# Enabling Skills and Competencies Framework (Persons with Disabilities)

**Skills to guide persons with disabilities in fulfilling their potential throughout life, both in their personal lives and at their workplaces**

September 2024

ENABLING ACADEMY
by SG Enable

# Abbreviations

| Abbreviation | Term |
| --- | --- |
| **ADL** | Activities of Daily Living |
| **ASD** | Autism Spectrum Disorder |
| **CCS** | Critical Core Skills |
| **DLS** | Daily Living Skills |
| **FAQ** | Frequently Asked Question |
| **FGD** | Focus Group Discussions |
| **PWDs** | Persons with Disabilities |
| **SSAs** | Social Service Agencies |
| **SSG** | SkillsFuture Singapore |
| **SFW** | Skills Framework |
| **VE** | Vocational Education |
| **WHO** | World Health Organisation |

# Table of Content

# Introduction and Background of the Enabling Skills and Competencies Framework (Persons with Disabilities)

# 1.1 | Introduction

According to the World Health Organisation (WHO), disability is any physical or mental condition (impairment) that makes it harder for the person with the condition to conduct specific tasks (activity limitations) and engage in social interactions with others (participation restrictions).

In Singapore's context, according to Singapore's Enabling Masterplan, persons with disabilities refer to those whose prospects of securing, retaining places and advancing in education and training institutions, employment and recreation as equal members of the community are substantially reduced as a result of physical, sensory and intellectual disabilities as well as autism.

To promote the inclusion and participation of persons with disabilities in the community and workplace, SG Enable has commissioned Ernst & Young to develop the Enabling Skills and Competencies Framework (Persons with Disabilities). It aims to facilitate the planning of learning and development strategies for persons with disabilities above the age of 18.

The Enabling Skills and Competencies Framework (Persons with Disabilities) serves as a resource for persons with disabilities and their network of support to plan their learning and development needs in their journey toward lifelong learning. It also serves as a reference for social service agencies (SSAs) and training partners to plan and develop relevant initiatives and training programmes.

# 1.2 | Aims and Audience

The following provides a summary of the intended audience for the Enabling Skills and Competencies Framework (Persons with Disabilities) and how individuals can utilise it.

| Audience | Purpose |
|---|---|
| **Persons with Disabilities** | To identify essential skills to:<br>a. Empower purposeful lives<br>b. Achieve one's potential<br>c. Develop skills in personal and work-related areas |
| **Caregivers, Families, Friends** | To identify skills and areas in which their loved one may need less or more support/training in |
| **Disability Sector Professionals**<br>*Including Social Service Agencies (SSAs)* | To assess the skills of persons with disabilities and:<br>a. Identify areas for skills development or training<br>b. Develop individualised support plans for persons with disabilities |
| **Employers** | To understand their employees with disabilities better and support the career development planning |
| **Training Partners** | To identify skills for designing training development programmes that are accessible and responsive to the needs of persons with disabilities |

2

Structure of the Enabling Skills and Competencies Framework (Persons with Disabilities)

# 2.1 | Development of Competencies

Our Enabling Skills and Competencies Framework (Persons with Disabilities) comprises **50 competency areas** organised under **12 distinct domains**. These domains represent various categories and encompass a range of skills necessary for individuals with disabilities to fulfil their potential in life and engage in lifelong learning.

As a reference, we adapted and incorporated the MOE Daily Living Skills (DLS) and Vocational Education (VE) syllabi. We also referenced the World Health Organisation WHOQOL-100 and WHODAS2.0 questionnaires to identify areas that could enhance the Quality of Life (QOL) for individuals with disabilities.

This comprehensive approach ensured that our Enabling Skills and Competencies Framework (Persons with Disabilities) encompassed all aspects of the WHO QOL.

| N | Domains | Definition |
|---|---------|------------|
| 1 | Self-Care | Ability to maintain **good personal hygiene and modesty** |
| 2 | Physical, Mental and Emotional Health | Ability to care for and manage one's **physical, mental, and emotional health** |
| 3 | Home Living | Ability to help with **simple household chores**, **stay safe at home** and play a part in **keeping the home safe** |
| 4 | Community and Commuting | Ability to **use the community services** and facilities and commute using **public and/or personal transport** |
| 5 | Leisure | Ability to participate in leisure, pastimes and relaxation for **enjoyment** and **enrichment** |
| 6 | Communication and Self-Advocacy | Ability to **express one's needs** via different **communication modes** (e.g., verbal and non-verbal messages) |
| 7 | Relate with Others | Ability to interact with, **make connections and build positive and collaborative relationships** with others |
| 8 | Adaptability | Ability to exercise **flexibility in behaviours** or to **adjust approaches to respond to changes in environments** |
| 9 | Career Preparation and Development | Ability to identify **career interests or options**, and take steps to **prepare and develop** in these areas |
| 10 | Financial Management | Ability to **take ownership of managing one's finances** and build on **financial awareness** |
| 11 | Numeracy and Language Literacy | Ability to use **language and mathematical information to make informed decisions to participate in the society** |
| 12 | Digital Literacy | Ability to understand and use **assistive and digital technologies** safely and confidently |

# 2.2 | Progression Level

Within the Enabling Skills and Competencies Framework (Persons with Disabilities), we have also defined **3 progression levels** to allow flexibility and support the lifelong learning of persons with disabilities – considering that every individual has different starting and ending points.

**Level 3 – Evaluation**

Able to apply cognitive and technical skills to **evaluate new situations and the different approaches that can be taken**

**Level 2 – Advanced Application**

Able to understand and apply factual, procedural knowledge and **advanced cognitive and technical skills to carry out less defined tasks**

**Level 1 – Awareness and Basic Application**

Able to recognise and/or recall specific information, and apply **factual, procedural knowledge/skills to carry out defined tasks**

# 2.3 | How to read the Enabling Skills and Competencies Framework (Persons with Disabilities)
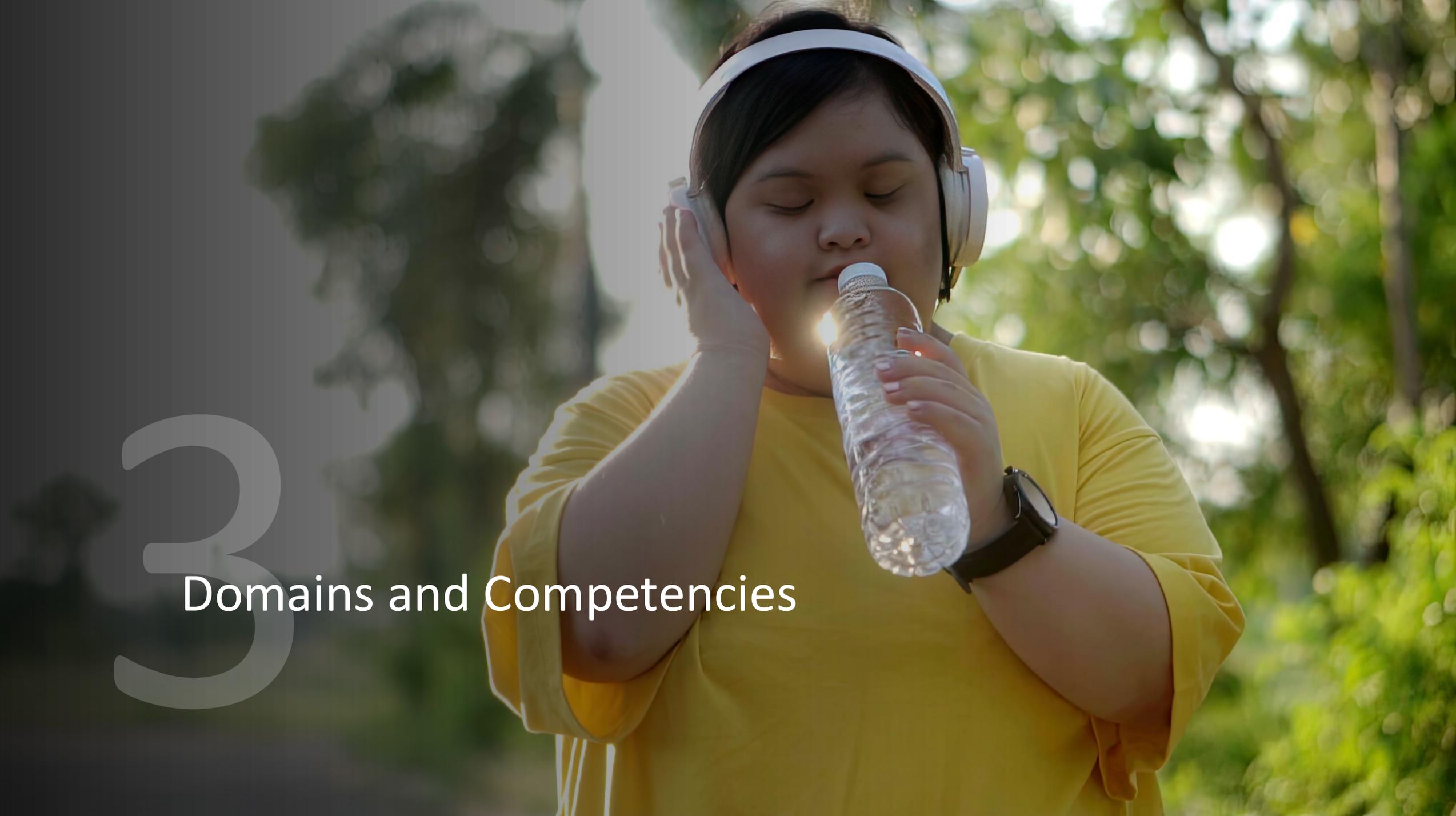
## Domain 1: Self-Care
Definition: Ability to maintain good personal hygiene and modesty

| Competency Area | Sub-Competency Area | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| 1. Maintain personal hygiene and modesty | Maintain oral and respiratory hygiene | a. Brush teeth<br>b. Indicate the need to wipe mouth and nose, cover mouth and nose when sneezing/coughing<br>c. Blow nose into tissue and/or wipe own mouth/nose to clear mucus or drool<br>d. Dispose used tissue<br>e. Wear a mask properly | a. Use oral care products (e.g., dental floss)<br>b. Practise maintaining healthy teeth and gums (e.g., limit sugary foods, acidic drinks, and snacking in between meals) | |
| | Use the toilet | a. Signal the need to use the toilet<br>b. Use the toilet/urinal and change diapers<br>c. Wash and dry hands<br>d. Practise toileting etiquette (e.g., use gender appropriate toilet) | a. Use a personal bedpan or commode<br>b. Know when to use the toilet even if one does not have the urge (e.g., before bed or before travelling) | |
| | Take a shower | a. Know when and how to take a shower<br>b. Wash and dry body<br>c. Wash and dry hair<br>d. Adjust water temperature | | |

