



**ADVANCE.
ACCELERATE.
ADVOCATE.**

ANNUAL
REPORT
2022

The Institute for Adult Learning (IAL) is an autonomous institute within the Singapore University of Social Sciences. As the National Centre of Excellence for Adult Learning, IAL seeks to raise the quality of Training and Adult Education through continuous learning, practice and research in continued support of the national SkillsFuture movement.

OUR VISION

To be the national centre of excellence in learning, practice and research for Continuing Education and Training (CET).

OUR MISSION

To raise the capabilities of CET professionals to enhance workforce learning and workplace performance.



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PROFESSIONALISM
**Raising the
Competencies of
Adult Educators**



PRACTICE
**Promoting
Workplace Learning
at Enterprises**



INNOVATION
**Developing and
Adopting Innovations
in Adult Learning**



INFLUENCE
**Expanding the
TAE Ecosystem**



RESEARCH
**Shaping the
Future of
Adult Education**



EXCELLENCE
**Striving for
Organisational Effectiveness
and Performance**

2022 IAL COUNCIL



**Mr Tan Kok Yam
(Chairman)**

Chief Executive, SkillsFuture Singapore



Professor Cheong Hee Kiat

President, Singapore University of
Social Sciences



Mr Yeo Li Pheow

Principal & Chief Executive Officer,
Republic Polytechnic



Mr Azriman Mansor

Group Financial Controller,
Times Publishing Limited



Professor Ho Yew Kee

Co-Chairperson (AccTech Centre
Advisory Committee)
Cluster Director, Business,
Communication and Design,
Singapore Institute of Technology



Ms Aileen Tan

Group Chief People and Sustainability
Officer, Singtel Group



Ms Low Peck Kem

Chief HR Officer and Advisor
(Workforce Development) Public Service
Division, Prime Minister's Office



Mr Jeremy Ong

Chief Executive Officer, NTUC
Learning Hub



Mr Gerald Leo

APAC Partner Director (Advisory,
Solutions, Services, Channels),
Microsoft Asia Pacific

As an autonomous institute of the Singapore University of Social Sciences, IAL is governed by an independent council comprising representatives from government bodies, institutes of higher learning and key industry partners.

COUNCIL MEMBERS AS OF MAY 2023



Professor Lee Wing On
Executive Director, Institute for Adult Learning



Mr Kiren Kumar
Deputy Chief Executive, Development (Digital Industry & Talent Group), Infocomm Media Development Authority



Mr David Yeo
Founder & Chief Executive Officer, Kydon Group of Companies

Mr Tan Kok Yam (Chairman)

Chief Executive, SkillsFuture Singapore

Professor Tan Tai Yong

President, Singapore University of Social Sciences

(Assumed appointment as President/SUSS and council member on 1 Jan 2023)

Mr Yeo Li Pheow

Executive Director, Institute for Adult Learning

(Assumed appointment as Executive Director/IAL on 13 Mar 2023)

Professor Ho Yew Kee

Co-Chairperson (AccTech Centre Advisory Committee)

Cluster Director, Business, Communication and Design, Singapore Institute of Technology

Ms Ang Bee Lian

Senior Director, Professional and Corporate Development Group and Director-General of Social Welfare, Ministry of Social & Family Development

(Assumed appointment as council member on 1 Jan 2023)

Mr Kiren Kumar

Deputy Chief Executive, Development (Digital Industry & Talent Group), Infocomm Media Development Authority

Ms Low Peck Kem

Chief HR Officer and Advisor (Workforce Development)

Public Service Division, Prime Minister's Office

Mr David Chua

Chief Executive Officer, National Youth Council

(Assumed appointment as council member on 1 Jan 2023)

Mr Jeremy Ong

Chief Executive Officer, NTUC Learning Hub

Mr Gerald Leo

APAC Partner Director (Advisory, Solutions, Services, Channels), Microsoft Asia Pacific

Mr David Yeo

Founder & Chief Executive Officer, Kydon Group of Companies

Thank you to the following council members who have relinquished their appointments:

Professor Cheong Hee Kiat

(Relinquished appointment as President/SUSS and council member from 1 Jan 2023)

Mr Azriman Mansor

(Relinquished appointment as council member from 1 Jan 2023)

Ms Aileen Tan

(Relinquished appointment as council member from 1 Jan 2023)

Professor Lee Wing On

(Relinquished appointment as Executive Director/IAL from 13 Mar 2023)

MANAGEMENT TEAM (AS OF MAY 2023)



Mr Yeo Li Pheow

Executive Director

Director (Covering), Learning and Professional Development



**Associate Professor
Renee Tan**

Director, Research



**Associate Professor
Sim Soo Kheng**

Director, Innovation Centre



Ms Amy Bey

Director, Corporate Services



Dr Lee Tong Nge

Director, Special Projects

CHAIRMAN'S MESSAGE

This has been a landmark year for IAL. We inked memoranda of understanding with the five polytechnics and the NTUC Learning Hub, to collectively uplift the quality of adult learning in Singapore. We also organised the inaugural Global Lifelong Learning Summit, bringing together the leading thinkers and doers in lifelong learning, across academia, governments, international organisations, and companies. The Summit signalled IAL's intent to be a key node in the international discourse on the theory and practice of adult education.

At the Summit, the Minister for Education charged IAL to take on the role of the National Centre of Excellence for Adult Learning. What does that mean?

Firstly, being a Centre of Excellence is not about being the best, or proving oneself to be the best. Instead, it is about working with the best, whether locally or globally, and collectively becoming better. This is why our partnerships are important. It is with great satisfaction that we have started to forge a closer relationship with the polytechnics. IAL now needs to both expand and deepen this arrangement, and intensify the exchanges among practitioners across institutional boundaries. IAL must also build on its solid relationship with its mothership, the Singapore University of Social Sciences, so that the breadth and depth of an entire university can be brought to bear to advance adult learning.

Secondly, a Centre of Excellence needs to be front and centre in shaping and realising the national ambitions for the Training and Adult Education (TAE) sector. In the coming years, one key emphasis for the sector will be its ability to involve the industry, to deliver training that is relevant to the growth of companies and be impactful to the individuals' career advancement. IAL itself has done much to engage the industry, but now it needs to think even wider, and ask how it can enable the rest of the TAE sector to bring the industry into the classroom, and bring the classroom into industry. For example, how do we get the very best in each profession to also teach others

around them? What can be done to organically enmesh learning with working? These are big questions, and IAL must take the lead in addressing them.

Finally, IAL must embrace excellence in its own teaching. If we desire that future adult trainers embrace digital learning, IAL will need to show them how, starting with the own courses it conducts. If we believe in bite-size and just-in-time curricula, IAL similarly must demonstrate that in its own programmes. Coming into 2023, we have made a key revamp of the WSQ Advanced Certificate in Learning and Performance (ACLP) so that it is more time-efficient and fit-for-purpose for the busy adult. We will do more, so that IAL becomes the go-to institute for every individual who aspires to help other adults around them deepen their skills and grow in career confidence.

These are our aspirations. I have confidence in the IAL team, and in its leadership. I also have confidence in our partners, because we share a common purpose in uplifting the quality of lifelong learning for all Singaporeans.



Mr Tan Kok Yam
 Institute for Adult Learning Council
 Chief Executive, SkillsFuture Singapore

PRESIDENT'S MESSAGE

As Singapore recovers from the COVID-19 pandemic in 2022, IAL embarked on a strong trajectory to accelerate its collaborations and pursuits to advance the training and adult education arena and beyond. From strategic planning to impactful implementation and innovative initiatives, IAL has improved its standing as a leading adult learning institution that diversifies beyond training the trainers to contributing actively in research, learning innovation and enterprise learning.

