academic education and skills-based training to cultivate multidisciplinary talent with practical skills and transferable knowledge through an applied learning pathway

Higher education institutions must provide not only knowledge but also hands-on experience, to produce work-ready, skilled graduates who can “plug-and-play” their knowledge and skills and can be productive immediately upon entering the workforce.

## One-size-fits-all Education to Personalized Learning Journey

In the new economy, there is no pre-defined learning pathway to success. Success is never static. It is not the matter of number of students attending universities or vocational institutes at a specific point in their lives. What’s more, much more important is how many of our students acquire the appropriate degrees, diplomas, stackable certificates, or micro-credentials at a relevant point and throughout their lives, as their needs and career paths change over time.

What will be needed is an adaptable and interoperable pathway with cross-fertilisation between academic and vocational curricula to support each individual’s constantly evolving lifelong learning journey.

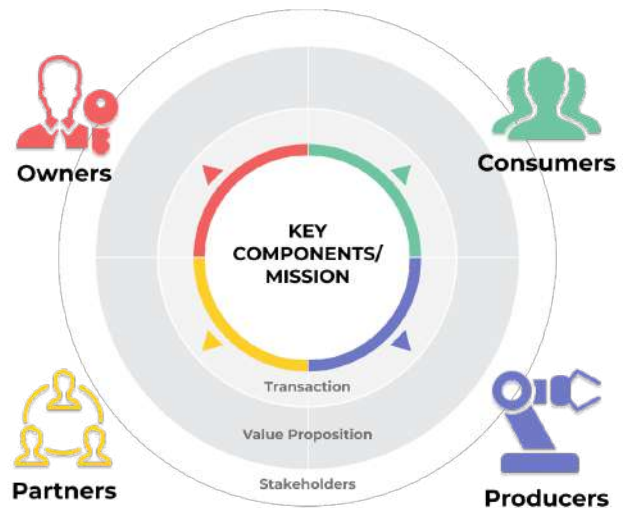
The digital revolution offers the perfect technology and environment for a personalized learning. Learners can be uniquely identified, receive tailored learning content, and have their progress individually monitored, supported, and assessed. This enables mass customized learning that delivers the maximum return on investment.

# Digital Transformation with Platform Business Model

Platform businesses are already a part of our everyday lives and will likely become increasingly prominent, whether we realize it or not and regardless of who we are or what we do. The platform business model uses technology to connect people, companies, and resources to form a collaborative environment that allows creation and exchange of tremendous value.

Google, Amazon, and Uber are some examples of successful companies that use platform business models. It is transforming not only tech industries, but also healthcare, education, and energy. Whilst the traditional business model creates value through a pipeline, where products or services are designed, made, then sold to a customer in a linear process. Platforms are changing the way value is created and transferred by means of connection.

In recent years, an increasing number of companies have shifted away from the pipeline system to the platform structure. This results in a complex network of relationships between producers, consumers, and the platform itself. Users with different roles and dual-role players, can utilize the resources and benefit from value exchange, consumption, and co-creation. The platform not only facilitates the linear transfer of value from producer to consumer, but also enables generation, transformation, exchange, and consumption through various ways and places.



Moreover, platform businesses can be constructed using digital building blocks. These are standardized, modular components that developers can use to build their own solutions. The building blocks should be versatile and usable across multiple solutions, easily incorporated into others, and abide by established standards. Solutions are created as packages of value while the building blocks approach breaks them down to make new ones.

The low cost of replication allows digital building blocks to be reused and integrated with other digital blocks through standardized compatibility specifications. This allows a range of solutions to be interconnected and coordinated, thereby leading to a greater capacity to tackle large-scale problems. By making these building blocks available as public goods, the benefits are shared among all participants, as they can build on existing solutions instead of having to start from scratch.

# Reimagine University with Glocalized Learning Platform

So as to deliver a converged future of learning and work, we are bringing together tripartite stakeholders from across the public, private, and non-profit sectors to foster a glocalized learning platform with seamless connections to the world, industries, and our communities for lifelong applied learning delivery.

Our platform is supported by a glocalized learning ecosystem comprises of youth, working adults, industry experts, employers, international universities, local higher education institutions, global technology vendors, financial institutions, government agencies, and non-profit foundations, delivering decentralised, outcome-based funding support for inclusive learning access.

**Regulator** – These are government ministries supported by broader government cooperation, including the Ministry of Education, Ministry of Manpower, and Ministry of Information & Communication.

