SEAMEO CENTRES POLICY RESEARCH NETWORK (CPRN) SUMMIT 2025

Building Bridges to a Sustainable Future: Inclusive Collaboration and Innovation in Education, Science, and Culture

The Impact of AI on the Professionalisation of Adult Educators in Brunei Darussalam

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Key Findings

The AI adoption rate of adult educators (AEs) in higher education has reached 70%, indicating a strong upward trend.

More than 50% believe their overall productivity will increase with the use of AI.

About 80% of AEs in various roles reported high need for professional development (PD) related to AI in education and training, with 4 in 5 AEs in charge of training/learning facilitation/assessment reported an urgency for PD within 1 year

AI in adult training and higher education

Transformative trends of AI in education (AIED)
(Schiff, 2021, du Boulay, 2022)

Automation of routinised functions
(Luckin et al., 2002, Holmes et al., 2019)

Discrepancies in the adoption of AI and influence in education can range from socio-economic, institutional and policy-related factors to individual dispositions
(UNESCO, 2021, Davis et al., 1989, Wang et al., 2021, Cukurova, 2023, Krypa et al. 2024)

About the Study

The project is a part of the Asia-Europe Meeting Lifelong Learning (ASEM LLL) Research Network 3 – Professionalisation of Adult Teachers and Educators in ASEM countries
19 countries participated, including five ASEAN countries, i.e. Brunei, Malaysia, Singapore, Thailand and the Philippines.

Uses an online survey to examine the current landscape and future trends of adult educators' practice and perceptions on AI in the higher education/ training and adult education contexts around the globe. The survey covers:

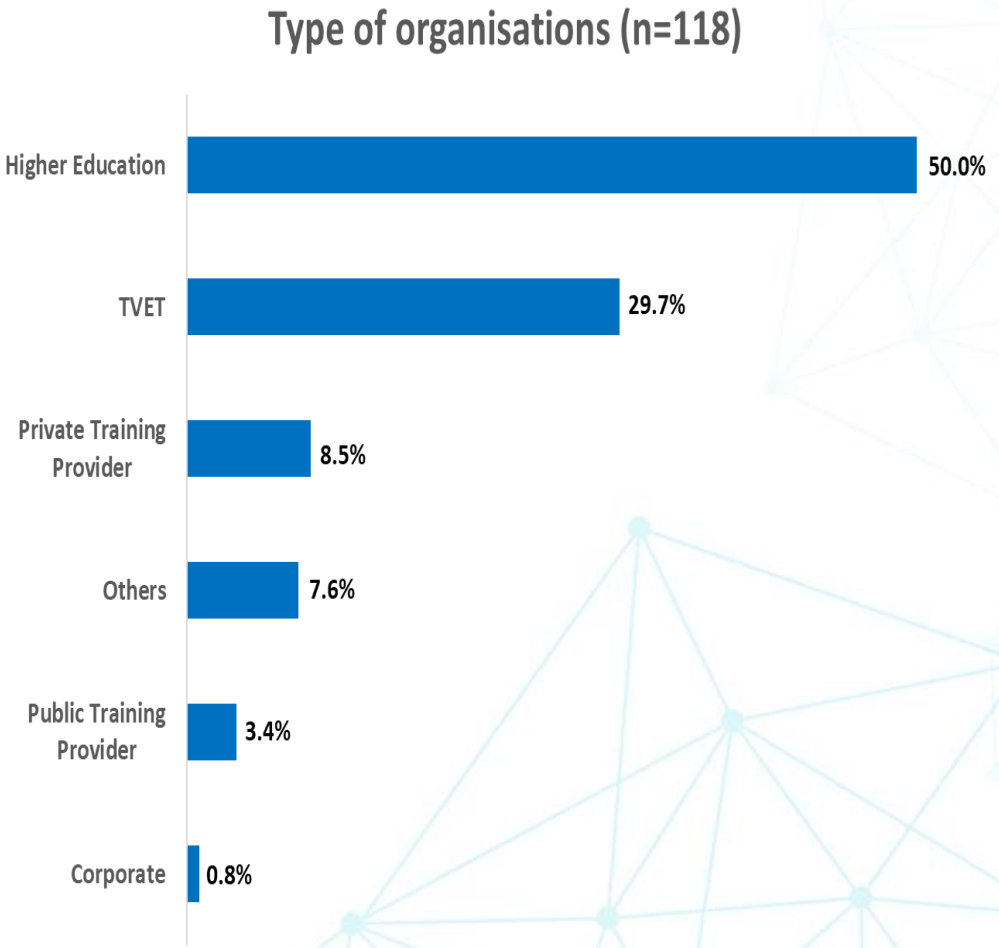
- Current practice in using AI in training and adult education (e.g. types of AI applications being used, frequency of use, purpose of use)
- The levels of confidence in using AI in training and adult education
- Perceived impact of AI on adult educators' role, workload, income, TAE labour market and work opportunities
- Perceived impact of AI on learning and learners' wellness
- Current and long-term impact of AI on education institutions/training providers, higher education/TAE sector, and potential changes to the future of education
- Perceived benefits and challenges in using AI in training and adult education, and support needed

