

# AWWA SSUP!

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**The Jewel in our  
Hidden Gems**

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**Building  
Independence  
Through Creativity:  
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GETTING ONBOARD

**Stewarding the  
Future of Special  
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**AWWASSUP!**

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## About AWWA

AWWA was founded in 1970 by a group of volunteers supporting low-income families and has since evolved into one of Singapore's largest multi-service social service agencies. AWWA's multi-professional team supports the integration and inclusion of children with developmental needs, families with complex social issues, the elderly, and persons with additional needs so that they may live out their various dreams and aspirations. AWWA is a registered charity with an Institutions of a Public Character status.

Interested to know more about AWWA? Visit our [website](#) or connect with us on our socials!



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# CEO'S MESSAGE

Dear friends of AWWA,

Good things often come in threes. And these are three simple but powerful ideas that shape the rhythm of our work at AWWA.

**Purpose** keeps us anchored in why we do what we do. This means empowering our clients to participate fully and meaningfully, through the provision of holistic care.

**Practice** keeps us grounded in how we consistently provide holistic, person-centred care, while continuously improving and innovating to find better ways to deliver it, for our clients.

And of course, **People** make all this possible. At AWWA, as a learning organisation, we build an agile workforce by learning together, teaching one another, and growing through shared experiences with our staff, partners, volunteers, the communities we serve, and supporters like yourself who walk alongside us on this journey.

When these three come together, meaningful progress happens. This is the spirit behind **AWWASSUP!** Through this new quarterly newsletter, we hope to share the voices, innovations and partnerships that shape our work across life stages.

This work is never done, but it is always worth doing. Thank you for being part of the journey and enjoy the read!



J R Karthikeyan (Karthik)  
Chief Executive Officer  
AWWA



# WHEN AI MEETS EI: HELPING EARLY INTERVENTION EDUCATORS FOCUS ON WHAT MATTERS MOST

By Syam Roslan

***At AWWA, innovation is not about chasing the next shiny tool. It begins with a simple but powerful question: How can we do better for our clients? That mindset recently led our Early Intervention (EI) team to revisit a familiar yet time-consuming process, namely behavioural documentation.***

In EI classrooms, every observation matters. Behavioural documentation helps our educators and therapists track progress, plan interventions, and collaborate meaningfully to support each child's developmental journey. Behind the scenes, however, the process can be highly manual. Writing detailed behavioural descriptions after sessions takes up time that could otherwise be spent engaging children directly, refining strategies, or speaking with families.

To address this long-standing challenge in the EI space, the team tapped into the innovative spirit that has long been part of AWWA's DNA.

***“The goal was clear: make the documentation process more efficient without compromising the professional judgement needed to capture accurate and meaningful data on our clients.”***

With this in mind, the EI team explored possible solutions and connected with IMDA's Open Innovation Platform (OIP). OIP provides a structured way for agencies like AWWA to work with technology experts while ensuring that solutions are grounded in real operational

needs. From the outset, the objective was clear. Technology must support our educators and therapists in enhancing client care, not replace them. By clearly defining the problem statements and desired outcomes upfront, we ensured that the solution was shaped by practice and purpose, not just possibility.

The pilot introduced an AI-powered video analytics solution that converts classroom video feeds into structured Behaviour Descriptions (BD). Instead of starting documentation from scratch, educators could review and validate AI-generated drafts, saving valuable time while retaining full professional oversight. The solution significantly reduced manual documentation effort and produced more structured and consistent descriptions.





Educators gained quicker access to organised behavioural data, making intervention planning and team discussions more efficient. More importantly, the pilot reaffirmed AWWA's belief that technology can enhance, rather than dilute, human-centred care when it is implemented thoughtfully.

As expected, innovation is rarely perfect on the first try. The pilot also surfaced areas for refinement, including improving model accuracy and optimising system architecture for long-term scalability. But every minute saved on administrative tasks is a minute redirected to impact. With a reduced documentation load, our EI educators and therapists can spend more time doing what they do best, such as engaging children,

tailoring interventions, collaborating with families, and delivering high-quality, holistic, and client-centric care.