They have a crucial role in harmonizing regulatory frameworks, establishing mutual recognition conventions, and implementing qualification frameworks for applied learning adoption.

**Facilitator** - Education and/or industry agencies are involved in advocating applied learning adoption for digital economy transformation.

This includes Technical and Vocational Education and Training (TVET) councils, InfoComm development authorities, industry promotion agencies, workforce development, and digital transformation agencies.

**Provider** – As a provider, stakeholders such as applied learning institutes, global universities, and big tech vendors contributes to curriculum contents, degree credentials, industry certifications, practitioner faculty, and education technologies for borderless lifelong applied learning delivery.

**Enabler** - Collaborating with global providers, higher education institutions (including local universities, polytechnics, and vocational institutions) act as an enabler who recruit learners, provide facilities, and award credentials.

They incubate glocal (Global Yet Local) digital talents for local and remote deployment with support from employers. The coalition also includes non-profit foundations and digital financing firms that provide financing support through the innovative “Learn now, Pay Later” for inclusive learning access.

**End-User** - The ultimate end-users and beneficiaries in the eco-system include youth for higher education programs, adults for lifelong learning, and enterprises for workforce upskilling.

# Disrupting Class with CLaaS®

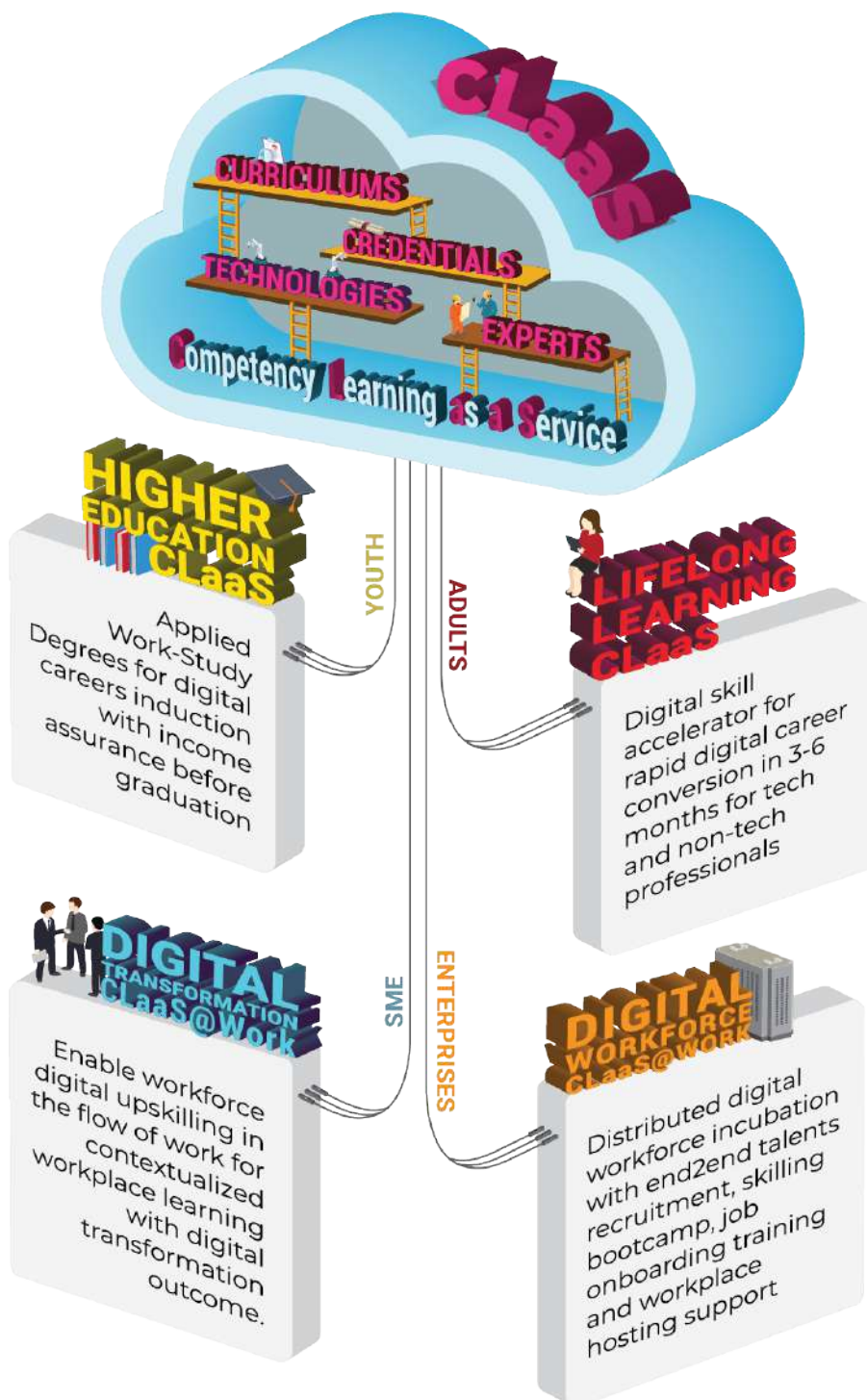
**CLaaS®** which stands for **Competency Learning as a Service**, delivers work-integrated learning for higher education students, working professionals and enterprises over the cloud, on-demand.

