

IAL ADVANCE

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Inaugural Summit Convened with Global Experts on Lifelong Learning

Jointly Organised by
IAL INSTITUTE FOR ADULT LEARNING SINGAPORE
SUSS SINGAPORE UNIVERSITY OF SOCIAL SCIENCES
SKILLSfuture SG

In Partnership with
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GLOBAL LIFELONG LEARNING SUMMIT

01-02 NOVEMBER 2022

MAXIMISING THE SOCIO-ECONOMIC IMPACT OF LIFELONG LEARNING



Spurring Learning Innovations Through a New Grant



Catalysing Workplace Transformation Through a Learning Alliance



Conversation with a Leading Expert on Mixed Methods Research



Advocating Lifelong Learning Globally



Professor Lee Wing On Joins the IACE Hall of Fame



IAL's Key Milestones in 2022



INAUGURAL SUMMIT CONVENED WITH GLOBAL EXPERTS ON LIFELONG LEARNING

The inaugural Global Lifelong Learning Summit, jointly organised by IAL and SkillsFuture Singapore, was held at Pan Pacific Singapore on 1-2 November this year. Graced by Senior Minister and Coordinating Minister for Social Policies Mr Tharman Shanmugaratnam and Minister for Education, Mr Chan Chun Sing, the summit saw international experts convening in Singapore to exchange ideas and advance discussions on the issue of learning in these volatile times.



“We have got to find ways in which we provide conveniently, and in a relevant way, equal opportunities for quality learning for every segment of the workforce.”

Senior Minister and Coordinating Minister for Social Policies
Mr Tharman Shanmugaratnam

Continual learning is critical to the global knowledge economy today, and countries that provide opportunities for lifelong learning are able to compete more effectively. While formal education structures are still important, learning that takes place after the K-12 years, whether through the workplace, communities, or short courses, is steadily taking the spotlight globally as governments focus on building future-ready workforces.

It is in this light that IAL and SkillsFuture Singapore (SSG) jointly organised the inaugural Global Lifelong Learning Summit, a new international platform for urgent dialogue on how lifelong learning can support inclusive economic growth and help workers adapt to increasingly rapid changes to their workplace and professional requirements.

The summit also saw IAL and SSG partnering Asia-Europe Meeting (ASEM) Lifelong Learning Hub, the International Labour Organisation (ILO), the Organisation for Economic Co-operation and Development (OECD), and the UNESCO Institute for Lifelong Learning (UIL).

The event was a resounding success, with international learning experts, policy makers, and veteran industry practitioners from Asia-Pacific, Europe, and the United States sharing their knowledge and insights, and over 300 representatives from leading public and private sector organisations in attendance.

Lively panel discussions and dialogues were held on topics of concern, from the future of work and workplace learning to lifelong learning ecosystems, with leaders such as Dr Andreas Schleicher, Director, Directorate of Education and Skills, OECD, Mr Martin Hirzel, President, Swissmem, and Professor Dae Joong Kang, President, National Institute for Lifelong Learning Education, Republic of Korea, spearheading the exchanges.

ENVISIONING A NEW LIFELONG LEARNING SYSTEM FOR EVERYONE

As with many other sectors, learning has been deeply impacted by technological disruption and rapid evolution of business and economic models. To ensure that learning remains accessible and inclusive, the way governments and industry approach lifelong learning has to evolve accordingly. This issue was highlighted by Singapore’s Senior Minister and Coordinating Minister for Social Policies Mr Tharman Shanmugaratnam in his keynote address on the first day of the summit.

Mr Tharman noted that a new lifelong learning system designed to ensure progress for everyone is in need in today’s world, especially for three groups of people who are at risk of being left behind — blue-collar and non-professional white-collar workers, mid-career workers and those working in small and medium enterprises (SMEs). He says, “We have got to find ways in which we provide conveniently, and in a relevant way, equal opportunities for quality learning for every segment of the workforce.”

Blue-collar and white-collar workers are more at risk for stagnating in their career as compared to professional workers, while mid-career workers, who do not have much time on their hands due to other obligations, face the risk of currency, as their skills and knowledge may not have been updated over time. SMEs, which represent some 90% of businesses worldwide, and around 50% of employment, often do not have the scale and resources to develop their own training programmes, or a range of job options to allow for career advancement within the business.

Mr Tharman proposes that a new lifelong learning system, designed to be accessible and inclusive, however, can go a long way in addressing the skills upgrading and learning needs of the workforce, including these three vulnerable groups. This system would rest on three key pillars. Firstly, it should anticipate the skills demands across the whole economy, and bring together training content, methods, enterprises, and both workers and job-seekers to help develop their careers.

