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Organisations

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Organisations

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IFTDO does not necessarily agree with the comments expressed in this newsletter and does not accept responsibility for any views stated therein.

* Front cover pictures courtesy by Muna Madan

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Editorial

From Learning to Transformation: Putting People at the Centre of the AI Revolution

Artificial Intelligence is no longer a distant possibility waiting at the edge of the Learning and Development profession. It is already reshaping how people learn, how organisations build capabilities, and how leaders think about the future of work. The real question before us is no longer whether AI will transform Learning and Development, but **what kind of transformation we want to create.**

This issue of IFTDO News arrives at an important moment. It brings together perspectives on AI-powered personalised learning, human-centred leadership, learning transfer, TVET, intelligent learning analytics, ethics, unlearning and the changing nature of talent development. Taken together, these contributions point towards one powerful conclusion: **the future of learning will not be determined by technology alone. It will be determined by how intelligently we combine technology with human capability, judgement, purpose and empathy.**

The scale of change is substantial. One article notes that the World Economic Forum's Future of Jobs Report 2025 estimates that 39% of workers' existing skill sets are expected to change by 2030, while analytical thinking, creativity and collaboration remain critical. This means that learning can no longer be an occasional intervention designed around a fixed job description. It must become a continuous organisational capability.

AI gives us the opportunity to make this possible.

Personalised learning can move us beyond the traditional "one-size-fits-all" model. AI can analyse learning patterns, identify capability gaps, adapt content and provide immediate feedback. The examples presented in this issue—from adaptive learning and just-in-time support to immersive simulations—demonstrate how learning can increasingly happen **in the flow of work**, at the moment when capability is required. But greater speed and personalisation should not be confused with better learning.

Yet there is an important paradox: **the more intelligent technology becomes, the more important the human dimension of learning becomes.**

AI can generate content, analyse data, simulate situations and provide answers. It cannot replace the meaning created through human conversation, mentoring, encouragement, challenge and experience. As one contribution in this issue argues, AI should be regarded as a **co-pilot, not the captain**. The educator and learner must remain in the driving seat. There is another capability that deserves greater attention: **unlearning**.

In a world changing this rapidly, learning something new is sometimes insufficient. Organisations must also question practices, assumptions, leadership behaviours and performance measures that may once have worked but are now obsolete. The issue rightly reminds us that unlearning requires reflection, dialogue and psychological safety—not merely exposure to new information.

This brings us to ethics.

AI can personalise learning, but it can also introduce bias. It can provide powerful insights, but learning data raises legitimate questions about privacy and surveillance. It can accelerate decisions, but it cannot determine what is ethically right. The responsibility for judgement and accountability must remain human.

For IFTDO, this is also a moment of institutional evolution. The Federation's move from **Training and Development Organisations to Talent Development Organisations** reflects a broader shift—from delivering training programmes to shaping holistic human potential, organisational resilience and future-ready talent ecosystems.

This is more than a change in terminology. It challenges all of us to rethink our professional identity.

The L&D professional of tomorrow cannot be merely a content creator or programme administrator. We must become **architects of learning ecosystems, curators of knowledge, facilitators of inquiry, guardians of ethics, coaches of capability and partners in organisational transformation.**

And ultimately, we must become better at proving impact.

Our ambition should therefore not be to create organisations controlled by intelligent machines, but organisations in which **human intelligence is amplified by artificial intelligence**—where data informs judgement, technology expands access, learning develops capability, and people remain responsible for meaning and choice. The intelligent organisation will be the one that can sense, learn, adapt, innovate and continuously renew itself.

Dr. Avinash Chandra Joshi

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IFTDO Board Chair's Message

A World That Learns Better: The Case for Learning Accountability, Purpose, Human-Centricity — Now Prove It

Not long ago, Randy Bowman, CEO of the International Accreditors of Continuing Education and Training (IACET), and an IFTDO member organization, asked me a question I have not stopped thinking about: *What does a world that learns better look like*. My answer came quickly, and this issue of IFTDO News helped me see why it matters now.

Every issue of IFTDO News has a center of gravity. This one's is clear: artificial intelligence will reshape how people learn, and people must remain at the center of it. Contributor after contributor makes the case, from Chien-Chung Shen's insistence that ethical judgment stay human, to Belinda Odeh's warning not to confuse efficiency with effectiveness, to Ranjan Kumar Mohapatra's reminder that AI should be the co-pilot, never the captain. President Ahmed Al Zayani calls it keeping humans in the loop. I agree with every one of them.

Our editor, AC Joshi, closes his editorial with a sentence I want to build on: we must become better at proving impact. That sentence deserves more than a closing line. It deserves a column of its own.

The Gap We Cannot Afford

Guido Betz's survey of 247 international organizations gives us the uncomfortable number. Only 10% reported frequent or continuous implementation of what their HRD and training activities delivered. Nearly one in five had no information on the question at all. As he points out, the problem is not that training fails; it is that transfer is left to chance.

Richardson Adesuyi offers a picture of what that looks like. Imagine running a national power grid without sensors, with no visibility into faults, demand, or failure until the lights go out. That is how many organizations still run learning. We deliver the program, record attendance, issue the certificate, and then lose sight of what happens next.

Now add AI. Ranjan Kumar Mohapatra points to the OECD's finding that handing tasks to generative AI can raise task performance without producing genuine learning gains. In an AI-enabled workplace, the work may get done while capability quietly fails to grow, and without evidence, we will not know the difference.

What Learning Accountability Means

Learning accountability is the discipline of answering four questions about the programs we invest in. What was supposed to change? Did it change? How do we know our program is what changed it? And was the change worth the investment?

It is not surveillance. Several authors in this issue rightly raise concerns about privacy and learner data, and those concerns stand. Accountability is about the results of our programs, not the monitoring of our people.

Nor is it one person's job. In his interview with IFTDO News, Dr. Dave Ulrich describes learning professionals as the architects, line managers as the contractors, and employees as the people who live in the house, and he names accountability as the safeguard. I would widen the circle. Program owners are accountable for designing toward a result rather than an event. Participants are accountable for applying what they learn. Managers, and the processes and incentives around participants, are accountable for making application possible. Leaders who request programs are accountable for saying what they expect in return. Evaluators are

accountable for evidence that holds up to scrutiny, and for making sure that evidence informs what happens next. And boards are accountable for asking what the organization's investment in people has actually produced. Too often, they do not ask. They accept reported activity as evidence of value, and when that value never shows up, the activity and the funding that comes with it get cut.

And accountability begins long before the evaluation. Value is created by design, delivered through application, and demonstrated with evidence. Yogesh Chandak's HUMAN framework starts in the right place, with the performance or learning need rather than the technology. I would take it one step further. The first step is to define the problem we are trying to solve and the value of solving that problem. That definition becomes what we design toward and what we later measure against. From there runs a chain of evidence our field has relied on for decades: whether people reacted and learned, whether they applied what they learned on the job, whether the business measures moved, and, when the stakes warrant it, whether the value of that improvement exceeded its cost. Every link must hold, and the program's contribution must be separated from everything else that moved at the same time. Skip either step, and the result is a claim, not a finding.

Pedro Ramos adds a caution we should apply to ourselves. Among the things organizations must unlearn, he names performance indicators that keep shaping behavior long after their purpose has faded. Our field has a few. Hours delivered, completion rates, and satisfaction scores measure activity. They were never meant to stand in for results.

AI Raises the Stakes and Lowers the Cost

When AI makes content nearly free, content is no longer where learning creates value. The value lies in the capability people build and the results that capability produces. The encouraging news, visible across this issue, is that AI also makes the evidence easier to gather: application data, performance patterns, early signals of where transfer is stalling. The tools that raise the stakes also lower the cost of meeting them. What remains is the will to use them for that purpose.

What This Means for IFTDO

Our Federation is evolving from training to talent development, as President Al Zayani describes in this issue. That evolution invites a fair question from everyone we serve: developed toward what, and how will we know? Talent development that cannot show the talent it developed is training under a new name.

This is also why accreditation matters. An external standard, applied consistently and verified by someone other than the people who ran the program, is how an organization demonstrates that its commitment to results is real, to its leaders, its learners, and those who fund its work.

So, my ask is simple and specific. Choose one program you will run before the end of the year. Before it starts, write down what should change, which measure will show it, how you will separate your program's effect from everything else, and how the value of that change will compare with its cost. Then follow it through. One program evaluated with discipline will teach your team more than a dozen dashboards.

So, to return to Randy's question: a world that learns better is a world of learning accountability. The contributors in these pages have made a compelling case for putting people at the center of AI-enabled learning. Accountability is how we keep that promise, and how we show the people we serve that we kept it.

Patti P. Phillips
Chair, IFTDO



Ahmed Al Zayani
President IFTDO

President's Desk

Shaping the Future: A New Era as the International Federation of Talent Development Organisations

Dear IFTDO Global Community, Esteemed Colleagues, and Partners,

As we enter the third quarter of this transformative year, I am proud to address you at what marks a historic turning point in our Federation's rich history.

For over five decades, the International Federation of Training and Development Organisations has stood as a beacon for professionals dedicated to capability building, learning systems, and organisational development across every continent. Today, the world of work is undergoing a profound paradigm shift—accelerated by technological disruption, changing human aspirations, and the need for agile, value-driven economies. To lead this global transformation rather than merely respond to it, we are officially ushering in a new era by evolving our name and mandate to the International Federation of Talent Development Organisations (IFTDO).

"Training" → An Activity. "Talent Development" → A Strategic Imperative. This rebranding is far more than a cosmetic update; it represents a fundamental strategic realignment:

From Isolated Skills to Holistic Human Potential: Moving beyond transactional training workshops to nurturing dynamic talent ecosystems that unlock creativity, adaptability, and leadership. Strategic Global Influence: Positioning human capital leaders not just as operational support, but as core architects of global competitiveness, national development, and economic resilience. Fostering Innovation and Inclusivity: Bridging the gap between future-readiness, digital agility, and people-centric governance across public, private, and non-profit sectors worldwide.

As we look ahead to our upcoming global milestones, summits, and collaborative research initiatives, I invite each of our member federations, institutional partners, and talent development professionals to champion this shared vision. Together, we are building a resilient, empowered, and future-proof global workforce. Thank you for your continued dedication, leadership, and passion. Welcome to the new era of IFTDO.

Warm regards,
Ahmed Mohamed Alzayani
President, IFTDO

**Dr. Uddesh Kohli**

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SECRETARY GENERAL'S REPORT

Executive Board, SGM —The first meeting of the Board in 2026 was held on June 25, 2026. It was decided to change of name of the organisation from International Federation of Training and Development Organisations to International Federation of Talent Development Organisations. This was subsequently approved unanimously in the Special General Meeting held on July 30, 2026. Approval for changing the name has been received from Companies House, UK.

52nd IFTDO World Conference and Exhibition– Which was to be held in Bahrain on April 20–22, 2027 (as stated in the previous Newsletter) has been deferred in view of continued grim situation in the Middle East. Members will be informed of further developments in regard to 52nd IFTDO World Conference soon.

New Members: Following new Members have joined since last Newsletter:

Full Members:

1. International Society for Performance Improvement, USA– July 2026
2. Pt Todak Nusantara Group, Indonesia — Aug 2026
3. Global HR Capital Association, Canada — Aug 2026
4. Administrative Staff College of Nigeria–September 2026

Associate Member:

Seditech Solution Limited, Nigeria– July 2026

Webinars: Following Global Webinars have been organized:

1. From Training to Results: A Global Conversation on What Actually Works– April 28, 2026, by Dr. Tommy Dolphine
2. A Simple Question That Can Improve Performance –May 26, 2026, by Sebastian Meindl
3. Workforce Intelligence in the Age of AI– June 23, 2026, by Andrew Pitts
4. Workforce Intelligence, Mentorship & Global HRD–July 28, 2026, by Dr Janet Jolaoso
5. Around the World Forum III– August 19, 26 & Sep 2– The Human Advantage in AI World, by Dr Patti Phillips, Roy Lai and Cosiamo Bavuso

IFTDO Initiatives: IFTDO has taken a number of initiatives to benefit the members. Necessary information regarding is available with the members by the Executive Director.

Members are requested to send information regarding their major events and activities.

Dr. Uddesh Kohli

Secretary General

The HR Inflection Point: Navigating the Intersection of AI and Human Capability An Interview with Dr. Dave Ulrich

About Dave Ulrich: Few voices have shaped the field of human resources and human resource development more than Dr. Dave Ulrich. Rensis Likert Professor Emeritus at the Ross School of Business, University of Michigan, and a principal at The RBL Group, he has authored more than 30 books, co-created the human capability framework spanning talent, leadership, organization, and HR, and for a decade has shared over 500 weekly posts and daily comments with the global HR community on LinkedIn.



