



CARE ECONOMY

- With the demographic shift, there is an increasing need for preventive and community care, adult education, and workplace learning and development, to cater to the needs of an ageing population and workforce. HR practices will also need to transform to cater to hybrid working arrangements, look after workforce mental well-being, and facilitate skills acquisition amid rapid technology and business model changes
- Skills in the Collaboration with Stakeholders domain are among the fastest-growing, while those in Person-centred Care and Teaching and Learning domains have the highest transferability across job roles. Demand for Health and Wellness-related skills has grown since the pandemic and are needed from care provision to preventive personal care roles

The **Care Economy** continues to grow in importance in 2022. As Singapore moves into the endemic phase of COVID-19, organisations are dealing with new challenges, such as the Great Resignation, talent shortages and the greater spotlight on mental well-being. At the national level, Healthier SG<sup>1</sup> is an ambitious plan focusing on preventive care to help all Singaporeans achieve better quality of life by promoting health, wellness and fitness. The plan will require the support of technology, data and more care personnel in roles relating to wellness and fitness promotion to complement traditional healthcare roles.

In community care, innovation and job redesign efforts are ongoing to improve the quality of community care, amid manpower shortages. Under the Job Redesign trial by the Agency for Integrated Care (AIC), new community care roles have been piloted with four community care organisations, by blending various support care functions to uplift the value and attractiveness of the new roles<sup>2</sup>. The Community Care Digital Transformation Plan, announced recently by the

Ministry of Health, seeks to drive digitalisation, enhance productivity, and job satisfaction in community care organisations<sup>3</sup>. In response, care providers have been incorporating technology into their business models, operations, and service offerings. This includes testing and integrating new models of care between hospital and home. The skills of community care personnel will need to keep pace with these changes.

In education sectors, the Early Childhood Development Agency (ECDA) is creating an inclusive preschool education<sup>4</sup>, informed by multi-disciplinary experts from education, health and social sectors. On the lifelong learning front, SkillsFuture Singapore (SSG) anticipates a greater uptake of reskilling and upskilling efforts among the workforce over the next five years. To cope with the increasing demand, continuing education and training partners are taking advantage of education-learning technologies to provide skills-based learning, that are bite-sized, personalised, and application-led. Other emerging trends include the increased emphasis on workplace learning, which necessitate capabilities to organise workplaces for learning, to supplement institution-based learning. Demand for career/learning counselling and coaching will also rise in a more dynamic labour market, to help workers translate industry trends and business transformations into tangible actions, enhancing worker performance or preparing them for career transition.

Finally, the COVID-19 pandemic has accelerated change to the nature of work. With the emergence of remote or hybrid working arrangements, companies need to review their employee engagement approaches, and deal with recruitment and retention challenges (a.k.a. the “Great Resignation”). In this new construct of the workplace, Human Resource (HR) professionals need to dig into available data, listen to workers, and understand their priorities, so that trust and cooperation within the company are not eroded. Organisations also need to respond effectively to the greater emphasis on employee well-being, work-life balance, and inclusivity.

## Emerging domains in the Care Economy

Skills of increasing importance in the Care Economy are classified into four emerging domains as follows:

- Person-centred Care
- Collaboration with Stakeholders
- Teaching and Learning
- Health and Wellness

Skills in the Person-centred Care domain support effective delivery of personalised care to an individual. These skills support tasks in operational management, client data management, and service excellence in interaction.

Skills in the Collaboration with Stakeholders domain strengthen care professionals’ partnership abilities to deliver care services that benefit clients, as well as their families and caregivers. Strong collaboration across stakeholder groups remains a key enabler in delivering quality care. These

stakeholder groups include professionals across multiple disciplines, community partners, and social service agencies.

Skills in the Teaching and Learning domain seek to maximise individuals’ performance and realise their potential. More organisations are now treating employee learning as a strategic priority, to prepare their employees for changing business needs and to promote their career growth. Learning specialists and business unit managers need skills to design and implement workplace learning modes and to effectively engage employees through career conversations.

Skills in the Health and Wellness domain promote and develop the individual’s overall health and well-being. Along with more healthcare, there will also be a greater societal need in skills related to preventive care, wellness and fitness promotion, mental resilience and self-care. These are needed both within companies and in the larger community.