Secondly, where adult learning systems may be more dispersed with many different providers working on different platforms, the new system should aggregate these existing diverse platforms and the information on them, to ensure accessibility. Thirdly, the system must evolve to embrace a wider view of credentials and qualifications, and both employers and employees should embrace a portfolio of credentials, some of which are formal and some of which are skills-based.

Having such a system in place will play a role in the making of a more equitable society, as Mr Tharman advocates, “We must recreate a sense of society that the future will be better than today ... We must avoid the stagnation of the middle that is plaguing many societies. And we must ensure that we preserve and rebuild the spirit of solidarity through everyone advancing together.”



“ Lifelong learning is a necessity for us to develop confident individuals, a cohesive society, and a competitive country. We must ensure that opportunities remain open to all and individuals, regardless of their background, can develop to their fullest potential throughout life. ”

Minister for Education Mr Chan Chun Sing

NURTURING A FUTURE-READY LIFELONG LEARNING ECOSYSTEM

The second day of the summit saw Singapore’s Minister for Education Mr Chan Chun Sing and Australian Minister for Skills and Training Mr Brendan O’Connor gracing the event and conducted a dialogue with the audience. Mr Chan also designated IAL as the National Centre of Excellence for Adult Learning (NCAL), which will see IAL going beyond its primary role as a training centre to become responsible for adult education in Singapore with the aim of raising its quality.

As NCAL, IAL will:

- 1) **Raise the quality of adult educators through continuous education and collaboration with Institutes of Higher Learning (IHLs)**
- 2) **Enable leading industry professionals to contribute to adult education in their field**
- 3) **Drive innovation and technology adoption for the sector**
- 4) **Conduct research to inform policy and practice in continuous education**
- 5) **Advance the practice of workplace learning by supporting IAL’s National Centre of Excellence for Workplace Learning**

Focusing on the growing importance of continual learning in today’s context, Mr Chan highlighted in his address that “... education alone will never be able to resolve the inequality of outcomes and insecurities that come with intensified global competition. On the other hand, not having access to lifelong education and training will certainly dim the prospects that anyone can break out of their own circumstances”. Having a future-ready lifelong learning ecosystem is thus crucial to the long-term competitiveness of nations.

Mr Chan shared Singapore’s six-prong approach to fostering such an ecosystem — first, helping workers sense-make their skills needs and taking ownership of their skills journey; second, organising Singapore’s system to better articulate and aggregate the demand for new skills and to activate the supply; third, leveraging technology for Singapore to achieve retraining and upskilling at scale and at speed; fourth, deepening research into adult learning pedagogies, and elevating IAL into an NCAL; fifth, upskilling and reskilling Singapore’s training fraternity; and sixth; tightening the nexus between frontier industry and academia.

“Different players in our ecosystem—individuals, industries, and institutions—will have to work closely together, and we will need to develop new systems, intermediaries, and portals to guide our people in order to achieve this,” shares Mr Chan.

As the nation’s NCAL, IAL looks forward to playing its role in fostering and sustaining a dynamic and inclusive lifelong learning ecosystem in Singapore. With its expertise and close working relationships with regional and international experts in the field, IAL is well-placed to be the nation’s centre of excellence for adult learning, bringing it to the next level.

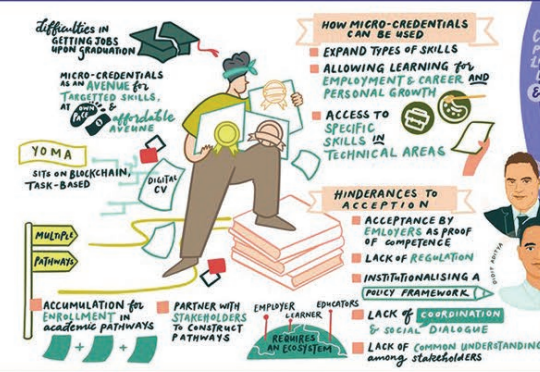


GLOBAL Lifelong Learning SUMMIT

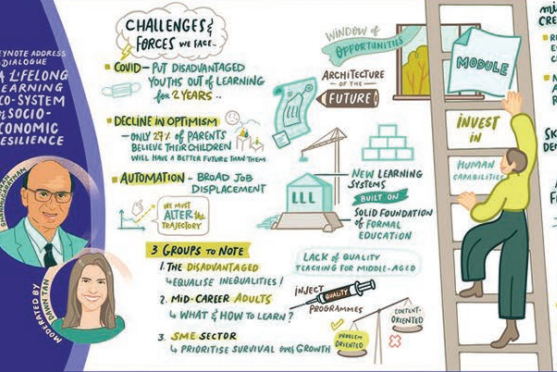
MAXIMISING THE SOCIO-ECONOMIC IMPACT OF LIFELONG LEARNING

