**THE WORKFORCE DEVELOPMENT APPLIED RESEARCH FUND (WDARF)**

**GRANT CALL 2022 - EXPRESSION OF INTEREST (EOI)**

 **Note**

1. **Please complete all sections. Incomplete submission will not be accepted.**
2. **Shortlisted applicants will be informed in August 2022 and given 1 month to submit a full proposal.**

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| **Application Type** |
|  New Application  Resubmission (Year of Past Submission(s): \_\_\_\_\_\_\_\_\_\_\_\_\_) |
| **Project Team** (Please provide names, affiliations and email addresses) |
| Principal Investigator (PI) |  |
| Co-investigators (Co-PIs)/ Collaborators |  |
| **Project Title** |
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| **Research Area(s) of Focus** (All proposals must be in at least one of the three key research themes and/or address one of the Challenge Statements) |
| **Research Themes**[ ]  Theme A: Developing Effective Adult Learning Pedagogies and Skills Development Strategies [ ]  Theme B: Facilitating Learning and Career Choices among Adult Learners[ ]  Theme C: Enhancing Employment Outcomes through Adult Learning and Skills Development**Challenge Statements** [ ]  **Challenge Statement #1: Overcoming barriers to participation**How can we better understand barriers and motivations faced by specific learner groups, i.e. mature workers, non-degree holders, low-wage workers, persons with disabilities in participating in CET? Are there more learner groups facing significant barriers to participation in lifelong learning? How can we better support and encourage/nudge these groups to advance their skills/training development journey through signposting, incentives and government programmes, and/or enhanced education and career guidance or any other proposed means? What are some inventive ways we can adopt to overcome any barriers to participation in lifelong learning? [ ]  **Challenge Statement #2: Don’t PET the CET**What are the differences in learning and training approach between that for working adults and pre-employment training? What principles of learning and training apply well to working adults but not pre-employment students? Conversely, what pedagogical/andragogical principles can apply well to both demographics? What relevant pedagogical/andragogical approaches are we able to create which focus on honing the learning of working adults?[ ]  **Challenge Statement #3: Digitalising adult learning** How do we define and measure “good” use of the digital medium for adult learning? What modes – synchronous/asynchronous; hybrid/single-mode; gamified etc. – are most effective under what circumstances? How may we best harness the digital means to strengthen adult learning?[ ]  **Challenge Statement #4: Every workplace a learning workplace**What companies succeed in building a learning workplace for themselves? How can the rest be helped? What modes of workplace learning (e.g. OJT, WSP) work best under what circumstances? How may we best enhance workplace learning opportunities – formal, informal and non-formal – to make workforce learning a norm for all? |
| **Summary of Research:** Please succinctly state the following in 1,000 words or less:• Research Objectives and Questions• Research Design and Methodology• Expected Deliverables• Applicability for policy and practice in the area of skills development and adult learningIf this is a re-submission, please clearly highlight and focus on the key changes that have been made to the proposal, and work that has been done since the last submission |
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| **Estimated Resources Required**(For manpower, equipment, consumables and other costs) |
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**Endorsements**

 **Principal Investigator (PI):**

I declare that the information provided is true and complete to the best of my knowledge

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| Name  |  | Signature |  | Date |

**Host Institution:**

The Institute supports the above proposal.

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| Name of Director of Research |  | Signature |  | Date |