The pilot has concluded with favourable results, achieving 75 percent accuracy in behaviour tracking and Individualised Education Plan goal classification, as well as a 30 percent reduction in administrative time spent on BD collection. The EI team is now exploring how to refine and scale the solution for rollout across its other EI centres and they will continue working closely with frontline teams to ensure the solution remains practical, sustainable, and impactful. But one thing that remains constant is AWWA's commitment to innovate with purpose to better support the clients we serve.



*“By reducing administrative load and improving the consistency and quality of data collected, our educators and therapists can devote more time to intervention planning, collaborative discussions, and direct engagement with children and families.”*

Ramachandran Ashokkumar  
Therapy Head, AWWA EIC @ Fernvale Link

*“The pilot demonstrated clear benefits, including reduced manual documentation, improved structure and consistency of behaviour descriptions, and faster access to behavioural data.”*

Rajeswari Ilangko  
Lead EI Educator (Educator Development), AWWA EIC @ Hougang



# BUILDING INDEPENDENCE THROUGH CREATIVITY: JIMMY'S STORY

By Syam Roslan

*When AWWA Home resident Jimmy Lim began printing his digital drawings as stickers, they quickly caught the attention of staff, residents and caregivers, many of whom were eager to support his work. For Jimmy, each sticker is a small reminder that creativity can travel far beyond the screen.*



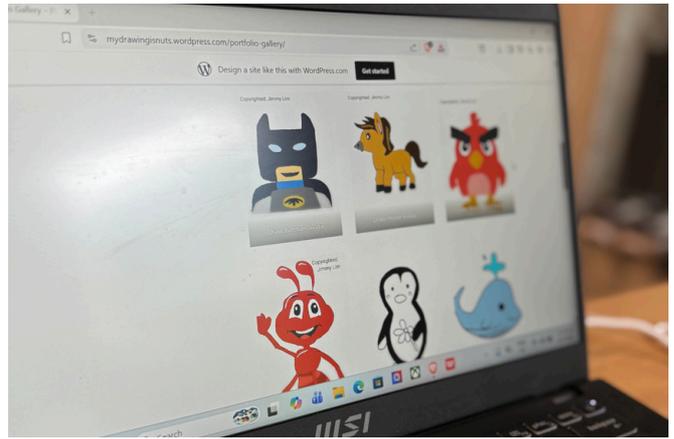
Jimmy, 37, is a familiar and cheerful presence at AWWA Home, our adult disability facility in Pasir Ris. He lives with physical disability, which affects his muscle control and mobility. While stiffness in his legs makes long walks challenging, his days are shaped less by limitation and more by curiosity, determination and possibilities.

Reading, digital drawing and video editing are among Jimmy’s favourite ways to spend his time. Through technology, he has found new avenues for self-expression, learning and connection with those around him, especially digital drawing. “I feel like I can express my personality better through digital drawing. It helps me spend my time meaningfully and productively,” Jimmy quipped.

Jimmy recalled the first time he fell in love with digital drawing. In 2025, he attended a design workshop where he not only picked up new skills, but was also exposed to a wide range of artwork by fellow participants. Inspired by everyone’s creativity, Jimmy returned to AWWA Home determined to improve. He began practicing regularly on his own, diligently watching YouTube tutorials to sharpen his techniques.

Staff at AWWA Home supported Jimmy by helping him explore digital tools and encouraging him to share his artwork with others. What started as a fun activity soon grew into a passion project as he developed his own original characters and designs.

