

FROM VISION TO IMPACT



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ABOUT IAL

The Institute for Adult Learning (IAL), an autonomous institute of the Singapore University of Social Sciences, is the National Centre of Excellence for Adult Learning. IAL partners with policymakers, enterprises, and adult education professionals to strengthen the Training and Adult Education (TAE) sector. IAL advances research to inform TAE policies, promotes skills-first practices, and builds sector capabilities. Together with efforts to drive innovation in learning technology and pedagogy, IAL enhances adult learning experiences and supports workforce transformation.



VISION

To empower Singapore's **future-ready workforce** and be the nexus of an internationally recognised adult learning ecosystem

MISSION

1

Advance
adult learning ecosystem

2

Build
deep research and inspire
learning innovation

3

Catalyse
workforce transformation

LEADERSHIP

IAL COUNCIL

As an autonomous institute of the Singapore University of Social Sciences (SUSS), IAL is governed by an independent council, which sets the strategic direction for the institute. The IAL Council is made up of members comprising representatives from government bodies, institutes of higher learning and key industry partners.

The members bring with them deep knowledge and expertise in continuing education and training, to lead IAL in achieving its vision as the National Centre of Excellence for Adult Learning, practice and research.



Mr Tan Kok Yam (Chairman)

Chief Executive
SkillsFuture Singapore



Prof Tan Tai Yong

President
Singapore University of Social Sciences



Prof Robbie Goh

Provost
Singapore University of Social Sciences
(Alternate representative
to President of SUSS)



**Assoc Prof (Practice)
Yeo Li Pheow**

Executive Director
Institute for Adult Learning



Assoc Prof Koh Sze Kee

Cluster Director
Business, Communication and Design
Singapore Institute of Technology
(Appointed as Council Member on
1 Apr 2025)



Ms Ang Bee Lian

Senior Adviser
Ministry of Social and Family
Development
(Relinquished appointment as Council
Member on 31 Dec 2025)



Mr David Chua

Chief Executive Officer
National Youth Council
(Relinquished appointment as Council
Member on 31 Dec 2025)



Mr Kiren Kumar

*Deputy Chief Executive (Development)
Infocomm Media Development
Authority*



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 LearningHub*



Mr Dean Tong

*Managing Director and
Head of Group Human Resources
United Overseas Bank
(Appointed as Council Member on
1 Apr 2025)*



Ms Dragana Beara

*Independent GenAI Productivity
Acceleration Consultant
(Appointed as Council Member on
1 Apr 2025)*



Mr David Yeo

*Founder and
Chief Executive Officer
Kydon Group of Companies*



Mr Adam Abdur Rahman

*Managing Director and
Head of Communications
Asia South
Citi
(Appointed as Co-opted Council Member
on 1 Aug 2025)*



Prof Ho Yew Kee

*Deputy Dean
School of Graduate Studies
City University of Hong Kong
(Relinquished appointment as Council
Member on 31 Mar 2025)*



Mr Gerald Leo

*APAC Partner Director
(Advisory, Solutions, Services, Channels)
Microsoft Asia Pacific
(Relinquished appointment as Council
Member on 31 Mar 2025)*

IAL SENIOR MANAGEMENT



**Assoc Prof (Practice)
Yeo Li Pheow**

*Executive Director
Institute for Adult Learning*



**Assoc Prof (Practice)
Terence Ho**

*Deputy Executive Director
Institute for Adult Learning*



Assoc Prof Renee Tan

*Assistant Executive Director
Director
Research Division*



Dr Sim Soo Kheng

*Director
Centre for Workplace
and Learning Innovation*



Ms Amy Bey

*Director
Corporate Services Division*



Dr Samson Tan

*Director
Learning and Professional
Development Division*



Ms Carol Chen

*Director
Partnership and Market
Development Division*



Mr Edwin Tan

*Director
Centre for Skills-First Practices*

MESSAGES FROM OUR LEADERS



CHAIRMAN'S MESSAGE

Mr Tan Kok Yam

Institute for Adult Learning Council
Chief Executive, SkillsFuture Singapore



In 2025, we marked the 10th anniversary of the SkillsFuture movement.

Through these ten years, IAL has played a key role in anchoring and uplifting the capabilities and competencies of the Training and Adult Education (TAE) sector. IAL's work in professional development and research, and its partnerships with industries and institutions has helped advance the SkillsFuture vision of enabling Singaporeans to embrace lifelong learning, to adapt and seize new opportunities, and remain resilient as career needs evolve.

As the operating environment affecting all of us becomes more complex, with geo-political uncertainties and technological upheavals, adult learning must remain relevant, trusted and responsive. Most importantly, Singaporeans must be confident that the training they receive will give them an edge in the workplace, and companies must be confident that such training raises the capabilities of their workforce. IAL has three distinct roles to play to enable the SkillsFuture movement to rise to this challenge.

Strengthening the Capability of Adult Educators

First, IAL must continually level up the professionalism and capabilities of our Adult Educators (AEs), who are central to maintaining high quality in the adult learning system. It is not that our AEs today lack professionalism or competencies; on the contrary, learners have consistently given positive feedback on the quality of AEs. However, AEs face two increasingly daunting challenges. First, they need to keep pace with the ways technology is reshaping the skills needs of the workers they train in their respective industries and professions. Second, AEs need to understand, experiment with, and apply technology, including Artificial Intelligence, in their own practice as trainers.

The Training and Adult Educator Professional Pathway (TAEPP), announced in 2025, introduces a framework by which such continual upskilling and capability development can be delivered to AEs in a systematic way. TAEPP also creates clearer development pathways for experts and experienced professionals in the industry to become AEs and train others under the SkillsFuture umbrella.

Anchoring Skills-First Thinking

Second, IAL must raise our collective capability to identify, articulate, recognise, and respond to changes in the skills needs of our economy. If professional development of AEs is about the quality of training, i.e. “how to train”, then Skills-First Thinking is about the relevance of training, i.e. “what to train”. Pinning down the “what” in today’s fluid operating environment is an increasingly critical task, to give training direction to individuals, companies and institutions. IAL has therefore established the Centre for Skills-First Practices (CSFP) to translate research, data, and labour market insights into skills-first approaches that training providers, individuals, and organisations can readily adopt. By bridging research with application, IAL supports organisations in moving from awareness to implementation of these practices.

Serving as a Jobs-Skills Nexus

Third, IAL needs to strengthen its role as a nexus for jobs and skills to come together. Earlier, I have highlighted quality (“how to train”) and relevance (“what to train”). The jobs-skills nexus is about the salience of training, i.e. “train for what”. Workers train for their jobs: not necessarily to seek a higher pay or more career success, although those are important to us all, but often just to try to be a better subordinate, a better leader, or a better team-mate.

For training to effectively deliver such outcomes, the training market and labour market must operate in even closer alignment, with the training responding quickly and organically to changing needs of hirers and employers; and companies pro-actively shaping the training so that it benefits their workforce maximally. This will be a key priority of the newly formed Skills and Workforce Development Agency. In support of this priority, IAL should strive to put its company networks, its Adult Learning Collaboratory, and its investments in workplace learning to good use, to bridge between training, hiring and employee development.

Confidence

I would like to thank IAL’s management and staff, as well as our many partners across the ecosystem. I have been privileged to witness their dedication, professionalism and innovativeness on many occasions over the years. Their contributions have helped IAL and the SkillsFuture movement to advance to where we are today. I have full confidence in the IAL team and its partners to achieve even more, in support of the next ten years of SkillsFuture.

As we strive for success, I urge the IAL team to be confident in playing the role of a thought leader, while staying humble in learning from and partnering with companies, experts and other institutions.



PRESIDENT'S MESSAGE

Professor Tan Tai Yong

Singapore University of Social Sciences



In a rapidly changing world, it is essential to consider how education can remain relevant, applied, and impactful across all stages of life. With the announcement of our new campus at Rochor, the Singapore University of Social Sciences (SUSS) is preparing to serve learners even more effectively, enabling more Singaporeans to benefit from our distinctive approach to applied education and professional development. Beyond how knowledge is transmitted, education must equip learners with the resilience to navigate a dynamic future.

As an autonomous institute of SUSS, IAL plays an important role in extending the University's reach beyond formal degree education into workplaces and across industries. Through its work in strengthening the practice of adult education, developing professional capability and advancing applied research, IAL complements SUSS's focus on lifelong learning and reinforces our commitment to education that delivers value not only to individuals, but also to organisations and society.

A defining feature of IAL's approach is its strong connection to workplaces. Over the past year, IAL has worked closely with organisations across sectors to explore how learning can be embedded within work. These collaborations have translated innovative ideas into practical applications, demonstrating how thoughtful learning design can help organisations address real challenges and build new capabilities.

As artificial intelligence transforms work and skills requirements, applied learning has never been more vital. Adult learners not only need technical expertise but also critical thinking and adaptability to thrive in a fast-changing landscape. Guided by a shared commitment to strengthening capability across the learning community, IAL advances research that combines academic rigour with real-world relevance and applies it to a range of work contexts.

Through evidence-informed practice and collaboration, IAL helps individuals build confidence to invest in their skills, supports employers in developing workforce capability, and enables educators to continually refine how learning is designed and delivered – bridging theory and practice to ensure insights are empirically grounded and actionable for practitioners, organisations, and policymakers.

Looking ahead, IAL will continue to strengthen SUSS's impact, deepen research capabilities, and help reimagine education in the evolving world of work. This will ensure that lifelong learning remains relevant, practical, and aligned with the needs of learners, educators, and employers.

EXECUTIVE DIRECTOR'S MESSAGE

Assoc Prof (Practice) Yeo Li Pheow

Institute for Adult Learning



Across workplaces today, expectations of learning are evolving. Organisations are looking beyond traditional training programmes, seeking practical ways to develop skills, redesign work and build capabilities that keep pace with changing industry needs. Guided by our mission to strengthen adult education and support workforce transformation, 2025 was a year of significant progress for IAL, with deeper partner engagement and the advancement of key initiatives across the Training and Adult Education (TAE) ecosystem.

An important milestone was the establishment of the Training and Adult Educator Professional Pathway (TAEPP), a national initiative advancing the professionalisation of Adult Educators (AEs). Beyond one-off certification, it supports continuing professional development, clearer career pathways, and stronger recognition of quality practice. By increasing the visibility of adult educators and their professional development, this new framework helps organisations identify and engage practitioners with the expertise needed to support workforce transformation.

Another significant development was the launch of the Centre for Skills-First Practices (CSFP), designed to advance skills-first approaches across workplaces. Responding to growing enterprise demand for practical, evidence-based guidance, CSFP facilitates work re-design through transformation frameworks and applied projects. By translating jobs-skills analytics and research into actionable tools, it helps organisations examine roles, pinpoint required skills and reshape workflows so that skills are better developed and deployed to enable continued excellence in changing business environments.

Alongside these developments, research and innovation remained central to IAL's work. The Adult Learning Collaboratory (ALC) and innovation platforms work in tandem to strengthen the connection between evidence and practice. This approach ensures that learning design, skills recognition and workplace interventions are informed by real organisational contexts and deliver measurable outcomes.

At the same time, we continued to update our core programmes, expand continuing professional development offerings, and support firms and partners with workplace learning consultancy and innovation grants. Together, these efforts reflect IAL's shift towards a more integrated and scalable approach to deliver meaningful impact across the TAE sector.

In mid-March 2026, IAL saw a leadership transition with the appointment of Assoc Prof (Practice) Terence Ho as Executive Director. With the continued support of our staff, partners and the wider TAE community, IAL remains committed to advancing research-informed practice, strengthening the adult education workforce, and supporting organisations in translating skills into meaningful workplace outcomes.