**Proficiency Levels**
It's important to note that the level of usage and adoption may differ depending on the unique circumstances of persons with disabilities in each setting.

**Competencies**
Description of competencies at the level

3

Domains and Competencies

## Domain 1: Self-Care
**Definition: Ability to maintain good personal hygiene and modesty**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **1. Maintain Personal Hygiene and Modesty** | **Maintain Oral and Respiratory Hygiene** | a. Brush teeth<br>b. Indicate the need to wipe mouth and nose, cover mouth and nose when sneezing/coughing<br>c. Blow nose into tissue and/or wipe own mouth/nose to clear mucus or drool<br>d. Dispose used tissue<br>e. Wear a mask properly | a. Use oral care products (e.g., dental floss)<br>b. Practise maintaining healthy teeth and gums (e.g., limit sugary foods, acidic drinks, and snacking in between meals) | |
| | **Use the Toilet** | a. Signal the need to use the toilet<br>b. Use the toilet/urinal and change diapers<br>c. Wash and dry hands<br>d. Practise safe behaviour and toileting etiquette (e.g., use gender appropriate toilet) | a. Use a personal bedpan or commode<br>b. Know when to use the toilet even if one does not have the urge (e.g., before bed or before travelling) | |
| | **Take a Shower** | a. Know when and how to take a shower<br>b. Wash and dry body<br>c. Wash and dry hair<br>d. Adjust water temperature | | |

## Domain 1: Self-Care
**Definition: Ability to maintain good personal hygiene and modesty**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **2. Take Care of Gender-Specific Needs** | **Understand the Menstruation Process** | a. Identify and manage possible symptoms of menstruation (e.g., pre-menstrual syndrome, track menstrual cycle) | | |
| | **Demonstrate Menstrual Hygiene** | a. Know when and how to wear and change menstrual products (e.g., sanitary pads, menstrual cups, period underwear)<br>b. Know and use the suitable types of menstrual products<br>c. Change and rinse clothes<br>d. Prepare extra menstrual products (e.g., prepare extra pads for regular change) | a. Understand the appropriate duration of use (e.g., 3-6 hours) and frequency of changing menstrual products<br>b. Understand the importance of washing the genitals with water and daily bath to maintain good hygiene during menstruation<br>c. Know where to buy menstrual products<br>d. Know how to keep menstrual products hygienically (e.g., proper storage/disposal) | |
| | **Take Care of Gender-Specific Needs (For Males)** | a. Understand that young men may experience erections, either due to arousal or for no particular reason, and that this is normal<br>b. Acknowledge that having erections, wet dreams or other sexual responses are a normal part of puberty | a. Use strategies to manage erections, wet dreams and other sexual responses (e.g., cleaning up, distracting oneself) | |

## Domain 1: Self-Care
**Definition: Ability to maintain good personal hygiene and modesty**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **3. Maintain a Neat and Tidy Appearance** | **Carry Out Skincare Routine** | a. Wash and dry face | a. Apply skincare products<br>b. Remove facial/body hair | |
| | **Carry Out Haircare Routine** | a. Keep hair neat<br>b. Know when to have a haircut | a. Identify preferred hairstyles and communicate to hairdresser (where applicable)<br>b. Style hair according to one's preferences | |
| | **Keep Fingernails and Toenails Trimmed** | a. Know when it is time to trim nails<br>b. Trim fingernails and toenails | | |
| **4. Carry Out Dressing Appropriately** | **Wear and Remove Footwear** | a. Wear and remove footwear (e.g., slippers, sandals, shoes, socks)<br>b. Identify when to put on and remove footwear at appropriate times | | |
| | **Wear and Remove Clothes** | a. Wear and remove tops and bottoms<br>b. Ensure privacy when dressing and undressing<br>c. Check and maintain outfit for personal hygiene and neatness | a. Select and wear clothing appropriate to given situation, weather and/or activity (e.g., leisure, work) | |

## Domain 1: Self-Care
**Definition: Ability to maintain good personal hygiene and modesty**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **5. Eat and Drink** | **Express Desire For Eating and Drinking** | a. Request/obtain food and drinks<br>b. Decline food/drinks | a. Know the various types of cuisines<br>b. Identify personal food preferences | a. Practise safe drinking habits with alcoholic beverages (e.g., drinking in moderation) |
| | **Feed Self** | a. Feed self via suitable method<br>b. Eat hot food/drinks carefully<br>c. Wash own hands before and after food consumption<br>d. Wipe mouth after food consumption and ensure that body is clean after food consumption | | |

## Domain 2: Physical, Mental, and Emotional Health

**Definition: Ability to care for and manage one's physical, mental, and emotional health**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **1. Self-Advocate About One's Health Condition and/or Accommodations Required** | **Know One's Body and Health Conditions** | a. Recognise and identify different parts of one's body<br>b. Identify parts of the body that are in pain or discomfort<br>c. Use a digital thermometer to accurately measure body temperature<br>d. Identify temperatures that are of fever range (e.g., 37.5 degrees and above) | | |
| | **Communicate Health Condition and/or Accommodations Required** | | a. Report symptoms of illnesses and dental problems<br>b. State one's own pre-existing medical condition(s)<br>c. Request for accommodations or inform others of precautionary measures to take, due to one's disability or health | |
| | **Take Care of Mental Health** | a. Observe one's own emotions/state of mind<br>b. Recognise common signs that one should be reaching out for support (e.g., having negative thoughts)<br>c. Know where to seek professional help (e.g., counsellors) | a. Decide on who to reach out to and choosing the appropriate place and time<br>b. Communicate one's emotions and needs, and use techniques to cope with these emotions | a. Utilise mental health resources (e.g., feeling trackers, online meditation exercises) to better understand one's mental health<br>b. Practise self-help strategies in response to different mental health challenges |

## Domain 2: Physical, Mental, and Emotional Health

**Definition: Ability to care for and manage one's physical, mental, and emotional health**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **2. Access Healthcare Services in the Community** | **Identify Healthcare Services, Including Therapy and Mental Health** | a. Know the different healthcare professionals to seek help from<br>b. Aware of avenues to reach out to for help in terms of mental wellness (e.g., SAMH, IMH)<br>c. Know the common healthcare and dental services | | |
| | **Use Healthcare Services** | a. Follow schedule for medical and dental appointments | a. Register oneself at the clinic or hospital<br>b. Respond to healthcare professionals' questions during consultation<br>c. Request for medical certification and/or receipt | |

## Domain 2: Physical, Mental, and Emotional Health

**Definition: Ability to care for and manage one's physical, mental, and emotional health**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **3. Manage One's Personal Medication** | **Recognise and Use Medication Safely** | a. Understand the importance of using personal medication (e.g., no sharing of medication with others, carry personal medication and card with basic medical information) | a. Take the appropriate dosage of medication (e.g., read the label)<br>b. Discard expired medication<br>c. Store medication safely (e.g., store in cool dry places) | |
| | **Monitor Effects of the Medication** | | a. Stop taking medicine when well, unless necessary to finish the course<br>b. Seek help if conditions prolong or worsen | |
| **4. Respond to Emergency Health Situations and Minor Injury** | **Respond to Emergency Health Situations and Minor Injury** | a. Know location of the first aid box, identify the basic items in the first aid box and their uses<br>b. Put a plaster/band-aid when injured (e.g., scrape, blister)<br>c. Recognise a medical emergency situation (e.g., sudden severe pain, difficulty breathing, uncontrolled bleeding) | a. Know what to do with a burn/scald<br>b. Know what to do during a medical emergency situation | |
| | **Seek Appropriate Attention or Assistance in Different Health Situations** | a. Know how to seek help from others | a. Call for an ambulance when necessary | |