Data collection period: June to August 2024

Profile of respondents

Majority of the AEs surveyed are females, aged between 30-39 years (42.2%), followed by 40-49 years (31.0%), and well qualified (i.e. 7 in 10 AEs have at least Degree qualifications).

Half AEs are from higher institutions, followed by TVET (29.7%). Majority are teaching staff.



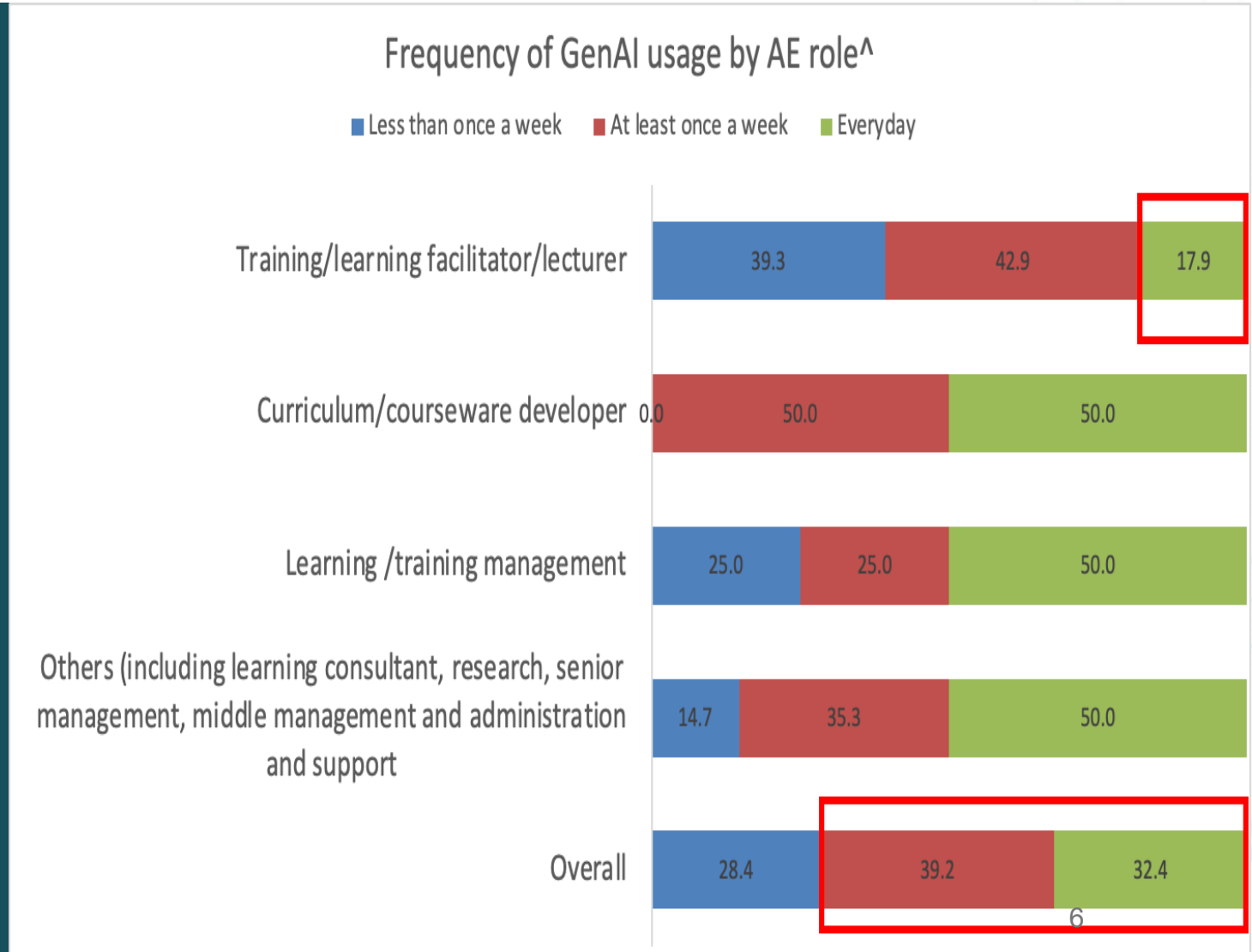
AI Adoption

Amongst AEs who have used GenAI, about 6 in 10 use it at least once a week.

About 1 in 5 training/learning facilitator/lecturer use AI everyday

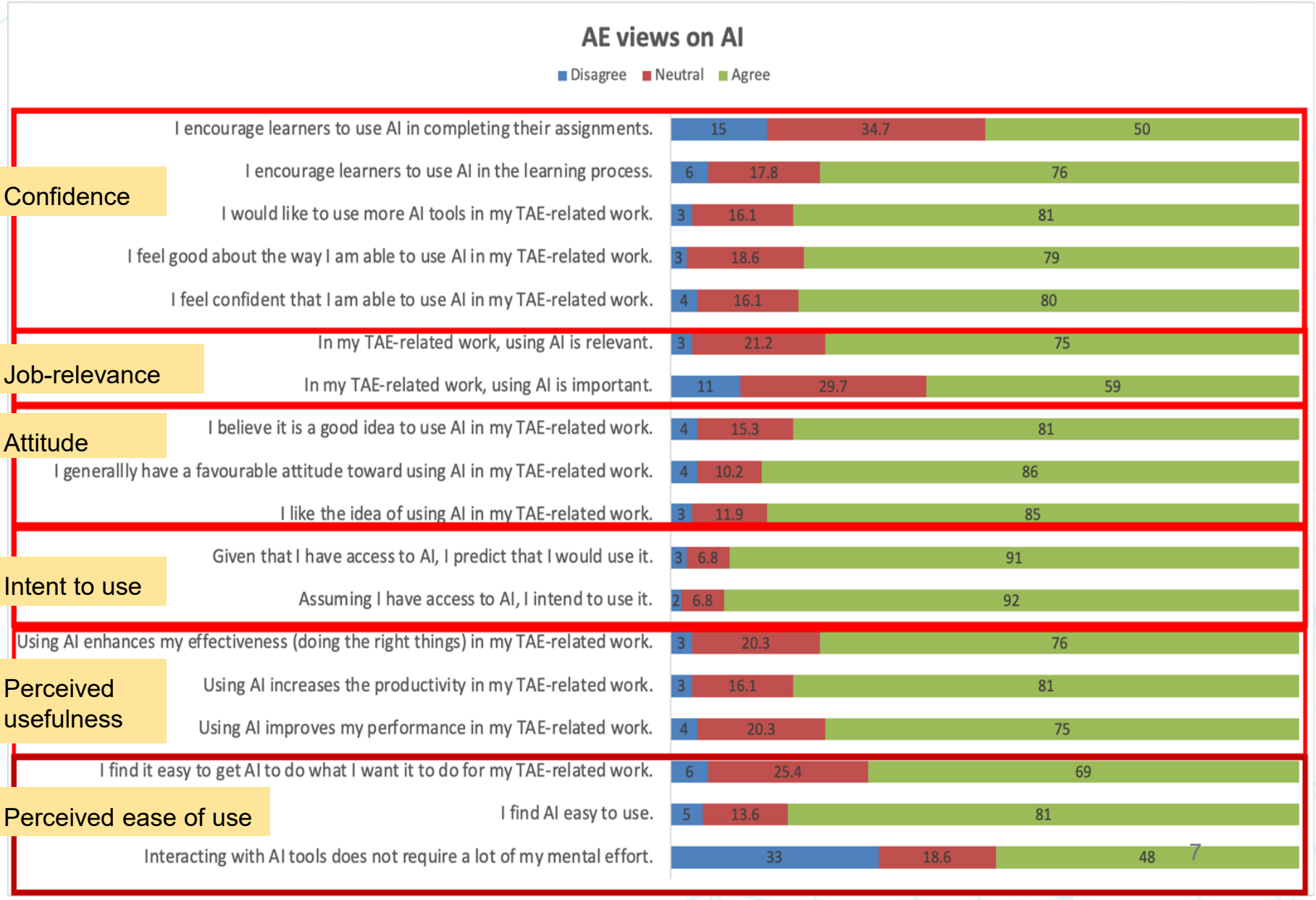
All of AEs who have used AI in their work also used GenAI (100%).

