

ANNEX – START SMALL DREAM BIG 2024

Survey on Impact of the Start Small Dream Big (SSDB) Movement

1 In the 10th year of SSDB, ECDA commissioned a survey to evaluate the impact of the movement on home-preschool-community partnership and children's holistic development. More than 1,500 SSDB's key stakeholders, namely educators, parents with preschool children and community partners, responded to the online survey. The findings shed light on stakeholders' perception of SSDB, good practices and areas for improvement, which help inform the strategies to sustain the movement.

SSDB fosters home-preschool-community partnership and supports children's holistic development

2 Almost all educators (96%), parents (97%) and community partners (100%) who participated in SSDB agreed that the movement provides a meaningful platform to bring preschools, families and the community together to support children's holistic development, including social and emotional development.

- a) They opined that SSDB cultivates empathy and compassion, social and communication skills, awareness of social and environmental issues, and a sense of responsibility and accountability.
- b) Of these values and skills, they unanimously noted that fostering empathy and compassion is the most important contribution of SSDB to their child's development.
- c) Almost all educators (97%) and community partners (96%) agreed that the SSDB movement encourages young children to be active contributors to community projects which help make Singapore a caring and cohesive society.
- d) Majority of educators (77%), parents (71%) and community partners (96%) also believed that SSDB has made an extensive and significant contribution to the overall learning experience of the children involved.

3 Almost all parents (97%) agreed that SSDB effectively instils positive values in children by integrating community services with learning experiences. Most of them (90%) said that they firmly reinforced these learnt values and life skills in their children

at home. Parents also noticed positive changes in their child's attitude and behaviour, including being more aware of social issues, more caring and empathetic, more responsible, able to communicate better, more respectful and more confident.

4 According to the educators, while children's involvement in SSDB was the highest in the implementation stage (95%), they are also involved in planning (51%) and reflection (72%) to optimise learning and skills development. Children usually participate in discussion or brainstorming sessions to identify the issue, gathering information, creating project materials and sharing of experience and ideas during the 3 stages.

High awareness and participation of SSDB among educators and community partners

5 Generally, many preschool educators (62%) have high awareness of SSDB and 87% of them participated in the movement. Beyond mere participation, 63% of educators participated in SSDB have incorporated it as part of their engagement with parents, whilst 55% of educators have infused SSDB in their preschool's curriculum.

6 Overall, majority of the educators (84%) showed a keen interest in participating in future SSDB initiatives, underscoring commitment to holistic education of children via the use of service learning as a pedagogical tool to foster community engagement and social responsibility. Almost all (95%) community partners also indicated a strong interest to continue to participate in the SSDB movement in future.

Children want their parents to participate in SSDB with them

7 While the general parental awareness (35%) and interest to participate (33%) in SSDB is relatively low, for parents who participated in SSDB, 9 in 10 of their children indicated that they enjoyed participating in SSDB activities with their parents and expressed a strong desire for parental involvement in future SSDB projects. For parents who did not participate in SSDB, 9 in 10 of their children also wanted their parents to join them in future SSDB projects.

8 Six in 10 parents reported that their child's principal or educator was the main person who encouraged them to participate in SSDB and their involvement was mainly in the form of contributing resources (86%). Majority of the parents (88%) were pleased with the support from educators and staff in the implementation of SSDB. Most educators (83%) also said that they enjoyed good parental support for SSDB.