Together, we are well positioned to sustain momentum and advance IAL's mission in the years ahead and as we continue to drive initiatives that shape a more resilient, future-ready workforce.

2025 AT A GLANCE

IMPACT HIGHLIGHTS

2,926

**WSQ Courses
Training Headcount**

(ACLP, ACLP 2.0, DDDL, DDDL 2.0, WLF)

1,024

**Non-WSQ Courses
Training Headcount**

(Continuing Professional Development Programmes, Master's Programme, Graduate Certifications)

128

**Training Providers Completed
the Skills-First Capability
Development Programme**



12

**Skills-First
Publications**

4

**Research
Projects**

15

**Innovation
Grants
Awarded**

65

**Consultancy
Projects Completed**
(LEA, Starter, Enhanced)

12

**Memoranda of
Understanding
Signed**



KEY MILESTONES

2025

1

May

Adult Learning Xchange 2025

Exploring the role of AI in transforming adult learning and workforce capability

2

July

Announcement of

Training and Adult Educator Professional Pathway

IAL x Philippine Association of Colleges and Universities Conference

"Transforming Education and Learning: Fostering Entrepreneurship and Industry Collaboration"

3

September

Adult Educators' Day

Celebrating the contributions and Professionalising the Role of Adult Educators

4

October

Launch of

Centre for Skills-First Practices

UPLIFTING THE PROFESSIONALISATION OF ADULT EDUCATORS

01



ESTABLISHING NATIONAL PROFESSIONAL STANDARDS FOR ADULT EDUCATORS

In 2025, IAL developed the Training and Adult Educator Professional Pathway (TAEPP), with the support of SkillsFuture Singapore (SSG), to strengthen professional standards and career pathways for Adult Educators (AEs) in Singapore.



TAEPP was announced by Minister for Education and Minister-in-Charge of Social Services Integration Mr Desmond Lee at the SkillsFuture Festival Opening Forum in July 2025. The initiative forms part of broader sectoral efforts to strengthen the quality and workforce relevance of Continuing Education and Training (CET).

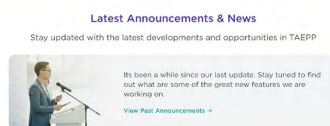
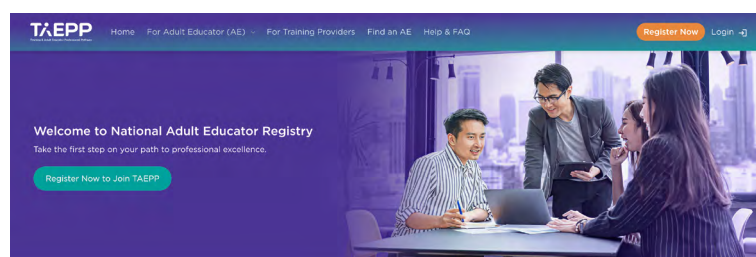
TAEPP responds to growing demand for clearer professional pathways, stronger recognition, and more consistent standards of practice across the sector. It supports a move beyond one-off credential attainment towards sustained professional development and practice.

1

National Adult Educator (NAE) Registry

A central pillar of TAEPP is the NAE Registry, a consolidated national system to formally recognise and validate qualified AEs delivering SSG-supported programmes. From 1 April 2026, all AEs conducting SSG-supported programmes are required to be listed on the Registry.

The NAE Registry introduces a transparent, consistent mechanism to identify AEs who meet nationally defined requirements. This supports informed engagement by learners, employers, and training providers, while establishing a shared reference for professional practice across the adult education landscape.



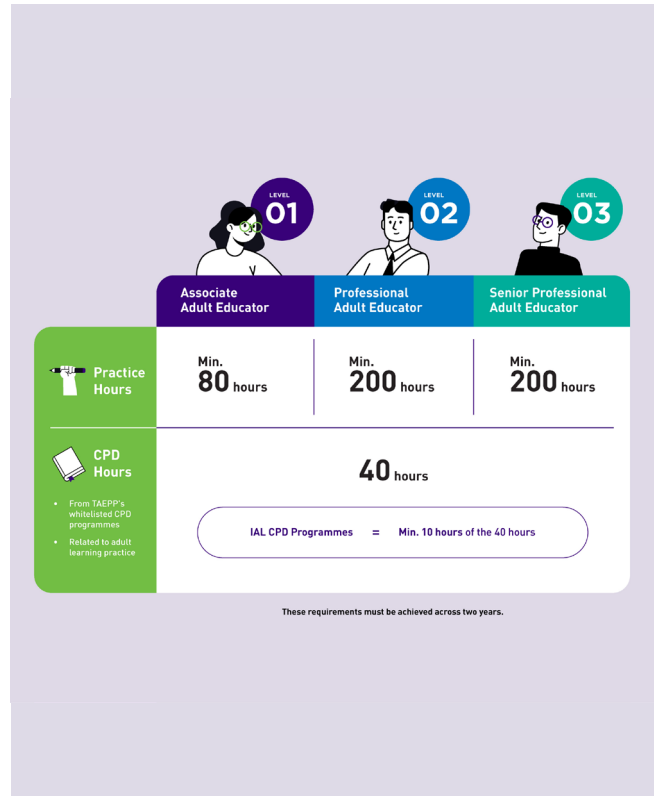
The NAE Registry serves as a consolidated database of qualified AEs, enabling the tracking of their professional practice and continuing professional development.

2

Sustained Professional Practice

Beyond registration, TAEPP formalises expectations for ongoing professional development and practice. To remain on the Registry, AEs must complete at least 40 hours of Continuing Professional Development (CPD) and 80 practice hours every two years.

These requirements shift recognition from one-time qualification to sustained professional practice – helping AEs stay current, effective, and responsive to evolving industry needs and training approaches.

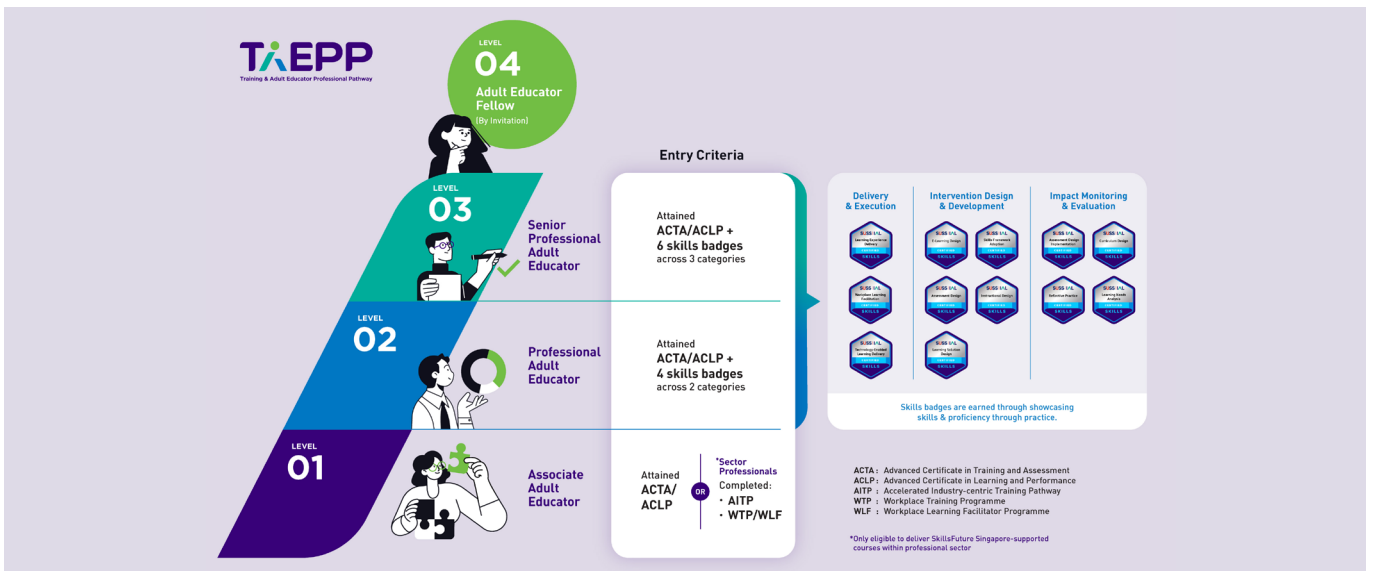


TAEPP supports sustained professional development and practice.

3

Integrating Industry Practitioners

TAEPP also establishes structured entry pathways for experienced industry practitioners to serve as Adult Educators within a recognised professional framework. This enables learners to benefit from current industry expertise, while maintaining clarity around entry requirements and expectations of practice.



TAEPP establishes structured entry pathways for Adult Educators.

Overall, TAEPP represents a move towards a more coordinated professional infrastructure for Adult Educators. By clarifying expectations for entry, development, and ongoing practice, it supports greater consistency across the CET sector. As the implementer of TAEPP, IAL plays a role in supporting sector capability and the effective operation of this national framework.

ADVANCING WORKFORCE READINESS IN THE AGE OF AI THROUGH ALX 2025

Over **600** participants convened at IAL's Adult Learning Xchange (ALX) 2025 to address one of the most significant shifts facing today's workforce: the rise of artificial intelligence (AI).

With a focus on translating interest in AI into practical workplace strategies, the conference examined how organisations and professionals can approach AI-enabled transformation in applied and responsible ways.

As AI continues to reshape industries and workplace practices, organisations and professionals are seeking clearer pathways to translate interest in AI into practical learning and workplace strategies. In response, IAL held ALX 2025 from 29 to 30 May 2025 at the Sands Expo and Convention Centre, under the theme *"From Wow to How: Unleashing Human Brilliance with AI"*. The conference brought together educators, employers, researchers, working professionals, and training providers to examine how AI-enabled transformation can be approached thoughtfully and responsibly.

Designed to move discussions beyond theory into practice, ALX 2025 featured insights from speakers across leading universities and organisations, including Harvard University, UOB, and Meta. It enabled meaningful cross-sector exchange to help professionals and organisations navigate workforce transformation. For the first time, ALX 2025 also introduced new formats - such as a fireside chat and an expert-led masterclass - supporting deeper dialogue and practical application. Curated learning journeys further extended engagement beyond the conference, with visits to organisations such as Google, Hyundai Motor Group Innovation Center Singapore, Meta, SATS Ltd, and the Centre for Healthcare Innovation, offering first-hand perspectives on how AI is being applied in real workplace settings.



Industry experts discuss human-AI collaboration in the workplace.

A key message that emerged from ALX 2025 was that the future of learning will be co-led by humans and AI. Rather than replacing human expertise, AI can strengthen professional judgement, enhance learning design, and help organisations respond more effectively to evolving skill demands. This perspective resonated strongly, with participants valuing the actionable insights shared. By grounding discussions in real-world practice and cross-sector exchange, the conference reinforced IAL's role as a convener within the Training and Adult Education landscape, supporting educators, professionals and organisations in preparing the workforce for an AI-enabled future.



Participants visited Google to explore cutting-edge AI innovations in real workplace settings.

ELEVATING THE PROFESSIONAL STANDING OF ADULT EDUCATORS

Adult Educators play a central role in supporting adult learners while continually developing their own professional practice. IAL marked Adult Educators' Day on 26 September 2025 by recognising these contributions and reaffirming the importance of ongoing development as workforce needs continue to evolve.