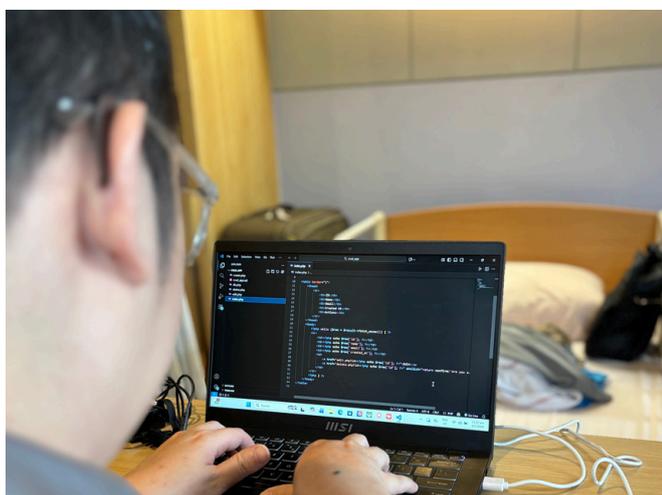
Proud of his progress, Jimmy took the initiative to print his artwork as stickers to share with fellow residents and caregivers. These small creations have become meaningful tokens of



connection within the Home, sparking conversations and smiles.

Today, Jimmy’s stickers are more than artwork. They are small symbols of creativity, confidence and the growing independence he continues to build each day. One day, he hopes to monetise his digital artwork and creative projects, allowing him to earn his own income and contribute in his own way.

“**At AWWA Home, residents like Jimmy are empowered with opportunities to grow, explore their potential, and build self-reliance.**”



### Support Jimmy and Friends

Each year, AWWA serves more than 6,000 individuals across life stages, from seniors requiring healthcare support, to children with additional needs, to adults with disabilities and lower-income families. Donations help sustain our programmes, maintain safe and conducive living environments, and provide training, subsidies and innovative services that empower clients to live with dignity and independence.

As an approved Institution of a Public Character, all eligible donations\* to AWWA receive a 250% tax deduction. Selected campaigns also qualify for dollar-for-dollar matching.

Make a difference today and help individuals like Jimmy pursue their aspirations and live fulfilling lives.

<https://www.awwa.org.sg/donate/>

\*Single donations of SGD50 and above, and recurring donations of SGD30 and above, are eligible for 250% tax deduction.

# SOMEONE OUR SENIORS CAN RELY ON: IRDAWATY'S 18 YEARS OF CARE

By Farhana Subuhan

***At AWWA's Senior Community Home, many residents instinctively turn to Irdawaty when they need help. Sometimes it is for medical concerns. Other days, it is simply for reassurance. Over the years, she has become a familiar and trusted presence, someone they feel comfortable approaching and confiding in.***

For the past 18 years, Irdawaty Abd Razak has cared for frail seniors in the Community Home, supporting not only their medical needs, but also their confidence, dignity and sense of security. Her steady presence and quiet dedication have shaped relationships that extend far beyond clinical care.

It is this same unwavering commitment that was recognised when she received the Merit Award at the 19th Tan Chin Tuan Nursing Award for Enrolled Nurses 2025.

For Irdawaty, the recognition came as a surprise. Encouraged by her supervisor and teammates, she sees this award not as an individual achievement, but as a reflection of collective effort. "I am not a solo player," she shares. "Everything we do at the Senior Community Home is supported by our wider team."



Irdawaty has witnessed the home evolve from a small team into a structured multidisciplinary environment with established systems and processes. Through these changes, her commitment has remained constant: to provide holistic, person-centered care that supports seniors physically, mentally, and socially.

To Irdawaty, community nursing goes beyond clinical expertise. It requires consistency, patience, and trust building. Many of the residents she supports are frail seniors living with mild dementia, multiple comorbidities, and complex socio-economic challenges. For her, the most meaningful part of her work is preserving their dignity and quality of life.



“When I first started, some of the seniors were hesitant to approach me,” she shares. “They would only come to me strictly for medical issues. Over time, as I kept checking in and being consistent, they grew more comfortable. Now, they look for me even for things that are not related to nursing, like something in their unit that needs fixing. Even though I may not be the one who can solve it, they still come to me first.”