## Domain 2: Physical, Mental, and Emotional Health

**Definition: Ability to care for and manage one's physical, mental, and emotional health**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **5. Engage in Healthy Living Habits (Including Physical and Emotional Well-Being)** | **Choose and Consume a Nutritious and Well-Balanced Diet as Part of Healthy Eating Habits** | a. Know the importance of adequate water intake and check the daily intake<br>b. Distinguish between healthy and unhealthy food/drinks to make healthier choices | a. Select a meal using the "My Healthy Plate" guidelines | |
| | **Engage in Exercise Routines** | a. Engage in regular exercise and know its benefits | a. Know when to stop exercising, and when feeling unwell | |
| | **Cultivate Healthy Habits** | a. Practise good posture<br>b. Know the importance of maintaining healthy weight range<br>c. Know the importance of adequate sleep<br>d. Practise healthy eye habits | a. Know the health risks of smoking, drug and alcohol abuse | |
| | **Maintain Positive Outlook** | a. Recognise the need to stay positive while facing challenges<br>b. Awareness of the benefits of maintaining a positive outlook on life and how it builds resilience<br>c. Recognise that one's opinions are valid and worthy of consideration | a. Recognise some of the signs of negative emotions and stress<br>b. Practise strategies to manage negative emotions and stress (e.g., reflection, meditation)<br>c. Develop self-confidence and self-esteem (e.g., practise positive self-talk)<br>d. Recognise what brings one happiness/contentment | a. Divide long-term goals (that appear to be overwhelming or difficult) into smaller manageable milestones<br>b. Engage in different ways of creating a positive and happy environment for oneself<br>c. Take time to do some self-reflection, or use appropriate regulation and focus on events/activities that bring about positive emotions |

## Domain 2: Physical, Mental, and Emotional Health
**Definition: Ability to care for and manage one's physical, mental, and emotional health**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **6. Manage Emotions** | **Manage Emotions** | a. Recognise what the 6 basic emotions are (anger, disgust, fear, happiness, sadness, surprise) and the importance of regulating one's emotions<br>b. Respond to others' expressions of emotions, and with respect<br>c. Identify basic emotions that others may experience<br>d. Know what brought about the emotions and the reasons why one may feel a particular way<br>e. Accept emotions as natural and not something to avoid | a. Explore regulation or self-management strategies that can be applied to manage workplace triggers or performance of work tasks (i.e., taking deep breaths, counting to 20)<br>b. Identify more complex emotions that others may experience and the causes behind them<br>c. Identify triggers which may result in uncomfortable emotions (e.g., anxiety, embarrassment, anger, sadness)<br>d. Understand one's emotions and adopt techniques to manage the triggers such that one can better respond in a constructive manner | a. Use appropriate regulation or self-management strategies to address triggers of uncomfortable emotions encountered on a daily basis or at the work environment<br>b. Recognise ways in which one's actions and words can affect others' emotions<br>c. Show empathy for other others' emotions by adapting or modifying ones' behaviour |
| **7. Understand Sexuality Education** | **Understand the Human Body and Development** | a. Recognise and identify different parts of one's body<br>b. Identify physical changes during puberty and early adolescence<br>c. Understand that body changes are normal and a part of puberty<br>d. Describe emotions and potential stresses caused by physical changes of the body | a. Effectively cope with emotions and potential stresses caused by physical changes of the body | |

# Domain 2: Physical, Mental, and Emotional Health

**Definition: Ability to care for and manage one's physical, mental, and emotional health**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **7. Understand Sexuality Education** | **Understand the Reproductive Systems** | a. Identify and recognise functions of both the male and female reproductive system, including sexual desires and needs<br>b. Identify the functions of the various parts of the human male and female reproductive system<br>c. Understand that in sexual reproduction, a new individual is formed through the union of an egg and a sperm | | |
| | **Recognise Sexually Transmitted Infections** | a. Identify sexually transmitted infections (STIs) and HIV/AIDS<br>b. Know the modes of transmission for STIs and HIV/AIDs<br>c. Know the modes of protection against infection (e.g., specifically abstinence and the correct use of condoms) | a. Understand the harmful consequences and impact of sexually transmitted infections (e.g., syphilis, gonorrhea and AIDS)<br>b. State the ways of managing the challenges of the impact<br>c. Understand that sexual abstinence is the only way to remove any risks that come with casual sex | |

## Domain 2: Physical, Mental, and Emotional Health
**Definition: Ability to care for and manage one's physical, mental, and emotional health**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **7. Understand Sexuality Education** | **Know What is Consent, Privacy, Refusal and Bodily Integrity** | a. Describe the meaning of 'body rights'<br>b. Identify which parts of the body are private and should not be shown to others (e.g., to not send nude photos of oneself)<br>c. Identify good or bad touch<br>d. Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable (e.g., say 'no', 'go away', and talk to a trusted adult)<br>e. Define consent and explain its implications for sexual decision-making | a. Express consent and not giving consent in relation to their personal boundaries regarding sexual behaviour<br>b. Demonstrate ability to give and refuse consent | a. Demonstrate ability to acknowledge someone else's consent or lack of consent<br>b. Demonstrate ways to communicate giving and refusing consent and to recognise consent or lack of consent |

## Domain 2: Physical, Mental, and Emotional Health
**Definition: Ability to care for and manage one's physical, mental, and emotional health**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **7. Understand Sexuality Education** | **Know What is Pregnancy and Pregnancy Prevention** | a. Understand how one gets pregnant and list the common signs of pregnancy<br>b. Describe the tests available to confirm a pregnancy<br>c. Recognise that unintended pregnancy at an early age can have negative health and social consequences<br>d. Recognise the importance of using contraception correctly, including condoms and emergency contraception | a. Demonstrate ways to access sources of contraception<br>b. Understand that unsafe abortion poses a serious health risk to women and girls<br>c. Understand that abstaining from sexual intercourse is an effective method to prevent unintended pregnancy if practised correctly and consistently | a. Express preferences about whether and when to become pregnant<br>b. Demonstrate how to access prenatal services<br>c. Develop a plan for supporting a healthy pregnancy |
| | **Recognise Sexual Behaviours and Responses** | a. Recognise the difference between public and personal spaces<br>b. Identify the signs and know the appropriate responses to sexual attraction and stimulation | a. Learn techniques to cope and address one's sexual feelings and desires in a safe manner<br>b. Understand that masturbation does not cause physical or emotional harm but should be done in private | |

## Domain 3: Home Living
Definition: Ability to help with simple household chores, stay safe at home and play a part in keeping the home safe

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **1. Practise Food Safety** | **Practise Hygiene When Handling Food Items** | a. Wash and dry hands before preparing/consuming food and drinks<br>b. Cover mouth and nose when coughing and sneezing near food<br>c. Use clean utensils when preparing food and drinks | a. Store food items (e.g., fresh food, packaged food leftovers) in hygienic and appropriate storage | |
| | **Ensure Food is Safe For Consumption** | a. Wash and dry hands before preparing/consuming food and drinks<br>b. Check that food is safe for consumption (e.g., clean and dirty food, bones have been removed, food is allergen free) | a. Handle raw food safely<br>b. Understand the risks associated with consuming or preparing contaminated food products (e.g., expired food)<br>c. Understand to rinse food products (e.g., fruits, vegetables) before consumption and/or preparation<br>d. Identify and discard food that is unsafe for consumption | |
| **2. Prepare Simple Meals at Home and Packing a Snack** | **Open (and Close) Food and Drink Packages** | a. Open (and close) a variety of food/drink packages/containers | | |
| | **Make and Dispense Drinks** | a. Fill a cup with liquid without it overflowing | a. Make a warm/hot drink using the right food utensils (e.g., cup, mug) | |

## Domain 3: Home Living
**Definition: Ability to help with simple household chores, stay safe at home and play a part in keeping the home safe**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **2. Prepare Simple Meals at Home and Packing a Snack** | **Prepare Simple Meals/Snacks** | a. Distinguish food that are ready-to-eat (i.e., biscuits, bread) vs. those that require cooking (i.e., raw meat, uncooked rice)<br>b. Identify a meal to prepare/snacks to pack<br>c. Retrieve and prepare ingredients | a. Use simple kitchen utensils/equipment in the meal preparation | |
| | **Stay Safe When Preparing Meals** | a. Handle hot food and drinks with care<br>b. Recognise the importance of not leaving cooking food unattended | a. Use sharp tools carefully<br>b. Use stove/common electrical kitchen appliances with care<br>c. Understand the risk associated when using a microwave or stove (e.g., risk of fire, electrical shock)<br>d. Keep kitchen well-ventilated when cooking to prevent the build-up of harmful gases and fumes | a. Respond and prevent potential fire (e.g., put out small fires using appropriate methods and equipment)<br>b. Call for assistance when there is an uncontrollable fire<br>c. Know how to use safety equipment or tools as needed to respond to fire emergencies (e.g., fire extinguisher) |

## Domain 3: Home Living
**Definition: Ability to help with simple household chores, stay safe at home and play a part in keeping the home safe**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **3. Clean Up After Food Preparation/Consumption** | **Clear Plates/Bowls and Table** | a. Put dirty utensils in the sink<br>b. Clear food scraps from table and bowls/plates into bin | a. Clean and maintain the table in an effective and hygienic manner (e.g., using cleaning tools) | |
| | **Wash and Dry Utensils** | a. Wash utensils with sponge, dishwashing liquid and water<br>b. Dry and store away utensils | a. Replace washing equipment (e.g., sponges) once they have been overused | |
| | **Clean Appliances Used** | | a. Wash non-electrical parts of appliances<br>b. Wipe appliances that cannot be washed | |
| **4. Maintain a Clean and Tidy Home** | **Straighten Up the Place** | a. Put things back in their place after use<br>b. Dispose garbage<br>c. Arrange home items (e.g., making the bed) | a. Recognise what is trash and discard into the bin | |
| | **Clean Surfaces and Floor of Living Space** | a. Clean surfaces<br>b. Sweep/vacuum the floor<br>c. Mop the floor | | |
| | **Have a Routine to Do Household Chores** | | a. Identify situations when cleaning/tidying is needed | a. Develop a routine for household chores |