<sup>1</sup> HealthierSG, 2022

<sup>2</sup> AIC Yearbook, FY2021

<sup>3</sup> Straits Times, 2022

<sup>4</sup> One such initiative is the Inclusive Support Programme, to support children with developmental needs in preschools, ECDA, 2022

Figure C1: Priority skills in the Care Economy

**Priority skills** refer to skills that citizens can prioritise to gain access and thrive in the emerging domains. These skills were derived from SSG’s National Jobs-Skills Intelligence engine and validated via expert input from industry, academia, and sector agencies. **Demand growth** (y-axis) refers to the **compound annual growth rate** of job postings (2018 to 2021) that mentioned a given priority skill. **Transferability** (x-axis) refers to the total number of unique job roles from job postings (2018 to 2021) that requires a given priority skill<sup>5</sup>. Refer to the Methodology chapter for further details.



Skill Title	Competency Framework Development	Individualised Intervention Planning and Implementation	Human Resource Advisory	Career Coaching	Pharmacy Information Tech. Management	Learning Programme Evaluation	Change Management	Effective Client Communication
Description	Design and develop competency frameworks within organisation, ensuring that human resource (HR) programmes are aligned to support their application across organisation levels and functions	Develop and implement intervention plans that integrate the goals, needs, interests and capabilities of children with the desired functional outcomes	Deliver human resource (HR) advisory and consultancy services to internal and external clients to meet their requirements	Provide career coaching programmes to develop talent	Maintain and enhance pharmacy information technology systems and workflows to ensure optimum performance	Evaluate the effectiveness of learning experiences and modify the teaching approaches and materials accordingly	Initiate and facilitate organisational changes and business transformation initiatives	Demonstrate effective communicative skills when communicating with clients and caregivers

<sup>5</sup> Only data points with positive demand growth are shown. Outlier data points not discussed in this chapter are excluded.



## INDUSTRY VOICE

Institute for Human Resource Professionals (IHRP)

**MAYANK PAREKH**

Former Chief Executive Officer, IHRP

To a large extent the pandemic has profoundly changed the workplace and what employees expect of their employers. Flexible work arrangements are fast becoming a key value proposition for talent attraction and retention.

But should we just stop at workplace flexibility? Or are today's workers expecting much more from employers that go well beyond just workplace flexibility? There is evidence that employees are now prioritising their self-care needs ahead of professional and financial, and if these are not met, they are more than likely to seek employment elsewhere.

Here, I emphasised three areas of leadership skills that can lead to a more unified company culture and stronger results as you continue to grow your business:

### Organisational Relationship Building

As more companies adopt hybrid work schedules, companies should expect employees to feel increased levels of stress. Recognising this will go long way towards reassuring employees that they are seen and supported. Organisational relationship building skills are essential for the workplace: Companies gain from increase in productivity and enhance employee engagement. Engaged employees are more creative. In return, companies would experience higher employee retention.

### Organisational Culture Development

Leaders must continually reiterate organisation values and connect employee contribution to an organisation's overall purpose. Companies that place emphasis on long-term values and core purpose will thrive.

### Coaching and Mentoring

We have been caught in a cycle of uncertainty and upheaval for over two years now (although some of these issues have been around much longer). When the news is filled with uncertainty and stress-inducing headlines, trusted leadership is absolutely essential. Sustained coaching and mentoring practices within an organisation will build a high trust environment where holistic people development and wellness care are the foundation.

These leadership skills are also highly transferable across industries and job roles. There is a solid case for all of us to embrace skills in care, wellness, learning, and lead changes to create a more open, inclusive and fair workplace culture.

“There is a solid case for all of us to embrace skills in care, wellness, learning, and lead changes to create a more open, inclusive and fair workplace culture.”



## INDUSTRY VOICE

St. Luke's ElderCare Ltd

**ASSOCIATE PROFESSOR (DR) KENNY TAN**

Chief Executive Officer, St. Luke's ElderCare Ltd

Every day, over 5,000 families and caregivers entrust the care of their elders to St Luke's ElderCare's (SLEC) 24 senior care centres, active ageing hubs, and residential homes spread across the island. We are privileged to have a dedicated team comprised of 700+ teammates, 37% of whom are above the age of 55.

The urgency of providing competent workers for the eldercare sector is pressing. By 2035, it is estimated that our nation will face a super-ageing phase, with a third of the population over the age of 65. As an AIC-appointed learning institute for the community care workforce, how should we envision delivering care to elders, with a workforce that is ageing as well?