The event centred on the theme “Professionalising the Role of an Adult Educator” and featured a panel discussion on the role of sustained learning in maintaining relevance and effectiveness. A complementary gamified activity highlighted collaboration and problem-solving through a shared learning experience.



Collectively, these engagements reinforced that standards are upheld not only through frameworks, but through consistent application in real workplace contexts.



In his address, Assoc Prof (Practice) Terence Ho, IAL’s Deputy Executive Director, emphasised that investing in oneself is key to continued relevance and resilience. He encouraged AEs to pursue ongoing learning as a commitment not only to their own growth, but also to the learners, organisations, and communities they serve.

Adult Educators’ Day 2025 underscored professionalisation as a shared responsibility across the sector, while reaffirming IAL’s role in supporting a resilient and forward-looking adult education landscape.

ACCELERATING INNOVATIVE SOLUTIONS IN WORKFORCE TRANSFORMATION

02

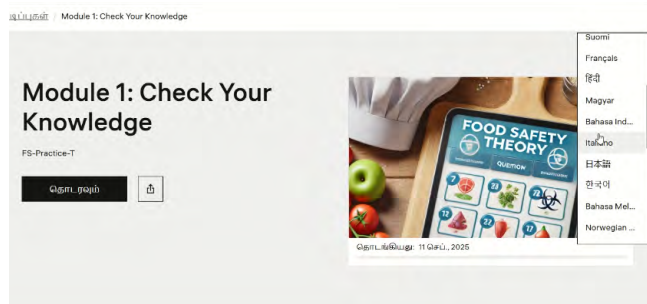


REDESIGNING REAL-WORLD LEARNING

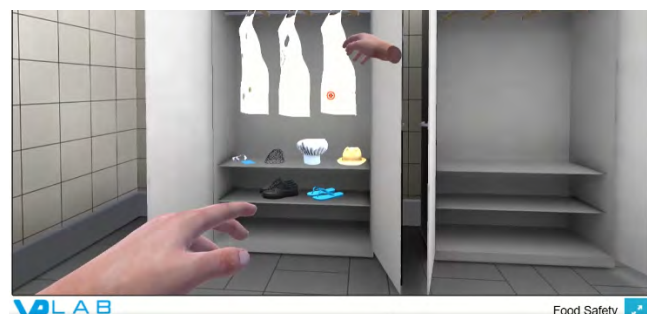
IAL's innovPlus, a competitive learning innovation grant, supports enterprises to prototype practical solutions that enhance how working adults learn and demonstrate competency in real workplace contexts. The competition provides a platform for solution partners to propose solutions, which organisations select to co-develop innovations addressing their learning needs. Awarded teams may receive up to \$200,000 in grant funding to support the development of their proposed solutions.

One standout project this year was the Virtual Assessor for the WSQ Food Safety Course Level 1 (FSCL1) assessment, developed by Eduquest and Constructor Technology.

The Virtual Assessor addresses inherent challenges many adult learners face: linguistic diversity, high test anxiety and limited opportunities to practise under realistic assessment conditions. By allowing learners to rehearse key tasks in a simulated environment that mirrors the actual assessment workflow with multilingual support and structured feedback, learners gain clearer expectations of the assessment process while building confidence before attempting the test.



Check your Knowledge Module with AI Tutor



VR Practice Module

Pilot: Virtual Assessor for WSQ FSCL1 Assessment

290
learners participated

91%
reported **greater confidence** approaching the assessment

93%
said they could **learn effectively** in their preferred language

92%
overall satisfaction with the platform

Reduced setup time of practical assessment station efficiency to **~45s** per learner

Improved theory scores by **~12%**
Reduced assessment duration by **~46%**

Close alignment between AI and instructor outcomes on assessment pass rates: **92% vs. 90%**

Beyond improving the learner experience, the platform also streamlines assessment operations for training providers. By integrating practice and preparation into the workflow, learners can engage in meaningful practice and reduce idle waiting time to allow for a more efficient and consistent assessment process.

The project illustrates the broader shift in Continuing Education and Training innovation from simple content digitisation to practice-based learning design, where immersive simulations and structured feedback help adult learners apply knowledge more effectively in realistic settings. Through innovPlus, IAL brings together enterprises, training providers and technology partners to advance innovative solutions that strengthen the education-to-work pipeline in Singapore.

innovSpur: SCALING LEARNING INNOVATIONS

Building on innovPlus, innovSpur supports the next stage of innovation by supporting promising learning solutions move beyond prototype into real-world deployment within the Training and Adult Education sector, with a grant of up to \$500,000.

A standout project this year is EEO Singapore's ClassIn Lifelong Learning Ecosystem (LLE). As Singapore's first integrated hybrid learning platform for adult education, the ecosystem brings together a suite of tools that support the delivery of high-quality learning across online, blended and hybrid environments.

ClassIn's Lifelong Learning Ecosystem

ClassIn

Live online classroom with interactive teaching tools and seamless Learning Management System and cloud drive integration

ClassIn X

Smart classroom hardware including interactive panels, tracking cameras and ceiling microphones

ClassIn Sync

A service that converts traditional learning materials into digital course content

TeacherIn

Collaborative platform where educators share and develop teaching resources

CourseIn

Global online marketplace for organisations and individuals to publish and sell courses



ClassIn LLE, designed to support engaging, interactive hybrid learning experiences.

Together, these multifaceted solutions form a comprehensive learning ecosystem that supports a seamless training workflow from lesson delivery and content creation to collaboration and course distribution. This enables training providers to deliver more accessible and engaging programmes while streamlining course management for educators and organisations.

Following the project’s completion, it was launched and adopted by Crestar Education group, Peking University and the Continuing Education and Training arm of Temasek Polytechnic.

Early implementation demonstrated improvements in training efficiency, learner engagement and course management, validating the effectiveness of the ecosystem’s interactive tools and structured content design to elevate the learning experience in real training environments.

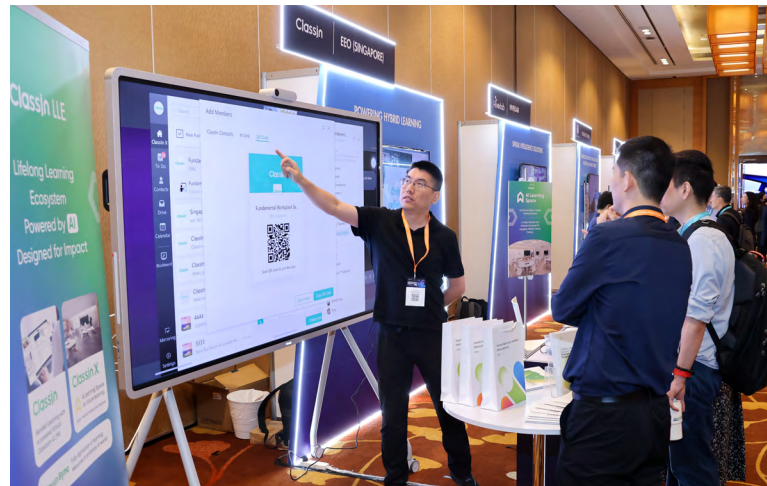
Newly Developed AI-Powered Capabilities

- 1 Empower Trainers**

AI-powered voice commands and session summaries generated more time for trainers to focus on meaningful learner interaction
- 2 Engage Learners**

AI tutors personalise learning journeys while shared workspaces and real-time collaboration encourage active participation
- 3 Enhance Training**

AI-generated content and quizzes streamline course preparation, while analytics provide clear insights into learner progress



Participants at the Adult Learning Xchange 2025 exploring key features of the ClassIn LLE.

Since the innovSpur grant, EEO has continued to build on the platform’s foundation by developing AI-powered capabilities that extend its reach across the training workflow.

As innovSpur’s first international awardee, the project signals innovSpur’s growing reach beyond Singapore.

By supporting its partners in scaling viable learning technologies that strengthen training delivery, IAL drives impactful learning innovations to reinforce its vision for a future-ready workforce.

NACE@IAL:

EMPOWERING ENTERPRISE TRANSFORMATION THROUGH LEARNING-FOCUSED LEADERSHIP

As part of the nationwide National Centre of Excellence for Workplace Learning (NACE) network, NACE@IAL collaborates with enterprises to embed workplace learning practices that drive business transformation. Through outcome-focused consultancy programmes such as NACE-Starter, Learning Enterprise Alliance (LEA) and NACE-Enhanced, organisations are guided to strengthen employee capabilities, optimise operational processes and foster a learning-centred culture.

Secretlab partnered with NACE@IAL to uplift its People team's capabilities.

A highlight in 2025 was Secretlab, a global ergonomic gaming chair brand serving customers in over 60 countries. As the company expanded rapidly, it partnered with IAL under the LEA programme to strengthen the capabilities of its People team in guiding leadership development and organisational learning that would grow in tandem with its ambition.



The programme equipped us with practical tools and frameworks that have meaningfully influenced both leadership development and the way we design and facilitate learning experiences. It has deepened self-awareness among our leaders, improved the quality of difficult conversations, and elevated how we approach learning for our people.

**Ong Chah Yiin, Senior Manager
(People Operations & Org Performance)**

Following stakeholder interviews and capability assessments, IAL co-developed a workplace learning plan centred on facilitation, reflective practice and mentoring skills. The programme introduced facilitation approaches drawn from design thinking, including empathy mapping, to strengthen leadership discussions. Learning frameworks including Kolb's Experiential Learning Cycle and Bloom's Taxonomy helped managers connect training objectives directly to business needs. Leaders also applied polarity mapping to navigate complex workplace conversations and balance competing priorities.

Following the project, over 60% of Secretlab's People team are able to facilitate group learning sessions, and managers have adopted a more deliberate approach to aligning training initiatives with business outcomes. By embedding workplace learning into everyday work, IAL continues to strengthen leadership capability, organisational agility and workforce readiness. This exemplifies its role as a key driver of innovation in enterprise transformation to ensure the workforce remains competitive in a rapidly evolving economy.

EXPANDING IMPACT THROUGH ECOSYSTEM ENGAGEMENTS AND STRATEGIC PARTNERSHIPS

As the National Centre of Excellence for Adult Learning (NCAL) and the National Centre of Excellence for Workplace Learning (NACE), IAL expanded its outreach in 2025 through strategic engagements and partnerships, bringing together enterprises, sector bodies and practitioners to embed workplace learning within organisations and drive workforce transformation.

ECOSYSTEM AND CHANNEL PARTNERSHIPS

Through a structured series of applied learning and capability-building engagements delivered via customised workshops, courses, sharing sessions and panel discussions, IAL supported organisations, including small-medium sized enterprises, multinational corporations, government institutions and industry bodies, in translating workforce strategies into practical action. These engagements convened stakeholders across sectors to address real-world challenges related to skills gaps, digitalisation and job redesign.

Centred on case-based learning, applied discussions and real-world problem solving, the sessions enabled organisations to explore how workplace learning can be embedded within organisational systems to support productivity, workforce adaptability and longer-term capability development, while creating pathways for sustained collaboration with IAL.

Partnership Highlights

NTUC HOSPITALITY AND CONSUMER BUSINESS CLUSTER

Exploring Job Redesign in Retail and Food Services

In collaboration with NTUC's Hospitality and Consumer Business Cluster, IAL conducted a workshop during SkillsFuture Festival 2025 focusing on job redesign and workplace learning in the retail and food services sectors.

Participants explored practical case studies on how roles can evolve as businesses adopt new technologies and ways of working. The session introduced the ADKAR (Awareness, Desire, Knowledge, Ability and Reinforcement) change management model and IAL's DOCIE framework (Diagnosis, Co-Creation, Implementation and Evaluation) to guide organisations in redesigning roles and supporting employees through change.