For many residents, this trust matters as much as clinical care. Her consistency reassures seniors that someone is looking out for them not only when they are unwell, but in their everyday lives.

At the height of the COVID-19 pandemic, she led round-the-clock care and immunisation efforts to safeguard residents. She also introduced a personalised medication chart to help seniors better manage complex prescriptions, improving medication safety, and achieving zero medication errors.

During a time when families were especially worried about their loved ones, Irdawaty and her team remained a steady presence, guiding residents through vaccinations, monitoring their health closely, and providing reassurance when the world outside felt uncertain.

Beyond bedside care, Irdawaty conducts awareness talks, so residents know how to respond during emergencies and supports seniors transitioning from hospital back into

the community. To her, being part of AWWA means preserving quality of life, empowering independence, and helping seniors feel connected and valued.

“When seniors are discharged from hospital after a lengthy stay, they often feel vulnerable. Some worry about falling again, others about managing their medication.

“ ***Supporting them back into the community is not just about medical care. It is about rebuilding trust in themselves, so they can continue living meaningfully and stay connected.*** ”

After nearly two decades, what keeps her going is her team. From navigating COVID-19 together to supporting one another daily, she credits her colleagues and her supervisor, Sebastian, for fostering a culture of trust and encouragement.

For Irdawaty, the work has always been grounded in a simple principle: show up, build trust, and do right by every resident. It is this steady commitment that continues to make a meaningful difference in the lives of seniors under her care.

Through small, consistent acts of care, she helps seniors regain confidence, remain connected to the community, and live with dignity.



# GIVING BACK, RECEIVING MORE: KIYOMI-SAN'S JOURNEY WITH AWWA

By Umami Tasfia

***The first time Kiyomi-san joined an outing with AWWA clients, she thought she would mainly be helping to coordinate the programme. Instead, she found herself walking slowly beside a client at Jewel Changi Airport, chatting and taking in the surroundings together. What might have seemed like a small trip to most people was, for the client, a rare opportunity to go out and experience something new.***

“That day stayed with me,” she recalls. “We realised it was not just an activity. We wanted to do something for them again.”

Kiyomi-san leads volunteer initiatives at Sumitomo Mitsui Trust Bank (SuMi TRUST) Singapore. Volunteering had always been part of her life. Years earlier, while living in Europe, she served at an orphanage near the Romanian border and later continued through church mission trips in Singapore. Helping others was familiar to her.

But meeting AWWA’s adult clients changed something.

During her first visit, she learned that while many programmes support children with disabilities, support does not end when they

turn 18. Clients move on to AWWA Home and Day Activity Centre (AH and DAC), and many parents continue caring for them well into old age. As parents grow older, even simple outings such as pushing a wheelchair, navigating transport, or spending a day outside, can become physically exhausting.

“It made me realise how much families carry quietly for many years,” she says. “We felt we wanted to support them in a practical way.”

## **From Uncertainty to Friendship**

When SuMi TRUST organises a volunteer session, some staff feel nervous. Many have never interacted with persons with disabilities before and are unsure what to say or do.

Kiyomi-san volunteers alongside them, gently guiding conversations and encouraging them to take small steps for example, walking together, sharing a meal, or simply sitting and talking.

The hesitation does not last long.

Before long, the room fills with laughter. Volunteers discover that the clients enjoy the same things anyone would: jokes, conversations, and companionship.



“*“With a little support, they could do many things they could not do alone,” she says. “And when the clients smile, our staff smile too.”*”

### Making It Easy to Give Back

For Kiyomi-san, another meaningful discovery was how welcoming and supportive the AWWA team was.

“When I plan volunteer activities for AH and DAC, the AWWA team is always very kind and flexible, which makes planning easy,” she shares.

From coordinating logistics to guiding volunteers on the day itself, the AWWA team creates an environment where volunteers feel supported and confident. They also made coordination smooth and encouraged the bank to continue returning.