Nov 1st - 2nd 2022
Pan Pacific Hotel

GLOBAL EXPERIENCES
LIFELONG LEARNING
POLICY DEVELOPMENT & IMPLEMENTATION



REMOTE ADDRESS
DIALOGUE
A LIFELONG LEARNING
ECO-SYSTEM
FOR SOCIO-
ECONOMIC
RESILIENCE



WORKING TOGETHER
ADAPT BETTER TO
CHANGING SKILL
NEEDS



HOW INSTITUTIONS CAN
UNINVENT & ADAPT



ILLUSTRATED LIVE BY ARTESE STUDIOS

SPURRING LEARNING INNOVATIONS THROUGH A NEW GRANT

To spur the adoption of innovative learning solutions, a new anchor programme, innovSpur, has been launched under SkillsFuture Singapore's Innovative Learning 2.0 (iN.LEARN 2.0) initiative. With a grant of up to \$500,000 and development support, innovSpur is set to help innovators speed up the process of product development and going to market.

Entrepreneurs looking to scale up their learning innovations from a minimum viable product (MVP) to full commercialisation may now access more tools under a refreshed initiative by SkillsFuture Singapore (SSG). **iN.LEARN 2.0**, an updated version of the former iN.LEARN 2020 launched in 2015, aims to better foster supportive market conditions and help increase the rate and adoption of innovative training approaches and practices.

“IAL is a stalwart advocate of learning innovation for workplace transformation, and as appointed Programme Manager for iN.LEARN 2.0, we are emboldened in our task of supporting enterprises and solutionists as they navigate to address challenges in CET, and sustain the progressive pandemic-driven momentum of transforming learning design and delivery. With iN.LEARN 2.0, we are able to expand the scope of solutioning and enhance scalability of these innovative projects, aligning with our long-term vision of achieving greater adoption of disruptive solutions in the learning innovation space.”

Professor Lee Wing On, Executive Director, IAL



The launch of innovSpur on 28 July at inlab.



THREE KEY PROGRAMMES FOR INNOVATORS

Under iN.LEARN 2.0, innovators may tap on three key programmes depending on the stage of development of their products.

innovPlus

1 An incubator programme that supports the development of learning innovation ideas into MVPs.

innovSpur

2 With a ready MVP, innovSpur is an accelerator programme that supports the scaling up of MVP for commercialisation.

3 Innovation Sandbox: This provides innovators a conducive space for the experimentation and implementation of innovative CET solutions by granting time-limited regulatory waivers so that courses using these solutions can be eligible for SSG course fee funding and/or SkillsFuture Credit.

SSG has appointed **inlab** — IAL's Innovation Centre, which focuses on catalysing learning innovations in Singapore's TAE sector — as the Programme Manager to oversee these programmes.

ACCELERATING LEARNING INNOVATIONS THROUGH INNOVSPUR

innovSpur is a new programme specially designed to help innovators bridge the gap between ideation and a market-ready product by offering funding and product-testing support. It supports the scaling of learning innovations with up to \$500,000 grant and product-testing support within a 12-month period.

Applications for innovSpur open once a year. Applicants are required to have an existing MVP of a learning innovation and submit a proposal detailing the potential and scalability of the innovation for commercialisation. The proposal will be evaluated based on several criteria—innovativeness, market and competition, impact, scalability, risk mitigation, track record, and project team competencies.

During the application period, clinic sessions will be held as a platform for interested applicants to consult the innovSpur team and seek guidance in concretising their innovation and commercialisation plan. Upon evaluation, successful applicants will be awarded the grant to take their innovations off the ground.

Since its launch on 28 July this year, innovSpur has concluded its first round of applications. Response towards the programme has been positive with 30 enterprises attending the clinic sessions that were held between August to September. At closing, many applications were received and a total of three projects will be awarded the grant.

IAL looks forward to making meaningful strides in the learning innovation space to enhance TAE through innovSpur. If you're keen to launch your innovations in the market, stay tuned for updates on the next round of applications via our website!

Scan the QR code for updates on innovSpur



CATALYSING WORKPLACE TRANSFORMATION THROUGH A LEARNING ALLIANCE

At the Learning Enterprise Alliance Awards Ceremony held in September this year, IAL welcomed more enterprises to the network and inked six partnerships to further the cause of workplace transformation and learning.

Since its launch in 2018, the Learning Enterprise Alliance (LEA) has been advocating a vibrant culture of knowledge sharing among enterprises and creating opportunities for collaboration in driving workplace learning. The alliance has been going from strength to strength as more enterprises join the network with each year.

NEW MEMBERS FROM DIVERSE SECTORS

This year, another 21 enterprises joined LEA. The new member organisations come from a diverse range of sectors, from government agencies to food services and lifestyle, such as Singapore Armed Forces, Far East Flora Holdings Pte Ltd, Fullerton Healthcare Group Pte Ltd, and Spa Esprit Group Pte Ltd.