The human resources profession is facing a profound shift, driven by rapid technological advancements and evolving market demands. To explore how organizations can navigate this new landscape, we sat down with Dr. Dave Ulrich, the "father of modern HR." In this wide-ranging discussion, Dr. Ulrich shares insights on redefining talent in the age of AI, moving from individual upskilling to organizational capability, and the necessity of deep, immersive learning.



IFTDO News: You have described HR as being at an inflection point defined by four pivots: stakeholder value; human capability, the HR function; and artificial intelligence and human ingenuity. You insist this is evolution, not revolution. What has AI made you rethink about people and learning, and what has it confirmed?

Dave Ulrich: No technology innovation in history has had the velocity, reach, and impact on life and work that AI has. What it has made me rethink is the very definition of talent. Traditionally, work got done by matching the right person to the right job with the right skills. Increasingly, the focus shifts from jobs to tasks -- and AI can accomplish many of those tasks with speed, scale, and efficiency. That does not eliminate the need for the right people with the right competencies; it broadens what talent means. Talent today is AI * HI: human ingenuity -- brining vision, innovation, emotion, and wisdom -- combined with artificial intelligence, working together around the tasks of work.

What AI has confirmed is something I have believed my whole career: progress is cumulative. These shifts are less about moving "from . . . to" and more about "and also" -- each wave builds on the previous one. AI has also confirmed that technology is a means, not an end. Doing AI is not the goal; using AI to deliver value to all stakeholders is the goal. And it has sharpened my awareness of the risks of overdependence: cognitive decline, a backward focus, loss of agency, and bias reinforcement among them. Those risks are precisely why the human side of the equation matters more, not less. AI creates parity; HI delivers differentiation.

IFTDO News: You define talent as human ingenuity multiplied by artificial intelligence. What does that multiplication sign mean for how organizations develop people?

Dave Ulrich: The multiplication sign is deliberate. AI contributes capacity -- it completes repetitive tasks, drives efficiency, and processes information at a scale no human can match. Human ingenuity contributes capability -- vision to see a future, innovation to create in the present, emotion to build relationships, and wisdom to bring ethics and judgment to decisions (VIEW) Multiply them and each amplifies the other. But in multiplication, if either factor is zero, the result is zero. An organization full of AI tools and empty of human ingenuity creates no sustainable value -- and the reverse is increasingly true as well.

For development, this means AI capacity is becoming table stakes; human capability is what differentiates. Organizations should absolutely help people build the skills to work confidently with AI. But the greater development agenda is cultivating what AI frees people up to do: envision, innovate, build relationships, and exercise wisdom.

IFTDO News: AI can now generate content, personalize learning journeys, and even coach. If machines can teach, what should remain uniquely human in learning and development?

Dave Ulrich: Generative AI brilliantly synthesizes the past. It prepares polished documents, reports, and presentations that

summarize what is known. The risk is that AI becomes a foundation for merely recycling the past with new terms and images -- summarizing what is, while thwarting progress toward what can be. Human ingenuity spirals forward to create a future. That act of creation remains uniquely human.

There is also a pervasive trap in how organizations use learning technology: treating it simply as an efficient delivery tool. Technology should also create learning communities where learners share insights and experiences with one another. And the most powerful learning does not come from a teacher -- human or machine -- saying "let me tell you what I know." It comes from helping learners adapt ideas to create their own unique stories. Most people want to author their own story, not live out someone else's. Learning professionals who begin with the learner's story in mind -- focusing on what is being delivered so that the learner creates unique value for their stakeholders -- will do what no algorithm does on its own.

IFTDO News: Much of today's reskilling conversation focuses on closing individual skill gaps. Your research suggests that may be incomplete. Why?

Dave Ulrich: Because the whole delivers more than the parts. In our research reported in *Victory Through Organization*, we found that organization-focused learning -- improving culture, capabilities, and systems -- has four times the impact on business results of individual-focused learning. The pattern is consistent across our work: teams matter more than individual talent, systems more than personal skills, culture more than individual behaviors, the workplace more than the workforce.

None of this diminishes individuals -- organizations don't think; people do. But the fundamental premise of an organization is that people collaborating together produce more than they could working independently. Language in this space can be tricky. I like to distinguish organization capabilities (the whole) vs. individual competencies (the parts). Defining and delivering organization capabilities is what turns individual competencies into sustainable impact. So, by all means, upskill individuals for an AI world -- and then embed that learning in teams, systems, and culture, because learning that mixes the personal and the organizational has the most impact.

IFTDO News: Here is a paradox. At the very moment AI makes digital, personalized learning nearly free, you argue that in-person, immersive development deserves more investment, not less. Why?

Dave Ulrich: Think of development options along a continuum -- from digital and AI-enabled learning at one end to in-person immersion at the other. Moving along that continuum requires more investment of time, energy, and money, but it yields higher impact for the leader, the business, and all stakeholders. The lighter-touch options are genuinely helpful, alone or in combination. The problem is recidivism: sustaining major individual behavioral change or organization transformation is very difficult, and leaders who depend only on lighter-touch learning often return to legacy patterns.

In-person immersion works because of what surrounds the content: participants leave with a personal story rather than the faculty's story; data such as 360 feedback helps them see themselves as others do; coaching personalizes general ideas

and transfers them from classroom to workplace; and the cohort becomes a lasting network of intellectual, social, and emotional capability. In-person learning often means slowing down to learn, then going fast to apply. So this is not either/or -- blend the full continuum. But in a world where the half-life of knowledge keeps shrinking, highly intensive, highly involving, highly immersive development is not only possible; it is imperative.

IFTDO News: You have written that the employee value proposition is evolving toward hope -- and you list loss of agency among AI's risks. How do leaders ensure AI leaves people with more agency and optimism about their growth, not less?

Dave Ulrich: The value employees seek from work has evolved through satisfaction, commitment, engagement, and experience. Today it is evolving toward hope -- where an employee flourishes and thrives by focusing on the future with optimism and confidence that growth can occur. AI can serve that evolution or undermine it. It serves it through personalization: caring about each employee's unique needs and tailoring where, how, and why they work -- and how they learn. It undermines it when people become passive consumers of machine-generated answers and surrender their agency.

The safeguard is accountability. Learning and development specialists are like architects who draw the blueprint. Line managers are the contractors who build the house. But the person who lives in the house is the individual employee -- and the ultimate accountability for learning rests with them. Leaders who use AI to expand each person's ability to author their own growth, rather than to script it for them, will find AI increases hope rather than eroding it.

IFTDO News: A closing question. For learning and development professionals preparing for the decade ahead, what competencies matter most -- and is there one assumption or practice the profession should leave behind?

I believe there are competence table stakes required to play, but not differentiate: knowing and accessing HR and L&D ideas and research (increasingly with AI), having business literacy in terms of finance and strategy acumen, being able to make sustainable change happen for individuals and organizations, and demonstrating personal proficiency with authenticity, integrity, and credibility. These prerequisites are a high bar to have a license to participate. Differentiating competencies deliver unique value in today's world. I think they include: recognizing and delivering value to all stakeholders inside and out (customers, investors, communities) that I call stakeholder HR, providing integrated views of HR that include talent and also organization and leadership that I call human capability, demonstrating and measuring value delivered to stakeholders through human capability, going beyond AI polished reports to envision a new future (mindset) and having competencies (skillset) to make sustained change (setting) happen, acting with courage coupled with humility to build relationships of trust.

Moving from table stakes to license to play to right to win demands more of HR professionals than ever before. With many others, I am optimistic (hopeful) that progress to do so will continue.

PERSPECTIVE COLUMN



Roy Lai (Hon Prof)
President

Singapore Training and Development Association

AI and the Future of LEARNING & DEVELOPMENT: Transforming LEARNING, Empowering PEOPLE



Artificial Intelligence is no longer a distant concept reserved for technology companies, research laboratories or science fiction. It is rapidly becoming part of how we work, communicate, make decisions and, increasingly, how we learn. For Learning and Development (L&D) professionals, this presents both an extraordinary opportunity and a profound responsibility.

The question is no longer whether AI will transform learning. It will. The more important question is: **What kind of learning culture will we create with AI?**

For decades, much of L&D has focused on designing programmes, delivering courses, developing content and measuring participation and satisfaction. Technology has progressively made these processes more accessible and efficient. AI now takes this evolution to another level. Learning content can be adapted to an individual's knowledge, experience, role and development needs. Employees can have an AI-powered learning companion available whenever a question arises. Simulations, scenarios, coaching conversations and feedback can be

generated dynamically. Learning recommendations can potentially be informed not simply by what a person has completed, but by what they actually need to perform and grow.

This could fundamentally change the way organisations think about learning. But the transformation is not simply about doing what we already do faster. **AI gives us an opportunity to rethink what learning itself means.**

Instead of learning being an event that happens when someone attends a workshop or completes an online course, learning can increasingly become a continuous experience embedded within work. Instead of asking, "What course should this person attend?", we can ask, "What capability does this person need to develop, and how can we help them develop it at the moment it matters?"

This represents a significant shift from learning delivery to learning intelligence.

One of the most exciting possibilities of AI is its ability to personalise learning at a scale that was previously difficult to achieve. Every learner is

different. People bring different experiences, motivations, levels of confidence, cultural perspectives, learning preferences and career aspirations. Traditional learning programmes often have to find a reasonable middle ground for a group of learners. AI potentially allows us to move from one-size-fits-many towards genuinely personalised learning journeys.

A new manager could practise difficult conversations with an AI-generated virtual employee. A salesperson could simulate a challenging client negotiation. A technical professional could receive explanations adapted to their current level of understanding. A senior leader could use AI to challenge assumptions, explore alternative scenarios and test different decisions. The possibilities are enormous.

Yet personalisation should not become personalisation without purpose. The objective is not simply to give everyone more content. **The objective is to help every individual become more capable.**

There is also an important paradox. The more powerful AI becomes, the

more important distinctly human capabilities may become. Critical thinking, judgement, creativity, empathy, curiosity, collaboration, ethical reasoning, courage and leadership will remain fundamental.

AI can generate an answer, but should we accept it? AI can analyse information, but can it fully understand the human consequences of a decision? AI can simulate a conversation, but can it replace genuine human connection?

This is where L&D has a critical role to play. Our responsibility should not be simply to prepare people to use AI. We must prepare people to **work intelligently with AI**. That means developing the ability to question AI, validate information, recognise bias, exercise judgement and understand when human intervention is essential.

The future workforce will not simply need AI literacy. It will need **human-AI literacy**.

AI will also challenge the L&D profession itself. Some traditional tasks—content creation, administration, assessments, learning recommendations and parts of instructional design—may increasingly be automated or augmented. This should not necessarily be viewed as a threat. It can be an invitation for L&D professionals to move up the value chain.

If AI can help us produce a learning module in minutes, perhaps our greater value lies in determining whether that module is actually needed. If AI can generate hundreds of learning resources, perhaps our role is to curate what truly matters. If AI can provide instant explanations, perhaps our role is to create the environments in which people apply, question, reflect upon and contextualise what they have learned.

The L&D professional of the future may therefore spend less time being a

provider of content and more time becoming an **architect of capability, culture and human performance**.

Perhaps we should also rethink the term “Artificial Intelligence”. Rather than seeing AI as something that replaces human intelligence, we can explore the idea of **Augmented Intelligence**—technology that extends what people can do.

The most powerful learning environment may not be human versus machine. It may be **human plus machine**.

AI can help us access information, identify patterns, generate possibilities and provide immediate feedback. Humans bring context, wisdom, values, experience, relationships and judgement. When these capabilities are brought together thoughtfully, they can create something greater than either alone.

But with greater capability comes greater responsibility. As AI becomes increasingly embedded in learning, organisations will need to consider privacy, data protection, transparency, bias, intellectual property and the potential for over-reliance on technology.

L&D professionals should be active participants in these conversations. We cannot simply ask, “**Can we use AI?**” We must also ask, “**Should we use AI, and if so, how do we use it responsibly?**”

The purpose of learning has always been larger than the transfer of information. Learning is ultimately about people becoming more capable, more confident and more able to contribute. Technology should serve that purpose—not replace it.

Perhaps the greatest contribution of AI to L&D will not be the technology itself. It will be the opportunity to create a workforce that is more adaptable.