## Domain 3: Home Living

**Definition: Ability to help with simple household chores, stay safe at home and play a part in keeping the home safe**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **5. Perform Laundry Skills** | **Sort Laundry Items to be Washed** | a. Identify used laundry items | | a. Sort laundry items for washing (e.g., dark vs light-coloured clothing) |
| | **Wash and Dry Laundry Items** | | | a. Hand wash laundry (e.g., delicate clothing)<br>b. Use different settings on the washing machine (e.g., 'normal' setting can cater to most wash loads)<br>c. Dry laundry (e.g., clothes rack, dryer) |
| | **Organise Clothes and Home Textiles** | a. Keep clean laundry | a. Straighten clothes<br>b. Prepare and maintain clothing item in a neat and presentable way (e.g., iron and hang clothes) | |
| **6. Use Household Equipment/ Appliances** | **Switch Equipment/Appliances On and Off** | a. Turn on/off switches<br>b. Use a remote control to turn on/off an equipment/appliance<br>c. Connect an electric plug to the socket safely | a. Use equipment/appliance safely (e.g., ensure hands are dry before turning on the switch) | |
| | **Ensure Equipment/Appliances are in Working Order** | a. Charge an equipment/appliance (e.g., phone, laptop)<br>b. Know how to use the correct charging point or cables | | a. Replace batteries in equipment/appliance<br>b. Seek assistance when equipment/appliance is faulty |

## Domain 3: Home Living

**Definition: Ability to help with simple household chores, stay safe at home and play a part in keeping the home safe**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **7. Stay Safe at Home (Home Safety and Security)** | **Keep Home Secure** | | a. Lock the main door (when at home and when leaving home)<br>b. Keep house keys and/or house codes safely (i.e., do not share such items/information freely with non-family members)<br>c. Inform parents when house keys or house codes are lost immediately | |
| | **Prevent Accidents at Home** | a. Move about safely at home<br>b. Know what to do when there is a fire at home/neighbour's house | a. Recognise household items that are poisonous, flammable and dangerous<br>b. Call for the police when necessary | |

# Domain 4: Community and Commuting

**Definition: Ability to use the community services and facilities and commute using public and/or personal transport**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **1. Navigate in the Community** | **Use Facilities in the Community** | a. Identify common facilities in the community and know their purpose<br>b. Follow social etiquette, rules and regulations when accessing facilities and services | | a. Know how to use the facilities and community services |
| | **Stay Safe in the Community** | a. Know how to read and understand signs and instructions (e.g., directional signs)<br>b. Use the escalator/lifts safely<br>c. Know where to rest or take a break when out in the community | a. Know how to seek help when in need<br>b. Identify ways to be safe in different situations in the community | |
| | **Be a Responsible Citizen in the Community** | a. Follow community rules and laws | | a. Respond to situations that require one's help |
| | **Make Purchases in the Community (In-Person)** | a. Make a shopping list of items to buy<br>b. Identify and distinguish between needs and wants<br>c. Identify the relevant places to purchase goods/services | a. Make purchases within a budget | a. Know the common modes of payment and decide which payment mode is suitable for use<br>b. Know when and how to request for a refund/make exchanges (in person) |

# Domain 4: Community and Commuting
**Definition: Ability to use the community services and facilities and commute using public and/or personal transport**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **2. Commute in the Neighbourhood, Community and Overseas** | **Know How to Commute in the Community** | a. Identify the different modes of transport available in the community<br>b. Recognise common pedestrian safety signages and symbols, and what they signify<br>c. Cross the roads safely using pedestrian crossings and facilities | | |
| | **Travel by Different Modes of Transportation** | a. Identify and use appropriate safety equipment to protect oneself while using personal mobility devices or bicycles<br>b. Understand the ticketing/onboarding processes for multiple modes of transportation (e.g., air, sea, or rail)<br>c. Ensure at least 6 months validity on passport<br>d. Make or save copies of important travel documents (e.g., identity card or passport data page) and provide a copy for family and friends | a. Take public/private transport (e.g., raise hand to flag for bus/taxi)<br>b. Demonstrate appropriate social interactions and etiquette while travelling on the different types of public transport<br>c. Seek assistance when encountering problems during commute (e.g., Transport Police, calling for help, or friends and family)<br>d. Understand the different types of safety equipment (e.g., helmet, protective pad, life vests, oxygen masks) | a. Top up EZ-link card<br>b. Use a ride-hailing app (e.g., Grab, Gojek) for commuting<br>c. Navigate the airport for air travels (e.g., through security clearances, boarding and departure) |

# Domain 4: Community and Commuting
**Definition: Ability to use the community services and facilities and commute using public and/or personal transport**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **2. Commute in the Neighbourhood, Community and Overseas** | **Plan and Undertake a Local Journey** | a. Prepare and bring along items needed for travelling | a. Follow directions to arrive at a destination<br>b. Understand the relevant accessibility options offered (e.g., buses equipped for wheelchair access) across different modes of transportation while travelling abroad | a. Use a transport app to plan a journey (i.e., schedule, cost, travel duration, alternative when disruption to transport services occurs)<br>b. Use Global Positioning System (GPS) to arrive at destination<br>c. Read (bus/MRT train) schedules |
| **3. Volunteer in the Community** | **Volunteer in the Community** | a. Recognise the importance and benefits of volunteering<br>b. Identify and understand the roles and responsibilities of volunteers (context-specific)<br>c. Recognise what makes an effective volunteer (i.e., gain serving attributes)<br>d. Understand one's rights as a volunteer | a. Identify the avenues where one can sign up as a volunteer<br>b. Understand where and how to draw on resources and assistance as a volunteer<br>c. Practise and engage in self-care techniques after volunteering to recharge and regain balance | a. Evaluate which sector of volunteering would be most suitable after taking into consideration personal preferences, etc.<br>b. Upskill on potential skills gap (e.g., youth mentoring, befriender) |

# Domain 5: Leisure

**Definition: Ability to participate in leisure, pastimes and relaxation for enjoyment and enrichment**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **1. Express Personal Preferences for Leisure Activities** | **Understand What Leisure Means and its Importance** | a. Know what work and leisure mean, and their importance <br> b. Identify leisure activities that people commonly engage in | | |
| | **Communicate Preference For Leisure Activities** | a. Request to participate in preferred leisure activities <br> b. Evaluate the activity that one has participated in | | |
| **2. Participate in Preferred Leisure Activities** | **Know How to Participate in the Activity** | a. Get ready for leisure activity (e.g., dress appropriately for type of leisure activity) <br> b. Follow the rules or steps to participate in the activity | | |
| | **Participate in Leisure Activities Safely and Responsibly** | a. Know when to disengage from leisure and recreational activities <br> b. Know how to keep safe when participating in the activities | | |
| | **Demonstrate Social Etiquette When Participating in Leisure Activities** | a. Behave in a socially considerate manner when engaging in the activity | a. Respond to the outcome of an activity in an appropriate manner | |

## Domain 5: Leisure
**Definition: Ability to participate in leisure, pastimes and relaxation for enjoyment and enrichment**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **3. Make Plans to Engage in Leisure Activities** | **Know When to Participate in Leisure Activities** | a. Follow a schedule with leisure time | a. Plan for leisure time using a schedule | |
| | **Participate in Group Leisure Activities** | a. Identify leisure activities that require others to participate<br>b. Accept/decline invitation to participate in leisure activities with others<br>c. Invite others to participate in the activity | | |
| | **Seek Opportunities to Participate in Leisure Engagements or Classes** | | | a. Search for information on preferred leisure engagements or classes<br>b. Know the cost, time, location and physical requirements of preferred leisure engagements or classes<br>c. Sign up for leisure engagements or classes |

# Domain 6: Communication and Self-Advocacy
Definition: Ability to express one's needs via different communication modes (e.g., verbal and non-verbal messages)

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **1. Build Conversation Skills** | **Build Conversation Skills** | a. Initiate informal conversation during participation at different settings<br>b. Ask questions to seek clarity about task expectations during different activities<br>c. Use appropriate pace, tone, volume and body language to communicate at different settings<br>d. Listen for key information during different activities<br>e. Observe how body language is used by others at different activities to convey meaning<br>f. Observe turn-taking in conversations at different settings | a. Identify and convey the main idea of what is heard and/or viewed<br>b. Respond appropriately to tone and body language of others (i.e., facial expression, body posture and hand gestures) in informal and formal conversations at different activities<br>c. Use a variety of communication tools/channels appropriately at different activities (i.e., verbal, email, Whatsapp) | a. Engage different stakeholders in informal and formal conversations at different activities (i.e., social exchanges vs. work-related discussions)<br>b. Analyse and make inferences from different types of texts that are heard and/or viewed (i.e., by making predictions, identifying which opinion belongs to which speaker, understanding context-specific word meanings, and interpreting the speaker's feelings, intentions, and opinions through language, tone, and expression) |
| **2. Communicate One's Needs** | **Communicate One's Needs** | a. Identify different types of communication (including verbal and non-verbal communication)<br>b. Recognise and understand commonly-used words and phrases (e.g., food, run) through different types of communication<br>c. Practise basic requests which could be made at different settings (e.g., communicate if one is unwell, request to repeat instructions, ask to be provided with additional time to complete tasks) | a. Express one's requests (e.g., needs and wants) and views (e.g., thoughts and feelings) appropriately at different settings<br>b. Understand the difference between healthy communication and unhealthy communication | a. Identify the appropriate channel(s) (e.g., online or in-person contacts, physical form, helpdesk) and person(s) at work, to share one's requests and opinions during various tasks |