The workshop equipped participants with practical approaches to embed workplace learning in support of productivity, workforce adaptability and sustained organisational change.



NTUC Hospitality and Consumer Business Cluster

CAPITALAND

Harnessing AI to Transform the Everyday Retail Experience

IAL participated in the CapitalLand SkillsFuture Queen Bee Seminar, which brought together industry leaders to explore how artificial intelligence is reshaping retail and workforce development.

IAL presented insights on how organisations can use AI to personalise learning, enhance skills assessment and support continuous learning in the flow of work. The session was part of a broader exchange featuring industry partners including Microsoft, Netassist, the Singapore Retailers Association, Mastercard and NielsenIQ, who shared perspectives on emerging trends shaping retail and talent development.

By contributing to discussions on how leveraging generative AI can reinvent customer experiences and decode consumer trends, IAL helped spark new ideas for innovative AI-driven learning approaches.



CapitalLand

CIVIL SERVICE COLLEGE

Strengthening Public Sector Learning and Capability Development

IAL hosted leaders from the Civil Service College (CSC) for a learning engagement on shaping the future of learning in the public sector.

The session shared strategies on how public agencies can enable more intentional learning to strengthen organisational capability and performance, drawing on past successful case studies. IAL also showcased its latest learning innovations, including IAL's AI Co-Pilot, designed to enhance learning design and content development and uplift educator productivity. Discussions further explored how a shift towards a skills-first approach can advance workforce agility and talent development.

This partnership with CSC reinforces IAL's role in advancing new approaches to learning, capability development, and workforce development.



Civil Service College

In total, more than 10 such engagements were conducted in 2025, with several progressing into deeper, formal collaborations. Collectively, these efforts strengthened IAL's role as a strategic partner in workforce development and contributed to a more connected learning ecosystem, supporting workforce development across industries.

STRATEGIC PARTNERSHIPS THROUGH MEMORANDA OF UNDERSTANDING

Organisations today face challenges such as capability gaps, skills misalignment, and productivity constraints. In response to growing pressures to transform, many are seeking structured, sustained support to strengthen organisational capabilities and embed learning more effectively.

To address these needs, IAL signed 12 Memoranda of Understanding (MOUs) in 2025, establishing long-term partnerships that enable sustained collaboration beyond one-off engagements. Partners span HR bodies, statutory boards, regional education associations, major corporations and community organisations.



Partnership Highlights

- NTUC's Employment and Employability Institute (e2i)
- NTUC Job Security Directorate
- ERA Realty Network
- Kwong Wai Shiu Hospital
- National Healthcare Group
- Outward Bound School
- SG Enable
- Philippine Association of Colleges and Universities
- Singapore Institute of Technology
- The Burning Glass Institute
- The Institution of Engineers Singapore
- Shanghai Normal University

These MOUs support initiatives such as customised learning frameworks, co-creation of learning sessions grounded in design thinking and appreciative inquiry, alongside knowledge exchanges and curated learning journeys, to embed workplace learning within organisational systems.

Together, these partnerships reinforce IAL's vision to drive impact at scale, enabling organisations to build resilient, future-ready workforces.

They also strengthen IAL's role as a strategic partner in workforce development, demonstrating its ability to deliver meaningful outcomes through applied expertise.

UNDERSTANDING **WORKER WELL-BEING** TO SHAPE **SUSTAINABLE WORKPLACES**

Conducted in partnership with the National Trades Union Congress (NTUC), IAL's research project concluded with valuable insights into the well-being of workers in Singapore amidst rising work demands, digitalisation and evolving job roles. By examining how job conditions, workplace support and organisational practices influence employee outcomes, the study identifies key factors shaping burnout, resilience and overall well-being. The project addresses a critical gap in labour-grounded, evidence-based understanding, offering a clearer view of how workforce sustainability can be strengthened through better work design.

1

UNDERSTANDING WORKER WELL-BEING

As Singapore's workforce continues to evolve, workers are facing increasing pressures from job intensification, changing skill demands and post-pandemic recovery. At the same time, discussions on worker well-being have often been fragmented, with limited large-scale evidence to guide how organisations, unions and policymakers can respond effectively to support productivity within the workforce.

In this context, the study was undertaken to provide a more comprehensive and systematic understanding of worker well-being from a workforce perspective. By focusing on how work is experienced across different groups, the research seeks to inform more deliberate approaches to job design, workforce support, and long-term employability.

2

LINKING WELL-BEING TO WORKFORCE OUTCOMES

Drawing on data from 2,000 workers across sectors, the study highlights how well-being is closely shaped by workplace conditions. Factors such as job security, manageable workloads, autonomy and access to learning opportunities were found to contribute to stronger well-being outcomes, while long working hours, limited control over work and job insecurity were associated with higher risks of burnout.

Crucially, well-being is also strongly linked to workforce outcomes, where a healthier and more engaged workforce signals higher productivity and long-term economic growth. These findings reinforce that well-being is not solely an individual concern, but a key driver of workforce performance, retention and the ability of organisations to build sustainable and resilient teams in an evolving job landscape.

3

TRANSLATING RESEARCH INTO PRACTICE

Beyond research, the findings were translated into actionable perspectives for unions, employers, and policymakers. The study was presented at a union conference, supporting evidence-based discussions among labour leaders and stakeholders on workforce sustainability, job design, and worker support. It also culminated in an academic publication on the broader discourse on burnout and well-being.

This collaboration strengthened IAL's role as a trusted partner in applied workforce research, enabling stakeholders to make more informed decisions in shaping workplace practices. By bridging research and real-world application, IAL continues to advance more sustainable, inclusive and human-centred workplaces in support of the national workforce transformation.

KEY INSIGHTS: RESEARCH STUDY ON WELL-BEING OF WORKERS IN SINGAPORE

Study Overview

Conducted May– August 2024

In partnership with NTUC

Combines survey data and focus group discussions

2,000

workers surveyed across sectors



Four Dimensions of Well-Being

Affect

Positive or negative emotional states

Eudaimonic

Psychological functioning – sense of purpose in life

Domain

Satisfaction with work domain

Core

Overall life satisfaction

Workforce Well-Being Snapshot

47%

High/Very High Well-Being

12%

Low/Very Low Well-Being

What Shapes Worker Well-Being

Stronger well-being is linked to:

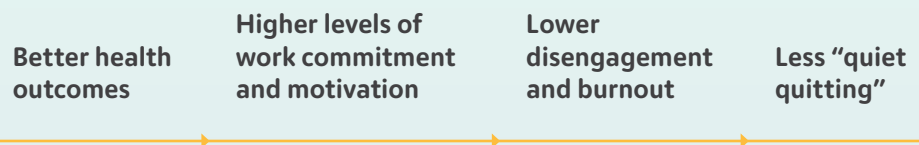
- Job security
- No excessive working hours
- No high work intensity
- Work autonomy
- Training participation
- Access to employers' well-being programmes
- Strong working relationships

Lower well-being is linked to:

- Job insecurity
- Long working hours
- Highly repetitive tasks
- Complex work
- Poor work autonomy
- No access to employers' well-being programmes
- Poor working relationships

Why It Matters

Stronger well-being contributes to:



Recommendations

For Government:

Conduct annual workforce well-being surveys to identify groups of low well-being

Work with industry, unions and employers to provide clear enforceable guidelines to limit excessive working hours

Targeted support for workers who are repeatedly on temporary/fixed terms contracts, who may be at risk of lower well-being

For Employers:

Offer comprehensive well-being programmes and resources

Train managers and supervisors to mitigate workplace stressors, fair distribution of workload, support career planning and promote teambuilding

Encourage workers to exercise autonomy

EXAMINING EMPLOYMENT VULNERABILITY TO STRENGTHEN CAREER RESILIENCE

As workforce pathways become more varied and less linear, employment vulnerability has emerged as a key challenge for workers to sustain meaningful and stable careers. IAL's ongoing research examines how vulnerability is experienced across young, mature and ageing workers, with the aim of identifying ways to strengthen employability and support more resilient career outcomes over time.

In 2025, IAL held its Research Seminar and Workshop Series (RSWS) over two days, bringing together participants from government agencies, career services, academia, and industry.

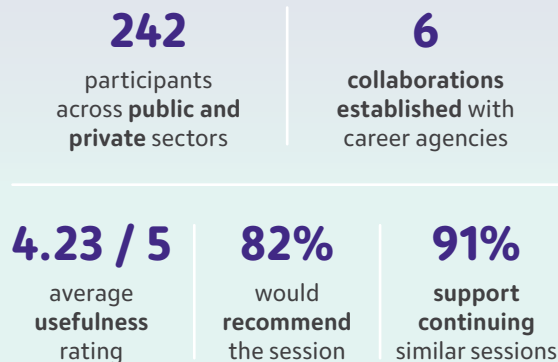
The series covered key areas such as career development theory, employment vulnerability, worker well-being and labour law to foster dialogue and exchange practical knowledge in supporting individuals navigating complex career journeys.

Amidst the rapidly evolving labour market, these factors play an increasingly important role in shaping how individuals adapt to transitions and respond to changing work demands. However, a more integrated understanding of employment vulnerability across different worker groups remains limited in Singapore's context. By bringing these dimensions together, the study aims to inform more targeted approaches to strengthening employability and long-term career resilience.

Key Topics

- *Applying Cognitive Information Processing Career Theory in Practice: Designing Career Interventions to Better Meet Individual Needs* (Prof James Sampson, Florida State University)
- *Workers' Health and Well-being* (Dr Arthur Chia, SingHealth CPHRI, Dr Ruby Toh, IAL, and Mr Sheng Yee Zher, IAL)
- *Employment Vulnerability and the Law* (Assistant Prof Benjamin Ong, Singapore Management University)
- *Sequence Analysis for Work Trajectories: From Basics to Advanced Topics* (Assoc Prof Philippe Blanchard, University of Warwick)

RSWS 2025 Outcomes



Participants described the sessions as informative, relevant and practical, reporting deeper understandings of how career development approaches can be applied to meet diverse individual needs. This strong response reflects the relevance of the research and its application to practitioners supporting workforce transitions.

To bring research into practice, IAL also forged collaborations with agencies such as SkillsFuture Singapore, Workforce Singapore and career service providers to contribute to the research design and outputs, and in participant recruitment. These partnerships strengthened coordination across the ecosystem, enabling career and HR professionals with the capabilities to apply research-informed approaches in their work.

As the study progresses, its findings will shape policies and practices that better support workers in adapting to changing work conditions and building future-ready careers. This positions IAL at the forefront of translating research into actionable workforce strategies that strengthen career resilience and support evolving employment needs.

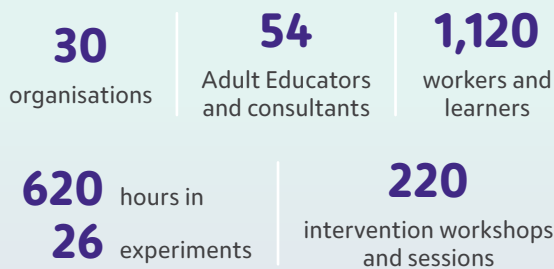
BUILDING A COLLABORATIVE TRAINING AND ADULT EDUCATION ECOSYSTEM

03



FROM RESEARCH TO WORKFORCE IMPACT: ADULT LEARNING COLLABORATORY

Across three ecosystem-wide projects, ALC engaged:



to collaboratively translate research into practical workforce solutions.