For SUSS and IAL, the fruits of our collaboration in programme development were realised in July 2022, when we launched the Master in Boundary-Crossing Learning and Leadership and the SUSS-IAL Graduate Certificate in Workplace Learning. The Master programme, IAL's first, helps TAE professionals and organisational change-makers acquire the tools, means and practice opportunities to thrive in a rapidly evolving external environment, while the six-month Graduate Certificate programme aims to enable learners to establish workplace learning strategies and drive sustained performance improvement.

IAL has also forged partnerships locally and internationally with institutions and enterprises. The Global Lifelong Learning Summit was the result of one such collaboration with SkillsFuture Singapore, and the close partnerships with the Asia-Europe Meeting Lifelong Learning Hub, the International Labour Organization, the Organisation for Economic Cooperation and Development and the UNESCO Institute for Lifelong Learning. This inaugural high-profile industry event aimed to be the new national, regional and international platform on how lifelong learning supports inclusive economic growth and helps workers adapt to rapid changes in the workplace.

The Global Lifelong Learning Summit embodies how IAL sees its role ahead at the forefront of engaging experts, policy makers and major players in training and adult education both locally and internationally.

As IAL grows in stature as Singapore's National Centre of Excellence for Adult Learning, we look forward to further opportunities for collaboration and dialogue on pertinent issues that will shape the future of adult learning.



Professor Tan Tai Yong
Singapore University of Social Sciences
Appointment as at 31 January 2023

EXECUTIVE DIRECTOR'S MESSAGE

IAL's Five-Year Strategic Roadmap, rolled out with the objective of 'Always Advancing' towards an effective TAE sector, is fundamental to the TAE Industry Transformation Map 2025. We have made good progress with our plans to upskill TAE professionals, to promote workplace learning in enterprises, to support learning innovation and to strengthen research and thought leadership.

In 2022, we are pleased to report that our core programmes had achieved over 11,000 training places while close to 3,960 training places were attained for continuing professional development programmes as well as activities to develop the adult educator community. This year, for the first time since the COVID-19 outbreak, we were able to hold the IAL Graduation Ceremony 2022 to celebrate in-person with 230 graduands who had completed their learning journeys.

Our Learning Enterprise Alliance welcomed 21 new members and signed six new agreements with enterprise partners, during the year, to catalyse workplace transformation. At the same time, we continued to build the innovation ecosystem through iN.LEARN 2.0, providing much-needed support for innovations that can drive impactful learning outcomes for the workforce and enterprises. In the area of research, IAL has been amplifying its research in focus areas of training and adult education, skills and learning, innovation in adult learning, among others.

Together - in partnership with the ecosystem of institutions, organisations and industry players - IAL can anchor its capabilities to further uplift TAE professionalism and scale up learning innovations.

As I hand over the baton to Mr Yeo Li Pheow, I am excited for IAL's future in his capable hands. My time at IAL has been one of the most rewarding times of my career, and I am immensely proud of the team and their work. As One-IAL, we had established the Centre for Workplace Learning and Performance in 2020 and set up the National Centre of Excellence for Workplace Learning (NACE@IAL) in 2021. I wish IAL the very best in soaring to greater heights as the National Centre of Excellence for Adult Learning, while raising workforce productivity and economic competitiveness, under Mr Yeo's leadership.



Professor Lee Wing On
Institute for Adult Learning

Appointment as at 31 January 2023

PROFESSIONALISM

Raising the Competencies of Adult Educators





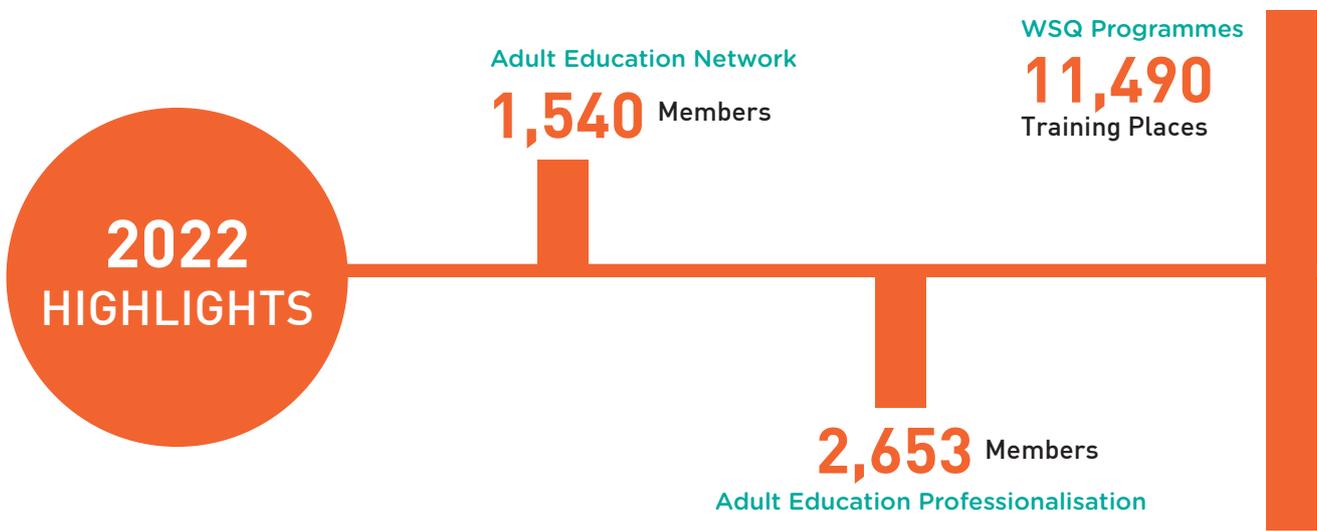


WSQ Advanced Certificate in Learning and Performance 2.0

IAL embarked on a review of its signature Singapore Workforce Skills Qualifications (WSQ) Advanced Certificate in Learning and Performance (ACLPL) programme in May 2022, together with SkillsFuture Singapore. This train-the-trainer programme was designed to equip learners with recognised Training and Adult Education (TAE) competencies to perform the role of learning facilitators and assessors of certifiable courses funded by SkillsFuture Singapore, as well as support the performance needs of enterprises and learners experiencing industry transformation.

The intent of the review was to consider programme revisions that would allow a greater number of individuals to join the TAE sector sooner by integrating the technical skills and competencies, without compromising on the rigour of the programme. As a result, IAL redesigned the content and curriculum, reducing the programme course duration from nine to three months.

The first run of the ACLPL 2.0 programme was rolled out in January 2023.



2022 HIGHLIGHTS

Graduate Certificate in Workplace Learning

The SUSS-IAL Graduate Certificate in Workplace Learning was launched in July 2022, with its first cohort of 14 participants. A second cohort, with 24 learners, joined the programme at the end of the year.

This six-month programme comprises 56 learning hours followed by a 42-hour work-learn project with enterprises to provide learners with the opportunities to apply what they learnt in authentic situations. The programme provides learners keen to support workplace learning in enterprises with the practical know-how of conducting diagnosis of performance issues, implementing bespoke and co-creating workplace learning solutions, including the creation of a coaching culture and evaluating its effectiveness to achieve business outcomes.

It also prepares learners with the essential knowledge and skills to reflect critically on their practice and develop effective proposals for grant considerations using authentic case studies, real-life examples and substantive reflections.

Master in Boundary-Crossing Learning and Leadership

IAL launched its first Master degree programme, the Master in Boundary-Crossing Learning and Leadership, in July 2022. The programme was jointly designed and delivered by IAL and SUSS.

This Master programme aims to build the capacities of TAE professionals, as organisational change-makers, to be leaders in cross-boundary situations in learning and work, to spearhead and catalyse organisational learning and change, and to seize opportunities for innovation in a rapidly evolving external environment. The focus on leadership, learning, cross-boundary change and innovation is premised on how constant and disruptive shifts in the global environment and the workplace require an equally rapid and in-depth upskilling of individuals to remain relevant.