At the LEA Awards Ceremony held at Marriot Tang Plaza on 16 September, Minister for Education, Mr Chan Chun Sing, graced the event as Guest-of-Honour, and welcomed the new members. During his speech, Mr Chan emphasised the importance of constant evolution at speed to ensure Singapore's competitiveness in meeting market demands, and stressed the roles played by enterprises, employees, and the ecosystem of learning comprising institutes of higher learning and agencies such as IAL, to achieve this. Mr Chan noted, "That is why partnerships like the Learning Enterprise Alliance are so important, because it is about academia and industry learning together. If we can do that, we will be able to achieve the speed of evolution that will ultimately determine our competitiveness."

Welcoming 21 new members to the LEA





“ We hope that many more companies, many more organisations will join us in this endeavour to keep upgrading our enterprises, keep upgrading our workers, and keep improving our ecosystem, so that we can distinguish ourselves as a nation that is able to achieve evolution at speed. ”

Minister for Education, Mr Chan Chun Sing

The case of Certis illustrates how LEA benefits enterprises. Facing talent shortages, a situation exacerbated by the COVID-19 pandemic, Certis saw the need to accelerate its pace into a leading technology-enabled organisation by enhancing its digital capabilities and enhancing the skills sets of its employees. Partnering IAL’s certified Workplace Learning consultant, Certis carried out a job redesign initiative and created more future-ready roles. A functional competency roadmap was developed for Certis’ Data Analytics and Science unit, so that employees could track and plan their skills development by taking the necessary learning interventions. Dr Kenneth Tan, Vice-President, Head of Certis Corporate University, says,

“ Certis has transformed into a technology company, and our partnership with IAL in this LEA project is another step in the right direction. ”



Sharing by Dr Kenneth Tan, Vice-President, Head of Certis Corporate University on the organisation’s transformation journey.



Forging new partnerships with six championing partners to catalyse enterprise transformation

FORGING NEW PARTNERSHIPS WITH CHAMPIONING PARTNERS

At the ceremony, IAL inked six Memoranda of Understanding (MOU) with six partners—Singapore Armed Forces Institute for Military Learning, dnata Singapore Pte Ltd, Far East Flora Holdings Pte Ltd, Fei Siong Food Management Pte Ltd, Spa Esprit Group Pte Ltd, and Fullerton Health Group Pte Ltd—to champion and accelerate workplace transformation.

These MOUs strive to bolster workforce capabilities and drive sustainable growth through industry linkages that leverage IAL’s workplace learning expertise to address the partners’ needs. Lasting an average of three to five years each, the partnerships will see IAL and the six signatories collaborate to develop tailor-fit workplace learning solutions and employee-driven initiatives focusing on maximising organisational productivity to accelerate business transformation.

Across the board, IAL will work with the partners to identify the industry-relevant needs and critical areas for manpower development for the sectors they are from, and provide expertise to help them embark on workplace learning projects. On top of that, IAL will also collaborate in specific areas to help the partners develop solutions.

For example, with the Institute for Military Learning, IAL will collaborate in a number of areas including trainer recognition, development and management of customised programmes that include accreditation, and benchmarking of courses held by the institute to the National Skills Framework and the Training and Adult Education industry’s best practices. For ground cargo handling company dnata Singapore, IAL will work with the organisation to design training programmes to equip and expand the capabilities of the industry.

Professor Lee Wing On, Executive Director of IAL, reiterates the importance of such partnerships, “As a learning institution, we at IAL strongly believe that partnerships and collaborations are critical to furthering sustainable competitive advantage, and involved parties can grow by learning and tapping into each other’s expertise. As such, IAL is excited to work with our new enterprise partners because these partnerships align with our capability development philosophy and workplace transformation efforts. We look forward to jointly discovering growth opportunities to help them succeed.”

Scan the QR code to be part of the LEA and begin your workforce transformation!





Signing between IAL and Singapore Armed Forces, Institute for Military Training



Signing between IAL and dnata Singapore Pte Ltd



Professor Cheong Hee Kiat, President of Singapore University of Social Sciences, delivering his opening remarks



Professor Lee Wing On, Executive Director of IAL, delivering his closing speech



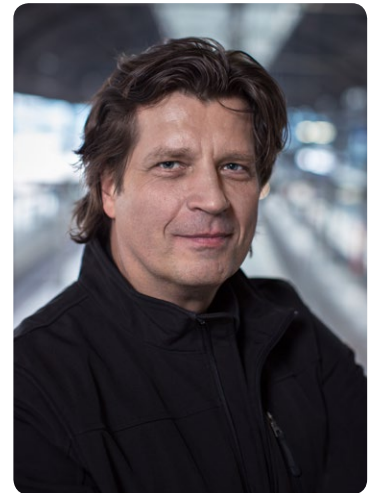
Sharing by Mr Charanjeet Singh, Assistant General Manager of TS Group, on the organisation's transformation journey