At the same time, strong support from SuMi TRUST’s leadership made the commitment sustainable. With the strong endorsement and personal participation of General Manager Mr. Hara and the management team, volunteering became more than an occasional activity. By planning sessions during working hours and introducing a volunteer leave system, SuMi TRUST made participation manageable despite busy schedules. Senior leaders volunteering alongside employees reinforced that giving back is part of the bank’s culture.

Supported by both AWWA’s partnership and SuMi TRUST’s leadership, volunteering has become a shared commitment at the bank.

For Kiyomi-san personally, however, it remains something simple.

To her, volunteering is not about doing something extraordinary. It is about compassion and hospitality, learning to put oneself in another person’s position.

“You can only truly understand the feeling by participating,” she says.

Looking ahead, Kiyomi-san hopes to broaden the circle of collaboration even further.

“My next challenge is to encourage SuMi TRUST to take the lead in organising joint volunteer activities with other companies,” she shares. “Volunteering allows colleagues to connect not only professionally, but personally, while contributing meaningfully to society together.”

With 2026 marking the 60th anniversary of diplomatic relations between Singapore and Japan, she sees an opportunity to strengthen connections within the Japanese business community in Singapore. By partnering with Japanese companies and organisations such as the Japanese Association Singapore, she hopes to deepen cross-company collaboration in support of local communities.



### Did You Know?

AWWA was started by a group of female volunteers, all the way back in 1970!

Today, volunteers continue to power AWWA’s mission, with over 1,000 corporate and community partners supporting our services across many life stages.

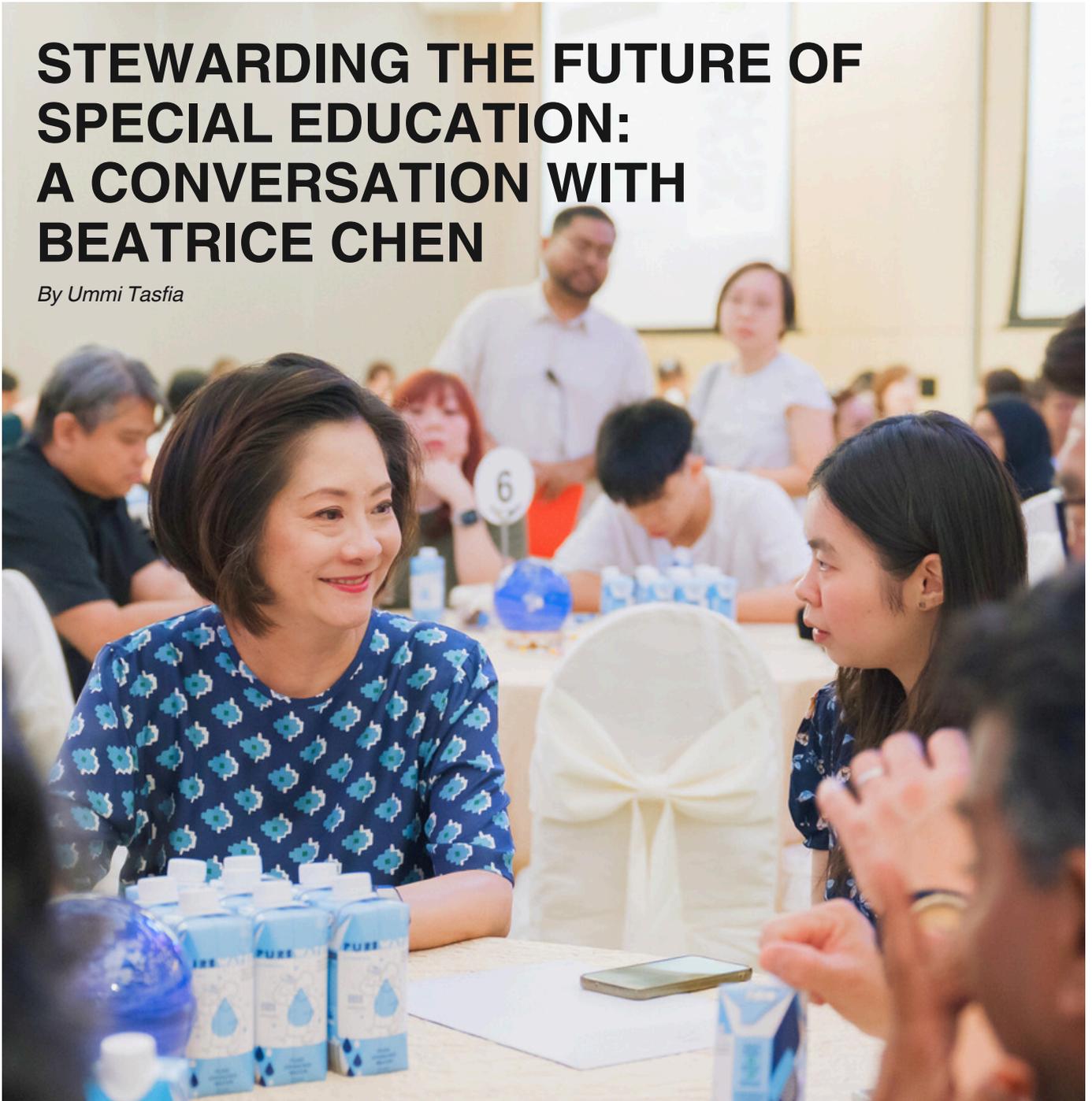
Whether you are an individual looking to make an impact on your own, or an organisation searching for opportunities to give back as a group, fret not.

