

## List of Key Recommendations

Chapter	S/N	Lead Agency	Key Recommendations
<b>Definition of Disability and Prevalence Rate of Persons with Disabilities in Singapore</b>			
1	1	MCYS	<ul style="list-style-type: none"> <li>Undertake a study to determine the prevalence rate of disabilities in Singapore.</li> </ul>
<b>Office on Disability</b>			
2	2	MCYS  MOE, MOH, MOM/WDA, NCSS supports	<ul style="list-style-type: none"> <li><b>Establish a national office on disability under the purview of a Coordinating Minister.</b> The office will facilitate the realisation of the shared vision for persons with disabilities, and develop and implement the national strategy to address disability issues.</li> </ul> <p><b>MCYS, MOE, MOH and MOM</b> will have senior representatives in the national office, reflecting the inter-ministry approach needed. There should also be representatives from NCSS and the major disability groups to provide inputs.</p> <p><b>MCYS will staff the national office as the secretariat.</b> MCYS will coordinate the cross-cutting issues and identify gaps in strategies, programmes and services.</p> <p><b>The national office will be supported by two governing panels: the Early Intervention and Education Panel and the Employment Panel.</b> In the Early Intervention and Education Panel, MOE and MOH will take ownership and lead in integrating education and the supporting therapy services with active consultations from the other stakeholders. The Employment Panel would be co-led by MOM/WDA and MCYS. MCYS and NCSS would provide social service support to PWDs and their families.</p>
<b>Early Intervention &amp; Education for Children with Special Needs</b>			
3	3	MOH, MOE	<ul style="list-style-type: none"> <li><b>Formally adopt a continuum of Education Models that encourages optimal physical, social and academic integration, instead of the traditional segregated ‘special school’ or ‘mainstream school’ system.</b> This includes models such as the Canossian Eduplex model and the Pathlight Satellite School model.</li> <li><b>Establish a systematic framework of assessment and placement.</b> This will ensure that children with special needs can be appropriately placed in the right setting within a continuum of integration models for education.</li> </ul>
3	4	MCYS	<ul style="list-style-type: none"> <li><b>Review the funding of EIPIC services and implement a hybrid formula funding.</b> The Committee accepts the means testing policy as it provides more help to the needy. However, early intervention services are expensive.</li> </ul>

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		MOH, NCSS	<p>The <b>'hybrid' funding formula</b> should comprise:</p> <ol style="list-style-type: none"> <li><b>Fixed Subsidy</b> for all Singaporean children in need of EIPIC services; plus</li> <li>An additional <b>means-tested subsidy</b> for families earning below a per-capita income of \$1,000.</li> </ol> <ul style="list-style-type: none"> <li><b>Provide direct intervention services to children in selected mainstream preschools.</b> Not all children are suitable for EIPIC. Children who can go to mainstream preschools but have disabilities will benefit from early intervention services in the mainstream setting.</li> </ul>
3	5	MOE, MOH, MCYS	<ul style="list-style-type: none"> <li><b>Develop a Shared Framework for school/programme excellence</b> with due diligence at the start up phase, clear measures of performance, quality audits, and a system of accreditation to ensure excellence. There should also be pre-launch support of early intervention and school programmes to ensure quality.</li> </ul>
3	6	MOE, MOH	<ul style="list-style-type: none"> <li><b>Set up Curriculum Units to install curriculum frameworks and enhance quality of curricula of both academic and life skills for best achievable results.</b> The Units can be led by (a) appointed disability experts and special educators in the major disability groups; and (b) MOE's curriculum planning and development specialists.</li> </ul>
3	7	MOE	<ul style="list-style-type: none"> <li><b>Identify and develop a matrix of specific leverage areas in mainstream education and SPED</b> to benefit both students and teachers in the two hitherto separate systems.</li> <li><b>Ensure SPED students and staff are considered and included in the formulation of national education policies impacting their mainstream peers.</b></li> <li><b>Implement cross-training and staff exchange schemes</b> to allow both mainstream and SPED teachers to increase their effectiveness in teaching children with special needs in both mainstream and SPED schools.</li> </ul>
3	8	MOE	<ul style="list-style-type: none"> <li><b>Extend the age limit up to 21 years for SPED for children who can benefit from the additional years.</b></li> <li><b>Fund outreach support services for special needs students in mainstream tertiary institutions.</b></li> </ul>
3	9	MOE, NCSS	<ul style="list-style-type: none"> <li><b>Install transition management best practices for the children at critical points</b> within both the SPED and mainstream settings, which include transitions across school grades, across different school settings and upon graduation to work.</li> </ul>