Sharing by Ms Louisa Lee, Co-founder of DP Dental, on the organisation's transformation journey

CONVERSATION WITH A LEADING EXPERT ON MIXED METHODS RESEARCH

In the post-pandemic world, workforce and economic trends are evolving even more rapidly than before. Sound research is critical to guiding policy-making for the Training and Adult Education (TAE) sector in these volatile times. Professor Max Bergman, one of the world's leading experts in mixed methods research, shares with us his thoughts on research and its role in the future.



When it comes to mixed methods research, where quantitative and qualitative research are both used to answer research questions, Professor Max Bergman, University of Basel, Switzerland, is one of the world's leading experts. Visiting Fellow with IAL, Professor Bergman holds a number of prominent positions, including Chair of the World Sustainability Forum, and consults for institutions and agencies worldwide. He has been providing research consultancy and advice to the TAE Landscape 2 Project and has recently conducted a workshop on research methods for IAL research faculty. We catch up with Professor Bergman for his insights on research and its impact.

As a leading veteran in this field, what would you say are the key developments in social science research over the years?

Traditional applications of research methods, especially in education and the social sciences, have tended to employ a specific theoretical approach and research method within academic silos, which fed into specialised journals and discipline-specific conferences.

Greater and often very different demands are made on researchers today, which increases the pressure to employ not only new forms of knowledge but also new forms of knowledge creation and its application, such as inter-, multi-, and cross-disciplinary research, mixed methods research, and the co-creation and co-production of knowledge in the form of transdisciplinarity.

Additional trends include new approaches to data management and publications, big data, and Artificial Intelligence as an analytic tool. Finally, a more finely tuned set of research ethics

is impacting research funding, practices, and applications. Many of these approaches have been around for years. What is new is how they are being combined, applied, and pushed by various stakeholders, slowly replacing more traditional approaches.

You are known for your work in mixed methods research. What are your thoughts on implementing them?

I will answer your question with a set of questions, the answer to which will determine if and what kind of mixed methods research and design is appropriate: Why do you need a mixed methods design? Do you have adequate skills in qualitative and quantitative research? Do you have the resources, especially time and money, to conduct qualitative and quantitative research? Why and, especially, how do you integrate the qualitative and quantitative components? Finally, do your stakeholders support your mixed method design?

We have entered in the worlds of work, education, and society with complex realities that are no longer responding adequately to what has worked in the past century. Practices in Singapore are excellent examples of how nations, regions, and disciplines have to find new ways for old and new challenges. If you know what the right approach and the right questions are, a conventional study based on surveys or experiments are fine. However, complications are introduced by social changes, increasing cultural and religious sensitivities, and rapidly changing economic, social, and political conditions. In these conditions, it is often necessary to explore qualitatively the specific context we want to study before we can apply surveys, experiments, or other methods. And this is one of the ways in which mixed methods are particularly useful.

You provided research consultancy and advice on IAL's TAE Landscape Study 2022. Can you tell us more about your role in the project?

Since mid-2020, our involvement in the TAE Landscape Study has crystalized into three roles. We consult on the research methods components, specifically the development and piloting of the interview guides, the survey components, the analyses of interview and survey data, and how all this comes together in a mixed methods research design. The most interesting part for me in this role is the collegial and productive collaboration with our Singaporean colleagues.

The second role is that of a collaborator in the project. Here, my colleague Zinette Bergman and I very much enjoy conceptualizing a productive and societally relevant research agenda, future research in line with the study, and scientific papers, all led by, and conducted in close collaboration with, our colleagues in Singapore.

Finally, the role I especially enjoy is that of a student. Post-Covid-19, everyone, globally and locally, is impacted by economic, social, and cultural changes. Many of these changes were present before the pandemic and were merely accelerated by it, while other unforeseen challenges were introduced as knock-on effects of the pandemic. Such changes have implications that are only slowly coming to the fore. No country has a convincing approach or vision on how to deal with whatever post-Covid-19 means. In this context, Singapore is particularly interesting, given its history, relative lack of natural resources, its growing regional and global relevance, and its remarkable success in shaping Singaporean society to navigate the demands of the 21st century.

What do you think is the best way to steer the development of the Training and Adult Education sector?

We have tried to guide policy and practice based on political and economic agendas, on power position and authority, and based on traditions. None of these have been as effective in the long run as research-informed decisions.