The future will continue to bring disruption. Jobs will evolve. Skills will become obsolete and new ones will emerge. Organisations will have to reinvent themselves repeatedly. In such an environment, the most valuable capability may not be knowing everything. It may be the ability to **learn, unlearn and relearn**.

This is where L&D can make its greatest contribution. Our mission should be to help people develop the confidence and capability to navigate uncertainty—not simply to prepare them for today’s jobs.

AI can accelerate this journey. But **people remain at the centre of it**.

The future of Learning and Development will undoubtedly be shaped by Artificial Intelligence. But I believe the future should not be AI-centred learning. It should be **human-centred learning, enhanced by AI**.

Let us use AI to remove barriers to learning, personalise development, democratise access to knowledge and create opportunities that were previously impossible. But let us also protect what makes learning deeply human: curiosity, connection, reflection, imagination, empathy and purpose.

The real measure of AI in L&D should therefore not be how much content we can generate, how many hours we can save, or how efficiently we can deliver training.

Perhaps the better question is:

Are we using AI to help people become better thinkers, better professionals, better leaders—and ultimately, better human beings?

If the answer is yes, then AI will not simply transform learning.

It will empower people to shape the future.



Dr. Pendyala Kiranmai Dutt

Former Sr. Executive (Fortune 100 Companies)
Hon. Chairperson, United Way of Hyderabad &
Investor, VC Funds

Abstract

Traditional skilling frameworks frequently drop into the "one-size-fits-all" trap, creating knowledge gaps for struggling students/learners while stalling high achievers. Artificial Intelligence-Powered Personalized Learning (AIPPL) mitigates this by applying machine learning (ML) algorithms to adapt material, velocity, and evaluation to individual needs. This paper profiles the fundamental framework of adaptive software systems, shares practical use cases, and reviews contemporary socio-technological limitations.

Enterprises are shifting away from generic "one-size-fits-all" corporate training programs. Generic courses can cause employees to forget up to 70% of standard material within days. To prevent this, organizations use AI-Powered Personalized Learning to embed continuous skill development directly into the workforce.

Companies leverage AI across different functional areas to drive a modern learning culture and execute successful upskilling and reskilling initiatives:

1. Internal Talent Marketplaces and Cross-Reskilling

AI-POWERED PERSONALIZED LEARNING



- **IBM:** Using its proprietary IBM Watson platform, the company tracks individual job roles, historical performance data, and career goals to map out unique skill trajectories. If an employee's role risks redundancy due to automation, the AI recommends personalized certification tracks to pivot them into high-demand areas like cloud architecture or data engineering.
- **PwC:** Launched a large-scale digital upskilling program where AI automatically curates learning pathways based on a consultant's active client projects. The engine detects the skills required for upcoming assignments and matches them against the consultant's current profile to deliver targeted, preventative training.
- 2. **Adaptive Learning Paths for Technical Upskilling**
 - **Global Banking Institutions:** Financial firms deploy adaptive assessments to onboard and upskill relationship managers. Experienced hires who pass baseline diagnostics instantly skip foundational modules, while new graduates receive customized training that offers extra reinforcement on the exact compliance areas where they struggled.
- **Telecom Giants:** Companies are establishing centralized generative AI hubs to upskill non-technical workers. AI engines track how teams interact with newly deployed tools and instantly surface microlearning resources to resolve workflow bottlenecks. This change management approach reduced the time required to gather business insights by 20%.
- 3. **Just-in-Time Learning "In the Flow of Work"**
 - **Amazon:** For logistics and warehouse workers, standard training sessions pull employees away from their core responsibilities. Instead, Amazon uses just-in-time

learning tools powered by AI. Workers receive micro-lessons and quick tutorials directly on their operational devices at the exact moment they encounter a new device or operational issue.

- **Sales and Customer Support:** Organizations tie AI coaches directly to customer-relationship management (CRM) software. If a representative handles a difficult or angry client, the AI detects the tension via text sentiment or conversation

metrics. It then surfaces personalized, bite-sized negotiation and conflict resolution tips immediately after the call.

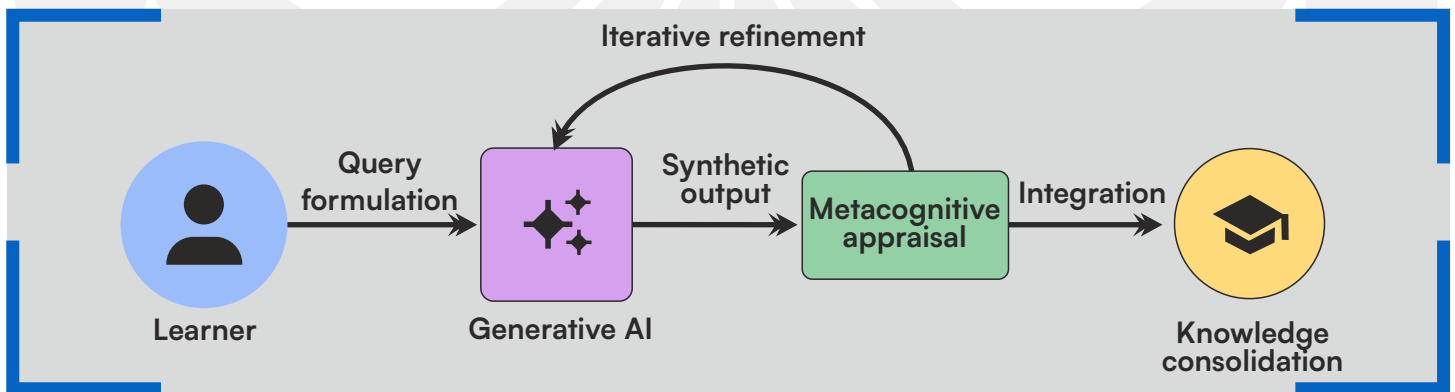
4. Immersive and Risk-Free Upskilling

- **Walmart:** Deployed AI-powered Virtual Reality (VR) Training to place store associates into highly realistic, simulated scenarios like holiday shopping rushes or safety hazards. The underlying AI evaluates the associate's real-

time decisions, tracking performance to provide personalized feedback and adjust the simulation's difficulty level.

System Architecture and Data Flows

AIPPL environments rely on a dynamic loop between three core technological frameworks: the **Learner Model**, the **Pedagogical Engine**, and the **Content Repository**.



Performance Summary: Traditional vs. AI-Driven Learning & Development (L & D)

The enterprise impact of migrating to AI-driven adaptive platforms shows clear operational advantages:

Metric	Traditional Training (LMS)	AI-Adaptive Training Platforms
Course Creation Speed	3 to 4 weeks per module	1 to 2 weeks via generative AI drafting
New Hire Onboarding	Standardized, rigid schedules	53% faster completion using personalized tracks
Time-to-Productivity	Extended baseline period	Reduced by 40% due to instant skill gap bridging
Primary Metric	Attendance and compliance completions	Proven capability and measurable mastery

Case Study: Operations Modernization via AI-Adaptive Upskilling

- Organization: Apex Automotive Components (Global Tier-1 Supplier)
- Challenge: Legacy assembly line transition to automated, electric vehicle (EV) component production.
- Target Audience: 1,200 frontline line operators, technicians, and floor supervisors.

1. Project Implementation Timeline

The transition from legacy manufacturing procedures to the smart facility deployment followed a structured, data-driven methodology over a 12-month timeline:

[Month 1–2] Skill Matrix Ingestion & AI Architecture Integration

[Month 3–5] Pilot Launch: Predictive Skill-Gap Testing (300 Operators)

[Month 6–10] Full Deployment: AR/VR Adaptive Training & Just-in-Time Micro-Learning

[Month 11–12] Final Transition, Machine Integration & Value Capture Audits

2. Technical Solution Architecture

Apex deployed an AI-driven adaptive learning engine connected to their Manufacturing Execution System (MES). The solution addressed two critical workforce segments:

Reskilling Path: Assembly Operators to Robotic Technicians

Operators whose manual assembly tasks were automated transitioned to managing precision robotic cells.

- **Predictive Diagnostics:** The AI evaluated individual aptitude in spatial reasoning and logic through game-based testing, skipping irrelevant introductory material.
- **Immersive Simulation Loops:** Technicians wore augmented reality (AR) headsets during troubleshooting practice. The AI adjusted simulator failure rates dynamically based on the user's stress metrics and error patterns.

Upskilling Path: Maintenance Technicians to Predictive Analysts

Traditional mechanics learned to manage IoT sensor arrays, cloud data dashboards, and predictive maintenance workflows.

- **In-the-Flow Learning:** When an industrial robot triggered a unique error code, the AI surfaced a tailored 90-second instructional micro-lesson directly onto the technician's tablet.
- **Spaced Repetition Workflows:** The platform pushed individualized safety and logic review questions during natural downtime, matching the user's past error history to maximize retention.

3. Measurable Value Creation & Financial Impact

The transition delivered substantial, audited improvements across operational and financial metrics:

Workforce Transformation Metrics

- **Time-to-Productivity:** The average time required to clear a technician for autonomous line management dropped from 12 weeks to 5.5 weeks– a 54% reduction.
- **Training Completion Rates:** Voluntary training engagement rose from 41% under the old learning management system to 89% due to bite-sized content delivery.

Operational Performance Metrics

- **First-Time Fix Rate:** Critical troubleshooting accuracy on robotic arms improved by 34% within the first quarter post-launch.

• Factory Downtime:

Unplanned equipment downtime dropped by 22% as upskilled maintenance teams resolved sensor faults before line stoppages occurred.

Financial Return on Investment (ROI)

The financial gains from the program are detailed through specific operational steps:

1. **Calculate Onboarding Savings:**
 $\{\text{Savings}\} = 1,200 \{\text{workers}\} \times 6.5 \{\text{weeks saved}\} \times \$800 \{\text{fully burdened weekly wage}\} = \$6,240,000$
2. **Calculate Reduced Line Downtime:**
 Saved an estimated (\$3,400,000) annually in avoided production losses.
3. **Determine Total Value Created:** (\$9,640,000) achieved in the first year against a total hardware /software investment of (\$1,800,000).

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In our survey of 247 international organisations, just 3% reported continuous and comprehensive implementation from HRD and training activities, another 7% reported frequent implementation of impulses from HRD and training. For about 70%, transfer was only occasional, sporadic, selective and limited. 19 % reported that they had no information or data at all. Sounds like a new type of the 70-20-10 model for learning and development. But the uncomfortable conclusion is: organisations invest heavily in learning, but often cannot convert learning into sustainable behaviour

change and leadership action. With AI, it is now possible.

The 70 per cent problem

The survey does not say training is useless. It

says transfer

is too often left to chance. Participants leave a

programme with ideas, energy and action plans, then return to customer escalations, budget

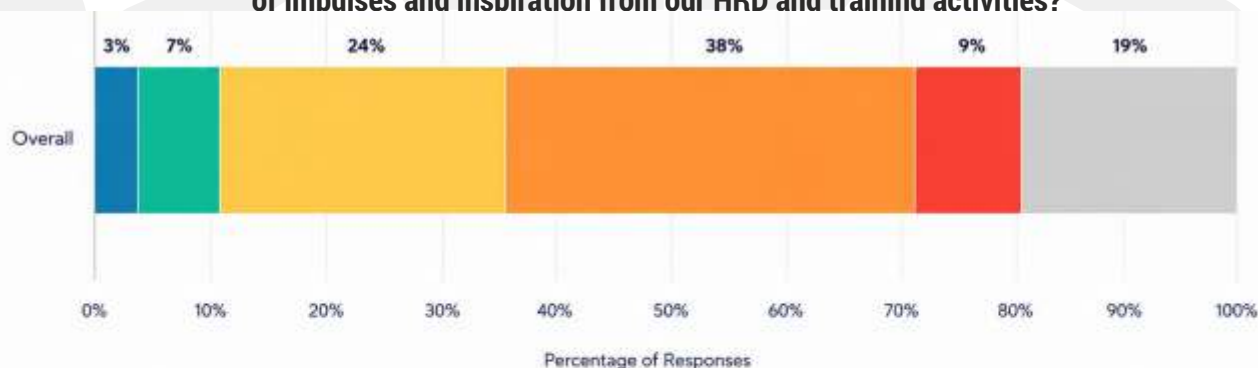
AI-POWERED, HUMAN-CENTRED LEARNING TRANSFER

HOW DOES AI TURN LEARNING INTO SUSTAINABLE LEADERSHIP ACTION?



rounds and a calendar with no sympathy for new habits. The decisive L&D question is not only, "What did people learn?" It is, "What will

How satisfied are we the level of implementation of impulses and inspiration from our HRD and training activities?