# Domain 6: Communication and Self-Advocacy

**Definition: Ability to express one's needs via different communication modes (e.g., verbal and non-verbal messages)**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **3. Practise Self-Advocacy** | **Practise Self-Advocacy** | a. Recognise that one's needs and wants are different in different contexts<br>b. Recognise how disability might affect one in various settings and know the type of accommodations needed<br>c. Understand the importance of voicing out one's needs | a. Express one's disability needs/requests in different situations<br>b. Request for accommodations based on one's disability needs at different settings<br>c. Practise speaking out for inclusion, non-discrimination and respect for diversity (e.g., in the disability sector)<br>d. Acknowledge one's past contributions, affirm one's current value and recognise self-worth in the future | a. Provide explanation for and evaluate one's interests and preferences<br>b. Know one's rights in different settings (e.g., work - employee rights based on HR policies in terms of allowance and discrimination)<br>c. Know to approach the appropriate person/organisation for help if individual or employee rights are infringed<br>d. Advocate against stigma and discrimination and for inclusion, non-discrimination, and respect for diversity in the disability sector |
| **4. Practise Negotiation** | **Practise Negotiation** | a. Recognise what negotiation is<br>b. Identify situations that warrants a negotiation<br>c. Recognise that negotiation requires mutual respect, cooperation, and often compromise from all stakeholders<br>d. Understand the objective behind the negotiation | a. Understand and adopt different negotiation strategies<br>b. Understand the negotiating environment (e.g., predicting typical negotiating opportunities such as in the workplace)<br>c. Understand the differing needs and perspectives of the various stakeholders<br>d. Engage in negotiations within own circle of family and friends | a. Synthesise and evaluate information by discerning facts from opinions, evaluating credibility, and drawing conclusions<br>b. Utilise negotiation strategies in various situations and contexts<br>c. Employ non-verbal communication strategies (e.g., direct eye contact, indicating understanding)<br>d. Adapt initial negotiation pitch when necessary<br>e. Engage in workplace negotiations |

## Domain 7: Relate with others

**Definition: Ability to interact with, make connections and build positive and collaborative relationships with others**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **1. Interact in Groups** | **Interact in Groups** | a. Participate in basic social interaction activities with others at different settings (i.e., saying 'thank you', greeting colleagues)<br>b. Show care and consideration when interacting with others at different settings (i.e., giving words of encouragement, asking 'How are you?') | a. Observe appropriate social boundaries at different settings (e.g., interacting with friends, co-workers, customers) | a. Establish and maintain positive social relationships with different people at different settings (e.g., friends, co-workers, customers) |

## Domain 7: Relate with others

**Definition: Ability to interact with, make connections and build positive and collaborative relationships with others**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **2. Work and Collaborate in Teams** | **Work and Collaborate in Teams** | a. Follow routines and daily transitions in a group<br>b. Contribute as a member of a team to complete a given task at different settings<br>c. Take turns and participate in group tasks<br>d. Listen attentively to responses of others in a team<br>e. Encourage team members by giving positive feedback for their contribution<br>f. Recognise the different roles played by members in a team<br>g. State the team's objectives and timeline for tasks given at work settings | a. Show appreciation for team members' diverse strengths and affirm them<br>b. Fulfill one's own role and responsibilities in the team towards achieving team goals<br>c. Provide assistance and support needed by team members | a. Take responsibility for own role when working cooperatively on a common task or goal<br>b. Use appropriate ways to communicate or seek clarifications in a team<br>c. Generate solutions to challenges faced in the team<br>d. Contribute to a positive and cooperative environment in the team through coordinated problem-solving (e.g. compromise and negotiate to reach a consensus)<br>e. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, Whatsapp)<br>f. Accept feedback from and give feedback to team members appropriately<br>g. Self-evaluate one's performance for future improvement<br>h. Lead a team |

## Domain 7: Relate with others

**Definition: Ability to interact with, make connections and build positive and collaborative relationships with others**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **3. Demonstrate Service Orientation** | **Demonstrate Service Orientation** | a. Express the importance of serving others well<br>b. Demonstrate awareness of the needs and expectations of those whom one serves | a. Provide service in a polite and friendly manner<br>b. Show good product/service knowledge to meet others' needs and expectations | a. Demonstrate an understanding of the organisation's service mission and culture of service excellence<br>b. Provide positive experiences for customers including pre- and post-service (e.g., providing timely response to customer complaints/feedback/comments) |

# Domain 7: Relate with others

**Definition: Ability to interact with, make connections and build positive and collaborative relationships with others**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **4. Understand Relationships and Safety** | **Develop Respectful Relationships** | a. Recognise that there are different forms of love (e.g., familial, platonic, romantic love)<br>b. Identify the different needs, readiness and roles of different people in the different relationships (e.g., for friendship, dating etc.)<br>c. Identify the different ways that love can be expressed to different people (e.g., familial, platonic, romantic love)<br>d. Recognise the importance of and understand what builds healthy and supportive relationships (i.e., familial, platonic, romantic love)<br>e. Identify early indications of a breakdown in a relationship | a. Know that marriage entails a union between a man and a woman based on love, trust, and commitment, and requires mutual effort<br>b. Know when to seek help and whom to turn to for support<br>c. Understand that conflicts are normal in any relationship, and the way in which people handle conflict is critical to the success of the relationship<br>d. Build relationships based on mutual trust, understanding and compromise<br>e. Navigate changes and challenges within the relationship through healthy communication<br>f. Practise social etiquette when giving and receiving gifts/favours on special occasions | a. Navigate challenges in a dating relationship<br>b. Develop and maintain healthy relationships (e.g., friendship, love and romantic relationship)<br>c. Express one's views on long-term commitments, marriage and parenting with a partner at an appropriate time<br>d. Articulating one's own wants and needs when it comes to building a family |

# Domain 7: Relate with others

**Definition: Ability to interact with, make connections and build positive and collaborative relationships with others**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **4. Understand Relationships and Safety** | **Understand Violence and Staying Safe** | a. Identify what is teasing, bullying and violence (e.g., child and sexual abuse)<br>b. Recognise types of bullying and violence that can take place between people (e.g., physical violence, psychological abuse, verbal abuse, coercion)<br>c. Identify unfamiliar and potentially suspicious individuals<br>d. Recognise the appropriate time to disclose personal information and whom they can share such information to (e.g., sharing one's address only to a trusted adult when lost) | a. Understand the meaning of harassment and bullying<br>b. Demonstrate ways to counter harassment or bullying<br>c. Demonstrate how to report sexual abuse, sexual assault, intimate partner violence and bullying<br>d. Understand and reject suspicious advances from strangers<br>e. Understand how to protect one's belongings | a. Demonstrate effective ways to respond when they know someone who is being bullied (e.g., sexually abused or harassed)<br>b. Demonstrate ways to approach trusted adults and services that support survivors and prevention of sexual abuse, sexual assault, intimate partner violence and bullying |

# Domain 7: Relate with others
**Definition: Ability to interact with, make connections and build positive and collaborative relationships with others**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **5. Manage Conflicts** | **Manage Conflicts** | a. Recognise when there is a problem or disagreement with someone else<br>b. Know that conflict can be good or bad and how it can affect people<br>c. Understand how conflict happens and what causes it (e.g., signs and stages)<br>d. Know how to behave when there is conflict and what you believe about it<br>e. Understand what makes a good environment for solving conflicts<br>f. Learn how to solve problems and talk to others in a way that helps resolve conflicts | a. Apply conflict resolution techniques<br>b. Apply effective communication techniques in a conflict<br>c. Manage one's emotions in a conflict | a. Conduct conflict resolution planning<br>b. Assess effectiveness of conflict resolution strategies<br>c. Adapt from previous conflict resolution strategies for various contexts |

# Domain 8: Adaptability

**Definition: Ability to exercise flexibility in behaviours or to adjust approaches to respond to changes in environments**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **1. Cope with Challenging Situations** | **Cope with Challenging Situations** | a. Show curiosity in a new environment<br>b. Recognise that changes and challenges are to be expected at different activities<br>c. Recognise symptoms of negative emotions and stress and impact of the emotions and stress<br>d. Take simple steps to cope with changes and challenges at different settings (i.e., by asking for a break, or engage in preferred calming activity that is appropriate)<br>e. Understand the triggers that contribute to one's stress on a basic level (e.g., financial, work, etc.) | a. Practise a range of strategies to cope with difficult tasks or changing situations in different settings (i.e., by seeking advice and help from others, getting more information, asking for more time to complete a difficult task)<br>b. Practise strategies to manage negative emotions and stress (e.g., self-help tools such as online progressive muscle relaxation techniques) | a. Maintain a positive and confident outlook even when faced with various challenging situations<br>b. Recognise symptoms of stress/ burnout early and take concrete measures to prevent them from happening (e.g., disconnecting from work) |