By their nature, results from a single research project are always imperfect, as is the translation from research to policy. This is why we need a more systematic research agenda and a co-creation and co-production culture, where external

stakeholders such as policy makers are not only advised at the end of a research project but systematically integrated throughout the research process. Future education will be dominated by training and adult education. I cannot imagine a modern society where education stops somewhere in early adulthood, and I predict a far bigger and more encompassing role for the training and adult education sector in the near future, well beyond its current brief.

As we look ahead to 2023, what do you think is important for researchers to embrace?

2023 is so close that my best guess is that it will be similar to 2022. However, education systems tend to lag behind global and societal trends. We have, and will experience a considerable increase in economic, social, and geopolitical challenges. This is a great time for researchers everywhere to more carefully observe, and to rethink positions that may have been established in another time and another place.

We ought to not only address what we currently consider problems but to find creative solutions, even to identify future-oriented opportunities. Change is ubiquitous but the rate of change is rapidly increasing, and I cannot think of a more important area to start with than education in general. For researchers, this is a great time to upskill, to be more creative, to be optimistic, and to commit to substantive collaborations with other colleagues, disciplines, regions, and partners external to academia. Most of all, I strongly advise all researchers (including myself) to commit to lifelong learning.



Professor Max Bergman and Dr Zinette Bergman with IAL research team.

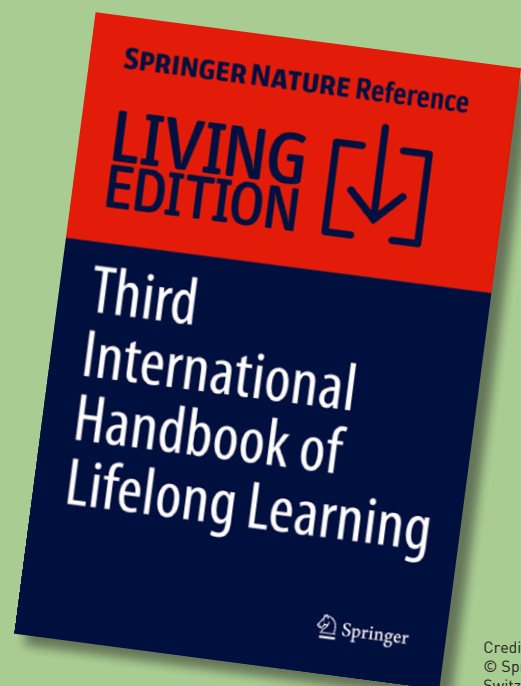


ADVOCATING LIFELONG LEARNING GLOBALLY

IAL has always been a part of the international community advocating for lifelong learning, and we are committed to contributing our expertise where there are opportunities to do so. The latest edition of the *International Handbook of Lifelong Learning* by academic publishing house Springer is a case in point—with IAL experts contributing as editors and content writers.

Lifelong learning has been in the limelight more and more as changes in workforce and learning trends accelerate globally. The *International Handbook of Lifelong Learning*, by academic publishing house Springer, has been a valuable resource for educators and policy makers worldwide since the first edition in 2001. The latest iteration, *Third International Handbook of Lifelong Learning*, is a substantially revised and updated edition, with content focusing on emerging themes such as the digital world, rise of populism, precarious work, learning cities, rural development, and learning challenges associated with climate change.

IAL played a significant role in the making of the handbook, as our experts worked closely with lifelong learning professionals from different parts of the world to put together content providing deep insights and use cases to help stakeholders in this field. IAL's Executive Director, Professor Lee Wing On, served as one of the four editors for the book and contributed two chapters. Dr Justina Tan, Director of Learning and Professional Development Division, and Dr Renee Tan, Director of Research Division, contributed chapters in the book as well.



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Professor Lee Wing On



Dr Justina Tan



Dr Renee Tan

SHARING IAL'S THOUGHTS ON MICRO-CREDENTIALLING

Co-written by Professor Lee Wing On and Dr Justina Tan, the chapter “**Developing a Qualification Ecosystem for Adult Learners: Micro-credentialling to Formalize Informal and Nonformal Learning**” focuses on three types of approaches in developing micro-credential ecosystems, drawing on various contexts including IAL’s experience in Singapore.

Interest in micro-credentialling has been growing worldwide, fuelled by demand for bite-sized and flexible learning, as well as employers’ desire for verifiable evidence of competencies. At the same time, the implementation of such systems has proven challenging as agencies face difficulties such as cost, recognition of the credentials, and degree of widespread acceptance. For micro-credentialling to become a viable pathway to fill skill gaps and help workers reskill for jobs, it is imperative to recognise that micro-credentialling is part of a larger learning ecosystem comprising traditional education and training credentials, and featuring stackability of credentials.