As artificial intelligence (AI), changing skills demands and evolving business models reshape how work is done, the adult learning system must respond more quickly to workplace challenges by translating research insights into practical solutions for educators, organisations and learners.

To support this, IAL's Adult Learning Collaboratory (ALC) piloted a distributed experimentation model that brought together researchers, Adult Educators (AEs), organisations and learners to co-create and test new ideas in real settings. Instead of simply sharing research findings, this model enabled insights to be tested, refined and validated through collaboration with the community, helping effective practices take root more quickly in workplaces.

In 2025, these experiments delivered measurable outcomes and generated innovative solutions to address emerging workforce challenges in three key areas: future-oriented techniques, domain+ for an AI age and new-age SMEs.

1

FUTURE-ORIENTED TECHNIQUES FOR ADULT EDUCATION

In a world that never stands still, real-world agility has become the new currency. Learners must be able to work with what is emergent, uncertain and complex, and be able to generate insights and solve problems independently. AEs, therefore, need to be equipped with future-oriented techniques to nurture such capabilities in their adult learners.

Tested across classroom training, coaching and mentoring settings

Future-oriented techniques correlated strongly

r = 0.55

with deep engagement of learners

The outcomes of the experiment showed strong links between future-oriented techniques and deep learner engagement across cognitive,

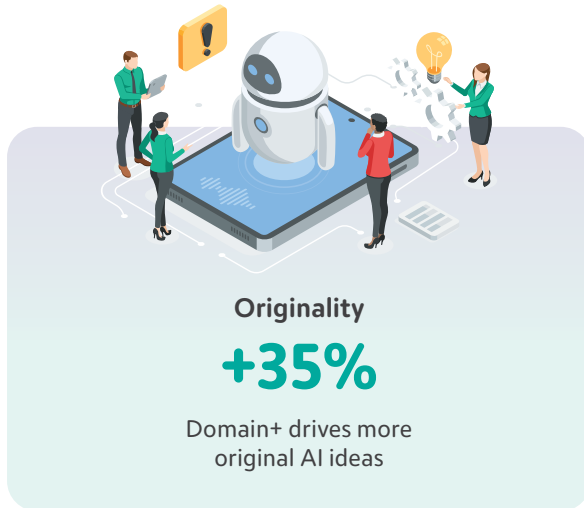
behavioural, social and emotional dimensions, highlighting the potential to bring about positive learning outcomes. Stronger (simulated) performance agility after learners experienced future-oriented learning was noted.

A major innovation is an AI-based Analyser, which transforms how teaching practices are observed and improved. Traditionally, lesson observations required trained supervisors or researchers, an approach that was labour-intensive, sometimes intrusive, and dependent on external perspectives. The Analyser changes this by systematically identifying and visualising pedagogical patterns from recorded sessions in accessible visual formats. Iteratively refined by our pedagogical experts, it helps AEs discern effective practices and areas for growth, enabling deep, practitioner-led inquiry without resource-heavy observation. This shifts evaluation from judgement to learning, fosters continuous improvement, and provides a scalable, ecologically valid pathway for advancing future-oriented techniques across the Training and Adult Education sector.

2

DEVELOPING AI CAPABILITY IN THE WORKFORCE WITH DOMAIN+

As organisations adopt AI and digital technologies, ALC examined how workers can build the capabilities needed to work effectively with AI. Tested with 292 learners, the Domain+ learning approach enables workers to combine their expertise with AI more productively, driving organisational value-creation and professional renewal.



AI Readiness

+14%

Domain+ boosts professional confidence

In a joint experiment with Certis Corporate University and the Singapore University of Technology and Design, the approach demonstrated measurable improvements in the originality and business relevance of group projects using AI.

A separate long-form training programme with DeepHumanity.AI and White Byte further showed how workers without technical backgrounds can integrate AI into their existing work practices and participate more confidently in AI-enabled workplaces.

3

SUPPORTING SME TRANSFORMATION THROUGH WORKFORCE PARTICIPATION

ALC also provided data insights and real-world examples of organisational transformations to help small and medium-sized enterprises (SMEs) adapt to rapidly changing business environments.



Enterprise Compass, a diagnostics tool developed from IAL's research, helps SMEs benchmark their practices against Singapore's top-performing companies. Through a structured methodology, firms engage their workforce in strategic business initiatives—such as developing new business lines—to strengthen their competitive edge while equipping employees with future-ready skills.

Collectively, ALC has demonstrated the effectiveness of the knowledge, frameworks and tools generated through these experiments in real training and workplace settings. As such, these approaches hold strong potential to scale across the Training and Adult Education (TAE) ecosystem to meaningfully support individuals and organisations in responding to evolving workforce needs.

Through ALC, IAL continues to play an important role in strengthening the TAE ecosystem by connecting research, practice and industry needs, ensuring that adult learning supports workforce transformation across Singapore's economy.

IAL x PACU MOU Signing: FORGING REGIONAL PARTNERSHIPS IN ADULT LEARNING

In 2025, IAL signed its first Memorandum of Understanding (MOU) in the Philippines with the Philippine Association of Colleges and Universities (PACU), marking an important step in expanding cross-border collaboration in adult learning and workforce development.

The partnership was the highlight of a three-day summit titled “Transforming Education and Learning: Fostering Entrepreneurship and Industry Collaboration”, co-organised by IAL and PACU at the Cebu Institute of Technology – University. It brought together thought leaders, educators and industry representatives from Singapore and the Philippines to explore how entrepreneurial thinking, innovation and stronger collaboration between education institutions and industry can support adult education in the region.

Led by Assoc Prof (Practice) Yeo Li Pheow, Executive Director of IAL, the IAL delegation shared insights on Singapore’s Continuing Education and Training landscape. Discussions highlighted the growing need for deeper partnerships between education and industries in developing curriculums, mentoring programmes and longer-term learning pathways. These exchanges opened new avenues for joint professional development initiatives and the co-development of contextualised training programmes for faculty and learners in both Singapore and the Philippines.

Through this collaboration, IAL strengthened its regional collaboration in adult learning in the exchange of knowledge and learning practices, contributing to a more integrated Training and Adult Education ecosystem that supports lifelong learning and workforce development across Southeast Asia.



Participants engaged in a fruitful exchange of insights and perspectives.



Leaders discussed how digitalisation and AI are reshaping education, and the need for agile, authentic partnerships between educators and industry.



MOU signing between IAL and PACU to advance adult education and workforce development across Southeast Asia.

ADVANCING A SKILLS- FIRST WORKFORCE

04



CATALYSING **WORKFORCE TRANSFORMATION** THROUGH A **SKILLS-FIRST APPROACH**



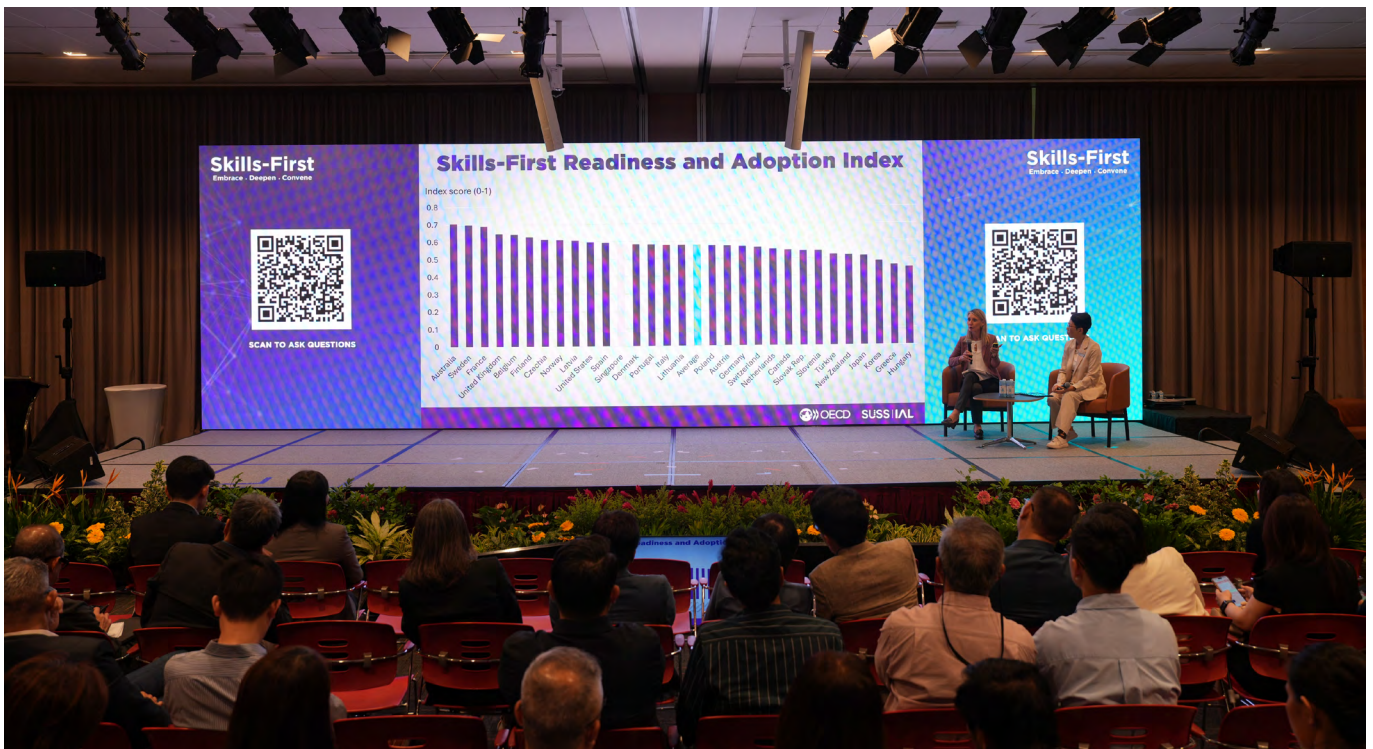
Launch of the Centre for Skills-First Practices.

Another landmark milestone for IAL in 2025 was the launch of the Centre for Skills-First Practices (CSFP) to accelerate the adoption of a skills-first approach in Singapore. Officiated by Mr Desmond Lee, Minister for Education and Minister-in-Charge of Social Services Integration, the launch event brought together over 300 leaders across sectors to mark the significant step in growing a skilled workforce in line with the national SkillsFuture movement.

The concept of “skills-first” has gained global momentum in recent years as rapid technological advances place greater emphasis on continuously acquiring new capabilities. As traditional qualifications alone become less reliable signals of workforce readiness, CSFP was established to build the capability and mindshare of stakeholders to articulate, activate and recognise skills, driving the optimisation of human capital development and effective use of skills in Singapore.

To drive this shift, CSFP focuses on three priorities: leveraging advanced analytics to inform workforce strategies, building ecosystem-wide capabilities to adopt skills-first practices and championing strategic convening to forge global partnerships and catalyse collective actions. As CSFP aims to embed skills-first practices across policies, organisations and workforce practices, IAL champions its role as a national enabler in building an agile workforce that can respond to changing business environments, supporting Singapore’s transition towards a more adaptive and inclusive workforce.

INFORMING WORKFORCE STRATEGIES WITH ADVANCED ANALYTICS



Dr Glenda Quintini, Head of Skills and Future Readiness Division at OECD and Dr Gog Soon Joo, Fellow at IAL, unveiled the Skills-First Index at the launch event.