The top AI tool used most frequently for work in the last 3-6 months is ChatGPT.



A significantly higher number of AEs agree that using AI in TAE-related work is relevant to their work (75%) as opposed to being important to their work (59%)

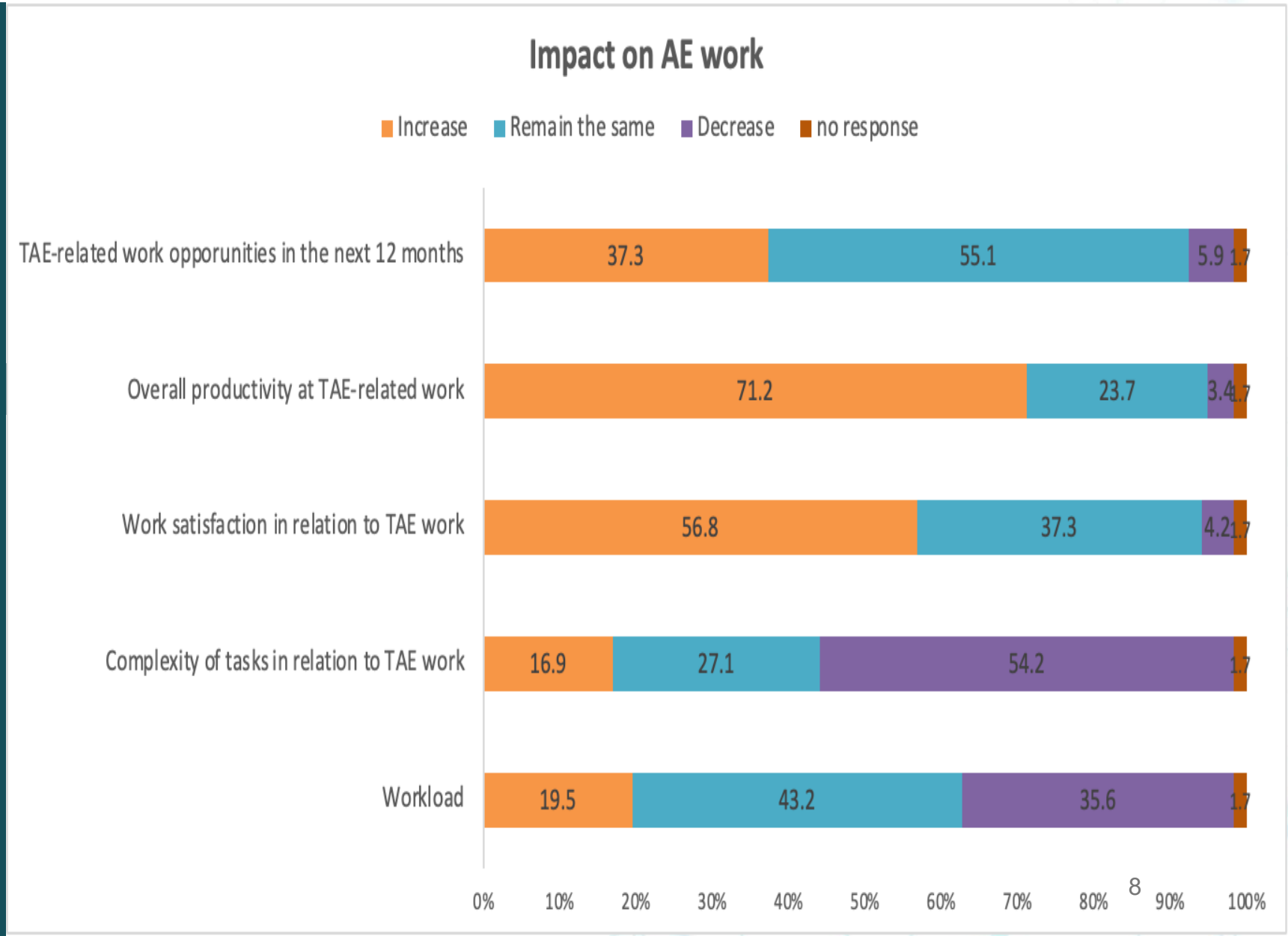
A significantly small proportion of AEs disagree that AI is easy to use