In response to operating in a VUCA (volatile, uncertain, complex, and ambiguous) world, it is necessary for community care organisations to place emphasis on managing staff development. We want to nurture staff with the attitude and aptitude to be enthusiastic, unfazed, committed, and agile. We aim to develop staff with *Learning Agility* skills to continuously co-learn with others and equip staff with *Coaching and Mentoring* skills to transfer knowledge and experience to junior members and career-switchers joining the care economy.

SLEC has embarked on a Job Redesign (JR) Project, led by former centre managers, who

transitioned into in-house trainers. To train care-related technical and soft skills which are application-based in nature, these in-house trainers developed *Workplace Learning Delivery* skills to deliver learning that encompass cognitive, emotional, and technical areas through experiential learning. For staff participating in the JR Project, they also underwent extensive training and picked up new skills such as *Intervention Implementation in Therapy Support* and *Nursing Productivity and Innovation* as they adopt equipment and technology solutions to support their newly redesigned roles.

To co-create meaningful work that continues to appeal to staff that do caregiving work, organisations and employees need to be jointly committed to co-create relevant and meaningful work that appeals to workers in different life stages and with varying life experiences.

“We want to nurture staff with the attitude and aptitude to be enthusiastic, unfazed, committed, and agile. We aim to develop staff with *Learning Agility* skills to continuously co-learn with others.”

## Key jobs and skills trends in the Care Economy

### A. Skills in the Collaboration with Stakeholders domain are amongst the fastest-growing

Increased emphasis for the provision of holistic care services has resulted in the Collaboration with Stakeholders domain skills demonstrating some of the highest growths. Among the fastest-growing skills in this domain are *Professional Consultation*, *Family and Caregiver Engagement*, and *Community Partnership*, reflecting the collective efforts needed for a holistic care plan (see Table C1).

Skills such as *Community Partnership* and *Family and Caregiver Engagement* are required as these partnerships are critical in creating the supportive

environment for the client and their families. These two skills are required by job roles across various care sectors such as early childhood, social services, and healthcare. *Professional Consultation* is a core skill in the Care Economy. It establishes a trusted relationship with clients and peers and provides professional knowledge and skills in engagements to co-create solutions. It has the strongest demand in healthcare job roles, such as nurse clinician and allied health professional, as well as social service job roles in social work and youth work.

**Table C1:** High growth skills under the Collaboration with Stakeholders domain

SKILL	DEMAND GROWTH	EXAMPLE OF JOB ROLE
<i>Community Partnership</i>	200%	<ul style="list-style-type: none"> <li>• Programme executive</li> <li>• Senior care staff</li> <li>• Volunteer manager</li> </ul>
<i>Professional Consultation</i>	105%	<ul style="list-style-type: none"> <li>• Nurse clinician</li> <li>• Social worker</li> <li>• Manager, employee experience and relations</li> </ul>
<i>Family and Caregiver Engagement</i>	100%	<ul style="list-style-type: none"> <li>• Childcare centre manager</li> <li>• Patient service assistant supervisor</li> <li>• Senior nurse educator</li> </ul>

### B. Skills in Person-centred Care and Teaching and Learning domains have the highest transferability

Across all the four emerging domains, skills in Person-centred Care and Teaching and Learning have the highest transferability across job roles. Specifically, *Change Management*, *Excellence in Service*, and *Human Resource Advisory* are required by more than 600 job roles across HR,

healthcare, social services, and training and adult education sectors. An example is the learning and organisation development manager who engages employees to develop workable change interventions, addressing business needs and employees' concerns.

This signals the enduring needs of managing change and delivering excellent service to clients, as the COVID-19 pandemic resulted in a tight labour market and high staff burn-out. There is an

urgent need for more progressive human resource practices, such as innovative ways to access and retain talent, and manage skills needs of the organisation (see Table C2).