Basic: All surveyed organization (n=247)
share in %

Figure 1. Of 247 organisations surveyed, only 10% reported frequent or continuous implementation of HRD and training impulses.

they do differently in the next meeting, conversation or decision and what will help them remember at that moment?”

A small nudge at the right moment

Learning transfer cannot just be a decorative follow-up. It must be designed into the learning architecture. For the simple concept of NUDGING, Richard Thaler was even awarded the 2017 Nobel Memorial Prize in Economic Sciences. A common example of nudging we are familiar with, the seat-belt warning. The fasten seat belt warning does not teach new road-safety theory; it helps existing knowledge become action when it matters. Leadership nudges work similarly. A leader rarely needs another 15-minute module from a LMS at 8:35 on Tuesday morning. A short prompt and AI-generated

reminder is more useful: “Before today’s team meeting, explain one priority in plain language, ask what remains unclear, and close with one named commitment.”

AI makes this scalable in four ways: it personalises support, anchors recommendations in the organisation’s language, places them near the moment of action, and creates useful learning analytics. Leaders can rate prompts, choose actions and reveal patterns in what helps—or where application stalls. The value is not more content, it is relevance, timing, repetition and a clearer line from development to behaviour.

Recycle the learning — and the investment

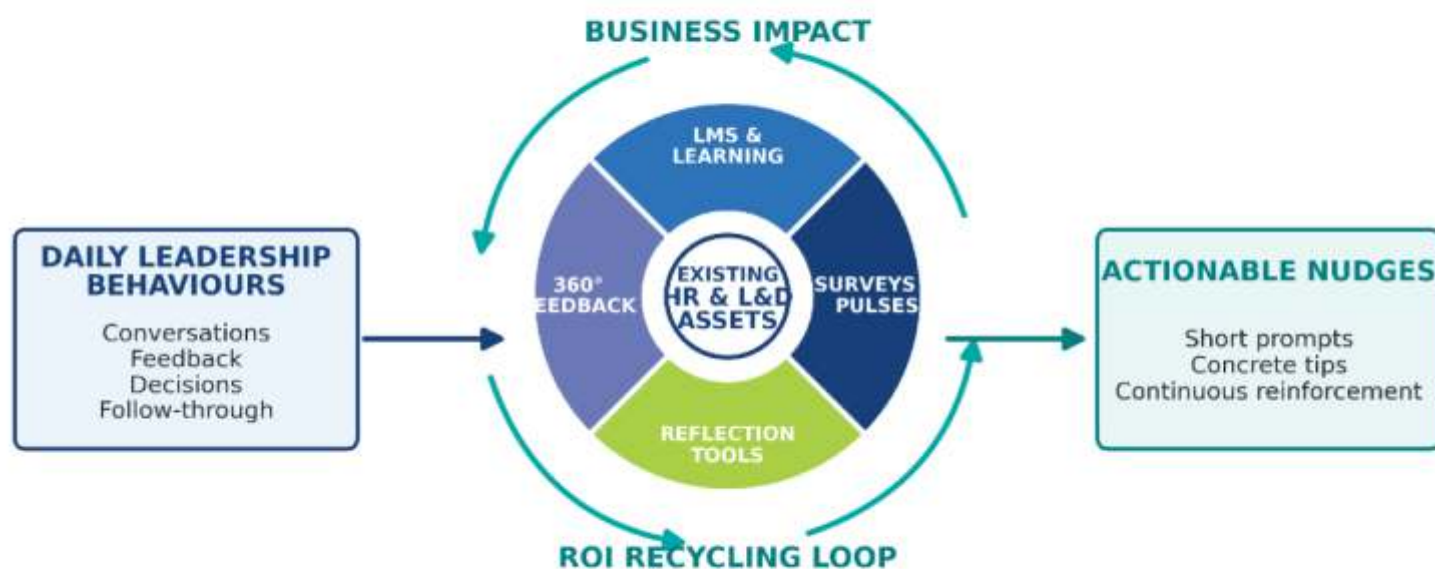
Most organisations already possess a rich leadership-development ecosystem: values, competency

models, leadership principles, learning programmes, employee surveys, 360-degree feedback, coaching tools and learning journeys are implemented. Much is high quality. Everything has already been paid for. Yet these assets often sit like excellent but unused tools in a locked cabinet.

AI-supported nudging goes beyond measurement — it recycles—or more accurately, upcycles—those investments. Survey findings become questions for a team dialogue. A competency model becomes a weekly behaviour experiment. A training module becomes a just-in-time suggestion before a difficult conversation. L&D moves from being a warehouse of knowledge to becoming an activation system for leadership support to improve performance.

ROI RECYCLING FOR HR & L&D

Activate what the organisation has already built and paid for.



The same assets become useful again - not as documents, but as repeated leadership action.

Figure 2. ROI recycling turns existing HR and L&D assets into continuous, actionable leadership nudges.

Inside the Blended Leading® Engine

Blended Leading® goes beyond all those general platitudes: it is targeted to the organization and the individual. It combines three input layers: First is the organisation-specific environment: strategy, corporate values, employee surveys, leadership content from training programs and existing indicators. Second is behaviour: competency models, 360-degree

feedback or skill profiles. Third is personality, where participants choose to use psychometric information. The organisation decides which sources matter — individuals decide what personal information they want to include in their nudges; the AI-supported engine translates them into short, context-aware leadership nudges. Unlike conventional blended learning, where learners normally search for content, Blended Leading

proactively brings a small action prompt into the workflow – with no extra system required – through Microsoft Teams®. The result is deliberately unspectacular: a reminder to ask rather than tell, a conversation opener, three practical tips, a deeper resource or one action to try this week. That modesty is a strength. Leadership is built through repeated micro-behaviours: listening, clarifying, recognising, deciding and following up.

Blended Leading® Engine Components:

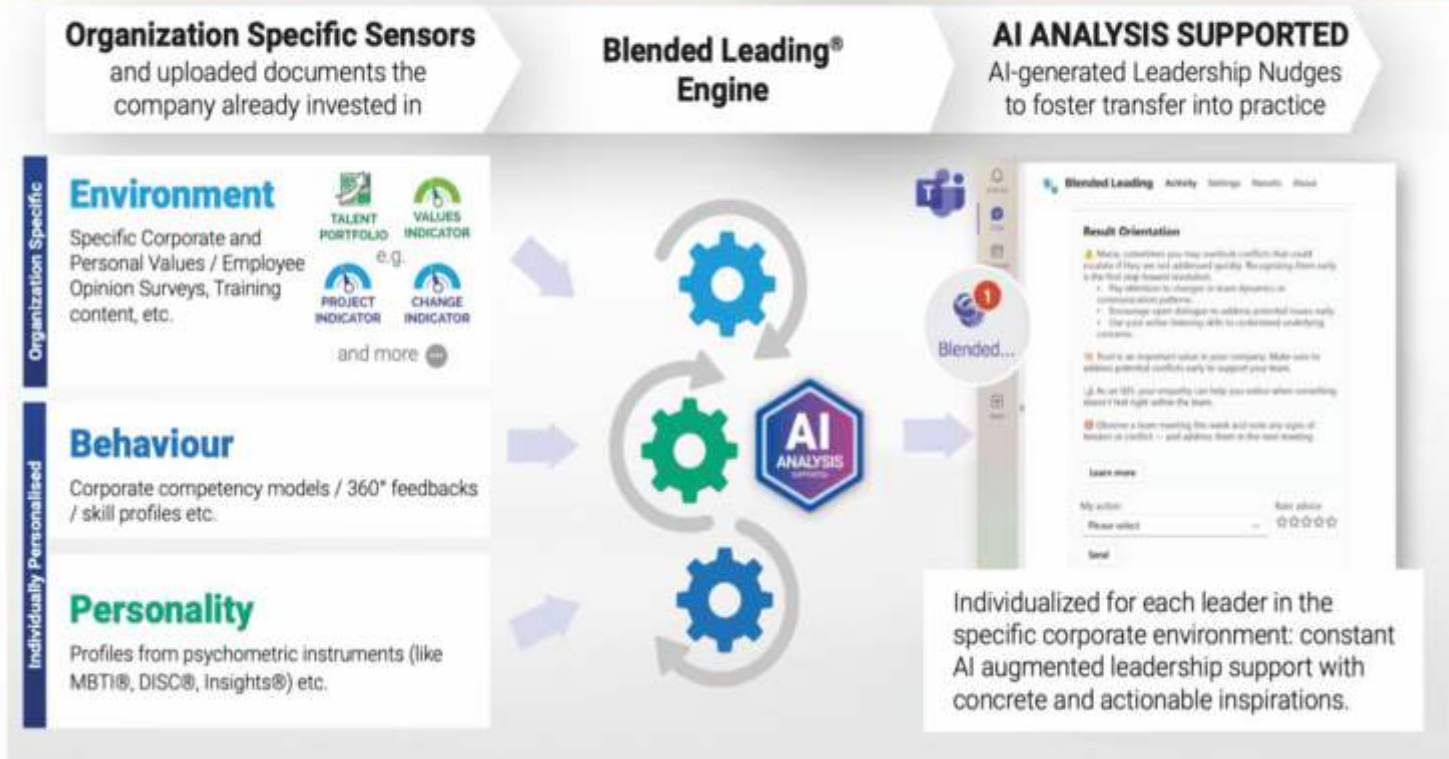


Figure 3: Environment, behaviour and personality inputs become individualised leadership nudges through AI-supported analysis.

Human-centred by design

The leader always remains the human in the loop. Responsible nudging is transparent, voluntary and useful. It constantly **supports reflection** rather than monitors, while personal information remains

protected. Measurement fosters individual action: Which nudges are useful? Which actions are attempted — and worked? Which leadership routines improve? Which selected employee or business indicators move with them?

AI will not rescue a weak leadership model or training, and a leader's clever individual prompt in AI will not replace a good conversation. Used responsibly, however, Blended Leading gives successful learning a second life—exactly where leadership happens



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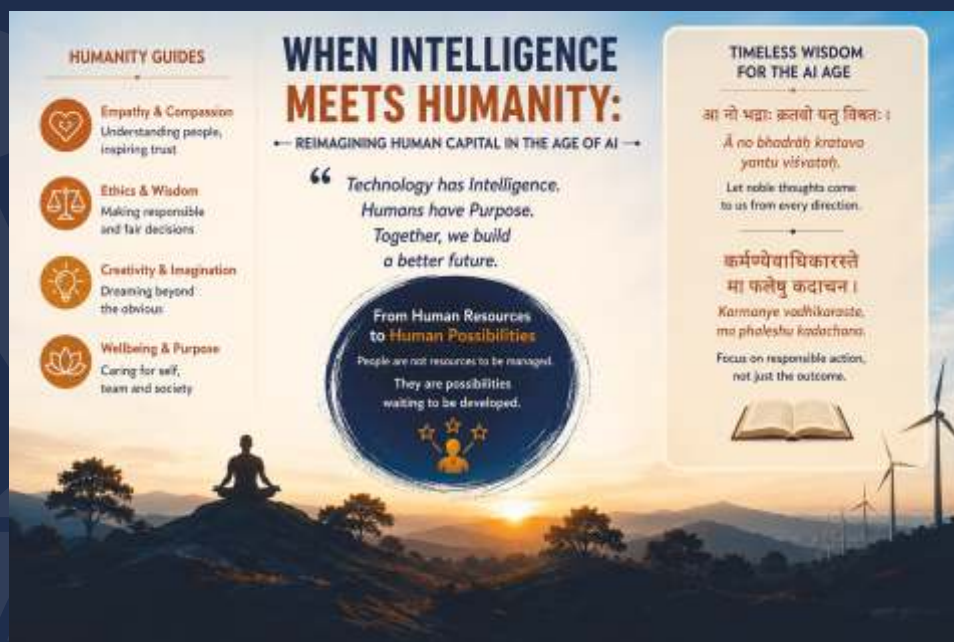
We are living through one of the most transformative periods in human history. Artificial Intelligence is changing the way we work, learn, communicate and make decisions. Across industries, AI is improving efficiency, personalising learning, analysing data and creating possibilities that were unimaginable only a few years ago.

But as we celebrate the growth of Artificial Intelligence, an important question remains:

Are we developing intelligence faster than we are developing humanity?

For me, the future of human capital cannot be built around technology alone. Technology can process information, but human beings bring purpose. AI can recognise patterns, but human beings bring empathy, ethics, imagination and wisdom.