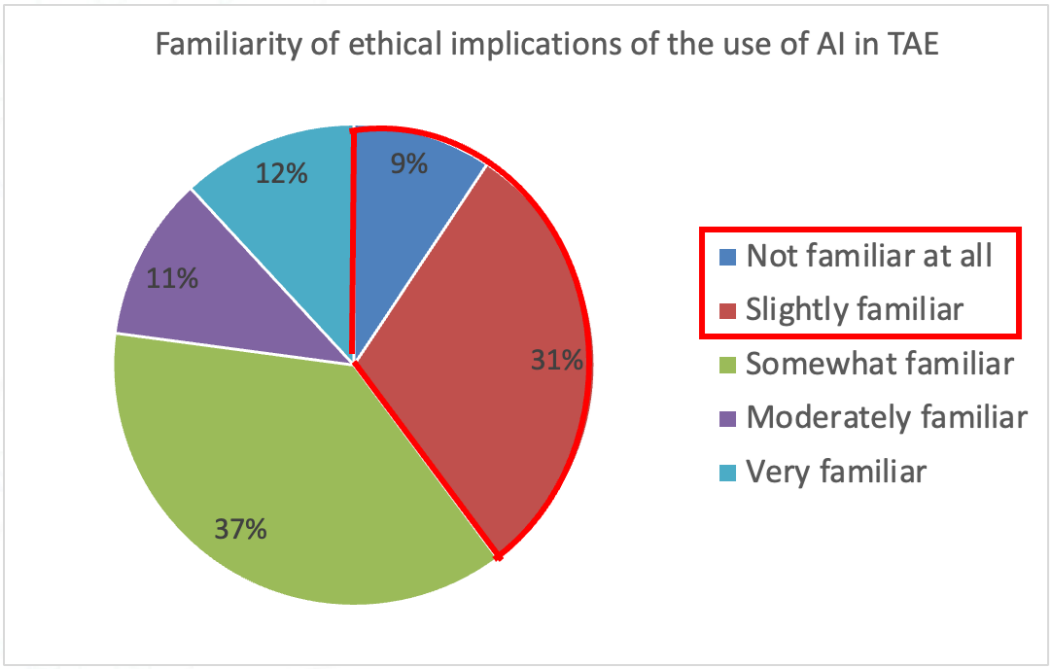
More than half (57%) believe their work satisfaction will be increased, while 71% believe their overall productivity will increase with the use of AI.

