

Action Plan Singapore Skills Track

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Focal question

SKILLS

How might our Skills Interchange look like in 2026?



Overview

- Background
- Driving forces
 - Response to AI
 - Credentials or Capabilities
- Strategies
 - PracAdemia
 - Cred-Abilities
 - Making Passion Pay for Itself
- Concluding remarks and next steps


Background

Changing Nature of Work


- Shorter, sharper global economic cycles, global workforce affected by business disruption and economic restructuring.
- Technological advancements raise volatility of job markets in certain sectors.
- Demand (recruiters, leaders of guilds, etc.) and supply side of skills (educators, trainers, human resource consultants, etc.) should work together to meet mutual needs.

Drivers of Change

- **Artificial Intelligence**




Opening Pathways: a situation where AI complements human capital and increases overall effectiveness and output

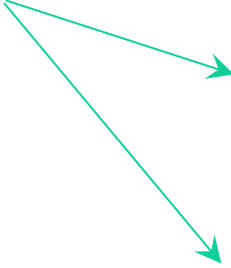


Closing Pathways: a situation where humans are left displaced by AI invalidating a majority of jobs

- **Hiring Criteria**



Credentials: conventional educational qualifications as the primary mode of assessment



Capabilities: an individual's skills or talents as the primary mode of assessment

Driving forces and scenarios at a glance

EMPLOYERS VALUE PROVEN CAPABILITIES

Scenario 1: Return of the Connor Hero

- AI closes existing pathways (and is a cause of unemployment)
- Proven capabilities are valued over credentials

Scenario 4: Bubble Trouble

- AI opens new pathways and opportunities.
- Proven capabilities are valued over credentials

Scenario 2: Ticket out of Nowhere

- AI closes existing pathways (and is a cause of unemployment)
- Traditional credentials are given priority

Scenario 3: John Teo in Shangri-LA: Self-help not Enough

- AI opens new pathways and opportunities
- Traditional credentials are given priority

EMPLOYERS VALUE TRADITIONAL CREDENTIALS

AI CLOSES PATHWAYS

AI OPENS PATHWAYS

Strategy 1: PracAdemic

- **Rationale**

- Address mismatch between graduate skills and workplace skills; most firms are reluctant to invest in re-skilling potential employees.
- Many graduates lack soft skills increasingly required by industry.

- **Goals**

- Increased collaboration between Institutes of Higher Learning and relevant industries → an academic syllabus with practicum/work place exposure integrated into it
- Integrate 'soft skills' into academic syllabus
- Encourage experimentation and de-stigmatise failure

- **Challenges**

- Such a system might not completely eliminate competition
- Disagreement between practitioners and teachers on curriculum
- Difficulty of matching academic subjects to relevant industries (engineering vs. philosophy)

Strategy 2:Cred-Abilities

- **Rationale**

- Equip students with relevant workplace skills.
- Address lack of mechanism to assess capabilities of graduates.
- Tackle qualification inflation.

- **Goals**

- Create platform which records and gauges proficiency level in skills. Credential Capability Index → pilot project to carry out aforementioned goal.
- Increase collaboration between institutions and industries to set benchmarks of skills and ease process of curriculum reform.
- Ensure educational institutions accurately teach, cultivate and assess capabilities.

- **Challenges**

- Quantifying capabilities, especially in fields of design, where 'capability' is open to subjective interpretation

Strategy 3: Making Passion Pay for Itself

- **Rationale**

- Mismatch between individuals' career aspirations and available jobs
- Enable individuals to seek self-fulfillment through their desired careers
- Respond to steadily declining labor competitiveness

- **Goals**

- Increase career guidance counseling for students
- Skills Industry Matching System
- Job Satisfaction Index

- **Challenges**

- Difficulty uncovering passions
- Volatility of job market
- Certain careers though desired, may not pay well

Concluding remarks

- Dialogue on methods through which skills and dispositions would be transferred or acquired needed.
 - Greater collaboration between academic institutions and companies.
 - Further inter-ministerial (eg. MOE, MOM, MTI, MSF) dialogue and inter-sector collaboration between stakeholders required.
- Quantifying soft skills or measuring dispositions to work would pose a challenge; potential disagreements over definitions of soft skills could emerge amongst industries.

Concluding remarks

- A shift towards embracing job satisfaction as a priority.
 - Job satisfaction as a stabilising and productive force in an unpredictable world.

Moving forward

Developing PracAdemics

- **Build cross-sector relations and dialogue**

Forums to bridge and pair interested partners from education and industry to address needs and concerns as well as explore possibilities of collaboration.

- **Enhance cross sector collaboration**

Set up a committee of educators and practitioners to review existing industry-education collaboration (including industrial attachment and internship) and identify the “good practices” and “gaps”.

- **Develop integrated curriculum**

Review curriculum and explore diversified modes of assessment required for nurturing and evaluating PracAdemics.