**Table C2:** Highly transferable skills under the Person-centred Care domain

SKILL	TRANSFERABILITY	EXAMPLE OF JOB ROLE
<i>Change Management</i>	792	<ul style="list-style-type: none"> <li>• Learning and organisation development manager</li> <li>• Learning solutionist</li> <li>• Manager in social work</li> </ul>
<i>Excellence in Service</i>	725	<ul style="list-style-type: none"> <li>• Learning quality manager</li> <li>• Patient service executive</li> <li>• Youth worker</li> </ul>
<i>Human Resource Advisory</i>	665	<ul style="list-style-type: none"> <li>• Head of HR business partner</li> <li>• Social worker</li> <li>• Director of nursing (clinical)</li> </ul>

In the Teaching and Learning domain, skills such as *Performance Management*, *Talent Management* and *Coaching and Mentoring* have surfaced as highly transferable skills. Job roles that require these skills range from HR roles managing talent performance and rewards to supervisory/managerial roles at business units such as senior social worker, as well as learning and development (L&D) related roles such as nurse educator. Specifically, HR teams apply their skills in workforce planning and strategy formulation to

optimise talent capabilities and organisational workforce needs, by ensuring skills and talent priorities are aligned with business needs. L&D teams also work closely with business units to rethink what work means and develop talent management as a growth strategy that caters to a multi-generational workforce. Line managers deepen their skills in *Coaching and Mentoring* and regularly help their teams align business needs with individual career aspirations (see Table C3).

**Table C3:** Highly transferable skills under the Teaching and Learning domain

SKILL	TRANSFERABILITY	EXAMPLE OF JOB ROLE
<i>Performance Management</i>	632	<ul style="list-style-type: none"> <li>• Manager, performance and rewards</li> <li>• Nurse manager</li> <li>• Physiotherapist</li> </ul>
<i>Coaching and Mentoring</i>	609	<ul style="list-style-type: none"> <li>• Learning and development specialist</li> <li>• Nurse educator</li> <li>• Youth worker</li> </ul>
<i>Talent Management</i>	542	<ul style="list-style-type: none"> <li>• Manager, talent management</li> <li>• Psychologist</li> <li>• Senior social worker</li> </ul>



## INDUSTRY VOICE

Singapore Institute of Management (SIM)

**SEAH CHIN SIONG**

**President and Chief Executive Officer, SIM**

The global economy is increasingly more complex. Organisations must have the capabilities for understanding and leading in constant change in order to thrive. At the same time, they are also facing challenges in finding enough talent to meet this new reality.

Upskilling and cross-skilling their workforce to meet the demands of their business is now a constant imperative. Therefore, lifelong learning is fast becoming critical in the future economy. At the same time, organisations must continuously seek to develop new skills and capabilities for meeting the new demands in this exciting new era.

To build this capability for complexity, I believe that organisations should focus their skills development efforts on achieving impact on their organisation's business outcomes. For instance, consider the Care Economy skills of *Learning Needs Analysis* and *Learning Solutions Design*. Organisations should build deep expertise in these key areas to provide their people learning solutions that are highly contextualised and bespoke to the unique needs of their business.

More importantly, *Learning Needs Analysis* and *Learning Solutions Design* skills should be developed in tandem with capability building efforts in organisation impact analysis, ideally with an emphasis on data-driven decision-making frameworks and methodology. This is crucial as each organisation will have their

own strategic objectives and therefore may face unique challenges requiring different learning interventions. For instance, one of the things we have learnt is that data analytics provided us the insight that learning solutions design should be focused on grouping learners with similar learning gaps, rather than grouping learners with similar role and responsibilities.

Finally, organisations should build the capability for skilled workplace learning to better translate learning into business outcomes. These skills and capabilities ultimately translate into new and higher value-added job roles within the organisation, and ultimately better professional and career development for their people. For example, our experiences and collaborations provided us insights into how career transitions are best navigated as a combination of re-defining one's mindset for purpose, developing new habits, and designing one's own learning ecosystem. In so doing, the organisation can deliver on its purpose through a highly skilled and capable workforce.

“**Upskilling and cross-skilling their workforce to meet the demands of their business is now a constant imperative. Therefore, lifelong learning is fast becoming critical in the future economy.**”

## PROFILE STORY:

**NIKKO AW, solutions consultant in educational technology services**

Nikko is a solutions consultant who analyses learner data, researches global and industry trends, and packages the insights into learning strategies for school, businesses, and governments.

### **Your first degree is in tourism. Why did you make a switch to become a consultant?**

Back then, I took a degree in tourism to have the most relevant education for my family's business, which is within the tourism industry. In the end, I did not join my family business but started work in a government agency managing the workforce development needs of the tourism and F&B sectors. As I dived deeper into L&D, I pursued a Masters in this field. I continued to pursue my passion in L&D across different industries and eventually landed myself as a solutions consultant in an EdTech company.

