



ASEM Education Action Plan 2030 – Workshop 3
Fostering Transversal Skills
2 February 2021 9.30-12.30
Panel Discussion: Lee Wing On, IAL Singapore

ASEM Education 2030: Transversal Skills

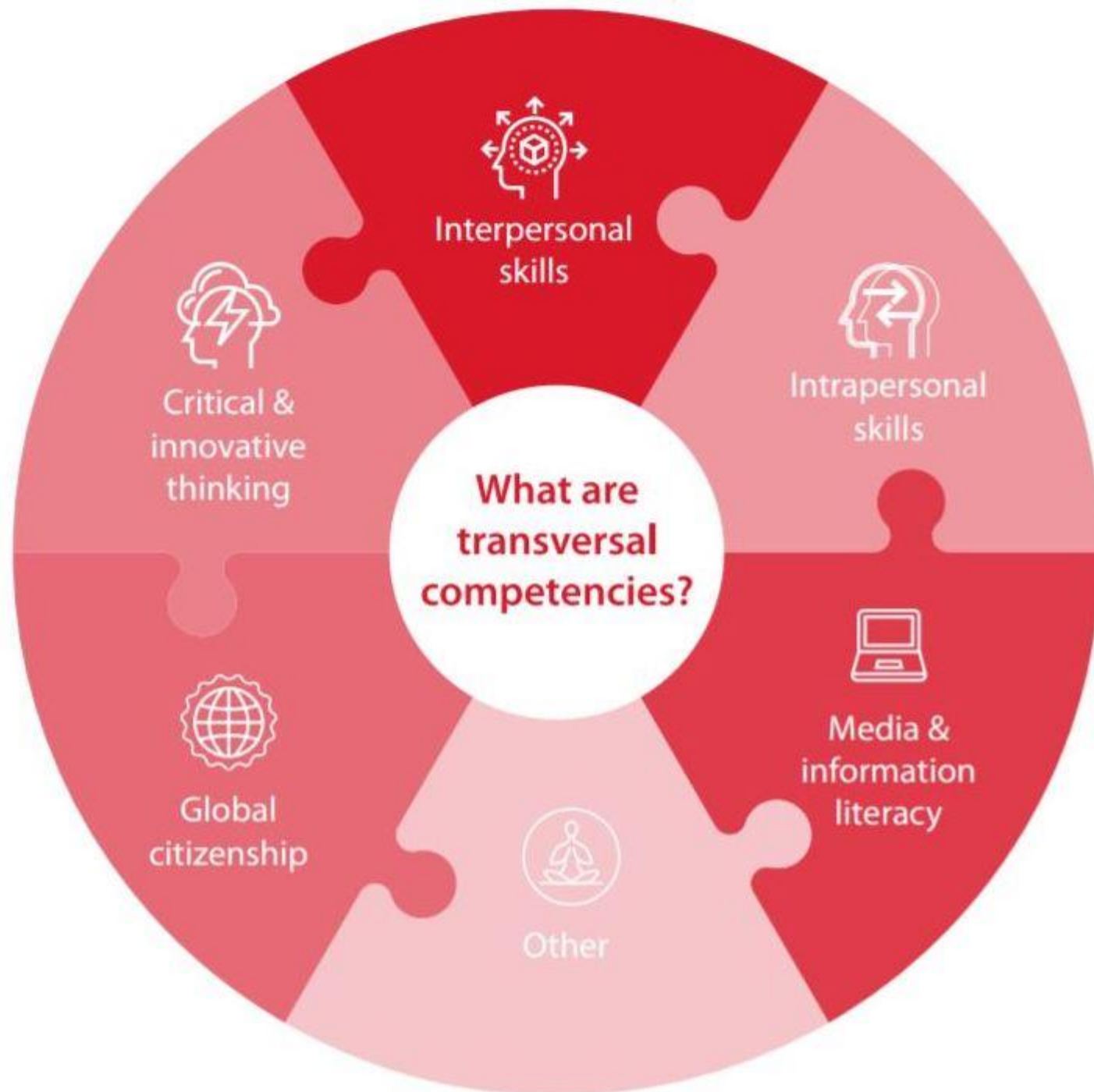
Following UNESCO's classification of transversal skills in six categories¹⁹, the ASEM Education partners and stakeholders aim to foster **opportunities** for learners to develop **critical and innovative thinking skills**, **interpersonal and intrapersonal skills**, **media and information literacy**, as well as **skills, attitudes and values related to global citizenship**, including **tolerance, openness** respect and understanding for **diversity**, different cultures and sustainable development. It is generally accepted and demonstrated that (virtual) **mobility and exchanges** have a positive influence on the acquisition of such transversal skills. It will hence help learners to become active, **multilingual**, responsible and engaged citizens, while promoting global citizenship.