The real challenge before learning and development professionals is therefore not whether humans will compete with AI. The challenge is how humans and intelligent technologies can work together to create a more capable,



compassionate and sustainable world.

This thinking is at the heart of our forthcoming 5th International Conference — **HCIC 2027: Human Capital Intelligence Conclave**, being organised around the theme: **Human Capital in the Age of AI: Convergence of Leadership, Wellness & Sustainable Futures.**

The vision behind HCIC is simple: **the future belongs neither to artificial intelligence alone nor to traditional human systems alone. It belongs to their responsible convergence.**

Humanity Must Remain at the Centre

AI is increasingly influencing recruitment, performance management, learning pathways and workforce planning. It can help organisations understand skills gaps and make better decisions. However, data cannot fully measure

courage, compassion, resilience, character or the ability to inspire another human being.

Human Capital Intelligence must therefore go beyond technological capability.

It must include:

- The intelligence to learn continuously.
- The wisdom to make ethical decisions.
- The emotional strength to lead through uncertainty.
- The capacity to care for individual and collective wellbeing.
- The responsibility to ensure that progress is sustainable and inclusive.

This is where learning and development has a powerful role to play.

The future L&D professional will not simply be a trainer or knowledge

provider. We must become facilitators of human growth—helping people develop the skills to work with technology while strengthening the uniquely human qualities that technology cannot replace.

Ancient Wisdom and Future Intelligence

As we move into the AI era, I believe we can also learn from the wisdom traditions that have guided humanity for centuries.

One of the most powerful ideas comes from the **Rig Veda**:

“**Ā no bhadrā kratavo yantu viśvata.**”

“आ नो भद्रः क्रतवो यन्तु विश्वतः।”

“**Let noble thoughts come to us from every direction.**”

This ancient thought carries remarkable relevance for our global and technologically connected world. Innovation should not belong to one nation, discipline, culture or generation. The future of learning must remain open to ideas, knowledge and wisdom from across the world.

AI gives us access to enormous amounts of information. But access to information is not the same as wisdom.

Our responsibility is to ensure that the intelligence we create and use is guided by **noble thoughts, ethical purpose and human wellbeing.**

A second timeless message comes from the **Bhagavad Gita**:

“**Karmanye vadhikaraste, ma phaleshu kadachana.**”

“कर्मण्ये वाधिकारस्ते, मा फलेषु कदाचना।”

It reminds us of the importance of responsible action.

In the context of AI and human capital, this message encourages us to focus not only on outcomes, productivity and performance, but also on the integrity of the process. How are we using

technology? Who benefits from it? Who might be excluded? Are we creating progress that strengthens human dignity?

These are questions that every leader, organisation and learning professional must now ask.

From Human Resources to Human Possibilities

Perhaps the time has come to rethink the way we view human capital.

People are not merely resources to be managed. They are possibilities waiting to be developed.

The organisations of the future will succeed not simply because they have the best technology, but because they create environments where people can learn, remain healthy, feel valued and contribute meaningfully.

This is why HCIC 2027 brings together four important movements: **the Future of Work, Leadership and Wellness, Grassroots Innovation and Social Capital, and Indian Intelligence and Inclusive Futures**, supported by a cross-movement focus on **Human Capital Analytics and Measurement.**

The objective is to create a dialogue that connects research with practice, technology with humanity, and global innovation with cultural wisdom.

As learning and development professionals, we have an opportunity—and a responsibility—to shape this transformation.

The question is no longer simply:

How intelligent will our machines become?

The more important question is:

How wise, compassionate and responsible will we become while creating and using them?

The future of human capital must be intelligent.

But above all, it must remain **human.**

मानव ही शक्ति, बुद्धि ही युक्ति

Humanity is the Power. Intelligence is the Strategy.

Unlocking the SUPERHUMAN PROFESSIONAL: How AI DEMOCRATISES Mastery and ELEVATES CAREER Trajectories

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Abstract

Artificial intelligence is transforming the process of learning, problem solving, and professional development. It is not replacing human intelligence, instead it is making talent possible by removing intermediaries and barriers to development and accelerating the path to mastery. The article examines the move from passive learning to active learning and proposes a roadmap for leaders willing to set up an ecosystem of human intelligence and artificial intelligence coming together to promote innovation, collaboration, critical thinking, adaptability, and sustainable organisational development in learning environments.

I. Introduction: The Next Level of Human Potential

The topic of employees and technology has existed forever, as studies have been conducted about how technology affects people and makes them important. But this issue is considered irrelevant nowadays as we discuss how good is contextual AI that appeared in 2026 and switched the topic from humans avoiding the significance to radical empowerment.

AI should not be considered a replacement for humans because it only enhances their intelligence and creativity. It can help them work better as it acts in a form of real-time assistance and brings workers to the level of excellence. People should increase their skills from learning to performing work to allow the emergence of a new type of workers called "superhumans."

II. Breaking Down Barriers: Democratisation of Information

Previously, in order to gain expertise in a field, one had to rely on huge networks, extensive training, a lot of resources, etc. Thus, there were big inequalities in how

people progressed in developing countries. Artificial intelligence systems simplify access to education, empowering individuals to learn the skills of their choice.

Traditional Learning Model	AI-Democratised Learning Model
Fixed curriculum & schedules	On-demand, contextual study
One-to-many instruction	1-on-1 adaptive mentorship
High financial/spatial barriers	Universal, frictionless access
Delayed feedback loops	Real-time workflow feedback

Customized tutoring makes it easy to understand complicated concepts by making use of industry-related metaphors, graphical images, or instances depending on the needs of the learner.

III. The Process of Accelerated Mastery

According to K. Anders Ericsson, learning takes 10,000 hours of practice. AI has shortened skill mastery time. Traditional training practices are slow because it is



necessary to learn and wait until the employee applies the newly learned knowledge weeks later and be trained, assessed, and corrected in three months.

By applying advanced technologies, the process of learning can take just a few days instead of several months. It is possible for professionals to concentrate on higher-level operations when they have access to AI assistants for data extraction and text generation:

- Strategic critical thinking and nuanced evaluation.
- Cross-disciplinary synthesis and innovative problem-solving.
- Empathy for stakeholders and ethical reasoning.

IV. Plotting Self-Selected Career Pathways

Due to the emergence of the superhuman worker, it is essential to leave behind the traditional "career ladder" concept and switch to flexible portfolio-based careers focused on skill acquisition.

Today, highly qualified workers no longer depend on the training given by their employers: they can evaluate their level of skills by means of AI. After determining their deficiencies, workers find appropriate programs for their training and development. The software allows to do the job from the technical point of view, but it should be understood that the real

advantage consists in the specific characteristics of people that cannot be imitated by machines.

V. Strategic Implications for Leaders

In order to take advantage of this opportunity, the Learning & Development leaders should reconsider their business model:

- 1. Become Ecosystem Architects, Not Content Creators:** Instead of providing rigid training, the teams should be responsible for constructing safe learning environments, offering reliable AI tools and tested information.
- 2. Create Psychological Safety:** Encouraging employees to use AI as an important business capability, eliminating their concerns.
- 3. Redefine Metrics of Success:** Shift from measuring training hours and completion rates to measuring the time taken to achieve competence and speed of solving issues.

VI. Conclusion

The combination of modern technologies with staff training is an excellent way to realize the concept of human development. The importance of knowledge and mentoring in a democratic society offers people an opportunity to reach their maximum potentials.

In the future, it should not be the fight of humans against machines but collaboration of professionals who make use of artificial intelligence. This means that leaders need to be able to capitalize on innovative benefits that computers can bring in the learning and development process.

AI-Driven Capabilities	Uniquely Human Strengths
High-speed data processing	Contextual wisdom & ethical judgment
Rapid content & code generation	Creative synthesis & vision
Pattern recognition across big data	Deep empathy, negotiation & influence



When Intelligence Meets Skill: Reimagining TVET in the Age of Artificial Intelligence

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For ages, vocational learning has followed a simple principle: **watch, practise, make mistakes, receive feedback, and try again.**

A learner watches a skilled instructor demonstrate a process. The learner attempts it. The instructor observes, corrects, and demonstrates again. With repetition, knowledge becomes skill, and skill eventually becomes competence.

Artificial Intelligence (AI) is now changing the environment in which this process takes place.

The question for Technical and Vocational Education and Training (TVET) is therefore not whether AI will enter the classroom or workshop. It is already beginning to do so. The more important question is:

How can we use AI to make practical learning more personalised, intelligent and accessible without losing the human element that makes skills development meaningful?

The answer may lie not in replacing the traditional workshop, but in **reimagining it.**

From the Same Lesson to the Right Lesson

One limitation of conventional classroom learning is that learners do not learn at the same pace.

In a practical class, one learner may understand a process after one



demonstration, while another may need several demonstrations and additional practice. Yet the instructor must often manage both learners within the same lesson period.

AI-powered personalised learning offers an opportunity to change this.

By analysing learning patterns, AI can help identify areas where individual learners require additional support. It can recommend resources, generate practice activities and provide different explanations of the same concept.

For TVET, the implications are significant.

A learner struggling with pattern development could receive additional visual explanations. Another learner who has mastered the basics could be challenged with a more complex design. Instead of asking every learner to follow the same path, technology can help create **different pathways towards the same competence.**

The instructor remains essential, but now has better tools to understand the learner.

The Instructor as Designer, Mentor and Coach

There is understandable concern that AI could replace teachers and trainers.

But perhaps we are asking the wrong question.

The better question is: **What work should technology take away so that educators can spend more time doing the work only humans can do?**

Generative AI can assist educators with lesson planning, learning activities, assessment questions, scenarios, and instructional materials. It can help transform one concept into multiple explanations suitable for learners with different levels of understanding.

This can free educators to concentrate on mentoring, observation, feedback, motivation, and practical demonstration.

In other words, AI can reduce some of the administrative burden while allowing the educator to become even more intentional as a **designer of learning, mentor, and skills coach**.

AI should not become the teacher.

It should become the teacher's co-pilot. Beyond Information: Making Learning Experiential

The greatest opportunity may be where AI meets experiential learning.

Learning becomes more powerful when people can apply knowledge rather than receive it.

AI-powered simulations can create realistic scenarios in which learners practise decision-making and problem-solving before encountering similar situations in the workplace.

A hospitality learner could interact with a simulated customer. An engineering learner could troubleshoot a virtual fault. A business learner could respond to a simulated client challenge. A fashion or leathercraft learner could explore design alternatives and receive guidance before moving to physical production.

These technologies can provide something valuable: **a safe space to practise, fail, reflect and try again**.

But there is an important boundary.

A virtual simulation cannot completely replace the physical experience of working with tools, materials and machines. A learner must still feel the material, understand resistance, develop hand skills and learn from real-world imperfections.

The future of TVET should therefore not be **digital versus practical**. It

should be **digital plus practical**.

Data Should Tell Us More Than Scores

Another powerful application of AI is intelligent learning analytics.

Traditional assessment often tells us whether a learner passed or failed. AI has the potential to help educators understand **why**.

Where does the learner repeatedly struggle? Which concepts require reinforcement? How does the learner progress over time? What kind of support appears to improve performance?

These insights can help educators move from simply assessing learning to **diagnosing learning**.

That shift matters.

When we know where a learner is struggling, intervention can happen earlier. When we understand how a learner progresses, support can become more targeted.

The result is a learning environment that responds to learners rather than simply measuring them.

But There Is One Thing AI Must Never Replace

As we embrace intelligent technologies, we must be careful not to confuse efficiency with effectiveness.

Learning is human.

A learner may need encouragement after failing a practical task. A young person may need someone to recognise their potential before they recognise it themselves. A struggling learner may need patience, reassurance and a second chance.

No algorithm should make us forget this.

Human-centred AI means asking not only **"What can AI do?"** but also

"What should AI do?"

Questions around privacy, bias, accessibility, digital inequality and the accuracy of AI-generated information must therefore remain part of the conversation.

Technology should expand opportunity, not deepen existing inequalities.

The Workshop of the Future

Imagine a TVET workshop where the physical and digital worlds work together.

A learner enters with a question. An AI learning assistant explains. The learner watches a demonstration, practises the process, and receives additional learning resources based on their progress. The instructor uses learning data to identify where intervention is needed, then steps in to provide personalised coaching.

The learner still works with their hands.

The instructor still teaches.

The workshop is still a place of practice.

But intelligence now surrounds the learning process.

That is the opportunity before us.

The future of TVET should not be about creating **AI-powered learners instead of human learners**.