### **You have been in L&D for more than 10 years. How was your learning journey like?**

The learning journey is exciting as this field is always growing and evolving. For example, the COVID-19 pandemic forced everyone to change their way of work and life. My adaptability skills were put to the test as I had to research on the impact of the pandemic on learning and how learning approaches must

adapt. Subsequently, I packaged all these research insights into actionable learning strategies for my clients, in turn building healthy customer relationships and generating business opportunities.

As a solutions consultant, I get to apply my *Professional Consultation* skills daily when I provide my clients and peers with professional knowledge and skills. This helped me to learn on-the-job, especially in balancing the time needed for research with time needed for stakeholder management. To help my clients translate these research insights and drive implementation of learning solutions and interventions, I take additional steps to ensure a smooth handover to my colleagues to identify and implement the business tasks. These include drafting responses together with my colleagues and providing further background support as a team.

### **How important is the ability to learn and adapt?**

We need to adopt a growth mindset. We also need to be curious, adopt *Critical Thinking* skills when devising solutions to solve complex learning needs, and be willing to rethink our conclusions from other points of view. When presented with new and pivotal information, we should be courageous in pivoting to new solutions.

**C. Demand for skills in the Health and Wellness domain have increased significantly since 2019. Today, these skills are needed by job roles beyond care provision to preventive personal care**

With the increasing awareness and focus on health management and mental well-being of our citizens and workforce, especially during the COVID-19 pandemic, demand for skills in the Health and Wellness domain have seen significant growth since 2019 (see Table C4). Organisations had to quickly re-examine work practices and put in place hybrid work arrangements and wellness initiatives to combat burn-out and provide workplace flexibility. Frontline care professionals, such as nurses and social workers, play their part to recalibrate their mental well-being and eliminate emotional fatigue experienced at work by engaging in self-care activities, driving the growth in *Resilience and Self-care* skill.

Child-related health skills such as *Health, Hygiene and Nutrition for Children* also experienced high growth, as care professionals see to the nurturing and cultivation of good health routines and habits at an early stage. Job roles that entail interacting

with children, and require these skills, include care professionals at preschools, healthcare workers who provide treatment to children in various health-related areas, as well as those in other sectors such as voluntary managers who organise activities involving families and children and air crew who are involved in meal preparations.

*Health Promotion* is a highly transferable skill that is required by 254 job roles, as health education is a shared responsibility and require collective contribution from care professionals at various touchpoints. These job roles include healthcare professionals, who share knowledge on health maintenance and prevention with patients and their caregivers. Other examples of such job roles include nurse, patient service associate, allied health professional and healthcare assistant. Beyond the Care Economy, job roles in HR and food and services also require this skill to encourage healthy living and eating.

**Table C4:** High growth and/or high transferability skills under the Health and Wellness domain

SKILL	DEMAND GROWTH	TRANSFERABILITY	EXAMPLE OF JOB ROLE
<i>Resilience and Self-Care</i>	156%	82	<ul style="list-style-type: none"> <li>• Occupational therapist</li> <li>• Senior staff nurse</li> <li>• Social worker</li> </ul>
<i>Health, Hygiene and Nutrition for Children</i>	159%	265	<ul style="list-style-type: none"> <li>• Early intervention educator</li> <li>• Enrolled nurse</li> <li>• Volunteer manager</li> </ul>
<i>Health Promotion</i>	30%	254	<ul style="list-style-type: none"> <li>• Senior care staff</li> <li>• Speech therapist</li> <li>• HR business partner</li> </ul>

## PROFILE STORY:

### RAHMAT BIN HAMID, community care associate in senior care services

Rahmat is a community care associate who supervises the welfare of clients from his community care organisation.

#### How did you get into your current job?

I worked in a hotel for 20 years, then as a F&B coordinator in a restructured hospital for another 18 years before deciding to take a break from work. After the break, I took up a job as a security officer for only two years as I was already 60 years old and the long working hours were difficult for me. However, I wanted to continue working and eventually applied for a job opening as a cleaner in a care facility. Due to the people management skills I picked up from my previous work at the hotel and hospital, I was offered a community care associate role instead.