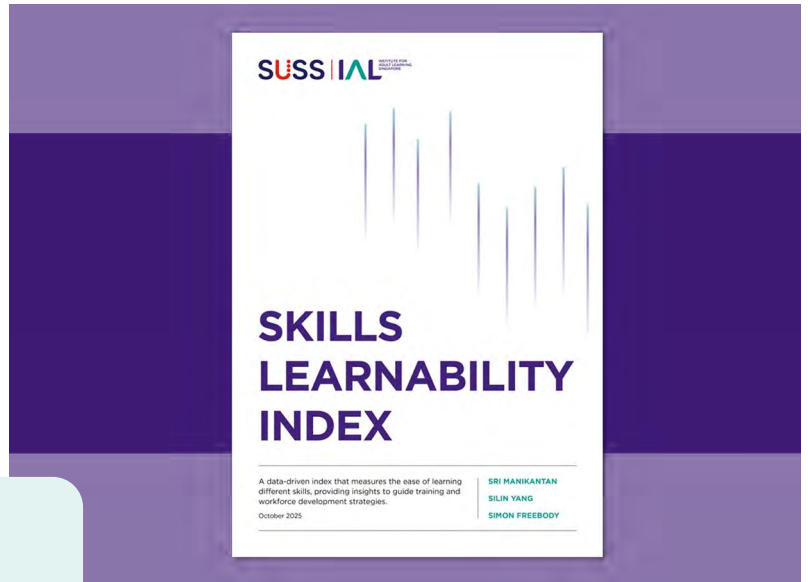
Skills-First Readiness and Adoption Index

Launched alongside CSFP, the Skills-First Readiness and Adoption Index is a first-of-its-kind global benchmarking index that measures the level of readiness and adoption of skills-first practices in 30 countries including Singapore.

While momentum around skills-first practices grows globally, adoption across countries remains uneven. Developed by IAL in collaboration with the Organisation for Economic Co-operation and Development (OECD), this index addresses the lack of structured benchmarks for evaluating how effectively skills-first practices are integrated into labour markets. It assesses three core dimensions of a skills-first ecosystem: the learning ecosystem, talent recognition and the enabling environment.



The Skills-First Readiness and Adoption Index offers a benchmark for countries to assess skills-first readiness.



Skills Learnability Index

- **Learning Ecosystem**
Assesses how well skills-first principles are integrated into education and training.
- **Talent Recognition**
Assesses how effectively skills are signalled, recognised and rewarded.
- **Enabling Environment**
Assesses whether a country has the foundational structures to support a shift towards skills-first practices.

The index provides policymakers and organisations with clearer insights into how skills-first practices are being adopted across different economies. It also allows countries to identify strengths, address gaps and strengthen coordination between education systems, training providers and employers.

In the inaugural global assessment, Singapore ranked 12th out of 30 countries, placing it in the upper-middle tier. The findings offered valuable insights into Singapore's progress in advancing skills-first practices while highlighting opportunities to further strengthen adoption as the nation transitions towards a skills-first economy.

By translating skills-first principles into measurable and actionable outcomes, IAL positions itself as a thought leader in the skills-first movement, accelerating awareness and adoption of skills-first practices both locally and globally.

Skills Learnability Index

Beyond the Skills-First Readiness and Adoption Index, CSFP has developed a Skills Learnability Index to further inform practice and policy through advanced analytics. This is an innovative analytical tool that measures how easy or difficult it is to acquire different skills, introducing a new way of understanding how skills can be developed across the workforce.

While many workforce planning tools focus on labour market demand, salary trends or skill transferability, they rarely consider the ease of acquiring a skill. The Skills Learnability Index addresses this gap by quantifying the effort, time and resources required to develop different skills, indicating how achievable specific skills are for learners.

By introducing learnability as a measurable dimension, individuals can better make informed decisions about skills development, career transitions and training investments, while employers and educators gain clearer insights to design training programmes and guide workforce development strategies.

More broadly, the index expands how stakeholders approach workforce planning by enabling skills to be assessed not only by demand but also by how realistically they can be acquired. Through ongoing engagement with sector agencies and enterprises, IAL is integrating the index into workshops and capability-building initiatives, advancing data-informed approaches and strategic decisions to skills development.

SHAPING WORKFORCE PRACTICES: SKILLS-FIRST WORKING PAPER SERIES AND ROUNDTABLES

CSFP also rolled out the Skills-First Working Paper Series to foster open dialogue and co-creation of practical solutions across different parts of the workforce ecosystem. The series comprises five stakeholder-focused publications that will culminate in a final Concept Paper outlining a *“Framework for Action for Skills-First Practices in Singapore”*.

Following the release of the first three working papers in 2025, CSFP convened a series of global roundtables to deepen discussions and gather perspectives. These sessions engaged over 600 participants worldwide, including policymakers, employers, HR leaders, unions, training providers, researchers, and international organisations.

The discussions revealed key insights into how skills-first practices can be embedded across workforce processes such as hiring, skills development and career progression. Participants also highlighted the organisational and cultural shifts required to move beyond credential-based approaches and recognise skills as the primary driver of workforce capability.

Beyond dialogue, some organisations have begun piloting initiatives to apply these ideas in identifying emerging skills needs, strengthening capability planning and enhancing job roles in their workforce. As a result, they reported clearer skills pathways for employees and work performance.

Through its working papers and roundtables, IAL demonstrated its pivotal role in mobilising diverse stakeholders to strengthen shared understanding and develop effective strategies for a future-ready workforce in Singapore.



Roundtable for Skills-First Working Paper 3

STRENGTHENING TRAINING PROVIDER CAPABILITIES FOR RESPONSIVE CET DESIGN

Training providers play a critical role in ensuring that Continuing Education and Training (CET) programmes remain relevant and responsive to industry demand.

To support this, IAL introduced the Skills-First Capability Development Programme, equipping training providers with the capabilities to utilise national jobs and skills insights and resources to design industry-relevant curriculum.

Traditionally, curriculum development was often driven by retrospective inputs, where market sensing can be resource-intensive and time-consuming, with results that could be lagging behind rapidly evolving industry needs. To address this, the programme equips training providers with the capabilities to understand and apply up-to-date jobs- skills insights through the Course Approval Skills List (CASL) Dashboard, developed by SkillsFuture Singapore in partnership with CSFP. The dashboard allows training providers to identify in-demand and growing skills across the economy and within specific job roles. It also enables them to easily navigate the relationships between jobs and skills, exploring the skills required for the jobs of interest, as well as the jobs associated with the skills their courses deliver.

By learning how to analyse labour market data through the CASL Dashboard, curriculum designers, course developers and training business planners can independently interpret jobs-skills insights to make more timely and informed decisions when refreshing existing programmes or developing new CET offerings.



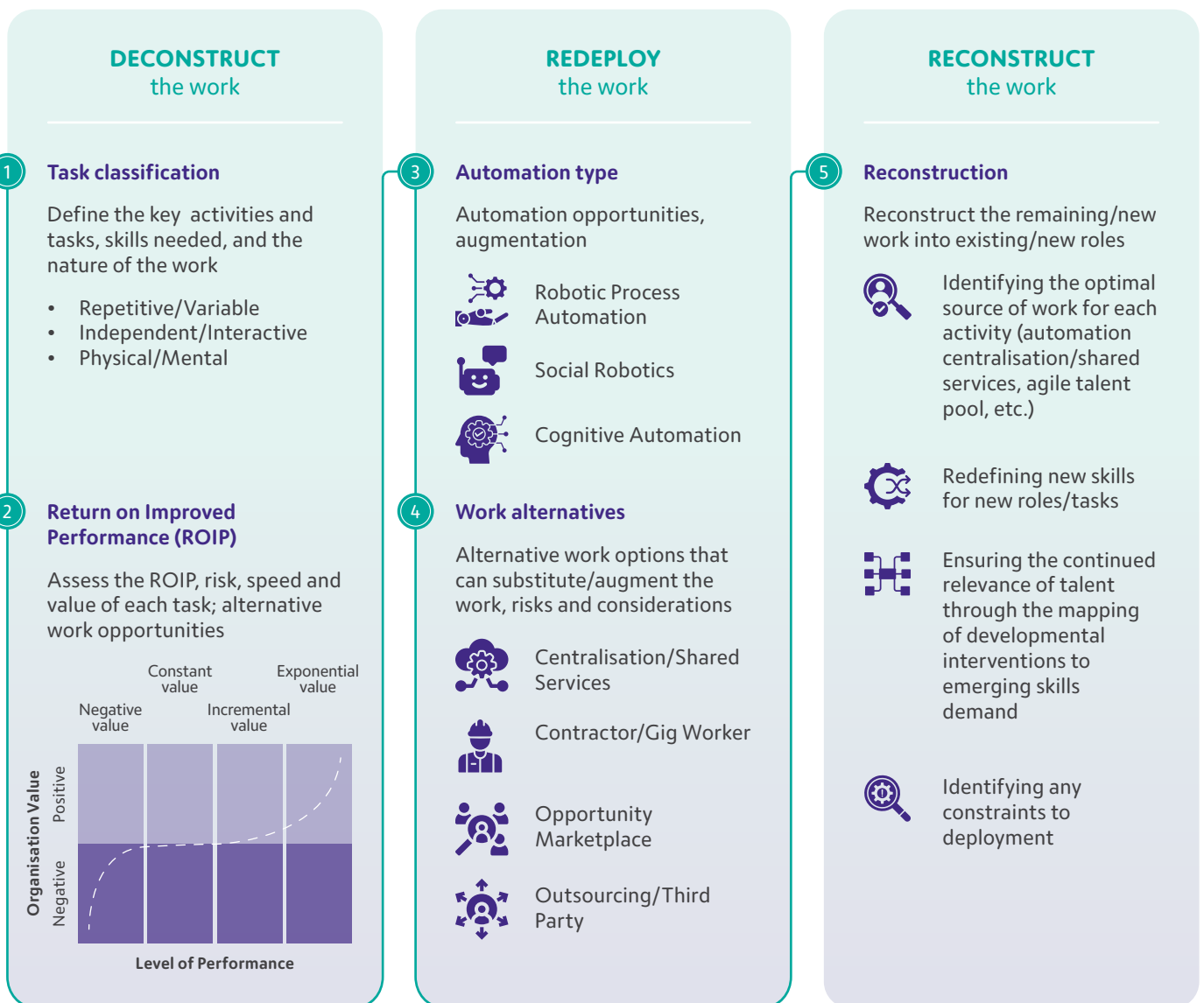
The initiative drew strong sector interest, with more than 340 training providers expressing interest to attend, reflecting its growing success in strengthening data-driven CET development.

As training providers become better equipped to design CET programmes that closely reflect real-world workforce needs, IAL reinforces the link between learning and employability to further support Singapore's transition towards a skills-first workforce.

DRIVING ENTERPRISE TRANSFORMATION THROUGH WORK REDESIGN

Building on its efforts to advance skills-first practices across the workforce ecosystem, CSFP conducted pilot studies to undertake work redesign with enterprise partners, using a structured methodology to guide enterprises in transforming work, strengthening workforce capabilities, and embedding skills-first practices.

Anchored in a five-step methodology (Mercer, n.d.; Yang et al., 2025), the pilot studies bring organisations through facilitated workshops and guided analysis to examine existing roles, identify opportunities to augment or automate tasks with technology and redesign work into higher-value functions aligned with emerging organisational needs, while also integrating workforce skills and business strategy.