Explore our wide range of volunteer opportunities on our website, and be part of our legacy of enabling fulfilling lives for all.

<https://awwa.org.sg/volunteer/>

# STEWARDING THE FUTURE OF SPECIAL EDUCATION: A CONVERSATION WITH BEATRICE CHEN

By Ummi Tasfia



***When Ms Beatrice Chen first volunteered at AWWA in 2008, she was stepping into a sector that was still evolving. 17 years later, as Chairman of AWWA's Board and School Management Committee, she has witnessed how special education and community care in Singapore have transformed and how much more remains to be done.***

***You joined AWWA's Board in 2015 and became Chairman in 2023. What first drew you to AWWA, and how has your understanding of AWWA's role evolved?***

I first joined AWWA as a volunteer in 2008. I was drawn to AWWA's mission of empowering the disadvantaged to maximise their potential to lead dignified and independent lives. I have

always believed that everyone, regardless of their needs, deserves an equal opportunity to participate meaningfully in society.

Over the past 17 years, I have seen how societal needs have become increasingly complex. Families today face greater pressures, and expectations around inclusion and independence have rightly grown.

What has stood out to me is AWWA's ability to remain relevant. AWWA has deliberately invested in staff capability, embraced innovation in service delivery, and strengthened partnerships across the sector. That adaptability is critical in a sector that continues to evolve.

Over the years, AWWA has expanded its role across life stages, supporting individuals with disabilities, seniors and vulnerable families through integrated services. This evolving landscape is perhaps most visible in its Special Education (SPED) schools.

For example, starting from this year, to adapt to the evolving needs of Singapore's children within the SPED landscape, AWWA School @ Napiri will progressively transition to serve only students with Autism Spectrum Disorder – Intellectual Disability (ASD-ID) to meet rising national demand for ASD-specific SPED placements. All current students with multiple disabilities will continue to receive full support at AWWA School @ Napiri until they complete their education. AWWA continues to support children with multiple disabilities through its early intervention programmes.

***In today's SPED landscape, where does AWWA School make its most distinctive contribution?***

At both AWWA School @ Napiri and AWWA School @ Bedok, we have implemented Interprofessional Collaborative Practice across the schools.

Educators and allied health professionals work as an integrated team to support each student and their family.

Rather than operating in silos, we develop individualised education and transition plans together. Interventions are embedded into daily classroom routines so that learning becomes part of everyday life.