#### How was your learning journey like?

Over the years, the most important skill I picked up is *Effective Client Communication*. From working in the hotel and hospital to my current role as a care coordinator associate, I need to interact with many colleagues and clients. In my current role, I learn to understand the needs of clients and adapt my communication style with them through on-the-job training. For example,

there is a difference how I should communicate with clients with dementia and those who had a stroke. I learnt to use touch, like holding patients' hands, to calm down patients who are frustrated. Also, I continuously learn how to maintain ethical conduct and professional work practices so that I can be regarded by clients and their loved ones as a trustworthy caretaker that will respect my patients' personal space.

Sometimes, I encounter difficult and unpleasant situations with my patients. I am learning how to manage my emotions and I also share my experiences with my colleagues so that we can learn from each other. As I age, I must also consider my physical constraints and learn to manage my stress and emotions. I agreed to take on this job as my workplace is near my house and the 5-day work week allows me to rest sufficiently.

#### How important is the ability to learn and adapt?

Other people always say, "Aiyah, I cannot manage more new things...". I believe I can always improve myself. For me, the world is changing so I need to learn to change and pick up new skills or I will not be able to do my job effectively.

## Skills featured in this chapter

SKILL TITLE	SKILL DESCRIPTION
<i>Career Coaching</i>	Provide career coaching programmes to develop talent
<i>Change Management</i>	Initiate and facilitate organisational changes and business transformation initiatives
<i>Coaching and Mentoring</i>	Develop and implement coaching and mentoring approaches to address learner developmental needs
<i>Community Partnership</i>	Establish and foster partnerships with community stakeholders through a culture of collaboration to develop mutually beneficial programmes for children and families
<i>Competency Framework Development</i>	Design and develop competency frameworks within organisation, ensuring that human resource (HR) programmes are aligned to support their application across organisation levels and functions
<i>Critical Thinking</i>	Adopt diverse perspectives in combining ideas or information and making connections between different fields to create different ideas, improvements and solutions
<i>Effective Client Communication</i>	Demonstrate effective communicative skills when communicating with clients and caregivers
<i>Excellence in Service</i>	Create strategies to foster positive customer and/or patient experiences and deliver service excellence throughout the engagement lifecycle
<i>Family and Caregiver Engagement</i>	Recognise the central role of the family in every child's life and develop strategies for family engagement, nurturing trust and rapport building capabilities in a family to enhance child's developmental outcome
<i>Health Promotion</i>	Raise awareness to maintain and optimise health and well-being of clients
<i>Health, Hygiene and Nutrition for Children</i>	Establish health, hygiene and nutrition standards and procedures that support children's development
<i>Human Resource Advisory</i>	Deliver human resource (HR) advisory and consultancy services to internal and external clients to meet their requirements
<i>Individualised Intervention Planning and Implementation</i>	Develop and implement intervention plans that integrate the goals, needs, interests and capabilities of children with the desired functional outcomes
<i>Intervention Implementation in Therapy Support</i>	Provide support to therapists in performing interventions
<i>Learning Needs Analysis</i>	Assess capability and performance within an organisation to identify learning needs

<i>Learning Programme Evaluation</i>	Evaluate the effectiveness of learning experiences and modify the teaching approaches and materials accordingly
<i>Learning Solution Design</i>	Design and evaluate learning solutions which drive performance enhancement
<i>Nursing Productivity and Innovation</i>	Adopt technology and innovative practices to drive quality and productivity
<i>Performance Management</i>	Establish organisation-wide performance management strategies to facilitate performance management, including identification of key performance indicators and employee performance assessment
<i>Pharmacy Information Technology Management</i>	Maintain and enhance pharmacy information technology systems and workflows to ensure optimum performance
<i>Professional Consultation</i>	Provide guidance or professional assistance in response to requests from the clients, other professionals, external organisations and the general public
<i>Resilience and Self-care</i>	Understand the actions and the activities that will enhance overall health and well-being to enable continued practice as a professional in the sector
<i>Talent Management</i>	Drive talent management strategies and programmes to identify, develop, review and retain talent to meet the current and future organisational needs

The skills featured in this chapter are non-exhaustive. To see the full list of priority skills, please visit this link:



<https://go.gov.sg/2022skills-ce>

Please visit this link for information on suggested courses for the Care Economy:



<https://go.gov.sg/care-econ-courses>