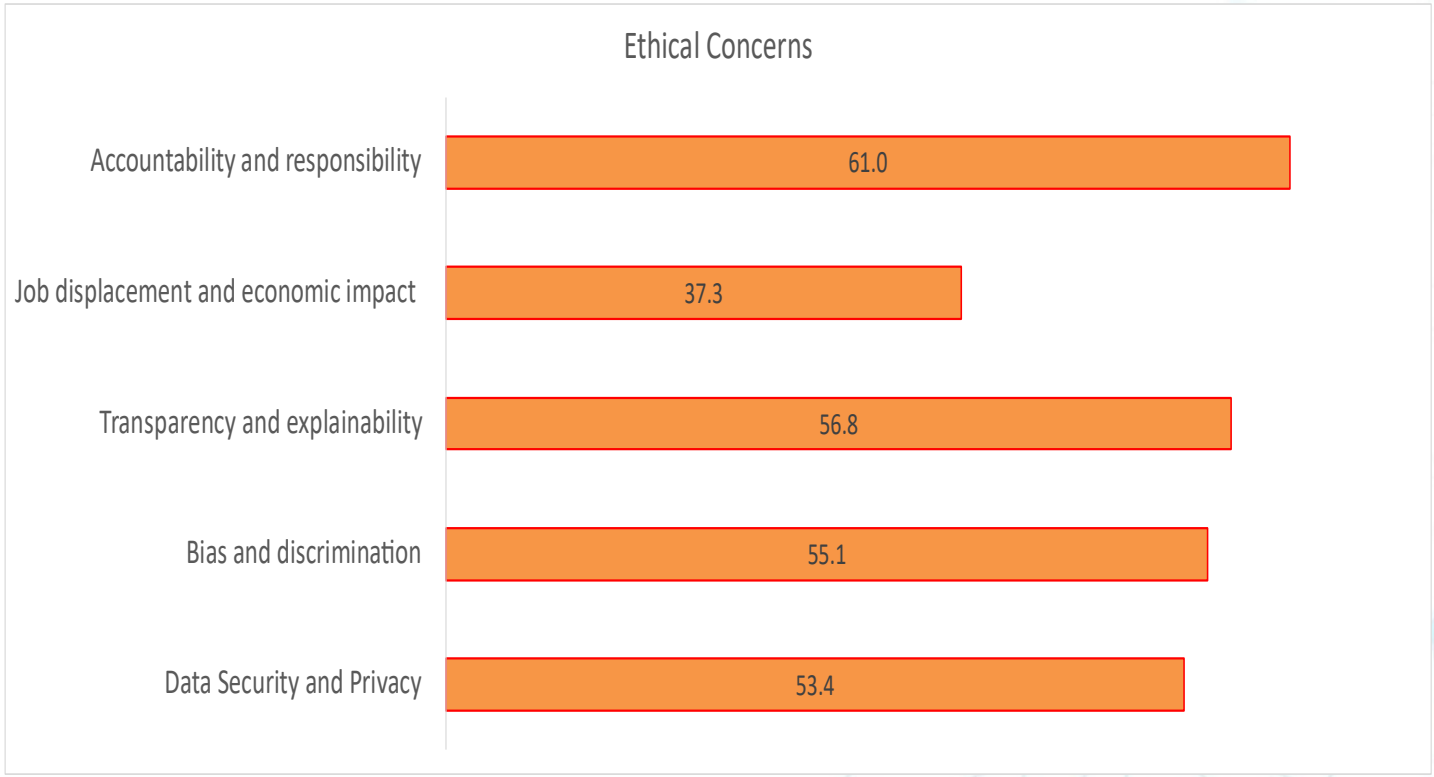
About 36% of adult educators believe the use of AI in their work will decrease their workload.

Only about 6% of AE believe their work opportunities will decrease in the next 12 months



Ethical concerns





Professional Development

About 4 in 10 AEs in Brunei never received any training in the use of AI tools for education and training purposes.