## Domain 8: Adaptability

**Definition: Ability to exercise flexibility in behaviours or to adjust approaches to respond to changes in environments**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **2. Develop Problem-Solving Skills** | **Develop Problem-Solving Skills** | a. Demonstrate understanding that problems and challenges are part of everyday life and actions can be taken to manage them<br>b. Identify the consequences of one's choices for oneself<br>c. Identify the problem that they are facing, including the intensity of the problem<br>d. Apply the steps of problem-solving to hypothetical problems<br>e. Seek help from familiar others if needed to manage the problem | a. Discuss possible causes and solutions to problems encountered at different settings<br>b. Make informed decisions based on knowledge of consequences for oneself<br>c. Identify the consequences that one's decision has for others<br>d. Generate solutions to solve problems at different activities, independently or with help from others | a. Evaluate possible solutions to problems by gathering information from different sources, and comparing the pros and cons<br>b. Make an informed decision based on knowledge of consequences for self and others<br>c. Plan the solution e.g., the steps required, how to get resources needed for the solution<br>d. Demonstrate resilience in overcoming problems and identify alternative strategies if a solution is ineffective<br>e. Reflect on the effectiveness of the solutions to the problems, and short-term and long-term outcomes as part of improving one's problem-solving process |
| **3. Practise Time Management** | **Practise Time Management** | a. Learn and identify the concept of time in hours and minutes (including days and weeks)<br>b. Understand time estimation and a sense of how long tasks will take<br>c. Read and use the clock and watch (e.g., 12-Hour and 24-Hour format) | a. Recognise how long it takes to complete tasks and adjust speed to fit<br>b. Understand and work to avoid the consequences of ineffective time management<br>c. Manage time for leisure and time for required tasks | a. Implement tools and systems to manage time more effectively<br>b. Use routine and modify the schedule to meet changing demands |

# Domain 9: Career Preparation and Development

**Definition: Ability to identify career interests or options, and take steps to prepare and develop in these areas**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **1. Demonstrate Appropriate Behaviour and Conduct** | **Demonstrate Appropriate Behaviour and Conduct** | a. Differentiate appropriate and inappropriate behaviours in different settings<br>  i. Appropriate behaviours include: good manners, practise care and courtesy, use appropriate vocalisation and gestures, personal space, turn-taking, etc.<br>  ii. Inappropriate behaviours include: using phone excessively while at work, raising voice at colleagues or customers, etc.<br>b. Display appropriate behaviours at different settings<br>c. Discuss the consequences of inappropriate behaviours | a. Acknowledge feedback, including compliments on one's behaviour at different settings, appropriately<br>b. Respond appropriately to feedback (i.e., from job coach or supervisor) to correct one's inappropriate action or behaviour | a. Explore areas of strengths and growth based on the feedback received to further improve behaviour<br>b. Self-reflect and self-correct one's behaviour at different settings |

## Domain 9: Career Preparation and Development

**Definition: Ability to identify career interests or options, and take steps to prepare and develop in these areas**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **2. Set Goals and Fulfil Responsibilities** | **Set Goals and Fulfil Responsibilities** | a. Follow multi-step instructions, rules and routines in completing a task<br>b. Participate in activities with supports to manage impulses and stay on task<br>c. Identify the deliverables of the given task<br>d. Name the resources required to complete the task within the given time<br>e. Develop simple goals for task completion | a. Develop an action plan to complete a task according to expectations, within the given resources and time<br>b. Demonstrate self-control in completing a task, including non-preferred tasks | a. Develop an action plan to complete a task according to expectations, within the given resources and time<br>b. Self-advocate during goal-setting<br>c. Refine the goals and action plan<br>d. Display positive attitude and self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)<br>e. Self-monitor progress of task completion and goal achievement (i.e., perform self-check to spot efforts and correct errors)<br>f. Identify reasons for not being able to complete a task and takes steps to address them<br>g. Accept correction and instructions from others to improve performance in a task |

# Domain 9: Career Preparation and Development

**Definition: Ability to identify career interests or options, and take steps to prepare and develop in these areas**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **3. Explore Career Pathway** | **Initiate Career Exploration** | a. Recognise the various important factors when deciding on a job<br>b. Identify where to seek career guidance<br>c. Understand oneself in terms of one's ability, skill sets, interests, motivating factors, organisational fit, values and aspirations | a. Understand and is able to articulate one's unique value proposition and what one can bring to an organisation<br>b. Gain and apply essential interview skills - confidently communicate in interviews and answer questions with clarity and conciseness | a. Effectively communicate one's brand through resume and online profiles such as LinkedIn<br>b. Know the potential skills gaps and competencies and develop them to be work ready |
| | **Pursue Career Progression** | a. Recognise what career progression is and what it entails<br>b. Recognise the importance of positive and constructive feedback<br>c. Recognise upskilling programmes applicable to oneself and the avenues to get certified | a. Engage in discussions with supervisors to set goals<br>b. Demonstrate confidence when engaging in difficult conversations with supervisors and colleagues, including when gathering feedback<br>c. Understand how to navigate through difficult conversations with supervisors and colleagues | a. Cultivate professional etiquette, conveying a professional image and acquire essential business etiquette<br>b. Confidence and knowledge on how to hold career development conversations with supervisors |
| **4. Demonstrate Leadership Skills** | **Demonstrate Leadership Skills** | a. Recognise how different behaviours affect work situations<br>b. Know the traits of a good leader and how they help one be a better leader<br>c. Understand the various leadership styles | a. Apply effective communication techniques to support team effectiveness<br>b. Integrate leadership traits into interaction with other colleagues<br>c. Practise different leadership styles to determine what is the most suitable for oneself | a. "Walk-the-talk" and demonstrate good leadership traits to other colleagues in the workplace |

# Domain 10: Financial Management

**Definition: Ability to take ownership of managing one's finances and build on financial awareness**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **1. Manage Own Expenses** | **Manage Own Expenses** | a. Recognise the function of money in one's daily life<br>b. Describe the difference between needs and wants<br>c. Recognise the importance of savings and budgeting<br>d. Demonstrate basic understanding on how to track spending<br>e. Identify the types of bills to pay (e.g., phone, water & electricity bills) | a. Monitor one's own typical spending patterns<br>b. Demonstrate basic understanding of the types of loans and purposes, features, and costs<br>c. Know when and where to seek help to manage debt<br>d. Understand the different applications that can help to track expenses and income (i.e., mobile cash budgeting apps)<br>e. Know the common modes of payment and decide which payment mode is suitable for use | a. Consider one's circumstances carefully before deciding to take a loan (e.g., loan amount, ability to repay it)<br>b. Understand ways to reduce debt and options one can take when in debt |
| **2. Manage Work Remuneration** | **Manage Work Remuneration** | a. Record one's expenses to monitor expenditure<br>b. Discuss the importance of saving<br>c. Comprehend simple bills to monitor expenditure<br>d. Comprehend key terms in salary statement (i.e., gross/net/take-home salary, reimbursements, deductions) | a. Plan a budget to achieve a short-term financial goal<br>b. Identify different modes of cashless transactions applicable for work (i.e., NETS, PayNow, debit or credit cards)<br>c. Use bank services to check work-related transactions (i.e., using ATM, online banking services) | a. Discuss strategies in managing personal financial resources to achieve vocational goals<br>b. Demonstrate basic understanding of Central Provident Fund (CPF) and CPF contributions from work<br>c. Perform bank transactions to manage personal finances |

## Domain 10: Financial Management

**Definition: Ability to take ownership of managing one's finances and build on financial awareness**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **3. Understand Insurance, Investment and Retirement Planning** | **Insurance and Investment** | a. Recognise Medishield Life as part of Singapore's basic government health insurance<br>b. Awareness of where to seek help with regards to insurance planning (e.g., health insurance - Medisave)<br>c. Understand what insurance is<br>d. Understand what investment is | a. Demonstrate understanding of the main types of health insurance (e.g., MediShield Life, CareShield Life)<br>b. Demonstrate understanding of the main investment strategies<br>c. Aware of online calculation tools that can be used for investment planning<br>d. Demonstrate understanding on common investment products and their risk classification - low, medium, high risk | a. Assess one's health insurance needs<br>b. Calculate one's insurance coverage<br>c. Assess personal risk tolerance for investment planning |
| | **Retirement Planning** | a. Identify what long-term care is<br>b. Recognise the importance and benefits of long-term planning | a. Demonstrate basic understanding of the compounding CPF tools available<br>b. Demonstrate understanding on the various CPF accounts<br>c. Understand the various considerations applicable to oneself when planning for retirement | a. Plan finances long-term for a sustainable retirement lifestyle<br>b. Understand what Lasting Power of Attorney and Advance Care Planning are and how to prepare them |

## Domain 11: Numeracy and Language Literacy

**Definition: Ability to use language and mathematical information to make informed decisions to participate in the society**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **1. Understand Numeracy** | **Understand Numeracy** | a. Recognise simple number patterns<br>b. Identify number of objects in a given set<br>c. Understand the four operations (addition, subtraction, multiplication, and division)<br>d. Able to count money in dollars and cents<br>e. Able to measure length/mass/volume (e.g., length in centimetres/metres and mass in grams/kilograms) | a. Understand what percentages/fractions are<br>b. Apply concept of percentages in practical situations (e.g., discount and GST) | a. Read and interpret data from basic modes of data representation (e.g., tables and bar graphs) |
| **2. Understand Language and Literacy** | **Understand Written Communication (Language and Literacy)** | a. Know and write words that one uses every day correctly and quickly<br>b. Comprehend the context of the sentences/paragraphs<br>c. Make reference to the context of the sentences/paragraphs to communicate<br>d. Write or speak using simple sentences | a. Apply reading and comprehension skills to understand information from different types of texts (e.g., letter from the government, notice board)<br>b. Understand writing approaches for different situations<br>c. Spot own grammar, spelling and punctuation mistakes | a. Apply reading skills to demonstrate comprehension of more complex texts<br>b. Apply spelling skills and learner strategies for writing accurately and consistently in internationally acceptable English (standard English)<br>c. Communicate concisely (e.g., reducing paragraph and sentence length)<br>d. Adapt formality to the writing context (e.g., at workplace) |

