

Annex A

Upcoming Projects for the Adult Learning Collaboratory

(i) Digital capability development for mature workers

The “Digital Capability Development for Mature Workers” project will bring the ecosystem together to jointly look at how mature age learners can respond meaningfully to disruptions that AI technologies may bring to their professional lives. The focus is on their role as steerers of technologies rather than passive recipients. Assembling a team of experts, this project will draw on the science of adult learning in areas that mature learners are strong at to support how they can confidently evolve their occupational practice in an age of AI. The full ecosystem will be involved - enterprises, training providers, adult educators – to co-create the pedagogies and support structures for an augmented transition. The project will broker opportunities for all workforce segments, including those in jobs without high demand for digital skills. This may entail working through their employers to design digital projects that sufficiently allow mature workers to experiment with digital tools at work. Data will be collected to show mature-age learners' contributions to their workplace with their new digital skills.

The overarching goal is to enable mature workers to navigate the digital age confidently as productive contributors.

Collaborators: Mature-age learners, enterprises, education and training providers, adult educators, edtech players, researchers, policymakers

(ii) Enabling employees to be co-pilots in enterprise transformation

The “Enabling employees as co-pilots in enterprise transformation” project aims to re-energise workplaces by engaging the entire workforce in enterprise transformation efforts. It targets leaders interested in rejuvenating their businesses through bottom-up innovation. It builds on IAL’s research findings that the specific coupling of high-value-added business strategies and inclusive people strategies leads to firms reporting the best business outcomes in Singapore. The focus is on the approaches that enterprises can take to activate their workforce to grow the business in new ways while demanding higher skills, thereby growing the pipeline of strong businesses and quality jobs in the economy. Often, this requires the workforce to develop emergent capabilities not immediately available in the company. For instance, employees may be galvanised to develop entirely new product lines not previously offered by the firm – supported by a mix of training programmes, coaching by start-up consultants, and workplace learning. Additionally, enterprises may be introduced to new management practices that increase not just skills but also workforce autonomy to allow them to unlock the full value of their workforce. Data will be collected to show the impact of bottom-up innovation on business outcomes and skills demand.

Collaborators: Enterprise leaders and their workforce, consultants (business, technology, HR and L&D), education and training providers, adult educators, researchers, policymakers

(iii) Integrating future-oriented pedagogies within the TAE sector

The “Integrating future-oriented pedagogies within the Training and Adult Education (TAE) sector” project focuses on a critical shift in TAE pedagogies to be future-fit and adapt to the evolving complexities of the workforce. The impetus for this project stems from IAL’s research findings that predominant practices in the TAE sector tend to be less effective at nurturing adult learners’ adaptability and comfort in handling emergent, unknown or complex situations at the workplace. In this ALC project, the full capacity of the TAE ecosystem will be harnessed to support learning that is emergent, complex and generative. Ecosystem players will be engaged in extensive co-creation and experimentation to develop the pedagogies, tools and resources to be deployed in a wide range of settings such as workplaces, training programmes and edtech tools. Interventions and experiments will be conducted to test out ideas and check the efficacy of the solutions. The focus is not only on the learners, but also the capacity of the TAE enablers – be it adult educators, training providers, enterprises, edtech players and more – to evolve their practices towards making their product and service offerings fit for purpose for the growing complexity of work.

Collaborators: Education and training providers, adult educators, edtech players, enterprises, industry bodies, researchers, policymakers