Work Transformation Framework (Mercer, n.d.; Yang et al., 2025)

Mercer. (n.d.). Rethink and reorganize work. <https://www.mercer.com/en-sg/solutions/transformation/workforce-and-organization-transformation/work-design/>

Yang, S., Ong, D., Yap, J., & Lau, B. (2025). Building a Skills-First Organisation Through Work Transformation Report. Institute for Adult Learning, Singapore University of Social Sciences. <https://www.ial.edu.sg/resources/publications/skills-first-publications/skills-first-transformation-projects/building-a-skills-first-organisation-through-work-transformation/>

In 2025, the pilot studies were conducted with Cragar Industries and the Centre for Healthcare Innovation (CHI), bringing together cross-functional teams within respective organisations to collaboratively redesign existing roles.

Case Study: Centre for Healthcare Innovation

Reimagining Nursing Roles for a Digital Healthcare Environment

The Centre for Healthcare Innovation (CHI) applied the work redesign methodology to reimagine the **Senior Staff Nurse role**, while exploring its broader potential across the healthcare sector.

The workshop highlighted how emerging technologies presented new opportunities to reconfigure tasks with digital tools and automation. While core clinical responsibilities remained central, the transformation incorporated new responsibilities such as managing AI-enabled tools and supporting the customisation of development pathways for healthcare staff.

This involved equipping staff in this role with advanced digital fluency in data, AI, and digital health technologies, alongside stronger strategic and adaptive capabilities to support healthcare transformation initiatives.

The pilot not only expanded the scope of the Senior Staff Nurse role but also fostered deeper organisational dialogue around the future of healthcare work. By bringing together cross-disciplinary stakeholders to examine how roles could evolve alongside emerging technologies, the initiative strengthened CHI's capacity to plan for future workforce transformation and capability development.



Equipping work redesign capabilities. Representatives from CHI and CSFP.

Case Study: Cragar Industries

Transforming the Finance Executive Role into a Business Data Analyst



Equipping work redesign capabilities. Representatives from Cragar and CSFP.

At Cragar Industries, the methodology was applied to redesign the **Finance Executive role** to better align with the organisation's broader digital transformation efforts.

By deconstructing routine financial tasks and identifying opportunities for automation and augmentation, the organisation was able to significantly reduce time spent on transactional activities such as invoice generation, document collation and GST submissions. This freed up capacity for higher-value responsibilities including financial analysis, business intelligence dashboard development and internal financial control.

The process led to the redefinition of the position into a Business Data Analyst. New capabilities were developed in financial analysis, business acumen, and digital technology adoption, enabling the role to more effectively contribute data-driven insights that support strategic decision-making.

More than redesigning the role, the pilot demonstrated how Cragar's leadership team can apply work redesign for long-term workforce planning in its evolving business priorities.

Beyond bringing enterprises through a hands-on transformation journey, the pilot studies helped participating organisations develop capabilities and lay stronger foundations for long-term workforce planning and capability development. They also nurtured internal change agents, equipping teams with the confidence and know-how to drive work redesign independently within their organisations. Importantly, the pilots created repeatable structures and shared language around work redesign, enabling organisations to apply the methodology more consistently across different business units and functions. With clearer insights into how existing roles could evolve to create greater value, organisations are better positioned to extend the methodology beyond initial pilot roles, scaling it across multiple job families and operational areas.

This, in turn, supports the institutionalisation of work redesign as a core organisational capability—embedded into workforce planning, job design, and business transformation processes—so that organisations can continuously adapt roles in response to emerging technologies and shifting business needs, rather than relying on one-off redesign efforts.

This applied approach reflects IAL's role in translating thought leadership into practical implementation. Through this initiative, IAL strengthens its capability to support enterprise transformation while paving the way for broader adoption of work redesign practices across industries in the years ahead.

**DRIVING
SOCIAL IMPACT**

05



IAL'S CSR INITIATIVE 2025: EMPOWERING COMMUNITIES AND ENRICHING LIVES

IAL volunteers and seniors visited Yan Kit Village Chinese Temple, uncovering stories of resilience together.



IAL volunteers brought seniors on a guided journey along the Changi Heritage Trail, visiting heritage landmarks including the Changi Chapel and Museum, Sree Ramar Temple and Yan Kit Village Chinese Temple. Through shared exploration and engaging storytelling, the experience brought Singapore's history to life while creating opportunities for participants to connect with one another and build shared memories.

Beyond the heritage experience, the initiative encouraged active ageing and strengthened social connections within the community. The meaningful outing not only fostered a renewed sense of belonging among the seniors but also offered valuable opportunities for IAL volunteers to interact directly with them and gain deeper insights into the perspectives and needs of an ageing population. These interactions deepened their appreciation for inclusive community engagement and reinforced the importance of empathy when working with diverse groups.

Through collaborations like this, IAL continues to instill positive impact beyond the workplace, contributing to a more inclusive and connected society while encouraging purposeful engagement across generations.

A DAY OUT WITH SENIORS: EXPLORING THE CHANGI HERITAGE TRAIL

Giving back to the community is an important part of IAL's efforts to create meaningful impact beyond its work in adult learning and workforce development. In 2025, IAL partnered with Antica Foundation to support health, well-being and ageing with dignity among underserved communities such as the seniors.

Seniors penned their memories and heartfelt reflections.



At Changi Chapel and Museum, the group explored stories and reflections from the Japanese Occupation and former prisoners of war.

SAFEGUARDING GOVERNANCE, ACCOUNTABILITY AND STEWARDSHIP

06



GOVERNANCE AND RISK MANAGEMENT

ORGANISATIONAL GOVERNANCE

As an autonomous institute of the Singapore University of Social Sciences (SUSS), IAL adheres to robust corporate governance standards, including Conflict-of-Interest and Whistle-Blowing policies, to reinforce stakeholder confidence in the organisation. These are supported by regular internal audits and risk assessments that strengthen oversight, safeguard financial integrity and ensure compliance with regulatory requirements.

Governance at IAL is overseen by the IAL Council, who provide strategic guidance and oversight for its direction and priorities. The Audit and Risk Committee (ARC) also assist the council in safeguarding financial governance and risk management. It reviews internal controls and supports the prudent stewardship of funds to ensure strong financial oversight.

The ARC committee in 2025 comprised:

Professor Ho Yew Kee

Chairman
(Relinquished appointment as ARC Chairman on 31 Mar 2025)
Deputy Dean, School of Graduate Studies
City University of Hong Kong

Assoc Prof Koh Sze Kee

Chairman
(Appointed as ARC Chairman on 1 Apr 2025)
Cluster Director (Business, Communication and Design)
Singapore Institute of Technology

Ms Ang Bee Lian

Member
(Relinquished appointment as ARC Member on 31 Dec 2025)
Senior Advisor
Ministry of Social & Family Development

Mr Tan Wee Beng

Member
Deputy Chief Executive (Operations & Regulation)
SkillsFuture Singapore

ENTERPRISE RISK MANAGEMENT

IAL also maintains an Enterprise Risk Management (ERM) framework to systematically identify, assess and manage strategic, operational and technology-related risks. Aligned with SUSS' ERM framework, it enables effective university-level oversight while addressing IAL's specific risk profile. The management and operational teams conduct quarterly ERM reviews to monitor existing risks, identify emerging risks and refine mitigation strategies as well as key risk indicators.

As the adult learning sector continues to transform, strong governance and disciplined risk management remain central to IAL's operations. By maintaining clear oversight structures and sound internal controls, IAL ensures long-term sustainability and institutional integrity, positioning itself as a trusted leader in adult education and lifelong learning.



FINANCIAL HIGHLIGHTS

STATEMENT OF COMPREHENSIVE INCOME FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2025

	NOTE	JAN TO DEC 2025 \$'m	JAN TO DEC 2024 \$'m
Income			
Operating income		15.44	18.18
Grant income	A	35.66	34.02
Total operating income		51.10	52.20
Expenditure			
Depreciation expense		-0.58	-0.55
Other operating expenditure		-35.34	-31.63
Total operating expenditure		-35.92	-32.18
Non-operating income	B	0.92	0.45
Net Surplus / (Deficit)		16.10	20.47

Notes

- A. Grant Income includes the SkillsFuture Singapore grants & subsidies
- B. Non-operating income includes interest earned from Fixed Deposit & Current Account and Employment credit income.
- C. The financial information presented here is preliminary, unaudited & 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

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2025

	JAN TO DEC 2025 \$'m	JAN TO DEC 2024 \$'m
Assets		
Non-current assets		
Plant & equipment	2.04	1.66
Right-of-use assets	4.83	6.96
Total Non-current assets	6.87	8.62
Current Assets		
Receivables & Prepayments	44.89	10.39
Cash & Bank Balances	37.04	44.86
Total Current assets	81.93	55.25
Total Assets	88.80	63.87
Liabilities and Equity		
Non-Current Liabilities		
Provision of Reinstatement	1.03	1.03
Lease liabilities	2.72	4.88
Total Non-Current Liabilities	3.75	5.91
Current Liabilities		
Payables & Advances	22.29	11.35
Lease Liabilities	2.16	2.10
Total Current Liabilities	24.45	13.45
Total Liabilities	28.20	19.36
Fund and Reserves	60.60	44.51
Total Liabilities and Equity	88.80	63.87

STATEMENT OF CASH FLOWS

FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2025

	JAN TO DEC 2025 \$'m	JAN TO DEC 2024 \$'m
Operating Activities		
Net Surplus/(Deficit) for the year	16.10	20.47
Adjustments for:		
Depreciation expense	0.58	0.55
Depreciation - ROU	2.11	1.87
Interest income	0.54	0.45
Interest Expense on Lease Liabilities	0.12	0.05
Operating surplus before changes in working capital	19.45	23.39
Changes in working capital		
Receivables & Prepayments	-34.50	11.06
Payables & Advances	10.94	1.23
Net cash flows generated from operating activities	-4.11	35.68
Investing Activities		
Purchase of Assets	-0.95	-1.49
Interest income	-0.54	-0.45
Net cash flows used in investing activities	-1.49	-1.94
Cash flows from Financing Activities		
Payment of principal portion of lease liabilities	-2.22	-1.98
Net cash flows (used in)/generated from financing activities	-2.22	-1.98
Net increase/(decrease) in cash and cash equivalents	-7.82	31.76
Cash and cash equivalents at the beginning of the year	44.86	13.10
Cash and cash equivalents at end of the year	37.04	44.86

KEY PUBLICATIONS AND INVITED PRESENTATIONS

JOURNALS AND BOOK CHAPTERS

Azhari, A., Rai, A., Ho, H. S., Jegathisan, A., Gill, S., Norfor, N., & Chen, Z. (2025). Inter-brain Synchrony Between Undergraduate Students During a Naturalistic Online Seminar Predicted Greater Relational Satisfaction and Task Performance. *Frontiers in Neuroscience*, 19, 1705767.

Bergman, Z., Chen, Z., Bound, H., & Bergman, M. M. (2025). The future is Now: A Comparative Case Study of Three Innovative Adult Education Approaches in Singapore. *International Journal of Teaching and Case Studies*, 15(1), 1-16.

Chen, Z., & Tan, L. S. (2025). Unveiling the Impact of Job Quality on Work Outcomes: The Mediating Role of Motivation among Adult Educators. *Cogent Education*, 12(1), 2554328.

El Amoud, L., Raymer, A. L., & Tan, R. (2025). Reimagining Workforce Development: A Critical Analysis of Approaches in Europe, Singapore, and the United States. *New Directions for Adult and Continuing Education*, 2025(185), 44-53.

Gog, S. J., Sung, J., & Sigelman, M. (2025). Skills-First: Are We There Yet? (CSFP Working Paper No. 1). Institute for Adult Learning, Singapore University of Social Sciences.