Support is holistic and spans multiple domains, including language, numeracy, life skills, and vocational training. The goal is not just skill acquisition but helping students generalise those skills across different settings.

Family partnerships are also central to our approach. Families and caregivers are treated as core members of the collaborative team, participating actively in goal setting and decision-making for their child.

This collaborative model reflects a broader shift in special education towards more holistic and integrated support for students and their families. Ultimately, the goal is to prepare students not just for school success, but for meaningful participation in society beyond the classroom.

***If we look at an AWWA School graduate 10 years from now, what outcomes matter most to you?***

Given the diverse needs of our students, outcomes will naturally differ.



Nonetheless, what matters most to me is that our graduates are meaningfully and happily participating in society. That could be in supported employment, sheltered workshops, day activity centres, or structured activities at home and within their neighbourhoods.

“

***Dignity and participation are key. Each individual's pathway may look different, but every pathway should reflect purpose and inclusion.***

”

***From a Board's perspective, what does good stewardship of a social service organisation look like?***

Good stewardship goes beyond fiduciary oversight, although strong governance is foundational in the regulatory environment we operate in.

Stewardship is about safeguarding the mission, maintaining strategic clarity, ensuring financial sustainability, strengthening organisational capability, and developing talent and leadership for the future.

Most importantly, it is about ensuring that we continue to meet emerging needs without losing sight of our core purpose.

***Is there a moment at the school that stayed with you?***

School graduations are always bittersweet for me.

I celebrate the resilience of our graduands, the dedication of teachers, and the unwavering support of families. Yet I also feel the quiet anxiety many parents carry about what comes next for their children.

Some students may remain at home because suitable options are not yet sufficient to meet diverse needs. That reality keeps me going. It reinforces the importance of advocating for more robust and meaningful post-18 care and engagement options.

These experiences underscore a larger national conversation about how Singapore continues to support persons with autism beyond school. Sustained progress will require collaboration across government, social



service organisations, employers, and communities.

***Looking ahead, what must Singapore continue to build so that persons with autism can live with dignity and independence?***

First, we must build communities where people with diverse needs and their families feel welcome and supported. While awareness of autism has grown, we can do more to foster environments where families feel supported when they bring their children into public spaces.

Second, we need to invest more deliberately in professional capability and leadership in SPED, given the pressure on places in SPED schools for persons with autism. Expanding pathways through polytechnic diplomas and university degree programmes in SPED would help build a stronger pipeline of trained educators and leaders.

Third, we must rethink meaningful employment. This requires more intentional job scoping and redesign, identifying roles that align with the strengths of persons with autism, whether structured, analytical, detail-oriented or creative. Employers will need support in workplace accommodation and supervisor training.

With the right scaffolding, many people with autism can thrive and contribute meaningfully.



## THE JEWEL IN OUR HIDDEN GEMS

By Farhana Subuhan

***Behind every joyful classroom moment at Kindle Garden (KG), Singapore’s first inclusive preschool, is someone quietly making it happen. One of them is Jewelyn Siew — affectionately known as “Jewel” — whose passion for inclusive education shapes the everyday experiences of children in her classroom.***

***Let’s start at the beginning. What made you say “yes” to inclusive education, and what has kept you here all these years?***

I first discovered inclusive education while studying Early Childhood (EC) and Psychology at SUSS. During one of our modules, we watched a video about KG, a preschool where children with and without additional needs learn together. I remember thinking that this was a truly unique model. Curious to see it for myself, I signed up for a half-day immersion and visited the school.

What struck me immediately was how naturally the children interacted with one another.

There were no labels. Just children playing and learning together.