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3	10	MOE, MOH	<ul style="list-style-type: none"> <li>• <b>Set up a training and consulting network</b>, comprising local and overseas special educators and disability experts. This network is to develop a <b>Competency and Training Roadmap and Learning Solutions</b> for teachers and therapists in the sector. The network and its roadmaps can then be developed into Centres of Excellence for the major disability groups.</li> </ul>
<b>Equalising Opportunities for Employment</b>			
4	11	MCYS, MOM/WDA	<ul style="list-style-type: none"> <li>• <b>Implement a value-chain employment framework</b> for PWDs which is responsive to the needs of industries. The value chain includes vocational assessment, job training, job placement and both employer and employee support.</li> </ul>
4	12	MCYS, MOM/WDA	<ul style="list-style-type: none"> <li>• <b>Train PWDs</b> to match the needs of the identified industry sectors and where possible, ensure that such training leads to <b>industry-recognised certification</b>.</li> </ul>
4	13	MOE, NCSS supports	<ul style="list-style-type: none"> <li>• <b>Establish a Life Skills Curriculum and a Bridging Programme</b> that include the development of effective self-management, good work habits, social skills, etc to improve the employability skills of students with special needs and manage transition to work.</li> </ul>
3	14		<ul style="list-style-type: none"> <li>• <b>Incorporate relevant pre-vocational and vocational training</b> as part of the special education school curriculum.</li> </ul>
4	15	MCYS/, NCSS	<ul style="list-style-type: none"> <li>• <b>Set up three separate Vocational Assessment/Job Placement programmes</b> to provide specialised assessment for PWDs with (a) <b>intellectual disabilities</b>; (b) <b>autism</b>; and (c) <b>physical, sensory, multiple and other disabilities</b>.</li> </ul>
4	16	MCYS	<ul style="list-style-type: none"> <li>• <b>Modify the ENABLE Fund</b> to encourage and assist employers in hiring PWDs.</li> </ul>
4	17	MCYS	<ul style="list-style-type: none"> <li>• <b>Form an Employers' Network</b> comprising employers who have hired and successfully integrated their employees with disabilities to champion the employment of PWDs. SNEF would be the secretariat to the network.</li> </ul>
<b>Empowering the Family as the First Line of Support – Caregiver Support and Financial Security</b>			
5	18	MCYS	<ul style="list-style-type: none"> <li>• <b>Provide a training grant for caregivers</b> to equip them with the necessary skills and knowledge to care for PWDs.</li> </ul>
3	19	MCYS, NCSS	<ul style="list-style-type: none"> <li>• <b>Provide easy access of information to families</b>, at the point of diagnosis, early intervention and throughout the school years of the children.</li> </ul>

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5	20		<ul style="list-style-type: none"> <li>• <b>Incorporate family caregiver training with a systematic roadmap</b> as a compulsory component in all government-funded early intervention and SPED services.</li> <li>• <b>Set up a Disability Caregiver Centre</b> to cater to the special needs of PWDs and their caregivers.</li> </ul>
5	21	MCYS, NCSS	<ul style="list-style-type: none"> <li>• <b>Extend the Foreign Domestic Worker (FDW) levy concession</b>, which is presently available to families with children aged 12 years and below, and elderly aged 65 years and above, to families with <b>PWDs who cannot independently carry out activities of daily living</b>.</li> </ul>
5	22	MCYS	<ul style="list-style-type: none"> <li>• <b>Establish the one-stop body on financial security of PWDs</b> as recommended by the Parents' Workgroup on Enhancing the Financial Security of Persons with Special Needs.</li> <li>• <b>Work with relevant Ministries and agencies</b> to implement the other recommendations of the Workgroup.</li> </ul>
<b>Community-Based Services and Residential Care</b>			
6	23	MCYS, NCSS	<ul style="list-style-type: none"> <li>• <b>Widen the range of residential care options</b> to cater to differing circumstances of PWDs, including those whose caregivers are ageing and frail. Options include: <ul style="list-style-type: none"> <li>a. Extending <b>Assisted Living Residential Units</b> (Project LIFE and Senior Activity Centres) for the elderly to PWDs.</li> <li>b. Providing more <b>hostels</b> for training in independent living.</li> <li>c. Providing smaller and more manageable <b>Group Homes</b> for the rehabilitation and aftercare of PWDs, especially for those with challenging behaviours.</li> </ul> </li> </ul>
6	24	MND  MOT	<ul style="list-style-type: none"> <li>• <b>Expedite the achievement of barrier-free accessibility to buildings.</b></li> <li>• <b>Expedite the implementation of a disabled-friendly public transport system.</b> If this is not possible, study how to develop an affordable and viable alternative transport arrangement for PWDs in the interim.</li> </ul>

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<b>Sports, Volunteerism and Public Education</b>			
7	25	MCYS	<ul style="list-style-type: none"> <li>Promote integrated and inclusive Sports for All, Sports Excellence and sports for rehabilitation for PWDs by <b>better resourcing the Singapore Disability Sports Council (SDSC) and aligning with mainstream sports</b>, with the support of the Singapore Sports Council, Singapore National Olympic Council, MCYS, MOH, MOE and NCSS.</li> </ul>
7	26	NVPC, MCYS, NCSS	<ul style="list-style-type: none"> <li><b>Encourage VWOs to manage volunteer manpower effectively. MCYS, NCSS, NVPC and VWOs to encourage philanthropy</b> for the sector.</li> </ul>
7	27	MCYS	<ul style="list-style-type: none"> <li><b>Enhance the Disability Awareness Public Education campaign</b> into a year round sustained programme.</li> </ul>
<b>Manpower Management and Training</b>			
8	28	MOE	<ul style="list-style-type: none"> <li><b>Work with institutions of higher learning</b> to build up local expertise of skilled manpower and ensure sufficient training places to expand the supply of trained manpower.</li> </ul>
8	29	MCYS, NCSS	<ul style="list-style-type: none"> <li><b>Conduct regular salary and career reviews</b> to ensure competitive salaries and career prospects for staff in the sector.</li> </ul>
8	30	MCYS	<ul style="list-style-type: none"> <li><b>Introduce study awards for therapists and teachers</b> and bond them to the sector upon graduation.</li> </ul>
8	31	MOE, MOH	<ul style="list-style-type: none"> <li><b>Undertake leadership in manpower training.</b> MOE is to lead in the area of pedagogy, curriculum and teacher standards, and MOH in the training of paramedical staff and setting of paramedical standards in the sector.</li> </ul>