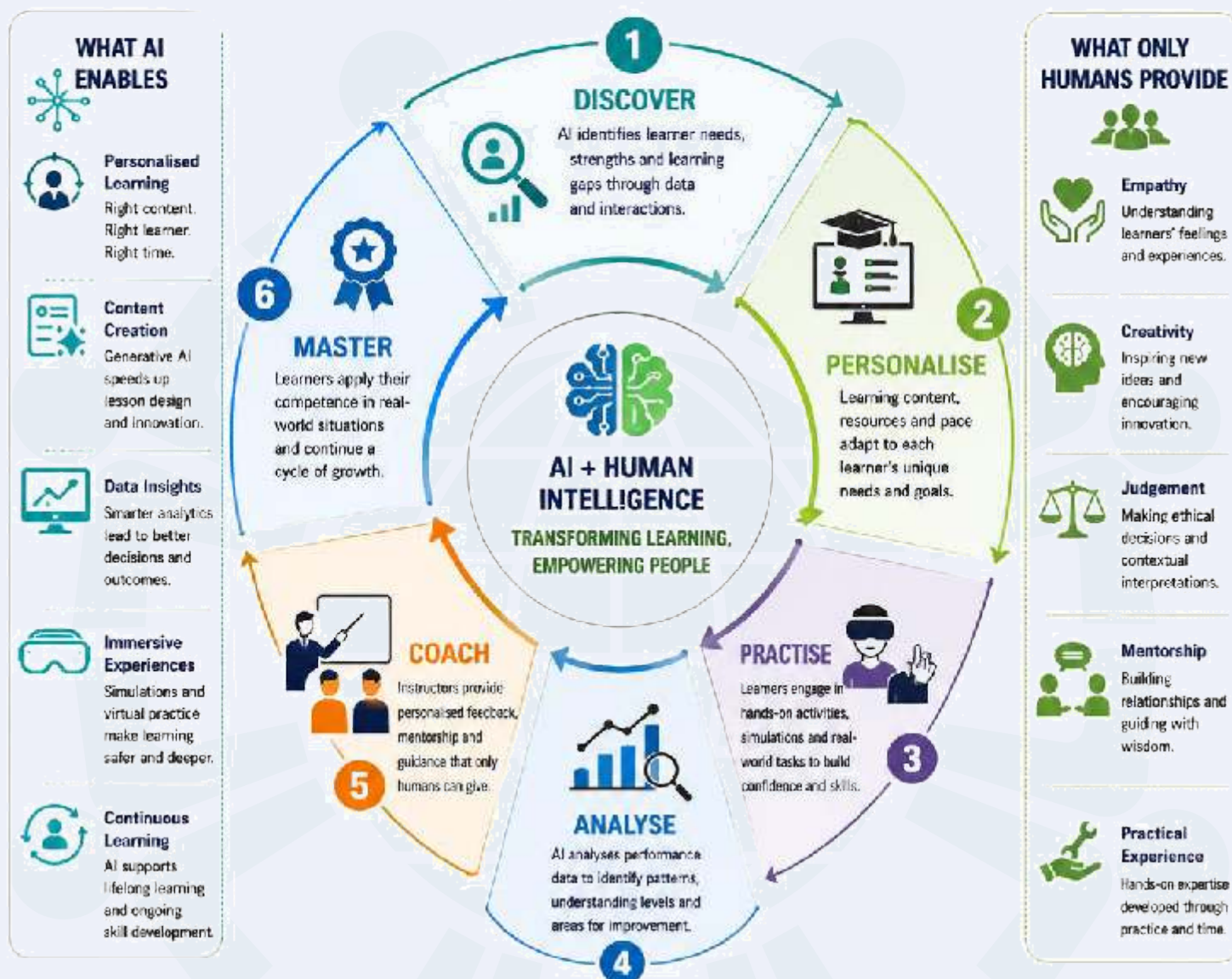
It should be about creating **better-equipped human beings, using AI as one of the tools that helps them learn, create, solve problems, and thrive**.

Artificial intelligence may be transforming the future of learning.

But the real transformation will occur when **artificial intelligence amplifies human potential rather than attempting to replace it**.

THE AI-ENABLED TVET LEARNING CYCLE

Intelligent Technology. Human Guidance. Practical Excellence.



THE RESULT: EMPOWERED LEARNERS. STRONGER ORGANIZATIONS. BETTER SOCIETIES.



More Relevant
Learning aligned with real-world needs.



More Inclusive
Supporting diverse learners everywhere, every time.



More Experiential
Learning by doing, reflecting and applying.



More Empowering
Building confidence, employability and human potential.



More Impactful
Stronger skills for a stronger future of work.



TOGETHER, LET'S BUILD A FUTURE WHERE AI AMPLIFIES HUMAN POTENTIAL.

Smarter Technology • Skilled People • Better World



Core message: AI provides intelligence and insight; educators provide judgement, empathy and mentorship; learners provide curiosity, effort and creativity



Constructing the Future of AI, Learning, and Development through Ethics: A Human-Centered Perspective on the Use of Technology

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The development of human civilization has always been accompanied by technological advancement. From the discovery of fire and the invention of the steam engine to the widespread adoption of electricity and the rapid emergence of artificial intelligence (AI), technology has continuously transformed the ways in which people live, work, and learn. A review of technological development throughout history, however, reveals that technology itself does not possess inherent value judgments. Rather, it is how human beings choose to develop, deploy, and use technology that ultimately determines its impact on society. Accordingly, as Learning and Development (L&D) undergoes profound transformation in the age of AI, ethics should not be regarded merely as a set of constraints on technological innovation. Instead, ethics should serve as a fundamental framework for guiding technology toward human well-being and the common good.



AI has created unprecedented opportunities for Learning and Development. It can rapidly analyze vast amounts of information, assist learners in identifying learning resources suited to their individual needs, provide real-time feedback, and even function as a personalized digital learning partner. At the organizational level, AI can help identify competency gaps, design and optimize training programs, and anticipate emerging workforce skills and capabilities. Consequently, talent development can gradually move beyond the traditional model of passive and standardized training toward more proactive, personalized, and continuous learning and development.

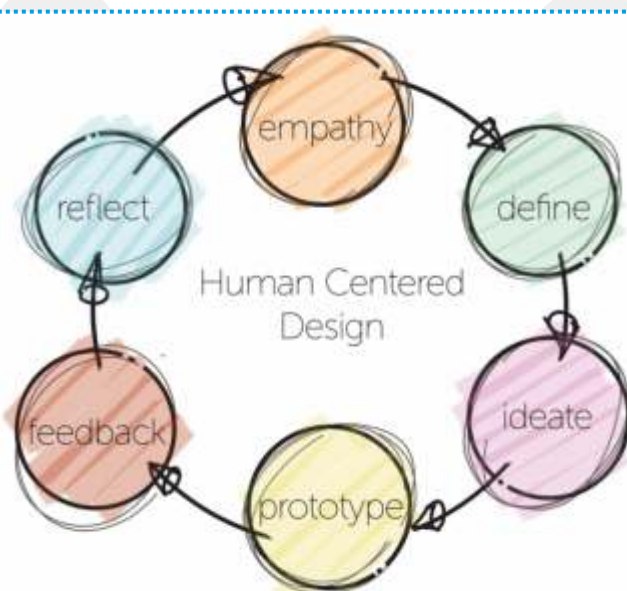
Nevertheless, the greater the

power of technology, the greater the responsibility placed upon humanity. Excessive reliance on AI may gradually weaken individuals' capacities for independent thinking, professional judgment, creativity, and critical reflection. Likewise, the extensive collection and analysis of learners' personal and behavioral data may raise significant concerns regarding privacy, surveillance, and data governance. Furthermore, algorithmic bias may result in unequal access to learning opportunities or unfair assessments of individual capabilities. These challenges suggest that we should not ask only what AI can do, but also what AI should do—and, equally importantly, which decisions must remain within the domain of human

judgment and responsibility.

The future of Learning and Development should therefore be grounded in the principle that human beings must remain in control of technology, rather than becoming controlled by technology. AI can process information, generate insights, provide recommendations, and augment human capabilities; however, ultimate value judgments, ethical decisions, and accountability must remain fundamentally human responsibilities. Education and talent development should consequently move beyond simply cultivating AI-related technical competencies. They should also foster critical

thinking, ethical literacy, empathy, technological innovation; it is fundamentally a question of how humanity chooses to shape its future. Technology may enable



human beings to move faster and accomplish more, but ethics determines where we should go and why we should go there. Only by placing people at the center, ethics at the core, and technology in the role of an enabling instrument can AI become a genuine force for advancing learning, developing human talent, and promoting human well-being. Such an approach will enable us to construct a future that is not only more

increasingly AI-enabled society.

From this perspective, the future of AI and Learning and Development is not merely a question of intelligent and innovative, but also more humane, dignified, equitable, inclusive, and sustainable.

HCAI= Human-Centered Artificial Intelligence



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Artificial Intelligence (AI) is transforming healthcare, finance, manufacturing, energy, and education. Learning and Development (L&D) is no exception. AI and advanced analytics can personalize learning, identify skills gaps, predict outcomes, and support evidence-based decisions. UNESCO highlights AI's potential for personalized learning while emphasizing human-centred, ethical, and inclusive implementation. [1][2]

An important model for the future of learning can be found outside education—in the modern Smart Electric Power Grid.

From Smart Grids to Smart Learning

Imagine operating a national electricity grid without sensors, communications, monitoring, or control systems. Engineers would have limited visibility into faults, changing demand, and emerging abnormalities.

The Smart Grid transformed this model by integrating sensing, communications, automation, analytics and control with traditional power infrastructure to improve reliability, efficiency, flexibility, security and resilience. [3][4]

Organizations have similarly delivered programmes, recorded attendance and issued certificates, but often had limited visibility into what people learned, what they retained, or whether training translated into workplace performance.

Learning Analytics addresses this gap through the measurement, collection, analysis and reporting of learner and contextual data to understand and optimize learning. [5]

Artificial Intelligence can take this capability further. Just as Smart Grids monitor electrical networks, Intelligent Learning Analytics (ILA) can analyse learning activities, identify patterns, predict

outcomes and support timely interventions.

What is Intelligent Learning Analytics?

For this article, ILA is understood as the application of AI, machine learning, predictive analytics, and learning data to understand, predict, personalize, and continuously improve learning and capability development. It builds upon Learning Analytics, but emphasizes prediction, intelligent recommendation, adaptive intervention, and continuous improvement.

The progression is: Descriptive—**What happened?** Diagnostic—**Why?** Predictive—**What is likely next?** Prescriptive—**What should we do?**

This transforms analytics from reporting into decision support.

Every Intelligent System Learns from Data

An intelligent system follows a continuous cycle:

Data → Analytics → AI → Decision Support → Action → Outcome → Learning → Feedback.

The Learning Control Centre

A Smart Grid uses extensive measurement and monitoring to understand the state and behaviour of the network. The same principle can apply to organizational learning.

Learning activities can generate data on participation, assessment, progress, skills, collaboration, workplace application and knowledge retention. Properly governed and analysed, these data provide visibility into capability development.

This could create a “Learning Control Centre”—an analytical environment that helps professionals identify trends, anticipate needs and determine where intervention is required.

However, people are not machines. Learning data must be interpreted within educational, organizational, cultural, and human contexts.

Predictive Learning: The New Frontier

In engineering, predictive maintenance identifies equipment showing signs of likely

failure, allowing intervention before failure occurs.

A similar philosophy can be applied to learning. Instead of waiting until a learner fails, analytics may identify patterns associated with disengagement, knowledge gaps, declining participation, or difficulty completing activities. Research in educational data mining and learning analytics demonstrates methods for understanding learner behaviour and predicting outcomes. [6][7]

Early intervention could include coaching, mentoring, additional resources, personalized exercises, or instructor support. The objective shifts from evaluating learning to improving it before problems become difficult to reverse.

From Measuring Training to Measuring Capability

Traditional L&D metrics—attendance, course completion, certificates, and training hours—remain useful but mainly measure activity. A more strategic question is: What did people learn? **What can they now do? Has capability improved? What will the organization need tomorrow?**

ILA can shift attention from training activity to capability development and organizational performance. As skill requirements change, organizations must develop technical knowledge alongside critical thinking, collaboration, digital literacy, and responsible use of AI. [2][8] Learning becomes a strategic component of organizational resilience and competitiveness.

Human Intelligence and Artificial Intelligence

AI should not replace educators, trainers, mentors, managers or leaders. Just as a Smart Grid control centre supports power-system professionals, ILA should support—not eliminate—professional judgement.