Education for Sustainable Development

In order to contribute to SDG 4, and to target 4.7²⁰ in particular, the AEP provides a good platform to promote and support **Education for Sustainable Development** which "*empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity*".²¹ In this respect, Asia-Europe collaboration and will play a pivotal role in promoting **values and knowledge for sustainable development** to encourage citizens to adopt attitudes and behaviours contributing to a more sustainable future.

Digital Skills

The digital transformation is impacting society, the education sector and the workplace, forcing everyone into continuous development and improvement of digital skills, not only to embrace the opportunities these new technologies bring, but also to better cope with their inherent challenges



The Magic of Leaves: Business of Selling Leaves in Japan



<https://manabink.com/en/2020/11/17/the-magic-of-leaves-business-of-selling-leaves-in-japan/>

Lotus becoming a business of a primary school in Nanjing



Other business with transversal skills

- UBER – running taxi business without owning taxis
- AirBnB – running hotel business without owning hotels

Singapore's Critical Core Skills

In August 2019, SSG embarked on a review of the GSCs to formulate the new Critical Core Skills (CCS), which comprises a total of sixteen (16) competencies grouped into three (3) clusters of skills that workplaces deem most essential. They are:

- **Thinking Critically** – These are cognitive skills that are needed to think broadly and creatively in order to see connections and opportunities in the midst of change. Cognitive skills are the root of technical skill development and progression.
- **Interacting with Others** – Learning from other people is one of the most effective ways to acquire new skills and ideas. Being effective at interacting with others means thinking about the needs of other people, as well as being able to exchange ideas and build a shared understanding of a problem or situation. Increasingly people need to be able to combine their technical skills with those of others to succeed.
- **Staying Relevant** – Managing oneself effectively and paying close attention to trends impacting work and living provide the strategies, direction and motivation for technical skill development.

Thinking Critically

- Creative Thinking
- Decision Making
- Problem Solving
- Sense Making
- Transdisciplinary Thinking

Interacting with Others

- Building Inclusivity
- Collaboration
- Communication
- Customer Orientation
- Developing People
- Influence

Staying Relevant

- Adaptability
- Digital Fluency
- Global Perspective
- Learning Agility
- Self Management