More than just digitizing education for mass distribution using technology, we adopt 70:20:10 work-based learning pedagogy to deliver improved knowledge, skills, and abilities. Our learners progress from knowledge acquisition in the classroom to workplace skill utilization that delivers tangible career and business outcomes for individuals and businesses.

For higher education students and adult learners, we deliver applied degrees and micro-credentials to support career induction and transition development with inclusivity.

For enterprises and governments, we deliver contextualized learning with workplace skills utilization to support inclusive digital transformation.

For employers, we deliver borderless workforce incubation CLaaS® for inclusive just-in-time distributed workforce development.



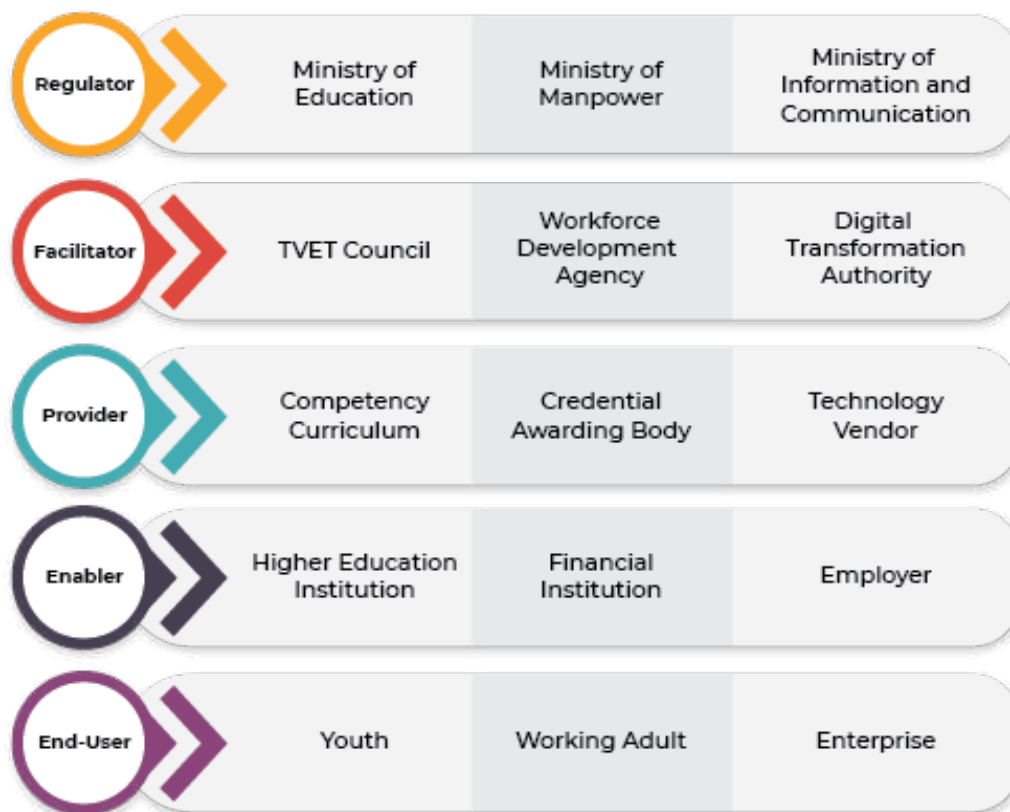


# Global Contents with Localized Delivery

**eduCLaaS** as a Pan-Asia digital skilling platform supported by a glocalized coalition of multilateral stakeholders including learners, employers, education institutions, technology vendors, government, and non-profit agencies, work together to bridge the digital skills gap for delivering inclusive digital transformation and workforce incubation across Asia with scale.