AI can identify patterns, predict outcomes and recommend interventions, but human professionals must interpret them in context. Empathy, creativity, ethics, leadership, experience and professional judgement remain indispensable.

Because learning data may contain sensitive information, privacy, equity, inclusion, human agency and responsible governance are essential. UNESCO and NIST emphasize trustworthy and responsible AI, governance and risk management. [1][2][9]

The goal is not **Artificial Intelligence versus Human Intelligence**, but **Human Intelligence amplified by Artificial Intelligence**.

Looking Ahead

The future of L&D is likely to move toward connected learning ecosystems:

Learner Data → Analytics → AI → Prediction/Recommendation → Human Intervention → Capability Development → Performance → Feedback.

This creates a continuous loop in which data inform decisions, interventions produce outcomes, and outcomes generate new data—enabling the organization to learn about its own learning.

Conclusion

The evolution of the electric power grid

provides both a powerful metaphor and a useful systems-engineering model for understanding organizational learning.

Traditional power systems focused on generation, transmission, and distribution. Smart Grids added sensing, communications, analytics, automation, and intelligent control. Organizations are undergoing a comparable journey:

Traditional Learning → Digital Learning → Learning Analytics → Intelligent Learning Analytics → Intelligent Learning Ecosystem → Intelligent Organization.

The organizations that thrive will be those that learn faster, adapt intelligently, develop relevant capabilities, and transform knowledge into sustainable performance. Just as power systems evolved into intelligent Smart Grids, organizations can evolve toward intelligent learning ecosystems. In the age of AI, learning is about building organizations that can sense, learn, adapt, innovate, and continuously improve.

That is the promise of Intelligent Learning Analytics.

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Figure 1: From Smart Grid Intelligence to Intelligent Learning Analytics – A Systems Thinking Perspective



Figure 2: The Intelligent Learning Analytics Cycle



Figure 3: The Learning Control Centre – Monitoring, Predicting, and Optimizing Learning



Figure 4: Smart Grid vs. Intelligent Learning – A Systems Comparison

“ In both the Smart Grid and Intelligent Learning Ecosystems, data drives insight, insight drives action, and action drives continuous improvement.



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AI AND THE FUTURE OF LEARNING AND DEVELOPMENT: TRANSFORMING LEARNING, EMPOWERING PEOPLE

Artificial Intelligence (AI) is no longer a distant concept reserved for technology experts. It is increasingly becoming part of how we work, communicate, solve problems and learn. For Learning and Development (L&D) professionals, this presents both an exciting opportunity and an important responsibility: how can AI improve learning while ensuring that people remain at the centre?

Having spent many years in the teaching and training profession, I have witnessed how learning environments evolve with changes in society and technology. Today, AI represents another significant transformation. Its greatest value may not be in replacing teachers or trainers, but in enabling them to become more effective and helping learners become more independent, adaptable and lifelong learners.

AI-POWERED PERSONALIZED LEARNING

Traditional learning often follows a common structure in which learners receive the same materials, at the same pace, regardless of their abilities or existing knowledge. AI provides an opportunity to change this approach. AI-powered learning systems can analyse learner performance and identify areas where additional support or greater challenge may be required. Content can then be adapted to individual needs and progress. This can make learning more relevant and efficient while encouraging learners to take greater responsibility for their development.

The World Economic Forum's Future of Jobs Report 2025 estimates that 39% of workers' existing skill sets are expected to change by 2030, while analytical thinking, creativity, and collaboration remain important.

GENERATIVE AI IN LEARNING DESIGN

Generative AI is changing how learning content can be designed. Trainers can use AI to assist with lesson outlines, quizzes, simulations, summaries and other learning resources. Learners can use AI to explore unfamiliar subjects, ask questions and receive explanations.

This does not make the trainer or L&D professional less important. Their role becomes more valuable in determining what should be taught, evaluating information, designing meaningful learning experiences and helping learners apply knowledge in real situations.

INTELLIGENT LEARNING ANALYTICS

AI can help L&D professionals move from simply delivering training to understanding whether learning is taking place. By analysing learner activity, performance and feedback, AI-supported systems can help identify patterns, knowledge gaps and areas requiring additional support.

Used responsibly, this information can help organisations improve learning programmes and allocate resources more effectively. However, data should support professional judgement, not replace it.

HUMAN-CENTRED AI IN LEARNING

The enthusiasm surrounding AI must be balanced with an understanding of its limitations. AI systems can produce inaccurate information, reproduce biases and raise concerns about privacy, accountability and equitable access. More importantly, learning is not simply the transfer of information.

A good trainer does more than provide answers. A trainer encourages curiosity,



recognises when a learner is struggling, motivates, listens, challenges assumptions and builds confidence. These human dimensions remain essential.

UNESCO's AI Competency Framework for Teachers places a human-centred mindset and ethics alongside AI knowledge and AI pedagogy. This provides an important lesson for L&D: we should not ask only, "What can AI do?" We should also ask, "What should AI do, and what should remain distinctly human?"

AI, IMMERSIVE TECHNOLOGIES AND EXPERIENTIAL LEARNING

AI can also work alongside immersive technologies such as virtual and augmented reality to create realistic learning environments. People can practise skills, explore situations and learn from mistakes in a safe setting.

For example, employees could rehearse difficult conversations, emergency procedures or customer-service situations in simulated environments before applying those skills in real life. Their value lies in creating opportunities to practise, reflect and improve.

EMPOWERING PEOPLE FOR CONTINUOUS LEARNING

AI can also make lifelong learning more accessible. Learning no longer needs to be restricted to a classroom, scheduled training session or particular stage of a career. AI can support individuals as they learn new skills, explore unfamiliar subjects and receive feedback.

The OECD has highlighted the need to reconsider what learners need to know and be able to do as AI capabilities develop. The future of L&D therefore cannot simply be about training people on how to operate new technologies. It must also develop critical thinking, creativity, communication, leadership, empathy and the ability to learn continuously.

CONCLUSION

AI is transforming Learning and Development, but the future of learning should not be defined by technology alone. AI can personalise, generate, analyse and assist. People bring curiosity, judgement, creativity, empathy, experience and purpose.

The goal should not be to create a world in which AI replaces the teacher, trainer or learner. It should be to create a learning environment in which AI empowers them to do what they do best.

The future of Learning and Development will belong not simply to those who know how to use AI, but to

those who know how to use it wisely, ethically and humanely to unlock human potential.

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This cartoon has been created with the help of Chat GPT by giving the text and allowing it to create the above cartoon



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Unlearning to Learn: The Human Dimension of AI-Enabled Organizational Development



Artificial intelligence is reshaping Learning and Development by making learning more personalized, accessible, data-driven and continuous. Yet the success of this transformation depends not only on what individuals and organizations learn, but also on what they are willing to unlearn. In a rapidly changing world of work, unlearning is becoming a necessary condition for sustainable learning, innovation and human development.

Beyond Knowledge Acquisition

Traditional organizational learning has focused on acquiring knowledge, developing competencies and transferring best practices. These remain important objectives, but they are no longer sufficient in environments transformed by AI and rapid change. Organizations may adopt new platforms and training tools while continuing to rely on outdated assumptions, routines and leadership models that limit adaptability.

Unlearning should not be understood as forgetting or rejecting experience. It is the deliberate process of questioning and revising beliefs, habits and practices that no longer support effectiveness. By releasing what has become obsolete, organizations create room for new perspectives, behaviours and capabilities.

Why Unlearning Matters

Many organizational problems are not caused by a lack of information. They persist because established knowledge is applied automatically, even when the surrounding context has changed. A process that was once efficient may become bureaucratic, a leadership style that once delivered results may become unsuitable, and a performance indicator may continue shaping behaviour long after its original purpose has faded.

For this reason, unlearning requires more than exposure to new content. It demands reflection, dialogue and psychological safety so that individuals and teams can question familiar ways of working. At organizational level, it also requires examining the systems that reinforce old behaviour, including reward mechanisms, decision processes, communication patterns and learning strategies.

AI as an Enabler

AI can support this process when it is used to encourage inquiry rather than passive consumption. Intelligent learning assistants, adaptive platforms, generative AI tools and predictive analytics are already changing how individuals acquire knowledge and how organizations build capabilities. Used well, these tools can help identify capability

gaps, personalize development journeys, generate realistic learning scenarios and provide timely feedback.

The Human-Centred Imperative

AI does not decide what an organization must stop doing. It can reveal patterns, accelerate access to information and support experimentation, but it cannot replace human judgment. If used uncritically, AI may even reinforce the assumptions and biases that organizations most need to challenge.

A human-centred approach to AI in Learning and Development therefore places people, purpose and ethics at the centre of technological adoption. It asks not only whether learning can become faster or cheaper, but whether it becomes more meaningful, inclusive and developmentally rich. In this context, L&D professionals play a strategic role by helping

organizations identify obsolete practices, facilitate critical reflection and connect technology to genuine organizational renewal.

Toward Organizational Renewal

The organizations best prepared for the future will not simply be those with the most advanced tools. They will be those capable of combining technological intelligence with human curiosity, humility and discernment. Their advantage will come from knowing what to preserve, what to reconsider and what to abandon.

In this sense, unlearning is not the opposite of learning. It is one of its foundations. As AI continues to transform Learning and Development, the central challenge is to ensure that technology helps people not only learn more, but think differently, act more wisely and remain capable of renewal.

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The Real Question Is Not “Can AI Teach?” — It Is “How Can AI Help People Learn Better?”

Artificial Intelligence is moving quickly from the technology department into the everyday work of Learning and Development (L&D). Learning teams can now use AI to create content, answer learner questions, analyse learning data, personalise practice and support employees long after a formal training programme has ended. The opportunity is significant—but the real value of AI will not come from replacing trainers or learning professionals. It will come from helping them create better learning experiences.

The important shift is therefore from “AI as a tool” to “AI as a learning ecosystem”. This means combining the speed and analytical power of AI with human judgement, empathy, experience and responsibility.

1. Personalised Learning: One Size No Longer Fits All

Traditional learning often gives the same content to everyone and expects learners to adapt. AI makes it possible to move in the opposite direction: the learning experience can adapt to the learner. A new employee may need foundational explanations, while an experienced employee may need only a short refresher and a challenging application exercise.

AI-powered learning platforms can recommend resources based on a learner’s role, previous performance, interests and learning progress. A manager preparing for a difficult conversation could receive a short scenario, practise the conversation with an AI role-play, receive feedback and

AI AND THE FUTURE OF LEARNING & DEVELOPMENT

From Technology Adoption to Human Empowerment



then access a targeted resource. The result is not simply more content; it is more relevant learning.

2. Generative AI: From Content Creation to Learning Design

Generative AI can reduce the time required to create first drafts of learning materials—such as examples, scenarios, quizzes, discussion questions, facilitator notes and communication pieces. This can free L&D professionals to spend more time defining the learning need, designing meaningful experiences and connecting learning with business outcomes.

However, speed can also create a new problem: too much average content. A good learning designer should therefore use AI as a co-creator, not as an automatic content factory. Human review is needed for accuracy, relevance, cultural sensitivity, tone, accessibility and alignment with organisational values.

3. Learning Analytics: Turning Data into Better Decisions

Many organisations collect large amounts of learning data but struggle to convert it into useful decisions. AI can help identify patterns—for example, where learners repeatedly struggle, which resources are being used, where participation drops or which capabilities may require additional support. The next step is to connect learning data with business questions. Instead of

asking only, “Did people complete the course?”, L&D teams can ask, “Are people applying the skill?”, “Where are performance gaps appearing?” and “What support would help employees perform better?” This moves L&D closer to being a strategic business partner.

4. Human-Centred AI: Keep the Human at the Centre

The greatest risk in AI-enabled learning is treating people as data points. Learning is deeply human. People learn through curiosity, relationships, reflection, mistakes, stories, practice and feedback. Trust also matters. Employees need to understand how AI is being used, what information is collected, and where human judgement remains involved.

A useful principle is simple: automate what should be automated, augment what should be augmented, and preserve human responsibility where judgement matters. AI can provide ten possible answers; a trainer, manager or learner must still decide which answer is appropriate in the real situation.

5. Immersive and Experiential Learning: Practice Before Performance

AI becomes even more powerful when combined with simulations, virtual environments and other experiential methods. Learners can practise customer conversations, leadership decisions, safety responses, negotiations or problem-solving without waiting for a real-world situation to occur.