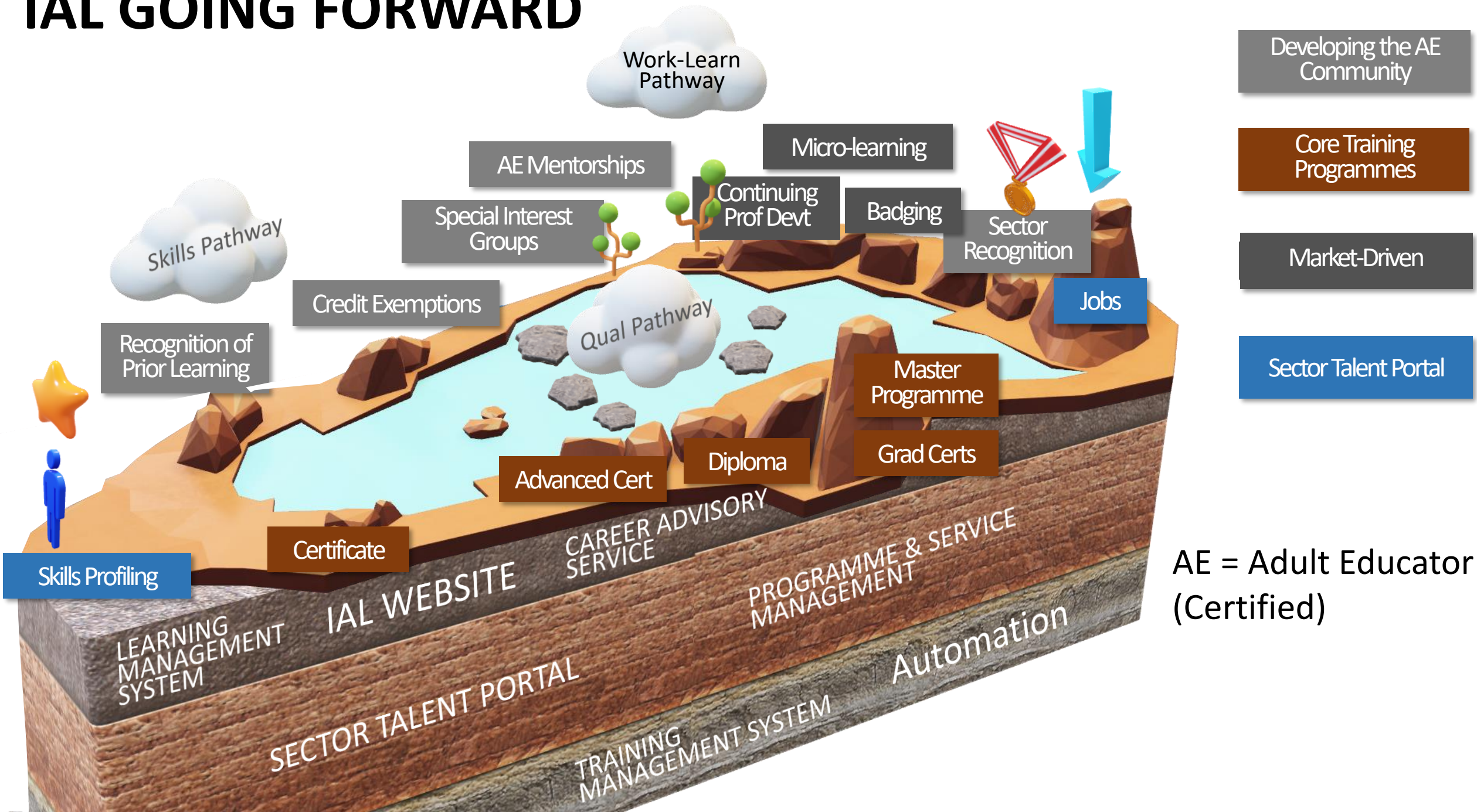
Critical Core Skills (CCs) Proficiency Level Ruler

Proficiency Level	Responsibility	Autonomy	Complexity	Knowledge & Abilities	Typical Sample Action Words
Advanced	Accountable for significant area of work, strategy or overall direction	Empower to chart direction and practices to exceed objectives / results	Complex	<p>Synthesise breadth and depth of knowledge to influence thinking, present new ideas and push boundaries</p> <p>Drive innovation and solution development to address complex issues or problems</p> <p>Role model the competency across complex, varied situations</p>	Direct, Evaluate, Assess, Guide, Formulate, Drive, Design, Synchronise, Establish, Lead
Intermediate	<p>Work under broad direction</p> <p>Accountable for performance of self and others</p>	<p>Exercise judgment</p> <p>Adapt and influence stakeholders to achieve work performance</p>	Less Routine	<p>Evaluate diverse information and demonstrate advanced knowledge within a broad work area</p> <p>Facilitate the implementation of innovation and integrate ideas to solve less routine problems</p> <p>Share knowledge, guiding others where required</p>	Plan, Develop, Monitor, Analyse, Review, Implement, Recommend
Basic	<p>Work under supervision and guidance</p> <p>Accountable for a set of broader tasks or performance of self</p>	<p>Use limited discretion to respond to issues</p> <p>Work with others to contribute to work performance</p>	Routine	<p>Apply understanding and knowledge when performing differentiated work activities</p> <p>Follow instructions and guidelines to carry out activities and solve routine problems</p>	Consolidate, Conduct, Collate, Operate, Support, Prepare, Perform, Deploy