Collectively, we deliver competency-based curriculum, work-integrated learning, interoperable credentials, blended-learning technologies, employers ecosystems, and funding support to deliver a converged future of learning and work for borderless collaborations and value creation, to support youth induction into digital careers, under-employed adults transitioning into in-demand digital jobs, and enterprise workforce upskilling for inclusive digital transformation.

## Glocalized Digital Skills Coalition



# eduCLaaS Pan-Asia Digital Skilling Cloud

We aim to support the implementation of ASEAN Digital Master Plan (ADM 2025) for developing ASEAN as a leading digital community and economic bloc, powered by secure and transformative digital services, technologies, and ecosystem.



**Higher education transformation**  
to deliver dual-track applied learning with employment outcome



**Bridging digital skills and talent gaps**  
with lifelong learning for all



**Building glocalized digital workforce**  
for VIRTUALLY unlimited enterprise growth





Left to right: Joint Chairman, Malaysian Industry Government Group for High Technology, Tan Sri Datuk Dr. Ir. Ahmad Tajuddin - Deputy Minister of Housing and Local Government Malaysia, Dato' Sri Dr. Haji Ismail Haji Abd. Muttalib - eduCLaaS Founder and CEO, Leslie Loh - Vice Chairman and Head of Research Confexhub Group, Prof. Datuk. Dr. Ahmad Ibrahim

September 23, 2022 - The 5<sup>th</sup> edition of Cities 4.0 Summit held in Malaysia for reimagining post-secondary education for inclusive digital transformation.



eduCLaaS CEO and Founder, Leslie Loh (third from the left) - Thailand Minister of Digital Economy and Society, H.E. Mr. Chaiwut Thanakamasorn (third from the right) - Digital Economy Promotion Agency (DEPA) President/CEO, Dr. Nuttapon Nimmanphatcharin (second from the right)

October 12, 2022 - Thailand Future Skills Summit 2022 focused on workforce development to support Thailand's national digital transformation strategies.



eduCLaaS Founder and CEO, Leslie Loh (third from the left) and Cambodian Secretary of State, Ministry of Education, Youth and Sport, H.E. Kim Sethony (third from the right)

October 29, 2022 - eduCLaaS at the Digital Transformation Cambodia 2022: Fostering education 4.0 for inclusive digital transformation in Cambodia.



Left to right: Confexhub CEO - Deputy Director General, Vietnamese ICT Industry Agency, Nguyen Thanh Tuyen - eduCLaaS Founder and CEO, Leslie Loh - Vinasa Vice Chairwoman, Giang Nguyen

November 29, 2022 - eduCLaaS launched public-private partnerships in Vietnam to deliver inclusive digital skilling at the Digital Transformation Vietnam Summit.



Left to right: Microsoft Philippines' Education Programs & Skilling Lead, Clarissa Segimundo - eduCLaaS CEO and Founder, Leslie Loh - DTI Philippine Trade Training Center's Executive Director, Nelly Dillera - DTI Competitiveness and Innovation Group's Director, Lilian Salonga - CHED Office of Planning, Research and Knowledge Management (OPRKM) Director, Mary Sylvette T. Gunigundo

February 7, 2023 - Philippines Future Skills Summit 2023 for developing future-ready workforce through dual-track applied learning.



Left to right: eduCLaaS CEO and Founder, Leslie Loh - Royal School of Business and Finance CEO and Founder, Manish Gidwani FCCA., MSC., CA., CPA (Aust) - Head of Bekasi Vocational and Productivity Training Center (BBPVP), Herman Bija, S.T., M.Si. - Confexhub Group Founder and CEO, Paul Yeo

May 9, 2023 - Indonesia Future Skills Summit 2023 for globalized, inclusive lifelong applied learning to support Indonesia's digital transformation plan.



# **Bridging Digital Divide and Rising Inequality**

**Reimagining Education as a Global Common Good**

We aim to bridge the missing connection between education and the workplace by fostering a tripartite partnership across public, private, and non-profit sectors, to recontextualize education as a global common good for lifelong applied learning delivery, to develop future-ready talents and enterprises in the glocalized digital economy.



**EDUCAAS GLOBAL PTE LTD**

11 Eunos Road 8, #07-02 Lifelong Learning Institute, Singapore 408601  
t +65 6324 9730 f +65 6324 1637 [www.educlaas.com](http://www.educlaas.com)

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