Upon completion of the first three courses in December 2022, the 15 learners in the first cohort were awarded the Graduate Certificate in Leading Learning, Innovation and Change Across Boundaries.

Non-WSQ Programmes

390 Training Places

Microlearning Courses

2,024 Training Places

98

Adjunct
Adult Educators

3,958 Training Places

Continuing Professional Development Trainings
and Developing the AE Community Activities
and Programmes



Continuing Professional Development Partnerships

IAL and SkillsFuture Singapore signed two memoranda of understanding to provide more opportunities for the continuing professional development of TAE practitioners, who can in turn raise the learning effectiveness and experiences for adult learners. The signing ceremonies were held at the SkillsFuture Forum in July 2022, graced by Education Minister Mr Chan Chun Sing.

The first memorandum of understanding was inked with Singapore's five polytechnics – namely Nanyang Polytechnic, Ngee Ann Polytechnic, Republic Polytechnic, Singapore Polytechnic and Temasek Polytechnic – in a first-ever collaboration in continuing education and training. IAL's expertise in adult learning will be combined with the polytechnics' institutional capabilities in education and industry outreach to build a community of practice that facilitates exchanges and sharing of best practices

among teaching staff, adult educators and adjunct educators. The partnership will also involve the curation, development, and delivery of industry-relevant TAE programmes, as well as short-term two-way attachments between IAL and the polytechnics.

In the second memorandum of understanding, IAL, SkillsFuture Singapore and NTUC LearningHub will collaborate on continuing professional development to build adult educators' domain and andragogical skills at scale. In this agreement, all parties will strengthen NTUC LearningHub's Career Agility Hub as a platform for the community of adult education practitioners to build up their skills and careers portfolio. This platform would further allow IAL to aggregate the skills needs of adult educators and train them for market readiness based on their job profiles and skills gaps.



IAL Graduation Ceremony

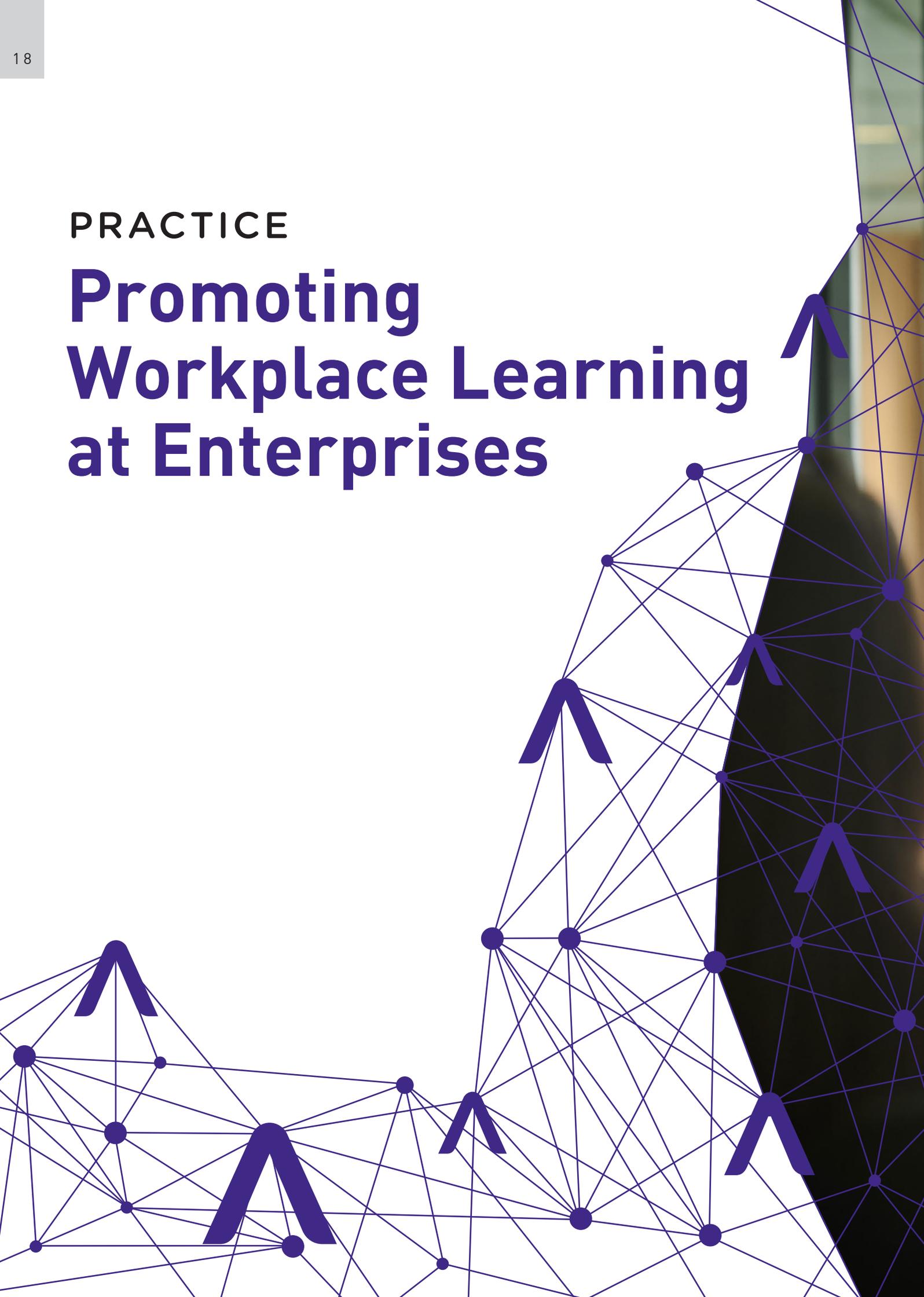
IAL held its graduation ceremony on 22 June 2022, for the first time since the COVID-19 pandemic. The event celebrated the achievements of almost 230 graduands from the WSQ Diploma in Adult and Continuing Education, Master of Learning and Professional Development and Master of Training and Development.





PRACTICE

Promoting Workplace Learning at Enterprises



A woman wearing a beige hijab and a pink long-sleeved blouse is smiling and presenting to an audience. She is holding a white folder in her left arm and a silver marker in her right hand. Behind her is a whiteboard with the text "Learning and Performance Workplace Transformation" written on it. The word "Transformation" is underlined. A curved arrow points from "Performance Workplace" down to "Transformation". The background is a blurred office or classroom setting. A purple network graphic with dots and lines is overlaid on the top and left sides of the image.

Learning and
Performance
Workplace 
Transformation

PRACTICE

Learning Enterprise Alliance

In 2022, IAL's Learning Enterprise Alliance welcomed 21 new enterprises, bringing its total number of members to 99. The signing ceremony for the new members took place in September 2022, graced by Education Minister Mr Chan Chun Sing.