Imagine a new manager facing a performance conversation. Instead of reading ten pages about feedback, the manager enters a simulated conversation, makes choices, observes consequences and tries again. AI can make the scenario responsive to the learner's decisions. This turns learning from "knowing about" something into "learning by doing".

The L & D Professional of the Future

AI will change the work of L&D professionals, but it does not make the profession less important. In many ways, it raises the standard. Future L&D professionals will need to understand learning science, business needs, data, technology and human behaviour. They will need to ask better questions, evaluate AI outputs critically and design

learning experiences that people genuinely value.

judgement, empathy and meaning. Together, they can create learning that is faster, more personal and more human.

A Simple Framework for Responsible AI-Enabled Learning

A practical way for L&D professionals to approach AI is the HUMAN framework:

Principle	What it means in practice
H — Human purpose	Start with the performance or learning need, not the technology.
U — Useful personalisation	Use AI to make learning more relevant to different learners and roles.
M — Meaningful practice	Create opportunities to practise, apply, reflect and receive feedback.
A — Accountable use	Maintain appropriate human oversight, privacy, fairness and quality controls.
N — New possibilities	Experiment continuously and learn what creates measurable value.

Conclusion: The Opportunity Is Bigger Than Technology

AI is reshaping Learning and Development by making learning more personalised, accessible, datainformed and potentially more impactful. The opportunity for the global L & D community is to

The strongest professionals will not necessarily be those who know the most AI tools. They will be those who know when to use AI, when not to use it, and how to combine it with human capability. The future may therefore be less about **"AI versus trainers"** and more about **"AI with trainers"**.

Technology can provide scale, speed and insight. Humans provide purpose,

move beyond experimentation and build responsible, practical systems in which technology strengthens human potential.

The most important question for every L&D leader is therefore not, "What can AI do?" It is: "What can our people achieve if we use AI wisely?" That question keeps technology in its proper place—and keeps people at the center of learning.

The AI-Human Learning Partnership

When AI does the heavy lifting, humans add the heart and wisdom.



AI provides the power. Humans provide the purpose.
Together, we create meaningful learning and a better future.





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Abstract

Artificial Intelligence, particularly Generative AI, is transforming the learning ecosystem by enabling personalised content, intelligent tutoring, instant feedback and adaptive learning experiences. Yet, the growing technological capability of AI raises a fundamental question: can learning become more efficient without becoming less human? This article argues that the future of AI-enabled learning should be founded on a human-centred philosophy in which AI augments, rather than substitutes, human intelligence, agency and relationships. Drawing upon contemporary research and reflections from executive education and professional learning, the article proposes a shift from personalised learning to humanised learning.

Keywords: Artificial Intelligence, Human-Centred AI, Generative AI, Learning, Executive Education, Teacher—Learner Relationship, Human Agency

Introduction: The AI Paradox

AI has entered learning with remarkable speed. It can explain a complex concept in multiple ways, generate case studies, provide feedback, translate content, personalise learning pathways and act as an always-available conversational tutor. The possibilities are genuinely transformative.

But there is a paradox. The more intelligent our learning technologies become, the more important it may be to ask what only human beings can bring to learning.

My own experience over several decades in industry, executive education and leadership development has reinforced

one conviction: people rarely learn merely because information is available to them. They learn when information connects with experience, when ideas are challenged through dialogue, when someone asks the question they had not considered, and often when another human being believes that they are capable of doing better.

AI can provide information. It can even provide remarkably sophisticated explanations. But learning is ultimately a human process.

From Personalised Learning to Humanised Learning

The strongest case for AI in education is often made around personalisation. AI can analyse performance, identify knowledge gaps and adapt content to the learner. This is valuable. However, personalised learning should not automatically be equated with humanised learning.

An algorithm may identify that a learner is struggling with a concept. A teacher may recognise that the learner is hesitant to ask a question. A machine may detect declining engagement. A mentor may understand that the reason lies in anxiety, disappointment, lack of confidence or an experience outside the classroom.

The difference is **context and empathy**.

The OECD's Digital Education Outlook 2026 makes a similar distinction. Its review of emerging evidence concludes that Generative AI can support learning when guided by sound pedagogical principles, but merely outsourcing tasks to AI may improve task performance without producing genuine learning gains. It therefore calls for GenAI to enrich learning without replacing cognitive effort or weakening the human relationships at the heart of education.

The challenge, therefore, is not simply to make learning more personalised. It is to make it **more human while using machines intelligently**.

AI as Co-Pilot, Not Captain

I see AI best positioned as a **co-pilot in learning**.

For an educator, it can help develop a lesson, generate alternative explanations, create simulations, analyse responses and suggest learning resources. For a learner, it can become a tutor, brainstorming partner, research assistant or source of immediate feedback.

But the learner and educator should remain in the driving seat.



This distinction is particularly important in executive learning. In my interactions with senior professionals and leaders, I have found that the most valuable moments rarely occur when participants simply receive an answer. They occur when a concept triggers a personal experience, when one participant challenges another, when a facilitator asks a difficult question, or when a discussion connects theory to a real organisational dilemma.

AI can help create the stimulus. **The human conversation creates the learning.**

The Human Touch Is Not a Soft Add-On

There is a tendency to regard empathy, encouragement, conversation and relationships as the "soft" dimensions of education as though the hard value of learning lies in knowledge and technology. I believe the reverse may increasingly be true.

When knowledge becomes abundant and instantly accessible, the differentiating value of the educator shifts. The teacher is no longer simply the person who knows.

The teacher becomes the person who **helps the learner make meaning of what is known.**

A teacher can inspire.

A mentor can challenge.

A facilitator can notice what is not being said.

A coach can help a learner confront a blind spot.

A role model can demonstrate values that cannot be downloaded.

UNESCO's 2024 AI Competency Framework for Teachers reflects this broader understanding. It places a human-centred mindset, ethics, AI pedagogy and human agency alongside technical AI competencies.

Reimagining the Role of the Educator

AI will undoubtedly change the role of teachers and facilitators. This should not be interpreted as a threat to their relevance; rather, it is an opportunity to redefine it.

The educator of the AI era may increasingly become a **designer of learning experiences, facilitator of inquiry, mentor, coach, curator of knowledge and guardian of human values.**

UNESCO's framework for students similarly emphasises a human-centred mindset, ethics, critical judgement and responsible participation, positioning learners not merely as consumers of AI but as responsible users and co-creators.

This suggests that AI literacy itself should not be reduced to knowing how to write better prompts. A truly AI-literate learner should know **when to use AI, when not to use it, when to question it and when human judgement must prevail.**

Towards a Human-Centred Learning Architecture

A human-centred approach to AI in learning can be built around five principles. **First, preserve human agency.** AI should support decisions, not quietly make educational decisions for learners or educators.

Second, augment rather than substitute. AI should free educators from repetitive tasks so that they have more time for interaction, mentoring and meaningful dialogue.

Third, protect cognitive effort. The objective should not be to eliminate every difficulty. Productive struggle, questioning and reflection are integral to learning.

Fourth, deepen relationships. Technology should create more opportunities for human interaction rather than becoming a substitute for it.

Finally, retain ethical and contextual judgement. AI can generate an answer; human beings must decide whether the

If AI can personalise content, perhaps educators should devote greater attention to developing **judgement, character and self-awareness.**

If AI can make learning more efficient, perhaps the time saved should be invested in **conversation, reflection, mentoring and human connection.**

And if machines become increasingly intelligent, our educational systems must



answer is appropriate, responsible and meaningful in a particular context.

These principles are consistent with the emerging global direction. Both UNESCO and the OECD increasingly frame AI in education around human agency, responsible use and pedagogical purpose rather than technological adoption for its own sake.

Conclusion: Making Learning More Human

The arrival of AI gives us an opportunity to rethink what we mean by learning.

If AI can provide answers instantly, perhaps educators should spend more time teaching learners to **ask better questions.**

become even more intentional about developing what makes us human.

The real test of AI in learning, therefore, is not how much teaching we can automate. Nor is it how quickly a learner can obtain an answer.

The more important question is: After introducing AI, have we made the learner more capable, more curious, more thoughtful and more human? If the answer is yes, AI has found its rightful place in learning.

The future should not be **AI versus the human touch.** It should rather be **AI with the human touch.**



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Human-Centered AI in L&D: Augmenting Potential, Safeguarding Trust

Artificial Intelligence has shifted from an emerging experiment to an operational core within organizational learning and development (L&D). Intelligent learning assistants, generative content engines, and predictive skill analytics are actively reshaping how talent is cultivated across global enterprises. However, as platforms expand in capability, a foundational principle becomes clear: technology alone does not equal growth. To drive long-term business value and organizational resilience, AI must be anchored in human-centered design—placing human judgment, agency, and empathy at the heart of learning systems.

The Human-First Shift

Over 87% of enterprise L&D teams are actively using or piloting AI tools in their daily workflows. Yet, the true measure of success lies not in raw automation, but in how seamlessly these platforms augment human capabilities.

Rather than replacing instructional designers, mentors, or managers, AI functions most effectively as a copilot. It handles administrative scaling, initial content drafting, and pattern recognition, while enabling human educators to focus on high-



touch coaching, strategic alignment, and emotional connection.

Elevating Learner Experience & Retention

Modern workforce expectations demand training that is relevant, accessible, and aligned with individual career trajectories. Currently, 66% of L&D teams adopt AI specifically to improve the learner experience.

- **Personalized Pathways:** AI-driven personalized learning platforms boost course completion rates by 47% by tailoring pacing and content to individual needs.
- **Dynamic Adaptation:** Rather than delivering static, linear content, human-centered systems adapt dynamically to skill gaps in real time.
- **Mentorship Integration:** These platforms keep human mentors directly in the feedback loop, ensuring learners receive contextual guidance alongside automated recommendations.

Upskilling the Workforce Responsibly

The rapid evolution of work has created a significant capability gap. While 87% of companies cite major AI skill shortages within their organizations, only 36% of workers feel they have adequate training and resources to use these technologies effectively. This deficit often breeds workplace friction; currently, 54% of employees experience anxiety regarding potential job displacement due to automation.

Human-centered L&D bridges the gap between displacement fears and proactive professional growth:

- **Increased Professional Value:** 76% of employees state that acquiring AI skills makes them feel significantly more valuable to their organization.
 - **Higher Job Satisfaction:** 68% of workers report higher overall job satisfaction after completing structured, well-designed AI training programs.
- By providing structured, empathetic

learning initiatives, organizations convert passive tech anxiety into active, workforce-wide capability building.

Addressing Risks & Safeguarding Trust

Deploying AI in corporate learning brings distinct technical and ethical responsibilities. L&D leaders report that the top barriers to enterprise AI adoption remain:

- 1. Data Security & Privacy (58%):** Concerns around enterprise IP, employee data privacy, and secure data handling.
- 2. Accuracy & Hallucinations (52%):** The risk of unverified or incorrect information entering training materials.
- 3. Governance & Compliance (41%):** Lack of clear framework oversight regarding AI usage and content distribution.

Overcoming these barriers requires keeping "humans-in-the-loop" across all design and deployment phases. While AI can draft content and suggest learning routes, human expertise remains mandatory to verify factual accuracy, maintain ethical compliance, enforce DEI (**Diversity, Equity, and Inclusion**)

guidelines, and align learning outcomes with corporate culture.

Localized Perspective: Bridging Strategy and Practice in the Kingdom of Bahrain

The global shift toward Human-Centered AI aligns with the national trajectory of the Kingdom of Bahrain. Grounded in Economic Vision 2030 and guided by the national regulatory framework for AI, Bahrain's strategy emphasizes ethical guardrails, human oversight, and sustainable capability development.

Governance and Trust in the Local Market

Bahrain's regulatory environment mandates data privacy, transparency, and human oversight. For L&D professionals and HR leaders in the region, operating within these guardrails ensures that automated platforms safeguard organizational IP and protect employee data.

By pairing national upskilling programs with institutional oversight, Bahrain provides a practical benchmark for the global L&D community: technology

accelerates access, but human judgment and structured governance sustain long-term growth.

Conclusion

As learning ecosystems evolve, the ultimate competitive advantage for any organization lies in the synergy between technological innovation and human potential. Artificial Intelligence provides unprecedented capability to scale, personalize, and optimize learning, but it is human wisdom, empathy, and oversight that unlock its true value.

By grounding AI adoption in human-centered principles, prioritizing robust governance, and investing in continuous upskilling, L&D and HR leaders can build resilient organizations capable of navigating digital transformation. The path forward requires using machine intelligence to empower human capability, ensuring that as technology advances, the growth, trust, and agency of the individual remain firmly at the center.



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