Senior adult educators (aged 40-49 years) tend to participate in more training compared to younger adult educators (39 years and below). Only 37.8% trainers (those in training /learning facilitation/assessment) had basic training in AI.

All AEs in various roles reported a high need for PD related to AI in education and training (80% and above).

More than 4 in 5 AEs in charge of training /learning facilitation/assessment reported their urgency for PD within 1 year (84.5%). AEs in charge of administration and/or support reported the lowest urgency (66.7%) for PD.

What do the findings tell us?

We need to promote professional development for adult educators with the necessary AI literacy to make informed decisions, ethical considerations and pedagogically sound use of these technologies.

In parallel, the findings propel the case for redefining professional roles, pedagogical approaches and institutional responsibilities in adult training and higher education.

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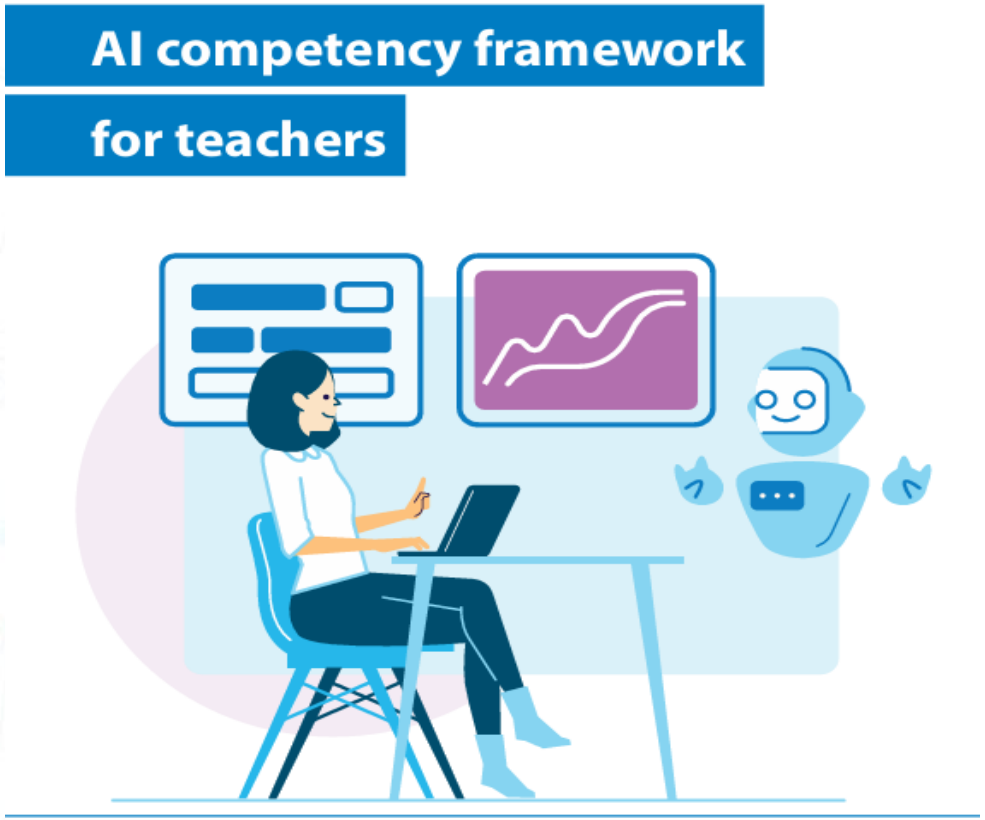

UNESCO's recently published AI Competency Framework for Teachers (AI CFT) offers a timely and globally relevant roadmap.

Adopting and adapting the AI CFT can support a more equitable and future-oriented professionalisation agenda for adult educators.

Education 2030

Recommendations

Policy
Research
Practice

To support adult educators with professional development on AI in education, depending on their roles.

To promote engagement amongst adult educators in a community of practice focused on the ethical and inclusive use of AI in education.

To leverage AI to expand their roles to achieve better work results and the learning of their students.

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