2022 HIGHLIGHTS



21 New Members **99** Total Members



6 MOUs in 2022 **14** MOUs since 2021



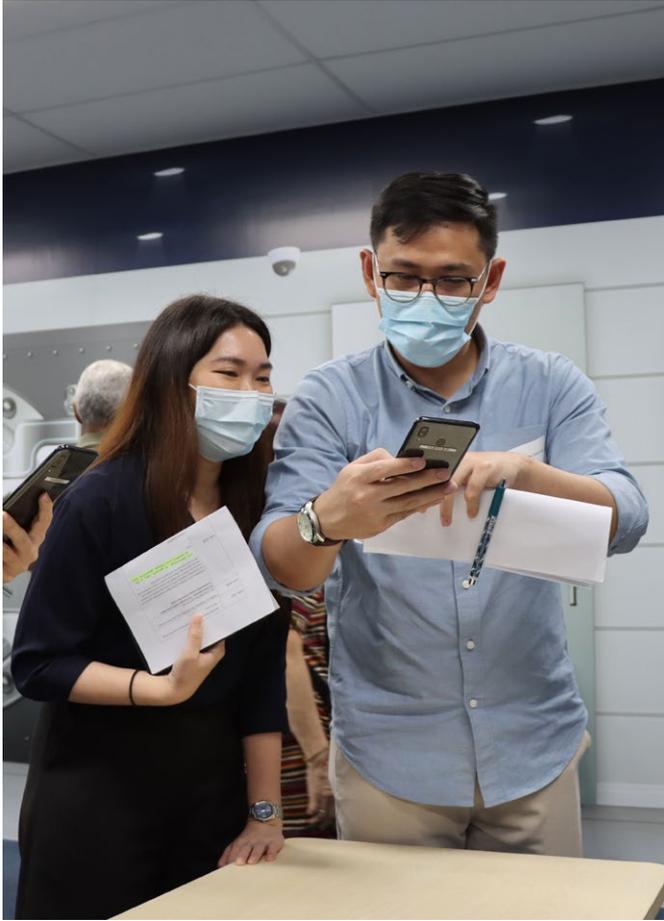
The new members, hailing from diverse industry sectors, were selected on the merits of their proposals on workplace learning and transformation. They were Advancer Group Facility, AME International, Chye Thiam Maintenance, dnata Singapore, ERA Realty Network, Far East Flora Holdings, GreenGarden Cleaning, I E Agape, JCS-Echigo, Keppel Land International, Mandate Communications, Metropolis Security Systems, National University Hospital System, CLA Global TS, Parlour Group, Toh Chin Leong Construction, Viriya Community Services, Yayasan Mendaki, Yeap Medical Supplies, Zero Spot Laundry Services, and Zionext.

As Learning Enterprise Alliance members, these enterprises commit to promoting continuous learning and performance for workforce transformation within their

organisations. IAL will work closely with them to bolster their workforce capabilities and drive sustainable growth through industry linkages. Some of IAL's initiatives include enhancing on-the-job training systems and processes, accelerating manpower skilling for new operations executives, and developing a robust and effective training framework.

In addition, IAL inked memoranda of understanding (MOU) with six enterprise partners to upgrade workforce capabilities to catalyse transformation. Spanning multiple sectors, these partners were dnata Singapore, Far East Flora Holdings, Fei Siong Food Management, Fullerton Healthcare, Spa Esprit Group, and Singapore Armed Forces, Institute for Military Training.





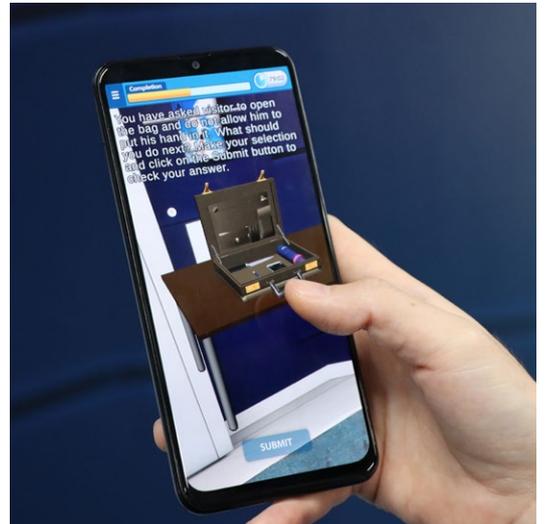
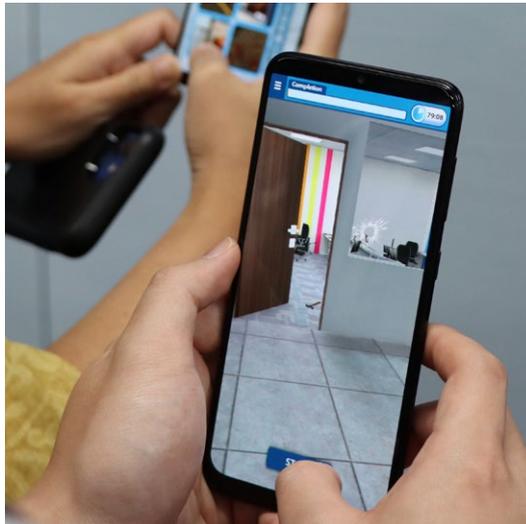
Learning Journeys

IAL continued to expand and deepen its relationships with its enterprise network during the year.

In August 2022, IAL conducted an Adult Education Professionalisation learning journey at Apple Inc to share about hybrid learning environments, technology gadgets and apps and content delivery.

In September 2022, IAL held a learning journey at Certis Corporate University to find out more about Certis' learning and development framework and strategies towards self-directed and continual learning. The event deepened insights into Certis' journey towards being a learning organisation in support of digital transformation.





INNOVATION

Developing and Adopting Innovations in Adult Learning





iN.Learn 2.0

In July 2022, SkillsFuture Singapore appointed IAL to drive the next phase of encouraging innovation through the Innovative Learning 2.0 (iN.LEARN 2.0) initiative. The iN.LEARN 2.0 initiative builds on the earlier iN.LEARN 2020, launched in 2015 to promote innovative, tech-enabled and blended learning aimed at generating impactful learning outcomes for the workforce and enterprises.

The refreshed initiative aims to increase the rate and adoption of innovative training approaches and practices. Training providers, ed-tech solutionists, enterprises and TAE professionals can tap on iN.LEARN 2.0 for co-funding and co-sharing the risks for developing and scaling promising innovations, as well as test regulatory requirements that could be impeding innovation efforts.

IAL's innovSpur, Innovation Sandbox, innovPlus programmes will deliver on iN.LEARN 2.0's objectives, covering the innovation continuum from ideation through to testing and commercialisation.

innovSpur

As a new anchor programme of iN.LEARN 2.0 to support innovators, innovSpur will support in scaling up minimum viable products to the commercialisation stage. Applicants will be evaluated according to innovativeness, market and competition, impact, scalability, risks mitigation, track record and project team competencies. Successful applicants enjoy up to \$500,000 grant for each project and are required to co-fund 25% of the project's eligible cost.

The first run of innovSpur in 2022 involved six clinics for 30 interested companies. It received 15 proposals in the areas of artificial intelligence and analytics-driven learning, mobile learning and game-based learning. Of these, two awards were given out to Bluente for a new finance and legal language learning mobile app and Cognotiv for a diversified learning ecological system with patent-pending andragogy and heutagogy.

Innovation Sandbox

A safe place for the experimentation and testing of new learning design and applications, innovators can test their learning solutions on courses that are, or will be, eligible for SkillsFuture Credit or with SkillsFuture Singapore's course fee funding. The course fee grant is capped at \$800,000 for each project for up to two years.

Proven and established solutions that did not receive the innovPlus and innovSpur support may also participate in the Innovation Sandbox.

innovPlus

Since 2016, the competitive challenge-based initiative has attracted a steady stream of submissions pitching innovative and feasible prototypes that advance continuing education and training practice outcomes. Successful applicants are awarded learning innovation grants of up to \$200,000 each.

Eight entries were received from enterprises and their technology partners in 2022. Grants were awarded to National Dental Centre Singapore and ST Engineering Training & Simulation Systems, National Heart Centre Singapore and ST Engineering Training & Simulation Systems, and Pharmaceutical Society of Singapore and INMEET CMS.



innovJam

In June 2022, IAL collaborated with the InfoComm Media Development Authority (IMDA) through its Open Innovative Platform to solicit innovative submissions for innovJam. IMDA's platform helps organisations diagnose their business challenges and crowd-source for innovative digital solutions from start-ups, technology providers and research institutes.