Conceptualizing Critical Core Skills (CCS)

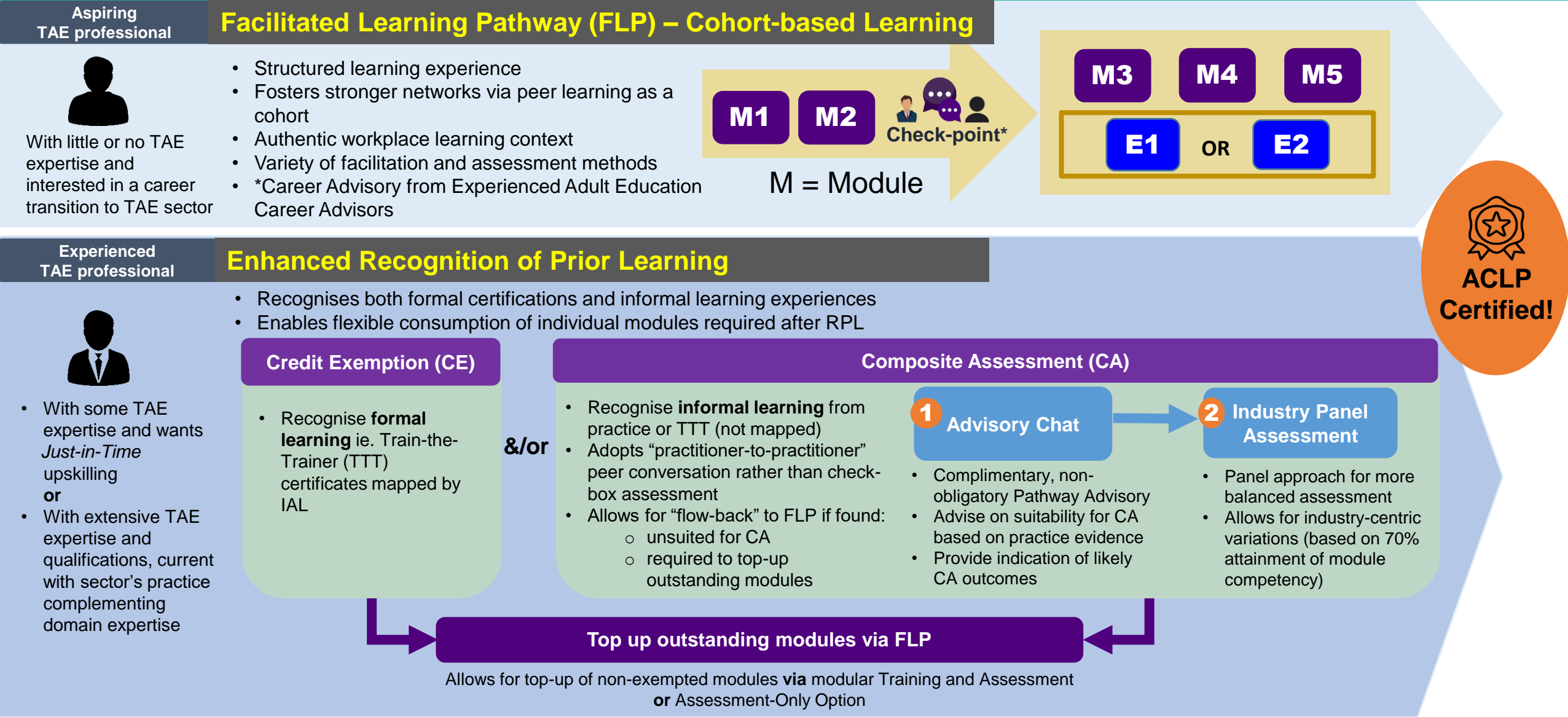


IAL GOING FORWARD



DIFFERENT LEARNING PATHWAYS TO PROMOTE ADULT LEARNING

An Illustration with WSQ Advanced Cert in Learning & Performance (ACLP)



