

Problem Statements for Digital for Life Movement

| Themes | Problem Statements | Possible Measurements of project-level Key Performance Indicators (KPIs) | Examples of Resources and programmes that are related to problem statements |
|---|---|---|--|
| Supporting low-income households to gain digital access | <p>1. Help low-income seniors and families, such as those living in 1- and 2-room HDB rental flats, gain digital access* through innovative approaches such as localised solutions that are designed and delivered by community groups. These solutions can address any psychological concerns these low-income households may have towards digital access, and assist them in applying for subsidised digital access schemes the Government provides.</p> <p>* Digital access is defined as having access to the internet and/or digital devices (i.e. smartphones and/or computers which are defined as desktops, laptops or tablets).</p> | <ul style="list-style-type: none"> Number of seniors or families living in 1- and 2-room HDB rental flats without digital access, who are engaged on digital access Number of seniors or families living in 1- and 2-room HDB rental flats without digital access, who are assisted to apply for digital access | <ul style="list-style-type: none"> Digital Access@Home Mobile Access for Seniors |
| Empowering seniors to gain digital proficiency | <p>2. Develop targeted programmes to help seniors learn digital skills that are useful for their daily lives. Examples of projects include helping seniors overcome psychological barriers or pain points to digital learning[^] (e.g. teach them assistive technology features) and/or adoption.</p> <ul style="list-style-type: none"> i. Projects can target seniors who face challenges in attending digital learning programmes (e.g. difficulties moving around) at SG Digital Office's over 30 perm hubs and about 200 roving counters all over Singapore, such as at libraries and community centres. For such seniors, the project should refer to IMDA's Digital Skills for Life (DSL) framework so that these seniors have essential digital skills for daily living tasks. ii. For other seniors, projects should go beyond what is already covered in DSL framework, and show how the new proposed skills taught (outside DSL framework) would be useful for the identified groups of seniors. <p>[^] Based on IMDA's survey, common reasons cited by seniors for not wanting to learn digital skills include busy schedule, no need, no interest, and lack of confidence.</p> | <ul style="list-style-type: none"> Number of seniors who have learned new digital skills and have applied these new skills on their own after the project | <ul style="list-style-type: none"> Digital Skills for Life (DSL) Framework SG Digital Office SUSS & C3A's Geragogy Guidelines |
| Educating children and/or youths with skills to protect themselves online and be responsible online users | <p>3. Teach children and/or youths priority actionable skills and behaviours to help them build confidence and resilience to navigate technology, while protecting themselves and their peers against online harms. Priority actionable skills include:</p> <ul style="list-style-type: none"> i. Set boundaries online – set boundaries to manage one's screen use and online interactions; ii. Think before you act – be mindful and discerning before you click, post or share content to protect one's digital footprint responsibly and safely; iii. Report inappropriate content – report harmful content and contribute to a safer online community; iv. Engage & Support – reach out to a trusted person and seek support proactively. <p>4. Assist children and/or youths directly, or together with their parents, in developing habits or skills that enable them to use technology positively and wisely. This will address issues of social media isolation and passive consumption, or over-reliance on AI tools (including AI Companions and Chatbots). Programmes should be delivered through engaging formats like games or applications that specifically develop critical thinking skills (e.g. evaluating information sources and making reasoned judgements about digital content or being too dependent on AI tools such as for companionship) or encourage parent-child or inter-youth offline interaction.</p> <p>5. Reach and directly teach children and/or youths to know more about online harms such as cyberbullying and the avenues of help (including supporting peers affected by cyberbullying), and remedial measures one can take if s/he encounters cyberbullying.</p> | <ul style="list-style-type: none"> Number of children and/or youths who learn how to protect themselves from online harms or develop healthy online habits | <ul style="list-style-type: none"> Cyberlite's Cyber Wellness resources Digital for Life (DfL) Portal – Online Safety Digital Skills for Life (DSL) Framework Google's Be Internet Awesome programme IMDA's Online Safety Reports MDDI Surveys - The Perceptions of Digitalisation Survey and Smart Nation Policy Perception Survey MOE's Character and Citizenship Education (CCE) Curriculum NLB's S.U.R.E (Source, Understand, Research, Evaluate) campaign |

| Themes | Problem Statements | Possible Measurements of project-level Key Performance Indicators (KPIs) | Examples of Resources and programmes that are related to problem statements |
|--|---|--|--|
| Supporting parents to raise their child in a digital age (digital parenting) | <p>6. Support current parents to adopt actionable digital parenting skills, enabling them to guide their children in embracing technology while practising healthy digital habits. Key skills for parents to learn include how to support and engage children to:</p> <ul style="list-style-type: none"> i. Set boundaries online – set clear limits to create a safe online space for your child; ii. Think before you act – remind your child to pause and think before they act online (such as click, post or share online content); iii. Report inappropriate content – report when your child encounters online harms such as inappropriate content; iv. Engage & Support – create a safe space to support your child in navigating online challenges. <p>Recognising parents' time constraints, programmes should explore leveraging events and locations where parents frequent, and integrate learning into parents' interests and routines.</p> | <ul style="list-style-type: none"> • Number of parents who learn digital parenting skills | <ul style="list-style-type: none"> • Digital for Life (DfL) Portal, including Online Safety Digital Resource Kit • Digital Skills for Life (DSL) Framework • Google's Be Internet Awesome programme • HPB's Parent Hub • MDDI's Digital Parenting Survey 2025 • MOE – MSF – HPB's Parenting for Wellness toolbox • MOE's views on Digital Devices and Purposeful and Healthy Screen Use • MOH's advisory on screen use for children • NLB's S.U.R.E (Source, Understand, Research, Evaluate) campaign |
| Supporting access to digital services for Persons with Disabilities (PwDs) | <p>7. Teach PwDs skills to navigate everyday digital platforms and services, including how to use specialised software and assistive technologies, and app features, catering to their disability types and needs (e.g. Job Access With Speech, Braille equipment, Smartphone Training and Learning Support Resource Toolkit) so that they are digitally-enabled to live more independently.</p> | <ul style="list-style-type: none"> • Number of PwDs who are equipped with digital skills to navigate digital services | <ul style="list-style-type: none"> • Digital Skills for Life (DSL) Framework • GovTech's Oobee • GovTech's Digital Services Standard • SG Enable Accessibility Toolkit |
| Promoting responsible online behavior among Singaporeans | <p>8. Equip specific population segments with the knowledge, skills, and values to take personal responsibility for their online safety and contribute to building a safe online environment. Programmes should foster digital citizenship (including how to be kind online), promote responsible online behaviour, and empower individuals to actively safeguard themselves and their communities online or develop a support system to strengthen resilience and help seek recourse against the online harms.</p> | <ul style="list-style-type: none"> • Number of individuals who learn skills to practise respectful online behaviours | <ul style="list-style-type: none"> • Digital for Life (DfL) Portal |
| Providing opportunities for Singaporeans to learn Generative AI for daily living tasks | <p>9. Develop learning programmes that reach and directly teach specific population segments (e.g. youths, homemakers, retirees, and ex-inmates) how Generative AI can enhance their daily lives, as well as responsible usage and risk awareness (e.g. AI-generated deepfakes, ability to discern when seeking emotional support or advice from AI).</p> | <ul style="list-style-type: none"> • Number of individuals who are trained in Generative AI skills that can be applied in their daily lives | <ul style="list-style-type: none"> • Digital for Life (DfL) Portal • NLB's S.U.R.E (Source, Understand, Research, Evaluate) campaign |