Participants in this TAE sector-wide challenge had to submit innovative ideas that addressed one of three learning and development themes: increasing individuals' take-up on online delivery, increasing enterprise adoptions of innovative learning technology or developing robust remote assessment and proctoring solutions for individual- and enterprise-led training.

From 22 entries submitted, nine went on to receive innovJam starter grants of \$5,000 each, which provides assistance to build, test, iterate and validate their ideas of learning solutions. They were SFX Corporation, Hipster, Amaris.AI, ZilLearn, JoyfulPerson, My Learn Zone, Usertip, leintouch, and Datality Lab. IMDA provided an additional \$10,000 for the top three winning solutionists to further iterate their solutions to a higher fidelity.

Living Lab

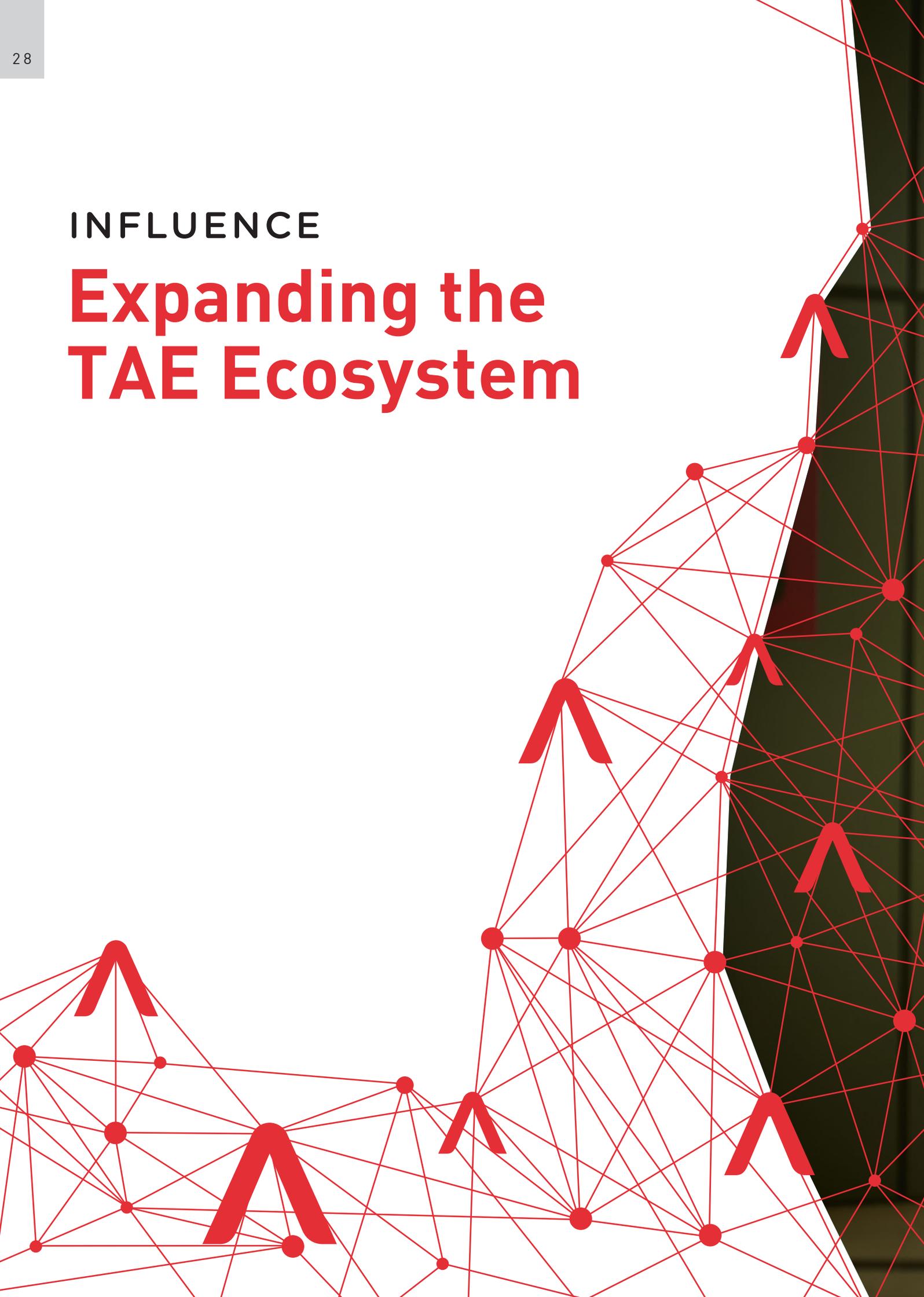
Together with SkillsFuture Singapore, IAL forged a partnership with the Singapore University of Technology and Design to create a joint Living Lab to incorporate new andragogies, practices and educational innovations developed for adult educators and learners. The memorandum of understanding was signed on 27 October 2022.

At the Living Lab, curated skills interventions, industry-led continuing education and training modules, events and research projects will be piloted on a cyber-physical platform. This will enable the live study and data analysis of how users interact with the technology, providing insights for improvements in innovations and practices that will benefit Singapore and the region.



INFLUENCE

Expanding the TAE Ecosystem







Global Lifelong Learning Summit

IAL and SkillsFuture Singapore jointly organised the inaugural Global Lifelong Learning Summit in November 2022, bringing together governments, educational institutions, enterprises and champions of adult learning. The two-day event featured the participation of four ministers from Singapore, Australia and Morocco and presentations from 37 invited speakers drawn from a mix of stakeholders from 12 countries.

More than 300 in-person delegates and 1,200 online participants attended the Global Learning Lifelong Summit, themed 'Maximising the Socio-Economic Impact of Lifelong Learning', to advance the dialogue on how lifelong learning can support inclusive economic growth and help workers adapt to the evolving work environment. The international audience and speakers benefited from the insightful discussions and gained new knowledge and ideas on lifelong learning while deepening ties and expanding their networks for possible cross-border collaborations.

The event was organised in partnership with the Asia-Europe Meeting Lifelong Learning Hub, the International Labour Organization, the Organisation for Economic Co-operation and Development and the UNESCO Institute for Lifelong Learning.





GLOBAL LIFELONG LEARNING SUMMIT
 01-02 NOVEMBER 2022
 MAXIMISING THE SOCIO-ECONOMIC IMPACT OF LIFELONG LEARNING

PANEL SESSION
 THE FUTURE OF WORK IS NOW: WORKPLACE LEARNING FOR A FUTURE-READY WORKFORCE

Jointly Organized by
 SUSTAINABLE SINGAPORE UNIVERSITY OF APPLIED SCIENCES (SUSS) SKILLSfuture SG

In Partnership with
 International Labour Organization (ILO) OECD UNESCO



GLOBAL LIFELONG LEARNING SUMMIT
 01-02 NOVEMBER 2022
 MAXIMISING THE SOCIO-ECONOMIC IMPACT OF LIFELONG LEARNING

INTERNATIONAL PARTNER SESSION 2 - PANEL SESSION
 MICRO-CREDENTIALS: PROMOTING LIFELONG LEARNING AND CAREERS

International Labour Organization (ILO)



Lee Wing On
 Singapore SkillsFuture Council
 01-02 NOVEMBER 2022

Angie Chuan
 Singapore SkillsFuture Council
 01-02 NOVEMBER 2022



National Centre of Excellence for Adult Learning

At the Global Lifelong Learning Summit 2022, Minister for Education Mr Chan Chun Sing designated IAL as the National Centre of Excellence for Adult Learning in Singapore. In this role, IAL will be responsible for systematically raising the quality of adult education and learning across the TAE sector.

This designation is an expansion of IAL's profile and previous role as a training institute for adult educators in the training space. IAL will build on its capabilities and networks developed, since its establishment in 2008, in andragogical research, enterprise engagement and international collaboration.

Industry Visits

FEB
2022

The Public Service Division visited IAL to find out more about the credentialing process for adult educators, new skills development and the TAELENT portal.