# Domain 11: Numeracy and Language Literacy
**Definition: Ability to use language and mathematical information to make informed decisions to participate in the society**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **2. Understand Language and Literacy** | **Understand Grammar and Vocabulary (Language and Literacy)** | a. Understand and apply grammatical rules/knowledge to short phrases and longer sentences<br>b. Understand that by varying the forms of grammar construction, different meanings are conveyed in different contexts<br>c. Develop and strengthen vocabulary knowledge, and take an active role in learning new vocabulary items | a. Apply grammatical structures to create links across different clauses, sentences and paragraphs<br>b. Identify and apply knowledge of language features (i.e., sentence structure, noun group/phrase, vocabulary, punctuation, figurative language) in different types of texts during speaking, writing and representing<br>c. Continue to develop and strengthen vocabulary knowledge and take an active role in studying word meaning and learning new vocabulary items | a. Spot and address own language mistakes to develop greater control in the use of language for speaking, writing and representing<br>b. Use appropriate language structures learnt previously to convey thoughts and opinions in interactions and communication with others<br>c. Continue to develop rich vocabulary knowledge by examining how words are formed, how words relate to one another and how words are used in context |

## Domain 12: Digital Literacy
Definition: Ability to understand and use assistive and digital technologies safely and confidently

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **1. Stay Connected at Home** | **Make Online Purchases (i.e., Meals, Groceries, Services, etc.) and Receive Orders Safely** | a. Make a shopping list of items to buy<br>b. Identify and distinguish between needs and wants (i.e., know and decide what to buy) | a. Know when and how to receive purchased items<br>b. Check that items received are correct<br>c. Identify different modes of cashless transactions (i.e., NETS, PayNow, debit or credit cards)<br>d. Use bank services to check transactions (i.e., using ATM, online banking services) | a. Access relevant websites or applications to purchase goods/services online<br>b. Navigate online shopping site(s) to select items and make payment<br>c. Make purchases within a budget<br>d. Know when and how to request for refunds/make exchanges (online)<br>e. Report fraudulent sales and seek assistance |
| | **Use Basic Government e-Services** | | a. Know what is e-government and the type of e-government services (e.g., HealthHub, Wireless@SG, OneService, SGSecure) | a. Know the uses of SingPass and understand the importance of not sharing one's SingPass account<br>b. Use biometric login to access SingPass<br>c. Use relevant government e-services |
| | **Use the Phone/Other Electronic Devices** | a. Recognise the different types of electronic devices (e.g., phones, laptop)<br>b. Know how to make a phone call and video call<br>c. Know how to access/send a message (e.g., text messages, email)<br>d. Know how to navigate the phone (e.g., changing settings, audio level, brightness, etc.) | a. Know how to read up on news and search for information online | a. Navigate different online apps for their different purposes (e.g., using Grab to commute) |

# Domain 12: Digital Literacy

**Definition: Ability to understand and use assistive and digital technologies safely and confidently**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **2. Practise Safe Use of Information and Communication Technologies (ICT)** | **Avoid Phishing Scams** | a. Aware of what online scams are and the different types of scams (e.g., calls, messages, email, online advertisement)<br>b. Identify various types of online scams (e.g., E-commerce scam, social media impersonation scams, etc.)<br>c. Understand the best practises against malware, computer viruses and worms (e.g., use an anti-virus software)<br>d. Apply appropriate steps for user ID, password protections, and protecting personal data (e.g., 2FA, clear history and cache regularly) | a. Know the different avenues (e.g., Anti-Scam helpline) for scam-related advice and to report scams<br>b. Know how to prevent the scams (e.g., hoaxes and phishing scams)<br>c. Identify common phishing scams and how to spot them (e.g., impersonation scams - do not click on any attachment linked in a message) | a. Know what to do if one accidently provided personal/banking details<br>b. Know how to identify and prevent organisation assets from cyber attack |

# Domain 12: Digital Literacy

**Definition: Ability to understand and use assistive and digital technologies safely and confidently**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **2. Practise Safe Use of Information and Communication Technologies (ICT)** | **Understand the Internet and Social Media** | a. Describe what the Internet and social media are<br>b. Know the different social media platforms (e.g., Facebook, Instagram)<br>c. Recognise the importance of being careful about the use of the Internet and social media<br>d. Understand the importance of managing one's digital footprint | a. Develop and practise a plan to stay safe when using the Internet, cell phones and social media<br>b. Take appropriate steps to protect one's digital footprint<br>c. Know how to create posts to connect and chat with friends<br>d. Adopt different approaches for different social media platforms (e.g., Facebook, Instagram, Twitter etc.) | a. Demonstrate caution when interacting with others online<br>b. Seek help when someone makes one feel uncomfortable or distressed online<br>c. Demonstrate netiquette on social media (e.g., think before posting, respect others, avoid vulgarities and insulting words) |
| | **Avoid Fake News Online** | a. Recognise that not everything online is true<br>b. Recognise the harm caused by falsehoods and fake news | a. Avoid falsehoods and fake news by referring to credible sources (e.g., official government websites, reputable news agencies) | a. Evaluate the sources and play a part to stop the spread of false information<br>b. Verify information with other sources when unsure of its credibility |

# Domain 12: Digital Literacy

**Definition: Ability to understand and use assistive and digital technologies safely and confidently**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **2. Practise Safe Use of Information and Communication Technologies (ICT)** | **Understand How to Deal With Cyber Bullying** | a. Recognise inappropriate online behaviours (e.g., trolling, hate comments)<br>b. Practise positive behaviours online (e.g., think before posting, respecting others online) | a. Know how to respond to inappropriate online behaviours and cyber bullying | |
| | **Use Technology Responsibly** | a. Identify times or situations when one may need to limit the amount of time one uses technology<br>b. Know of more positive ways to spend time in place of using electronic devices<br>c. Understand the effects of excessive screen time (e.g., on mood and sleep)<br>d. Recognise signs of cyber addiction<br>e. Recognise what constitutes undesirable or unsafe online content | a. Use strategies to regulate the use of electronic devices (e.g., monitor screen time)<br>b. Know when and where to get help in managing the usage of electronic devices<br>c. Recognise online content that is undesirable or unsafe (e.g., dark web, pornography sites) | a. Evaluate and choose the best strategies for managing screen time<br>b. Avoid undesirable and unsafe online content |

## Domain 12: Digital Literacy

**Definition: Ability to understand and use assistive and digital technologies safely and confidently**

| Competency | Sub-Competency | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|
| **3. Understand Assistive Technology** | **Understand Assistive Technology** | a. Recognise the core benefits of assistive technology<br>b. Recognise assistive technological devices<br>c. Identify different types of assistive technology for different disability profiles<br>d. Aware of the different avenues that one can seek AT assessment and training | a. Employ SETT framework (AT Tool selection) to select the appropriate AT tool<br>b. Understand and apply effective use of AT to meet needs (e.g., text-to-speech AT)<br>c. Understand the different financial aid that can help to finance AT<br>d. Understand the different avenues that one can try out AT to better find a suitable AT | |

4 Acknowledgements

# 5 | Acknowledgements



We would like to thank the following individuals and organisations for their support and contributions to the development of the Enabling Skills and Competencies Framework:

## Individuals

| | |
|---|---|
| Alan Pek Kian Aik | Louise Lau |
| Alexandra Chan Cheleng | Rae Mok |
| Alister Ong | Samson Tan and Melissa Tan |
| Carolyn Toh | Seah Guan Yi |
| Chan Suit Fong | Siew Jiang Yi, Brian |
| Chia Hong Sen | Sim Kah Yong and Tang Lai Mui |
| Karen Yeo | Siti Zulaiha |
| Kwan Heng Bee | Tan Chee Leong |
| Lee Hui Lay | Tang Yu Alexander |
| Lois Lim | Yvonne Tai |

## Social Service Agencies and SPED Schools

| | |
|---|---|
| Abilities Beyond Limitations And Expectations Limited (ABLE) | Autism Association (Singapore) |
| APSN Learning Hub | Autism Resource Centre (Singapore) |
| APSN Centre for Adults | AWWA Ltd |
| APSN Chaoyang School | AWWA School @ Napiri |
| APSN Delta Senior School | Bishan Home for the Intellectually Disabled |
| APSN Katong School | Bizlink Centre Singapore Ltd |
| APSN Tanglin School | Canossian School |
| ARTDIS (Singapore) Ltd | CaringSG Limited |

# 5 | Acknowledgements



We would like to thank the following individuals and organisations for their support and contributions to the development of the Enabling Skills and Competencies Framework:

| Social Service Agencies and SPED Schools | |
|---|---|
| Cerebral Palsy Alliance Singapore | Pathlight School |
| Cerebral Palsy Alliance Singapore School (East) | Presbyterian Community Services |
| Cerebral Palsy Alliance Singapore School (West) | Rainbow Centre, Singapore |
| Down Syndrome Association (Singapore) | Red Cross Day Activity Centre for the Disabled |
| Eden School | Singapore Anglican Community Services |
| Extraordinary People Limited | Singapore Association of the Visually Handicapped |
| Grace Orchard School | Singapore Red Cross Society |
| Guide Dogs Singapore Ltd | SPD |
| HWA (Formerly Handicaps Welfare Association) | St. Andrew's Mission School |
| iC2 PrepHouse Limited | St. Andrew's Autism School |
| Lighthouse School | Stroke Support Station (S3) |
| Metta Welfare Association | SUN-DAC |
| Metta School | The Singapore Association for the Deaf |
| MINDS | Thye Hua Kwan Moral Charities |
| MINDS Fernvale Gardens School | TOUCH Community Services |
| MINDS Lee Kong Chian Gardens School | |
| MINDS Towner Gardens School | |
| MINDS Woodlands Gardens School | |
| Muscular Dystrophy Association (Singapore) | |

