

Annex A: Key findings and commitments

Overall, stakeholders engaged under the Equip Pillar pledged to learn for life and strengthen their commitment to lifelong growth.

They recognised the importance of broadening and embracing different definitions of success, be it at the individual, organisational or societal level. To this end, stakeholders supported the moves towards multiple educational pathways so that every Singaporean can discover their talents, abilities and skills, as well as develop a sense of self-worth independent of comparison with peers. They recognised that this meant a wider mindset shift that required the commitment and collaboration of stakeholders across the community.

Stakeholders also expressed keenness to give back to society, and to instil shared values of care, inclusivity and a love for learning in the next generation.

(A) Embracing Lifelong Learning to Seize New Opportunities and Maximise Potential

Stakeholders, including students in the Institutes of Higher Learning (IHLs) and industry partners, committed to embracing continuous upskilling and reskilling, which they deemed vital for staying relevant and effective in their career journeys. Educators and parents were cognisant of their roles not only as facilitators of lifelong learning for students, but also as role models to embody the spirit of continuous growth.

Many stakeholders recognised the practical challenges that employees across different life stages face, such as time constraints and personal and work commitments, but expressed hope for employers and wider society to increasingly value, support and contribute to a culture of continuous upskilling and lifelong learning.

(B) Caring For and Supporting Our Students' Diverse Learning Needs

Across all stakeholder groups, individuals recognised the importance of taking care of their own mental well-being while looking out for their peers, and in supporting and uplifting disadvantaged students. They recognised that every individual can contribute and encourage others to play a part in this whole-of-society effort. Parents committed to be more open-minded to the diverse strengths and interests of their children, to create a supportive and safe home environment and help children navigate the multiple educational pathways that best suit their interests, strengths and passions.

Students also pledged to foster a culture of inclusivity in schools and classrooms. Younger students wanted to widen their community of friends; while older students pledged to recognise, celebrate and facilitate different forms of success beyond academic performance. Educators committed to supporting students in nurturing their love of learning, discovering and developing their unique talents, abilities and skillsets, and guiding them to make informed choices about different educational pathways.

(C) Caring for Students with Additional Needs and their families

Students pledged to be more inclusive in understanding other students with various interests, backgrounds and needs. They also hoped to give back in their own ways and help those in need.

Educators pledged to be open to alternative teaching methods for students with various needs, while parents pledged to instil in their children, sound values of care and concern for others while also supporting and encouraging fellow parents.