IAL hosted visitors from EduGrowth, Australia's education technology and innovation industry hub, for a networking and sharing session on inlab and the InnovSeries programmes.

NOV
2022

IAL shared its capability building programmes and partnerships for the TAE ecosystem with visiting researchers from The Outlook Foundation from Japan.



The president and two management staff from the Korea Research Institute for Vocational Education and Training visited IAL for a knowledge exchange session.



IAL hosted lecturers and staff from the National Human Resources Development Institute, Republic of Korea, for a sharing session on workplace learning and design, competency training and digitalisation in learning.

DEC
2022

RESEARCH

Shaping the Future of Adult Education







Critical Core Skills Profiling and Development

IAL embarked on a project, commissioned by SkillsFuture Singapore, to understand how critical core skills were distributed and developed in the Singaporean workforce. The intent was to review how SkillsFuture Singapore’s existing Critical Core Skills Framework could profile the local workforce’s critical core skills importance and self-efficacy. The findings were published in the Skills Demand for the Future Economy Report 2022.

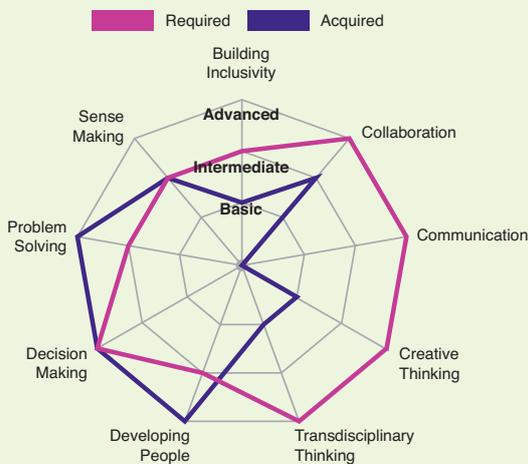
The project expanded beyond its original research scope to incorporate a proof-of-concept component. As part of the study, IAL also developed a Critical Core Skills Profiling Tool to survey 2,000 workers in seven occupation groups. This allowed for skills gaps, development pathways and effective development modes to be identified for each group. The profiling tool was further tested by SkillsFuture Singapore on its own officers to identify critical core skills gaps and intervention programmes and published for members of the public to access to identify their gaps and archetypes in critical core skills.

In addition, it can be used by training providers as a pre- and post-test to understand the effectiveness of training, as well as enterprises to identify gaps for employers to identify development of their staff.

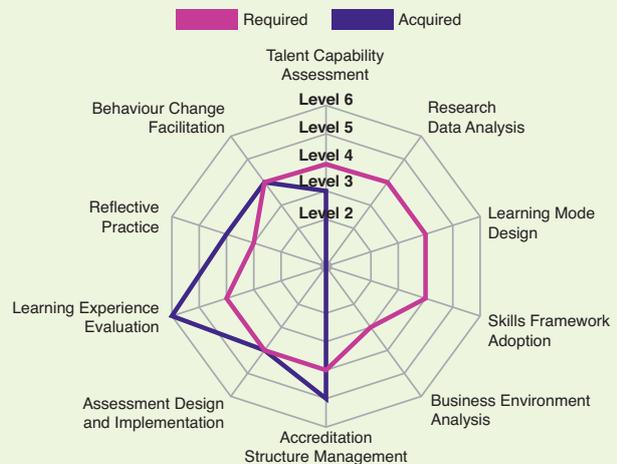
Sample Skills Analysis of a TAE Practitioner

Based on the above examples, communication is one of the core skills that this individual may improve on. In terms of technical skills, areas for further improvement include research data analysis, learning mode design, Skills Framework adoption, and business environment analysis.

SKILLS GAP FOR CRITICAL CORE SKILLS



SKILLS GAP FOR TAE TECHNICAL SKILLS AND COMPETENCIES



Training and Adult Education Landscape 2

Work continued in the Training and Adult Education landscape study series to collect data between 2021 to 2023. The Training and Adult Education Landscape 2 research, to be completed in 2024, will track changes in TAE organisations and professionals, jobs and skills and developments in TAE business and practice related to pedagogical innovation, business innovation, productivity and internationalisation.

This time, it will include case studies showcasing success factors and explore the impact of the COVID-19 pandemic and accelerated digitalisation on the TAE sector. In October 2022, six case studies on training providers were completed.



SME Business Transformation in Singapore



The study on SME Business Transformation in Singapore, which examined the relationship between business transformation activities in local small- and medium-sized enterprises and their impact on talent, jobs and skills in the immediate and longer term, was completed in February 2022.

Workplace Discrimination, Harassment and Injury

A mixed-method project was completed in May 2022 to examine the impact of workplace discrimination, harassment and injury on career trajectories and employment vulnerability.

The findings would inform policy decisions on navigating workplace challenges pertaining to discrimination, harassment and injury in order to ensure fair, inclusive and safe work practices and work environments.



Productive Failure for Adult Learning

The Innovation Centre started an experimental development project to leverage the principles of productive failure to facilitate deep learning among adult learners. The project aims to develop a framework and toolkit on productive failure as an andragogical approach.

Working with a subject matter expert and a select group of adult educators, the Innovation Centre designed and tested productive failure interventions in real learning environments. It also partnered with co-developers from the Centre for Healthcare Innovation, Health Management International, National Institute of Early Childhood Development and Singapore Training and Development Association.



Innovation in Learning

IAL embarked on research projects to understand the impact of innovation on the TAE sector. The Innovation in the Business of Learning project will explore factors that influence innovation efforts and adoption by training providers, while The Learning Innovation Interventions project aims to improve the uptake of learning innovation and technology to raise learning effectiveness. The targeted dates of completion for both projects are in January and September 2024 respectively.



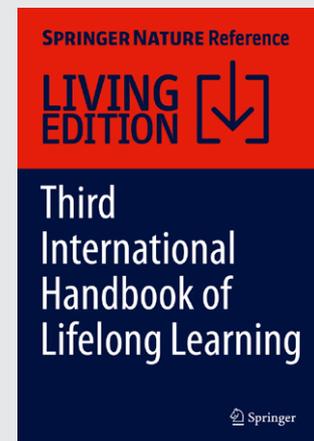
Skills Studies

IAL researchers worked on the Skills and Learning Study 2 to track the nationwide lifelong learning culture, job quality and skills and a Skills Accumulation Study to investigate the impact of lifetime skills accumulation on employment outcomes in Singapore. Both studies are expected to be completed in 2023.

Third International Handbook of Lifelong Learning

As part of the global lifelong learning community, IAL contributed four papers towards the Third International Handbook of Lifelong Learning, a volume within the Springer International Handbooks of Education series. The handbook is a valuable resource for educators and policy makers since its first edition in 2001.

The papers were Develop a Qualification Ecosystem for Adult Learners: Micro-credentialing to Formalise Informal and Nonformal Learning (2022), Enabling Continuous Innovation and Knowledge Creation in Organisations: Optimising Informal Learning and Tacit Knowledge (2022), Employee-Driven Innovation in Medium-Sized Enterprises: The Singapore Insights (2022), and Innovation Initiatives in Enterprises: Advancing Learning at Work (2022).





