

High Touch High Tech for All

The future of education through personalized learning *at scale*

Why now?

The world faces a global education crisis of dramatic proportions. Well before the pandemic, the long-standing learning crisis has projected [825 million students in low- and middle-income countries](#)- half of the world's children- would not be able to secure the basic skills that would equip them for the labor market by 2030. Learning losses resulting from the pandemic have exacerbated the education crisis and could cause this generation [to lose up to \\$10 trillion in future earnings](#). The pandemic has seen 1.6 billion children and youth out of school and an estimated 2 trillion hours of instruction lost. **While technology has evolved rapidly in the last 20 years, education has changed little over the past 200 years.** The current classroom model, where teachers deliver standardized content in a uniform mass manner, cannot adapt to students' individual needs. There is strong evidence for the past 15 years that personalized learning approaches, such as Teaching at the Right Level (TaRL), consistently improve learning outcomes, yet this has been difficult to do at scale.

The Vision: High Touch High Tech for All

High Touch High Tech for All (HTHT) is a new global initiative that aims to deliver the vision of personalized learning for the most disadvantaged learners by combining the unique strengths of the teacher (High Touch) and the power of Artificial Intelligence (High Tech). The technology provides adaptive content and assessment to develop students' foundational skills while the teacher cultivates students' higher-order skills such as critical thinking, collaboration, and socio-emotional learning. The technology provides the potential to accelerate learning for all at scale.

Promising results to date: Vietnam, South Korea, Uruguay

The Education Commission, in partnership with Vietnam's Ministry of Education and Training and Arizona State University, developed a [High Touch High Tech \(HTHT\) prototype](#) that explored the role of teachers within an adaptive learning context. It generated significant results after just one semester: **Math test scores of students improved by an equivalent of two years of learning.** Furthermore, teachers gained familiarity with instructional technology and collaborated around student data, optimizing their ability to impact student learning and resulting in greater teacher satisfaction.

Further testing is taking place in other contexts, including a partnership with Plan Ceibal and the Inter-American Development Bank, which is implementing a HTHT pilot for Maths and Computational Thinking in 100+ schools in Uruguay. In South Korea, the Education Commission's Asia Hub has established a national HTHT consortium with 27 universities, eight EdTech companies, six cities, four schools, and two foundations and a K-12 consortium that is using HTHT with the most underserved learners nationwide. A [four-day global HTHT Summit](#) in 2021 attracted almost 90,000 views online.

Strategic Roadmap to 2025

Learning Transformation Outcome:

By 2025, education systems improve learner outcomes by harnessing innovative, effective, and inclusive approaches for more personalized, adaptive, and active learning. This vision is driven by our strategic plan and key programs over the next three years.

Objectives:

1. Influence the adoption of High Touch High Tech approaches globally to improve teaching and learning by establishing the Global Consortium to work with pilot countries to:
2. *design, test, and scale* HTHT;
3. *convene* diverse actors; and
4. *facilitate* global learning and action.

To achieve this, we will:

1. **Analyze:** synthesize evidence on High Touch approaches and ecosystem needs, create a common approach for evaluating HTHT, and develop a continuum of High Touch High Tech approaches for various contexts worldwide.
2. **Act:** pilot HTHT in Uruguay, assess feasibility for scale in Vietnam, launch pilots in Cambodia, Indonesia, and the Philippines and initiate a feasibility study in Ghana. The Asia Hub will grow its South Korea consortiums, launch a new teachers college consortium and a metaverse project on HTHT for climate education.
3. **Amplify:** facilitate global learning and drive action to create enabling environments that support HTHT approaches across contexts. We will launch a global knowledge sharing platform, broker partnerships, and mobilize financiers and financing instruments to sustainably scale HTHT.

These will result in:

1. More effective teaching practices;
2. Improved student outcomes;
3. Increased investment in HTHT approaches; and
4. Better knowledge sharing and understanding about how to appropriately and equitably implement HTHT approaches.

The Proposal: The High Touch High Tech for All Global Consortium

As a result of initial success, Gordon Brown, Chair of the Education Commission, and Education Commission Asia launched the HTHT for All Global Consortium. This aims to catalyze the ecosystem, enabling and leveraging the distinct strengths of each stakeholder to address bottlenecks and accelerate the scale-up of HTHT in countries worldwide. The Global Consortium will drive the Analyze (research & evidence) and Amplify (global learning, action & financing) pillars of the work.

With funding support, we would be able to spearhead the Global Consortium and thereby create a community of actors working on personalized learning to scale worldwide. The Global Consortium will disseminate lessons and evidence from the country projects to global convenings, broker effective partnerships at the global and local levels, and mobilize innovative financing for HTHT scale-up. An annual Global HTHT Summit, led by Education Commission Asia, and high-level ministerial and multilateral meetings will be conducted to mobilize further policy and financing support for HTHT. A portfolio of knowledge products, such as comparative research and policy briefs, will be developed to generate more robust evidence and even fresher solutions to innovate education.

The Proposal: HTHT Country Projects: Indonesia, Cambodia, Philippines, Ghana

Working with country governments to test and scale HTHT is a key pillar (Act) of the Global Consortium that is vital to improving learning outcomes and learn from how HTHT works in different contexts. The second part of our proposal is to work with governments and country partners in Indonesia, Cambodia,

and the Philippines, to pilot and evaluate the HTHT approach, as well as with the Ministry of Education in Ghana to undertake a rapid feasibility assessment for HTHT.

HTHT FOR CAMBODIA: Advance STEM outcomes in urban poor communities

While Cambodia has made recent progress in improving access to education, work remains to be done with only 10% of Cambodian children aged 15 achieved minimum proficiency in Maths. With a partnership with Teach for Cambodia as the implementing partner, we are proposing a 20- to 50-school HTHT pilot on Maths and/or computational thinking for Grades 7-8 students in economically disadvantaged communities in Phnom Penh, Kandal, and/or Siem Reap.

HTHT FOR THE PHILIPPINES: Accelerate STEM outcomes in “last-mile” communities

A 2019 international assessment showed the Philippines underperforming in Maths compared to 58 participating countries. The Education Commission and Education Commission Asia are working with Ayala Foundation to develop a pilot HTHT for primary students to improve learning outcomes in Maths. We are proposing a 10- to 20-school pilot on Maths and/or computational thinking to reach the most marginalized “last-mile” communities.

HTHT FOR INDONESIA: Innovate and improve teacher education

With keen interest from Indonesia’s Ministry of Education, Culture, Research, and Technology to modernize teacher training institutes for the demands of the future, the Education Commission and Education Commission Asia are working with Tanoto Foundation to develop a pilot HTHT for pre-service teacher education. Through their extensive network of teacher training institutes, we would test this new approach to innovate and improve pre-service teacher education.

HTHT FOR GHANA: Catalyze education innovation

Building on the Education Commission’s existing work with the Ministry of Education in Ghana, we propose to undertake a rapid feasibility assessment. This would understand how HTHT could work in the country context, considering the various elements of the ecosystem to determine the “best-fit” approach to pilot in Ghana. Following the feasibility study, we would develop a pilot to design, test and evaluate the HTHT approach and its suitability for scale.

Join us into the future

With your partnership, we can work together to radically transform education to adapt to every child’s needs, especially in marginalized contexts. We are looking for strategic funding partners to support HTHT over the next 2-3 years on core funding or specific projects outlined above. Working together, we will ensure robust research and evidence, accelerated progress at country level, and influencing at the global level. Through High Touch High Tech for All as catalyst, countries can help children who are furthest behind and leapfrog into the future that is already here.

For further information, please contact the Education Commission:

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