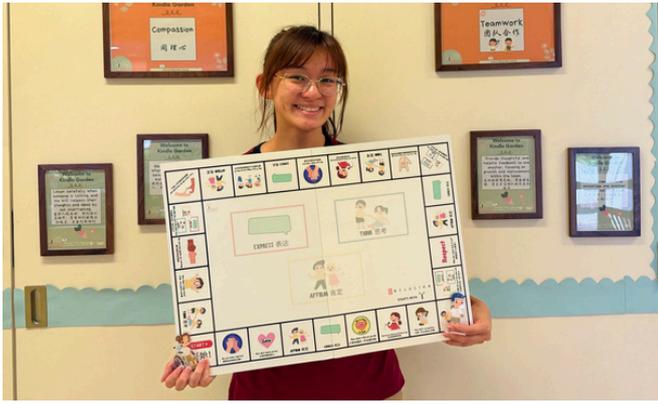
After graduating, I spent a year teaching in mainstream preschools. While the experience was valuable, I found myself missing the intentionality I had seen at KG, the way inclusion was thoughtfully built into everyday classroom interactions. Keen to make a deeper impact, I returned to KG and have been here ever since.

Over the years, that experience has also shaped how I think about inclusive education. Some people worry that typically developing children may miss out academically in an inclusive setting, but what I see every day tells a different story. I see children growing in empathy, confidence and social awareness alongside their academic learning, even at four or five years old!

Those early foundations shape how they understand differences and relate to others long after preschool.

***Last year, you and the KG teachers created an inclusive board game for AWWAke, our annual innovation drive. What sparked the idea?***

As educators, we can ask children, “Do you respect your friends?” or “Do you know how to be kind?” but the answers are often surface level. I wanted inclusion to be something they experience, not just talk about.



The game has three simple pillars: understanding key inclusion values, navigating social scenarios, and affirming one another. Affirmations are especially important to us because children thrive on being understood. It became a practical way to build empathy while strengthening friendships.

Five other teachers joined me, and together we refined the gameplay and tested it with 22 children across diverse needs, improving it based on their responses. What started as a simple question, “What more can we do for inclusion?” grew into a practical classroom teaching tool.

***In your own words, what does inclusion look like in your classroom on an ordinary Tuesday morning?***

It shows up in the smallest, most natural moments. When a child walks into class and another excitedly says, “Friend A is here!” and goes over to help without being asked. Or when someone notices their friend left a water bottle outside and brings it in without being prompted. Inclusion here is driven by initiative, from the children themselves.

***“ True inclusion cannot be scripted or forced. As teachers, we can create the environment and model values, but the real magic happens when children choose to act with empathy on their own. ”***

On an ordinary Tuesday morning, inclusion looks simple. But those simple moments are powerful because they are genuine, and unprompted.

***What is a myth you would like to dispel as an Inclusive Educator?***

One common myth is that learning alongside peers with additional needs slows academic progress. In reality, inclusive classrooms are actually very intentional environments. It’s also about character, confidence, and social awareness. We differentiate and tailor their approach to each child’s needs. The pace and direction of learning shift based on the child, not the label or perceived ability. Academic standards are not lowered.

In fact, an inclusive environment allows children to collaborate, grow as peers, leaders, and advocates of one another while continuing to meet learning goals. When children grow up understanding differences, they develop confidence and social maturity that serves them far beyond the classroom.

***Now for the important question... where’s your go-to makan spot around Redhill? And what’s your must-order?***

Honestly, food isn’t much of a concern because our Aunty at KG cooks amazing meals for us every day. My real mission around Redhill is finding good coffee – a solid cup of which is my must-order every day. I love having Luckin Coffee and Postboy Coffee at Enabling Village Vista.

***Finally, for anyone considering a career in EC, what’s one piece of advice you would share?***

The move from studying EC in theory to stepping into a classroom where every child is different and every day is unpredictable can be challenging. I encourage aspiring educators to visit different schools, experience different curricula, and understand the culture of each school. When you find a school whose values align with yours, the work becomes much more meaningful.

**”** Most importantly, always remember why you started. If you choose this profession for the children, keep them at the heart of everything you do.

Inspired by Jewel’s journey?  
Explore career opportunities at AWWA and be part of a team making a difference across our diverse services.  
Visit <http://awwa.org.sg/join-us>