8 Key Invited
Presentations

2022
HIGHLIGHTS

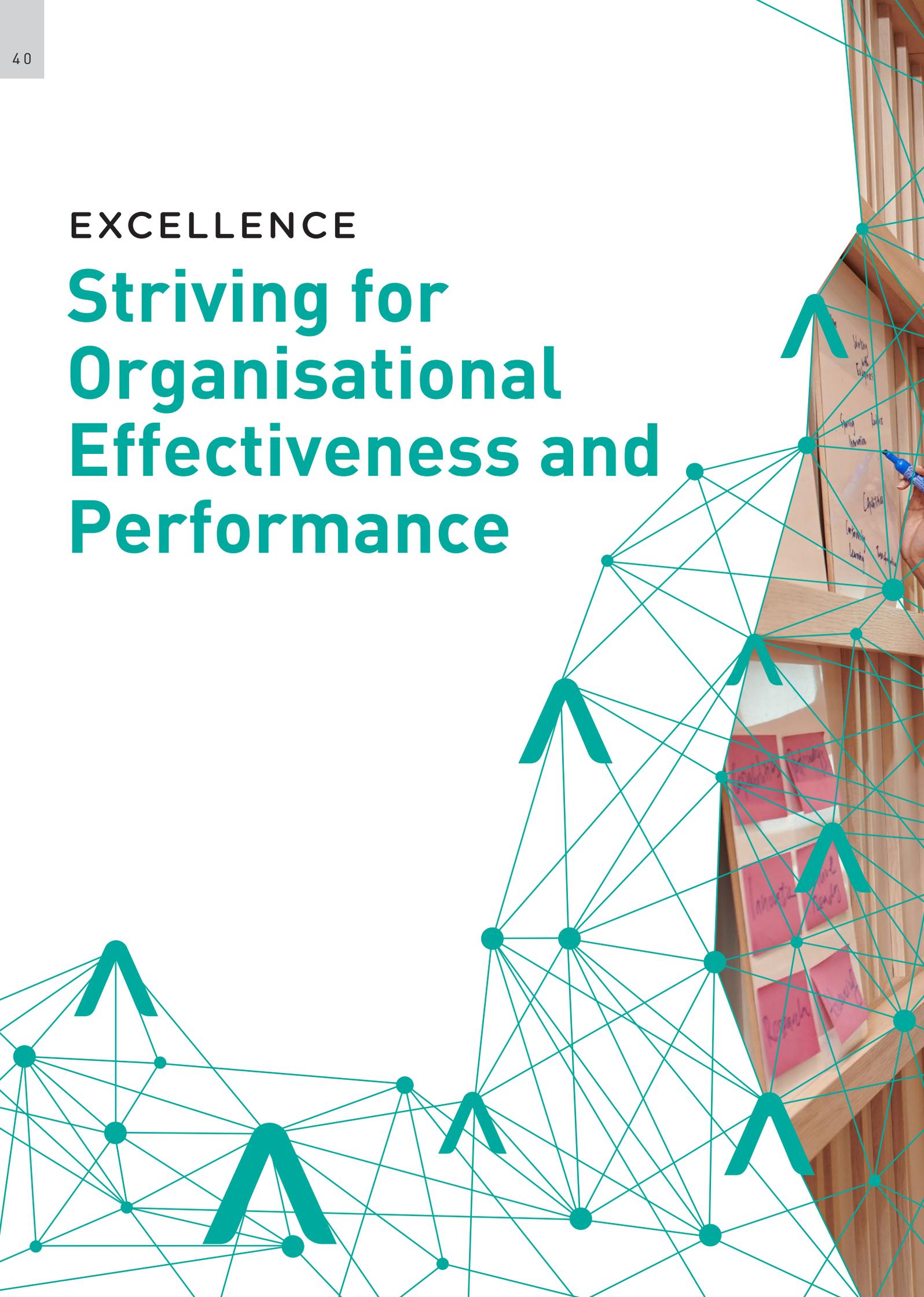


15 Key
Publications

| PUBLICATION TYPE | TITLE |
|------------------|--|
| Research Notes | Toh, R. (2022). Why move? Archetypes of labour mobility and their outcomes. RD-2022-01. Singapore: IAL. |
| Journal Articles | Chen, Z. & Ramos, C. (2022) Work satisfaction of adult educators in Singapore: an empirical analysis, <i>Journal of Vocational Education & Training</i> , https://DOI:10.1080/13636820.2022.2040624 |
| Journal Articles | Sung, J., Sheng, Y.Z., Liau, A., Choo, A. & Coates, H. (2022) Augmenting the role of higher education institutions in lifelong learning: Designing an indicator framework for policy application, https://DOI:10.1177/22125868211072931 |
| Journal Articles | Bound H. (2022). Thinking differently about workplace learning. <i>ETHOS</i> , 20th Anniversary edition: "Evaluating the impact of learning at work", pp.119-126. |
| Journal Articles | Chen, Z., & Murphy, I. (2022). Domain and pedagogical competency and currency: A framework for capability development of adult educators. <i>Journal of Adult and Continuing Education</i> , 0(0). https://doi.org/10.1177/14779714221125494 |
| Journal Articles | Richard Watermeyer, Zan Chen & Bryan John Ang (2022) 'Education without limits': The digital resettlement of post-secondary education and training in Singapore in the COVID-19 era, <i>Journal of Education Policy</i> , 37:6, 861-882. https://doi.org/10.1080/02680939.2021.1933198 |
| Book | Bound, H., Tan, P.L. & Lim W.Y. (Eds). (2022). <i>Pedagogies for Future-Oriented Adult Learners: Flipping the Lens from Teaching to Learning</i> . Springer. https://doi.org/10.1007/978-3-030-92867-4 |
| Book Chapters | James, D., Sadik, S. & Brown, P. (2022). Rethinking lifelong learning in the 'Fourth Industrial Revolution'. In the <i>Springer International Handbook of Lifelong Learning</i> (Eds Evans, Lee, Markowitsch, Zukas) |
| | Brown, P., Souto-Otero, M. & Sadik, S. (2022). Digital transformation and the future of work. In the <i>SAGE Handbook of Digital Society</i> (Eds Housley, W., Edwards, A., Beneito-Montagut, R. & Fitzgerald, R.) |
| | Bound, H., Tan, J.PL., Lim Wei Ying, R. (2022). Key Constructs: Conceptions of Learners' Future-Orientation, Identities, Contexts and Practices. In: Bound, H., Tan, J.PL., Lim Wei Ying, R. (eds) <i>Pedagogies for Future-Oriented Adult Learners</i> . Lifelong Learning Book Series, vol 27. Springer, Cham. https://doi.org/10.1007/978-3-030-92867-4_2 |
| | Chia, A. (2022). Future of Work, Transitions, and Future-Oriented Learning. In: Bound, H., Tan, J.PL., Lim Wei Ying, R. (eds) <i>Pedagogies for Future-Oriented Adult Learners</i> . Lifelong Learning Book Series, vol 27. Springer, Cham. https://doi.org/10.1007/978-3-030-92867-4_6 |
| | Bound, H., Tan, S.C. (2022). Dialogic Inquiry: A Pedagogy for Foregrounding Future-Oriented Learners and Their Learning. In: Bound, H., Tan, J.PL., Lim Wei Ying, R. (eds) <i>Pedagogies for Future-Oriented Adult Learners</i> . Lifelong Learning Book Series, vol 27. Springer, Cham. https://doi.org/10.1007/978-3-030-92867-4_9 |
| | Xiaofang, B. (2022). Adult Learners' Sense-Making in Blended Learning Environments: Healthcare and Workplace Safety and Health (WSH). In: Bound, H., Tan, J.PL., Lim Wei Ying, R. (eds) <i>Pedagogies for Future-Oriented Adult Learners</i> . Lifelong Learning Book Series, vol 27. Springer, Cham. https://doi.org/10.1007/978-3-030-92867-4_10 |
| | Bound, H., Chen, Z. (2022). The Dynamic Landscape of Adult Education in Singapore. In: Lee, YJ. (eds) <i>Education in Singapore. Education in the Asia-Pacific Region: Issues, Concerns and Prospects</i> , vol 66. Springer, Singapore. https://doi.org/10.1007/978-981-16-9982-5_8 |
| | Toh, R. & Ong, Y. L. (2022). <i>Perspectives on Workplace Mistreatment in Singapore: Experiences and Solutions</i> . Singapore: Institute for Adult Learning. Rd-2022-2. |

EXCELLENCE

Striving for Organisational Effectiveness and Performance





ORGANISATIONAL DEVELOPMENT

IAL drives organisational excellence from within, through supporting its employees' professional development, promoting good mental and physical health, and instilling a sense of purpose within the organisation. Its tagline, 'We respect, support and care for each other', is encapsulated in its #WeCARE employee engagement framework.