The three approaches identified by Professor Lee and Dr Tan include:



DRAWING ON SINGAPORE'S EXPERIENCE IN EMPLOYEE-DRIVEN INNOVATION

In this chapter, Dr Justina Tan shares IAL’s and Singapore’s experience in fostering, supporting, and optimising employees’ capacities for innovation in small and medium enterprises (SME). SMEs are particularly relevant as they account for 90% of enterprises and more than 50% of employment worldwide. Dr Tan’s work is part of a larger ongoing three-phased study led by her, which seeks to understand how employee-driven innovation (EDI) can be initiated, enacted, and sustained in Singapore SMEs.

While EDI has been researched extensively in the West, this ongoing study is likely the first which explores the topic in the context of Singapore SMEs. The case studies show that the EDI that unfolds in Singapore involves:

- (i) initiation, development and implementation by employees, and;
- (ii) initiation by management and development and implementation by employees.

For EDI to successfully become part of normal work processes, the whole organisation needs to be on board. Additionally, engaging employees in innovation empowers them to foster a work environment which makes jobs easier and safer, and gives them a stake in the company's success.

Pending further research and data to verify, the study also suggests that the EDI manifested in Singapore may have more similarities with the EDI observed in the West, especially the Nordic region, despite cultural differences.

UNPACKING INNOVATION INITIATIVES IN SINGAPORE AND THE UNITED KINGDOM

Innovation initiatives in enterprises often appraise innovation in terms of novelty, but success is better judged by motivation among users to adopt them. This chapter, co-written by Mark Neild, Centre for Innovation of the University of Bristol and Dr Renee Tan, discusses the factors which improve enterprise success in innovation and the “unlearning” necessary to avoid reverting to former ways of working.

By using case studies from the United Kingdom and Singapore, the authors argue that innovation itself is a form of learning, which enterprises must master to create successful new products and new ways of working. They also show that there are commonalities between different types of innovation initiatives highlighting best practice in the pedagogy of innovation.

ENABLING CONTINUOUS INNOVATION

The ability to continuously cumulate and recombine knowledge is critical for organisations to survive and thrive long-term. However, many organisations are not able to innovate consistently and continuously. Professor Lee Wing On and Edwin L. S. Lee, University of Cambridge, collaborate in this chapter to explore learning at work and organisational learning, revealing implications for continuous innovation research, with the key conclusion that in order to explore continuous innovation in the 2020s, existing theories need to be updated to reflect recent developments in workplace learning. The chapter also provides directions for future research.

IAL AS PART OF THE GLOBAL LIFELONG LEARNING COMMUNITY

Lifelong learning is a field which has far-ranging impact in the global economy and workforce. As an institute who believes in sharing and proliferating best practices and knowledge, IAL is honoured to have contributed its expertise to this handbook. Apart from this project, IAL has also been consistently participating in and shaping international endeavours on continuous education and lifelong learning, such as initiatives under the Organisation for Economic Co-operation and Development (OECD). We look forward to sharing our insights in more such collaborations in the future.

Scan the QR code to gain insights from these chapters!





AN INSTITUTE OF
SUSS
 SINGAPORE UNIVERSITY
 OF SOCIAL SCIENCES



PROFESSOR LEE WING ON JOINS THE IACE HALL OF FAME!



We are pleased to share that IAL's Executive Director, Professor Lee Wing On, has been inducted into the International Adult and Continuing Education (IACE) Hall of Fame. He is recognised alongside other exemplary international education leaders as a trailblazer in adult learning and continuing education!

Among the 16 awardees from countries such as Canada, Germany and USA, Professor Lee is the only awardee from Singapore (Asia) - a notable international recognition of Singapore's achievement in Adult and Continuing Education.