# 5 | Acknowledgements



We would like to thank the following individuals and organisations for their support and contributions to the development of the Enabling Skills and Competencies Framework:

## Other Organisations

Accenture Singapore

Amgen Singapore Manufacturing

Boeing Singapore Pte Ltd

C&W Services (S) Pte Ltd

Changi Airport Group (Singapore) Pte Ltd

Conrad Centennial Singapore

Conrad Singapore Orchard

Cummins Asia Pacific Pte Ltd

Edible Garden City Pte Ltd

EDP Renewables APAC

Foreword Coffee Pte Ltd

GIC Pte Ltd

HCSA Community Services

Institute of Technical Education

KPMG in Singapore

Kwong Wai Shiu Hospital

Marina Bay Sands

Mediacorp Pte Ltd

National Institute of Education, Nanyang Technological University

National Parks Board

NCS Pte Ltd

Ngee Ann Polytechnic

Novotel Singapore on Stevens | Mercure Singapore on Stevens

NTT DATA, Inc. APAC

OCBC

One Heart Cleaning Pte Ltd

Pan Pacific Hotels Group

Procter & Gamble

Republic Polytechnic

Shatec Institutes Pte Ltd

Silver Spring Pathfinder Pte Ltd

Singapore Institute of Technology

Singapore University of Social Sciences

Singtel

Social Service Institute

Temasek Polytechnic

The Salvation Army, Peacehaven

Tictag

Trampolene Limited

Tropic Planners & Landscape Pte Ltd

UEMS Solutions Pte Ltd

Unilever Singapore

We sincerely apologise that we are unable to acknowledge every individual and organisation which we worked with but would like to thank everyone involved in the development of the Enabling Skills and Competencies Framework.

5

References

# 5 | References (1/5)

The Enabling Skills and Competencies Framework (Persons with Disabilities) was created with references to the following sources:

| No. | References |
| --- | --- |
| 1 | https://www.ndcs.com.sg/news/singapore-health/maintaining-healthy-teeth-and-gums |
| 2 | https://www.unfpa.org/sites/default/files/pub-pdf/ITGSE.pdf |
| 3 | https://www.mindline.sg/ |
| 4 | https://www.ssi.gov.sg/training/mental-health/ |
| 5 | https://knowlesti.sg/developing-optimistic-thinking-training-course-in-singapore/ |
| 6 | https://knowlesti.sg/positive-thinking-training-course-in-singapore/ |
| 7 | https://www.healthhub.sg/programmes/186/MindSG/Caring-For-Ourselves/Managing-Our-Emotions-Adults#home |
| 8 | https://northoakspri.moe.edu.sg/parents-corner/moe-sexuality-education |
| 9 | https://siecus.org/wp-content/uploads/2018/07/Guidelines-CSE.pdf |
| 10 | https://pwd.org.au/services/training/sexuality-and-respectful-relationships/ |
| 11 | https://www.nushigh.edu.sg/students-n-parents/sexuality-education |
| 12 | https://iltms.ssi.gov.sg/registration/#/Course?coursecode=SVLD227 |
| 13 | https://iltms.ssi.gov.sg/registration/#/Course?coursecode=SVDM5311 |
| 14 | https://www.ncss.gov.sg/docs/default-source/ncss-press-release-doc/ncss-volunteer-management-directory-pdf.pdf |
| 15 | https://rsvp.org.sg/wp-content/uploads/2020/03/VL-COURSE-Description2020.pdf |

The Enabling Skills and Competencies Framework (Persons with Disabilities) was created with references to the following sources:

| No. | References |
| --- | --- |
| 16 | https://rsvp.org.sg/wp-content/uploads/2020/03/VL-COURSE-Description2020.pdf |
| 17 | https://cpas.org.sg/wp-content/uploads/2020/11/SLPbook_60ppA5_SPREAD_FALr.pdf |
| 18 | https://www.myskillsfuture.gov.sg/content/portal/en/training-exchange/course-directory/course-detail.html?courseReferenceNumber=TGS-2021004800 |
| 19 | https://www.myskillsfuture.gov.sg/content/portal/en/training-exchange/course-directory/course-detail.html?courseReferenceNumber=TGS-2021004101 |
| 20 | https://www.myskillsfuture.gov.sg/content/portal/en/training-exchange/course-directory/course-detail.html?courseReferenceNumber=TGS-2020503364 |
| 21 | https://www.unfpa.org/sites/default/files/pub-pdf/ITGSE.pdf |
| 22 | https://snef.org.sg/wp-content/uploads/2019/12/Negotiating-for-Success-Jan-2020-revised-fees.pdf |
| 23 | https://www.britishcouncil.sg/professional-skills/full-day/spoken-communication-skills/negotiation-skills |
| 24 | https://www.unfpa.org/sites/default/files/pub-pdf/ITGSE.pdf |
| 25 | https://www.myskillsfuture.gov.sg/content/portal/en/training-exchange/course-directory/course-detail.html?courseReferenceNumber=TGS-2020502486 |
| 26 | https://www.myskillsfuture.gov.sg/content/portal/en/training-exchange/course-directory/course-detail.html?courseReferenceNumber=TGS-2022014975 |
| 27 | https://www.healthhub.sg/programmes/186/MindSG/Caring-For-Ourselves/Managing-Our-Emotions-Adults#home |

The Enabling Skills and Competencies Framework (Persons with Disabilities) was created with references to the following sources:

| No. | References |
| --- | --- |
| 28 | https://www.myskillsfuture.gov.sg/content/portal/en/training-exchange/course-directory/course-detail.html?courseReferenceNumber=TGS-2022013598 |
| 29 | https://lifeskillsadvocate.com/blog/executive-function-skills-by-age/#Time-Management |
| 30 | https://www.moe.gov.sg/-/media/files/primary/mathematics_syllabus_primary_1_to_6.pdf |
| 31 | https://www.skillsfuture.gov.sg/ecg |
| 32 | https://nus.edu.sg/cfg/students/career-ready/job-search-effectiveness/career-advancement/e-module |
| 33 | https://www.ntu.edu.sg/education/career-guidance-industry-collaborations/for-students/develop-career-and-workplace-skills |
| 34 | https://iltms.ssi.gov.sg/registration/#/Course?coursecode=SLDD31 |
| 35 | https://ifl.org.sg/modules/ |
| 36 | https://www.cet.np.edu.sg/courses/financial-literacy/ |
| 37 | https://www.moe.gov.sg/-/media/files/primary/mathematics_syllabus_primary_1_to_6.pdf |
| 38 | https://www.moe.gov.sg/-/media/files/primary/2020-english-language-primary.ashx |
| 39 | https://www.sgenable.sg/your-first-stop/training-consultancy/enabling-academy/training/persons-with-disabilities/programmes/webinar-cyber-security-and-digital-scam-awareness |

The Enabling Skills and Competencies Framework (Persons with Disabilities) was created with references to the following sources:

| No. | References |
|-----|------------|
| 40 | https://www.tertiarycourses.com.sg/basic-cyber-security-course.html |
| 41 | https://www.imda.gov.sg/for-community/digital-readiness/Digital-Skills-for-Adults-Seniors-and-Persons-with-Disabilities |
| 42 | https://www.spd.org.sg/events/fundamentals-of-assistive-technology/ |
| 43 | https://www.enablingguide.sg/im-looking-for-disability-support/assistive-technology |
| 44 | https://kidshealth.org/en/teens/supplies.html |
| 45 | https://www.cdc.gov/hygiene/personal-hygiene/menstrual.html |
| 46 | https://www.alcoholrehabguide.org/resources/disabilities/ |
| 47 | https://www.sfa.gov.sg/food-information/food-safety-education/good-food-safety-practices#:~:text=Place%20raw%20food%20in%20tightly%20wrapped%20plastic%20bags%20or%20covered,from%20contaminating%20the%20dry%20food. |
| 48 | https://www.ema.gov.sg/Safe_Use_of_Gas.aspx |
| 49 | https://www.scdf.gov.sg/responseready/fire-safety |
| 50 | https://vkc.vumc.org/assets/files/tipsheets/strangertips.pdf |
| 51 | https://www.sportsingapore.gov.sg/-/media/SSC/Corporate/Files/Sports-Education/Sports-Safety/Safety-Resources-and-Useful-Links/Safe-cycling-Web-version-2017.ashx |
| 52 | https://www.aic.sg/caregiving/manage-emergency |

The Enabling Skills and Competencies Framework (Persons with Disabilities) was created with references to the following sources:

| No. | References |
|-----|------------|
| 54 | https://www.mfa.gov.sg/Services/Singapore-Citizens/Travel-Tips |
| 55 | https://www.smartraveller.gov.au/before-you-go/getting-around/public-transport |
| 56 | MOE's "Socio-emotional Learning" Teaching and Learning Syllabus |
| 57 | MOE's "Communication & Language" Teaching and Learning Syllabus |
| 58 | MOE's Baseline Digital Literacy skills for students |

Developed by



Supported by