During the year, the management and team leads attended a 'Leading IAL: Move Forward Together' workshop, which provided the necessary tools, framework and analogies to support IAL's strategic direction, while the other employees participated in a 'Create Your Own Future: Move Forward Together' workshop curated for them to understand how their individual growth could be aligned with organisational objectives.

Recognising that data had become more pervasive in the workplace, IAL organised two runs of the WSQ Fundamentals of Personal Data Protection Act workshop for 35 employees. Another two runs of Customised Data Processing and Analysis with Microsoft Excel were held to boost productivity and efficiency in tabulating complex learners' data.



ORGANISATIONAL GOVERNANCE

IAL recognises that good governance is crucial in realising its vision to be the national centre of excellence in learning, practice and research for continuing education and training. The IAL Charter, approved by the Minister for Education, contains fundamental principles of continuing significance to the governance of the institute. IAL's management and staff are required, in their respective capacities, to act at all times in the best interest of the institute. Policies and procedures are in place to promote effective performance and operations, prevent potential conflict-of-interest situations, and uphold a high standard of integrity to maintain trust and confidence from stakeholders.

As an autonomous institute of SUSS, the corporate governance in place at SUSS is also adopted by IAL. This includes the adoption of the Conflict-of-Interest and Whistle-Blowing Policy, and participation in internal audits.



Audit and Risk Committee

At IAL's helm is the IAL Council which provides strategic directions and good stewardship for the institute. The Audit and Risk Committee assists the IAL Council in ensuring that the institute has a rigorous and robust system of internal controls for proper fund management and disbursement. The committee also oversees IAL's financial and audit systems to ensure financial integrity and provide oversight on the monitoring of IAL's risks. Members of the Audit and Risk Committee are appointed for a period of three years, in line with the office term of the IAL Council members.

The committee in 2022 comprised:

- **Mr Azriman Mansor (Chair)**
Group Financial Controller, Times Publishing Limited
- **Professor Ho Yew Kee**
Cluster Director, Business, Communication and Design
Co-Chairperson, AccTech Centre Advisory Committee
Singapore Institute of Technology
- **Mr Tan Wee Beng**
Deputy Chief Executive (Operations & Regulation)
SkillsFuture Singapore

(Mr Azriman Mansor sat on the SUSS Board of Trustees and IAL Council, while Professor Ho Yew Kee sat on the IAL Council in 2022)

Enterprise Risk Management

IAL has an Enterprise Risk Management (ERM) Framework to proactively measure, manage and report strategic, operational and technology risks. The framework is aligned with SUSS' ERM framework to facilitate risk oversight at the university level, with the flexibility to accommodate IAL's specific strategic and operational risks and opportunities.

Management and operational teams conduct quarterly ERM reviews to identify risks and assess new and emerging risks. There were on-going efforts in 2022 to refine the risk mitigating actions and key risk indicators to better manage risks. IAL taps on its pool of colleagues trained in ISO 9001:2025 Quality Management System internal audits to check on policy and procedure compliance as well as provide management assurances on risk control actions.

IAL regularly conducts risk clinics and awareness sessions in key areas such as procurement, contracting and information technology to strengthen the institutional risk management culture, practices and governance.

FINANCIAL HIGHLIGHTS

Statement of Income & Expenditure

For the Financial Year Ended 31 December 2022

| | Note | Jan to Dec 2022 \$'m | Jan to Dec 2021 \$'m |
|-----------------------------|------|-------------------------|-------------------------|
| Income | | | |
| Operating income | | 4.26 | 4.29 |
| Grant income | A | 28.80 | 31.11 |
| Total operating income | | <u>33.06</u> | <u>35.40</u> |
| Expenditure | | | |
| Depreciation expense | | -0.54 | -0.96 |
| Other operating expenditure | | -29.63 | -29.71 |
| Total operating expenditure | | <u>-30.17</u> | <u>-30.67</u> |
| Non-operating income | B | 0.13 | 0.37 |
| Net surplus / (Deficit) | | <u>3.02</u> | <u>5.10</u> |

Notes

- A. Grant Income includes the SkillsFuture Singapore grants and subsidies
- B. Non-operating income includes Government paid leave, wage credit, Job-Support Scheme* and Rental rebate/waiver*
- C. The financial information presented here is preliminary, unaudited and subject to revision upon completion of the Institute's closing and audit processes
- D. IAL is an autonomous Institute of the Singapore University of Social Sciences (SUSS), and its accounts are consolidated within that of SUSS

* Only applicable in FY2021

FINANCIAL HIGHLIGHTS

Statement of Financial Position

For the Financial Year Ended 31 December 2022

| | Jan to Dec 2021 \$'m | Jan to Dec 2020 \$'m |
|-------------------------------------|-------------------------|-------------------------|
| Assets | | |
| Non-current Assets | | |
| Plant & equipment | 0.83 | 0.72 |
| Right-of-use assets | 3.43 | 4.98 |
| Total non-current assets | 4.26 | 5.70 |
| Current Assets | | |
| Receivables & prepayments | 9.34 | 9.87 |
| Cash & bank balances | 16.20 | 11.27 |
| Total current assets | 25.54 | 21.14 |
| Total Assets | 29.80 | 26.84 |
| Liabilities and Equity | | |
| Current Liabilities | | |
| Payables & advances | 15.99 | 14.48 |
| Lease liabilities | 4.40 | 5.97 |
| Total current liabilities | 20.39 | 20.45 |
| Total Liabilities | 20.39 | 20.45 |
| Fund and Reserves | 9.41 | 6.39 |
| Total Liabilities and Equity | 29.80 | 26.84 |

FINANCIAL HIGHLIGHTS

Statement of Cash Flows

For the Financial Year Ended 31 December 2022

| | Jan to Dec 2022 | Jan to Dec 2021 |
|--|-----------------|-----------------|
| | \$'m | \$'m |
| Operating Activities | | |
| Net surplus/(Deficit) for the year | 3.02 | 5.10 |
| Adjustments for: | | |
| Depreciation expense | 0.54 | 0.96 |
| Depreciation - Right-of-use | 1.52 | 1.53 |
| Interest income | 0.08 | 0.08 |
| Interest expense on lease liabilities | 0.02 | 0.01 |
| Operating surplus before changes in working capital | 5.18 | 7.68 |
| Changes in Working Capital | | |
| Receivables & prepayments | -0.53 | -7.33 |
| Payables & advances | 1.51 | 3.72 |
| Net cash flows generated from operating activities | 7.22 | 4.07 |
| Investing Activities | | |
| Purchase of assets | -0.65 | -0.45 |
| Interest income | -0.08 | -0.08 |
| Net cash flows used in investing activities | -0.73 | -0.53 |
| Cash Flows from Financing Activities | | |
| Payment of principal portion of lease liabilities | -1.56 | -1.56 |
| Net cash flows (used in)/generated from financing activities | -1.56 | -1.56 |
| Net increase/(decrease) in cash and cash equivalents | 4.93 | 1.98 |
| Cash and cash equivalents at the beginning of the year | 11.27 | 9.29 |
| Cash and cash equivalents at the end of the year | 16.20 | 11.27 |



Institute for Adult Learning (IAL)

11 Eunos Road 8
#07-04 Lifelong Learning Institute
Singapore 408601
Tel: (65) 6579 0300

www.ial.edu.sg