M1: Facilitate Learning Experiences for Adult Learners
M4: Facilitate Workplace Learning


M2: Adopt Skills Frameworks for Professional Growth
M5: Design Learning Solutions to Address Performance Needs

M3: Facilitate Technology-Enabled Learning
E1: Interpret WSQ and Assess Competence **OR E2:** Assess Workplace Learning

JUST-IN-TIME & BITE-SIZED FOR LEARNING ON THE GO

1 Micro-learning teasers

- Create awareness and drive take-up for deeper skilling through completing formal programmes
- Supports a flipped classroom learning approach to optimise scarce face-to-face time



EASE ME IN

Organisational Learning Method – New Employee Induction

Watch video

Doing It Right Doing It Wrong

8 4,903

LIKE SHARE

ADD TO LEARNING BUNDLE

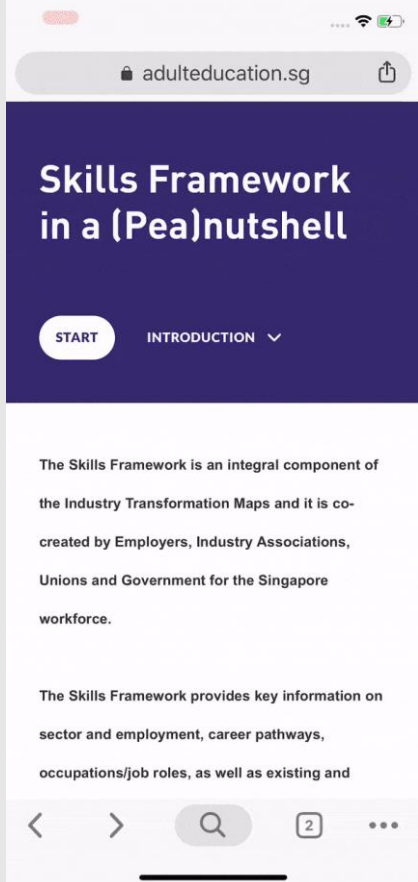
BROWSE ALL LEARNING METHODS

2 Video-based learning

Open-education resource of 38 workplace learning methods to augment certificated programme content

3 Role-based learning

- 3-panel cartoon-based resource to explain Skills Framework (SFw) application
- Uses authentic Retail SFw as example for different roles