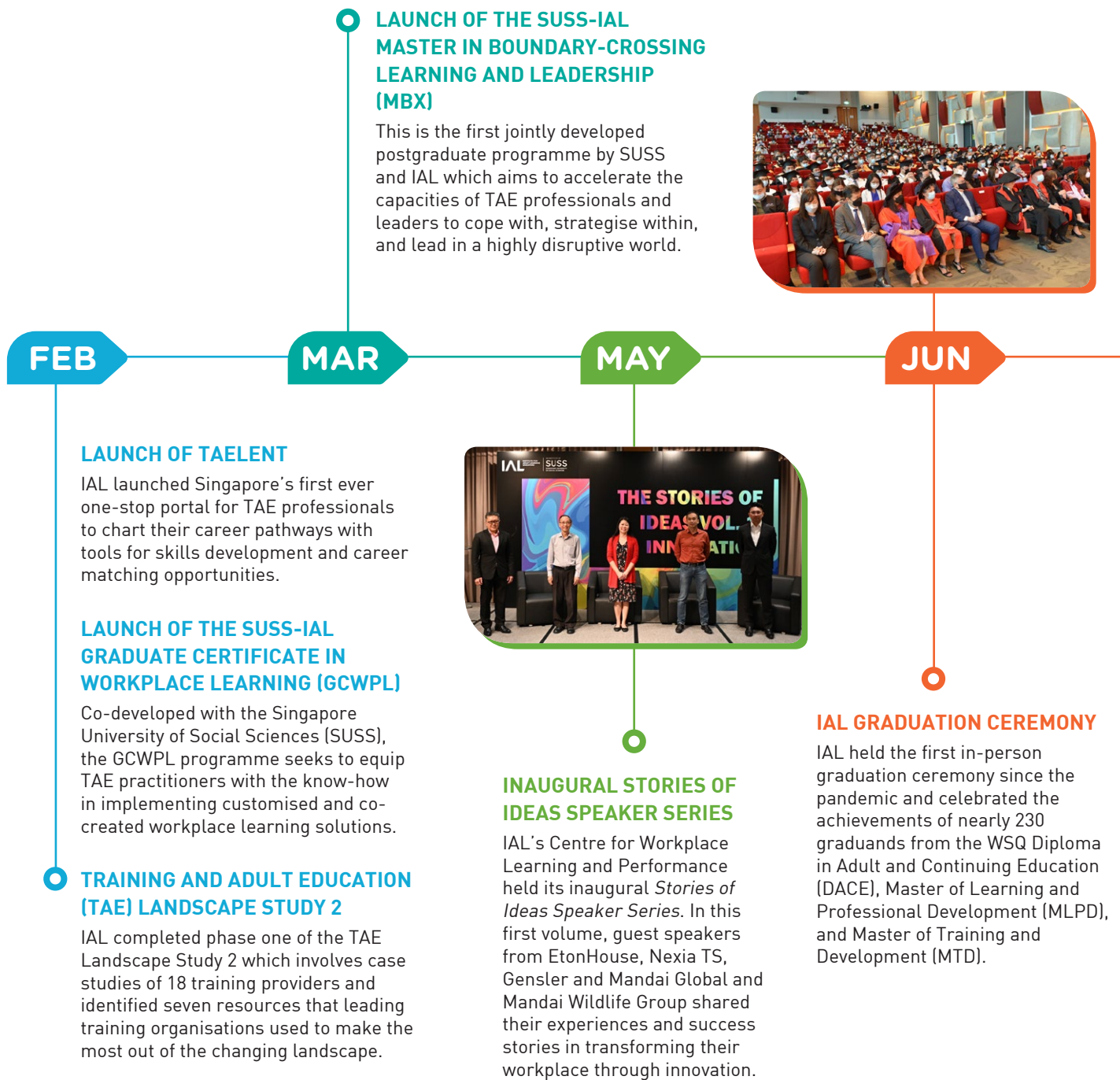
Hosted by Oklahoma University, the induction ceremony took place at University College Cork, Ireland on 28 September 2022.

Scan the QR code to find out more
 about the IACE Hall of Fame



IAL'S KEY MILESTONES IN 2022

It has been another exciting year of pushing boundaries in Training and Adult Education (TAE), from the launch of new, ground-breaking tools for our Adult Educators, to exciting partnerships and programmes to build capacity in the sector.



FORGED NEW PARTNERSHIPS

At the SkillsFuture Forum 2022, IAL inked 2 MOUs with NTUC LearningHub and Singapore's five polytechnics to enhance the quality of adult learning and better support the workforce.



NEW PARTNERSHIP TO PIONEER CYBER-PHYSICAL LEARNING IN CET

IAL inked a partnership with SkillsFuture Singapore and Singapore University of Technology and Design to pioneer cyber-physical learning in Continuing Education and Training (CET) by setting up a joint Living Lab to incorporate new andragogies, practices, and education innovations for adult educators and learners.



JUL

SEP

OCT

NOV



LEARNING ENTERPRISE ALLIANCE (LEA) AWARDS CEREMONY

IAL welcomed 21 new enterprises to the LEA and signed six new agreements with partners from diverse sectors to catalyse workplace transformation through the upgrading of workforce capabilities. LEA network has grown to close to a hundred enterprises.



GLOBAL LIFELONG LEARNING SUMMIT (GLLS)






Jointly organised by IAL and SkillsFuture Singapore (SSG), the inaugural GLLS on 1-2 November gathered global experts to discuss lifelong learning as a key enabler of growth. Senior Minister and Coordinating Minister for Social Policies Mr Tharman Shanmugaratnam officiated the first day of the Summit and Minister for Education Mr Chan Chun Sing graced the event on the second day.

LAUNCH OF INNOVSPUR

inlab, IAL's innovation arm, launched a new initiative, innovSpur, to support enterprises in scaling up their learning innovations to commercially marketable solutions through a grant of up to \$500,000.





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