Ho, T., & Yang, S. (2025). Tripartism in Action - Workforce Skills Development in Singapore since 1965. Tripartite Collective.

Ho, WLT (2025). Singapore: Support for Households and Businesses During the Pandemic. Learning from Covid-19. In Aun, L. H., Negara, S. D., & Menon, J. (Eds.) *Learning from COVID-19 in Southeast Asia: restriction, relief, recovery*. (pp. 424 - 466). ISEAS-Yusof Ishak.

Institute for Adult Learning. (2025). Skills-First: Are We There Yet? Roundtable Insights. Institute for Adult Learning, Singapore University of Social Sciences.

Institute for Adult Learning. (2025). Skills-First: What Does It Mean for Me? Roundtable Insights. Institute for Adult Learning, Singapore University of Social Sciences.

Institute for Adult Learning. (2025). Skills-First: What Does It Mean for My Organisation? Roundtable Insights. Institute for Adult Learning, Singapore University of Social Sciences.

Manikantan, S., Yang, S. (2025). Skills-First Readiness & Adoption Index. Key Insights for Singapore. Institute for Adult Learning, Singapore University of Social Sciences.

Manikantan, S., Yang, S., & Freebody, S. (2025). Skills Learnability Index. Institute for Adult Learning, Singapore University of Social Sciences.

Ong, C.Y, Beara, D., Chang, C., Jesuthasan, R., & Sadik, S. (2025). Skills-First: What Does It Mean for My Organisation? Charting Out Possibilities for a Virtuous Ecosystem (CSFP Working Paper No. 3). Institute for Adult Learning, Singapore University of Social Sciences.

Tay, P., Wong, J., Toh, R., & Liao, A. (2025). Skills-First: What Does It Mean for Me? (CSFP Working Paper No. 2). Institute for Adult Learning, Singapore University of Social Sciences.

Viswanathan, G., & Tan, R. (2025). Navigating Digital Transformations: Insights from eLFA 2023. *Journal of Applied Learning and Teaching*, 8 (Sp. Iss. 2), 05-07.

Wang, F., Huang, R., Wu, J., & Lim, W. M. (2025). Employability of International Postgraduate Taught Students in the UK: A Systematic Literature Review using PRISMA. *British Journal of Guidance & Counselling*, 1-27.

Yang, S., Ong, D., Yap, J., & Lau, B. (2025). Building a Skills-First Organisation Through Work Transformation Report. Institute for Adult Learning, Singapore University of Social Sciences.

Yang, S., Ong, D., Yap, J., & Lau, B. (2025). Building a Skills-First Organisation Through Work Transformation: Case Study of Cragar Industries. Institute for Adult Learning, Singapore University of Social Sciences.

Yang, S., Ong, D., Yap, J., & Lau, B. (2025). Building a Skills-First Organisation Through Work Transformation: Case Study of Centre for Healthcare Innovation. Institute for Adult Learning, Singapore University of Social Sciences.

KEYNOTE AND INVITED PRESENTATIONS

Tan, R. (2025, January). A Stronger Workforce for a Better Tomorrow. Invited Speaker at the NTUC Career Festival by NTUC.

Tan, R. (2025, January). Future-Oriented Learning in Workplaces and Company Training Committees. Invited Speaker at the NTUC Career Festival by NTUC.

Tan, R. (2025, January). From Student to Professional: How to Make a Successful Transition. Invited Speaker at the NTUC Career Festival by NTUC.

Tay, W.Y. (2025, February). Internal Trade-Offs: Exploring Tough Choices in Talent Management, Resource Allocation, Organisational Design, Leadership Style, and Cultural Transformation. Invited Panelist at Oppo Luncheon, in conjunction with the CNA Leadership Summit 2025

Chen, Z. (2025, May). Professionalisation of adult teachers and educators for the digital futures. Invited Speaker at the PIMA (Promoting Interrogating and Mobilising adult Learning and Education Global Network)-IACEHOF (The International Adult and Continuing Education Hall of Fame Network). Joint Webinar Zoom

Sadik, S. (2025, May). Career GPS: Youths in an uncertain job market "How to Navigate the Uncertain Job Market". Invited Speaker at Community-In-Review 2025, Annual seminar by the Centre for Research on Islamic and Malay Affairs (RIMA) and AMP Singapore

Tan, E. (2025 June). Lifelong Learning, SkillsFuture Movement, and the Centre for Skills-First Practices. Invited Speaker at an Overseas Sharing by Lee Kuan Yew School of Public Policy.

Toh, R. (2025, June). Work Arrangements, Productivity and Employee Health in Singapore. Invited Speaker at the 8th International Conference on New Trends in Social Sciences

Yang, S. (2025, June). Invited Speaker at innovLogue-Crafting a Generative Workforce

Gog, S. J. (2025, July). International Approaches to Future Skills Development. Invited Speaker at the Applied Learning Conference.

Tan, R. (2025, July). AI Policies and Strategies for Lifelong Learning. Invited Speaker at MIT-SMU Resilient Workforces Symposium: Shaping the Future of Learning & Work in the Age of AI

Yang, S. (2025, July). From Buzzword to Business Imperative: Making Skills-First Work in Practice. Invited Panelist at the Applied Learning Conference.

Yang, S., Ong, D. (2025, July). Reinventing Jobs and Skills Development in SMEs. Invited Speaker at the Applied Learning Conference.

Chen, Z. (2025, August). The Cornerstone of Singapore's Sustainable Development: A Rigorous and Continuing Education and Training System. Invited Lecture at Shanghai Jiao Tong University SiYuan Programme Singapore Visit, Singapore.

Chen, Z. (2025, August). Building AI Capabilities: Empowering Singaporeans for the Digital Age. Invited Lecture at the CSC MTI-SPO training programme for delegation from Suzhou Industrial Park, "Artificial Intelligence Innovation Development and Governance", Singapore.

Liao, A. (2025, August). Invited Speaker at the innovLogue-The Human Touch in a Hybrid Learning Environment.

Sadik, S. (2025, August). Invited Research Sharing at the Technopreneur Dialogue 2025 - Riding the Waves of Technology Advancements

Bi, X. F. and Chen, Z. (2025, September). *Lifelong Learning and Upskilling the Workforce*. Invited Lecture at the CSC Tianjin Programme on Pro-Enterprise and Smart Regulation in Singapore, Singapore.

Gog, S. J. (September 2025). Winning with Skills-First Leadership in the AI Era: Securing Competitiveness and Workforce Futures. Invited Speaker at the Temasek Tripartite Conversations.

Ho, T., Chen, Z. (2025, September). Building AI Capabilities: Empowering Singaporeans for the Digital Age. Invited Talk by Civil Service College (CSC) and the Public Service Division (PSD) for a Delegation of Senior UAE Officials, Singapore

Sadik, S. (2025, September). Two Peas in Two Pods? Comparing Sweden and Singapore's Lifelong Learning Policy and Practice Response to AI Skills Demands. Invited Speaker at the Swedish - Singapore Symposium: AI and the Future of Work and Learning - Strategic Responses for Inclusive Capability Development in Knowledge Economies

Sadik, S. (2025, September). Cognitive Disruption in the Age of Intelligent Machines. Invited Speaker at the Swedish - Singapore Symposium: AI and the Future of Work and Learning - Strategic Responses for Inclusive Capability Development in Knowledge Economies

Yang, S. (2025, September). Skills-First: Why It Matters to Unions? Invited Speaker at NTUC IR Kopi Session.

Chen, Z. (2025, October). Building Future-Ready Talent - SkillsFuture's Approach to Workforce Development and Innovation. Invited Talk by Civil Service College (CSC) for the Senior Hubei Officials Study Visit, Singapore.

Tan, E. (2025, October). Invited Speaker at an Overseas Sharing on Skills Policy for Developing & Emerging Economies by Intellectual Property Office of Singapore.

Yang, S. (2025, October). Driving Workforce Readiness Through Skills Validation. Invited Speaker at the Professional Colloquium on Skills Assessment and Validation by Singapore Institute of Technology.

Chen, Z. (2025, November). *AI use in adult learning, training and higher education: towards responsible and human-centered AI*. Keynote speech at the Navigating the AI Frontier: Global Perspectives and Innovative Practices on AI in Higher Education, Training, and Adult Learning International Conference, Beijing Normal University, China.

Chen, Z. (2025, November). Capability development for educators: building AI literacy, ethics and confidence. Invited Workshop at the Open University of China Annual Congress, Beijing Normal University, China.

Chen, Z., Tan, B.Z., Choo, A., Ang, B., Huang, M. (2025, November). AI and the Future of Adult Education: Trends, Tensions, and Tomorrow. Invited Presentation at the Joint Poly Academy for Educators Community of Practice Sharing Session.

Gog, S. J. (2025, December). Pathways Toward a Future-Ready ASEAN Workforce. Invited Panelist at the ASEAN Qualifications Referencing Framework Committee Meeting, Manila.

Tan, E (2025, December). The Skills-First Imperative and Adoption. Invited Speaker at the ASEAN Qualifications Referencing Framework Committee Meeting, Manila.

CONFERENCE PRESENTATIONS

Bi, X.F. (2025, June). Evolving Critical Core Skills Needs in Singaporean Workforce. [Paper Presentation] Paris Conference on Education (PCE) and Arts & Humanities (PCAH2025), Sorbonne University International Conference Center (CICSU) in Paris, France.

Chia, Y. (2025, September). From Determinism to Constructivism: How Generative Job Design Shapes the Skill Impact of Technological Change. [Paper Presentation]. The International PIAAC Research Conference 2025 in Mannheim, Germany.

Chia, Y. (2025, September). Varieties of Capitalism and Skills Accumulation: A Cross-Country Analysis of Institutional Drivers of Skill Development. [Paper Presentation]. The International PIAAC Research Conference 2025 in Mannheim, Germany.

Choo, A., Huang, M. (2025, September). Low Skilled Adults: A Comparative Analysis from PIAAC Key Comparisons with Korea, Singapore, Japan, and Finland (Workers aged 25–65). [Paper Presentation] PIAAC Korea Conference 2025 in Seoul, South Korea.

Ng, H.L., Sim, N., Sadik, S., Tan, B.Z. (2025, September). Measuring Adult Skill Trajectories: The Power and Challenges of PISA-PIAAC Longitudinal Study. In From PISA to PIAAC - Understanding Skill Development from Adolescence to Adulthood Symposium. [Paper Presentation]. The International PIAAC Research Conference 2025 in Mannheim, Germany.

Ong, Y.L., Tan, B.Z., Sheng, Y.Z. (2025, September). Beyond Education and Cognitive Skills: How Skills Use at Work Drives Training and Workplace Learning. [Paper Presentation] The International PIAAC Research Conference 2025 in Mannheim, Germany.

Tan, B.Z., Choo, A., Huang, M. (2025, September). Redefining Good Jobs: A Framework Linking Skills Use, Work Conditions, and Cognitive Skills Using PIAAC Cycle 2 Data. [Paper Presentation] The International PIAAC Research Conference 2025 in Mannheim, Germany.

Tan, J. (2025, September). Job Design and Training Trends: Evidence from PIAAC Cycle 2 Key Comparisons with Korea, Singapore, Japan, Switzerland, and Finland (Workers aged 25–65). [Paper Presentation] PIAAC Korea Conference 2025 in Seoul, South Korea.

Choo, A., Tan, B.Z. [2025, November] From Adoption to Impact: Understanding How Adult Educators in Singapore are Using AI in Higher Education and Training. [Paper Presentation]. International Conference on AI in Higher and Adult Education in Beijing, China.



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