adulthoodeducation.sg

Skills Framework in a (Pea)nutshell

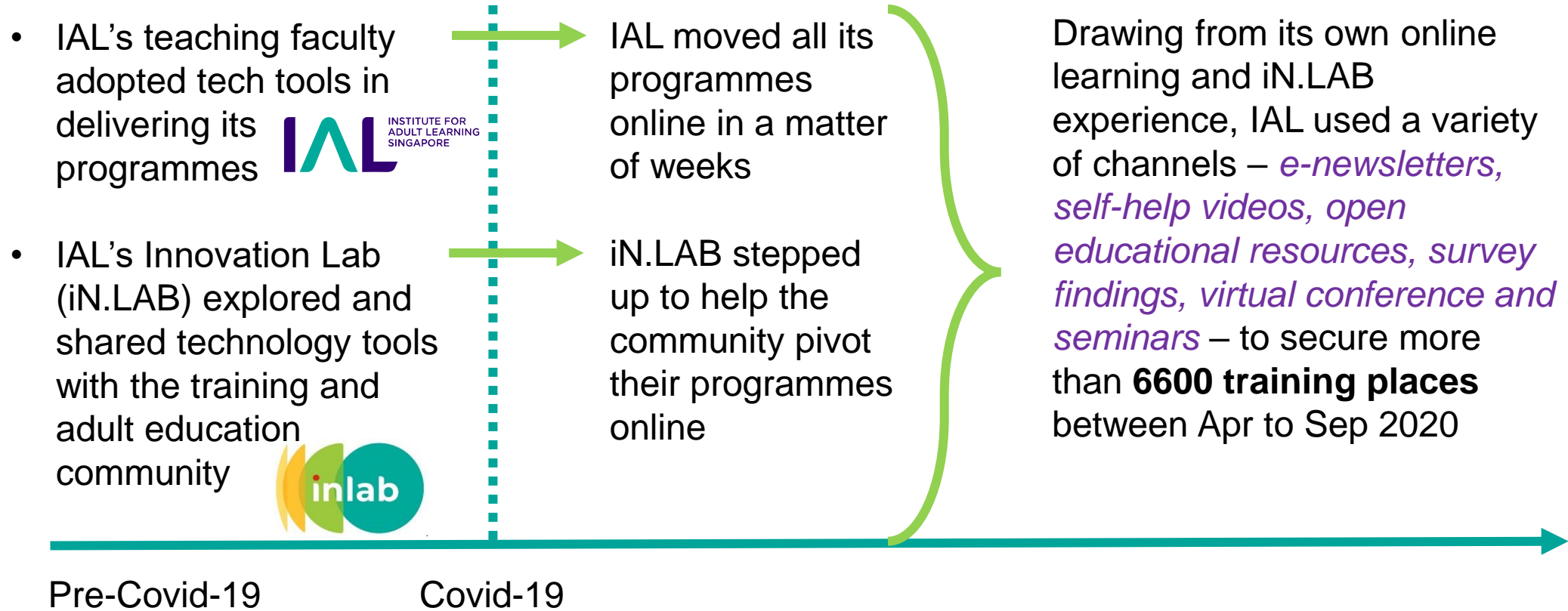
START INTRODUCTION

The Skills Framework is an integral component of the Industry Transformation Maps and it is co-created by Employers, Industry Associations, Unions and Government for the Singapore workforce.

The Skills Framework provides key information on sector and employment, career pathways, occupations/job roles, as well as existing and



RESPONDING TO COVID-19 IN 2020



PROMOTE ADULT LEARNING THROUGH WORK & WORKPLACES

Workplace learning exploits key **andragogical** principles (Knowles, 1984):

- **Adult learners are self-directed**
 - Co-creates learning experiences with domain experts
- **Adult learning is problem-centred rather than content-oriented**
 - Uses authentic work requirements and pain points
- **Adults seek learning with immediate impact to their job or personal life**
 - Immediate impact on work performance and organization can be tracked



Harvest **success stories** of learning innovations at the workplace



Create **enterprise advocates** of learning & performance

Promoting Manpower Skilling Innovations

1

Enhanced ROIs of human capital management & skilling strategies



- Used Skills Framework to re-define the roles and responsibilities of Directors
- Used workplace learning to help company develop their strategic business model and corporate budget

2

Tapped SkillsFuture initiatives to address manpower challenges



- Re-orientated funeral undertaking into a hospitality service
- Re-designed the job role of its Operations team to enhance job variety
- Boosted take-up for internships

An Enterprise Transformation Journey



OUTCOMES



Institute of Technical Education



Developed
On-the-Job
Trainers

Enhancing
Lean
Capabilities



Developing &
Prototyping
Learning
Solution

- New career pathways for senior staff
- Implemented structured OJT supported by mobile learning

- Internal capability built in process re-design
- Cost savings

- Winner of InnovPlus award with \$200,000 grant to develop prototype

3

Boosted productivity gains from digitalization and automation



WINGTAI ASIA
RETAIL

- Re-designed and streamlined current work processes of retail staff in outlet stores to focus more on sales-generating activities

Thank you !