



Enabling Skills and Competencies Framework

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1

Executive Summary





Lifelong learning is crucial for Singapore’s growth. To support the Enabling Masterplan 2030*, SG Enable’s Enabling Academy has developed the Enabling Skills and Competencies Framework. This framework helps persons with disabilities, caregivers, employers and disability sector professionals work together to build a more inclusive Singapore.



We involved **450** stakeholders from government agencies, social service agencies, SPED schools, institutes of higher learning, persons with disabilities, caregivers, employers and disability sector professionals to develop the framework.

The framework identifies essential skills and resources needed to support the unique needs of the following key stakeholders in the disability sector:



The Enabling Skills and Competencies Framework is a **call to action** for us to work together towards inclusion. Through this framework, we can be supported to create a more inclusive, skilled, and resilient community, ultimately contributing to a more equitable society.





2

Introduction



This publication introduces and raises awareness for the Enabling Skills and Competencies Framework and how it can be used to support persons with disabilities and their network of support – caregivers, employers, and disability sector professionals.

The framework **serves as the call to action** for persons with disabilities and their network of support to plan their learning and development journey. For training partners, the framework serves as a resource to support them to plan and develop relevant training programmes for the disability sector.

The framework is a starting point for skills development and will evolve to meet the changing needs of the community. We invite you to explore the Enabling Skills and Competencies Framework, a dynamic guide that will make a positive impact on the lives of persons with disabilities and contribute to a more equitable society in Singapore.



Vision for an Inclusive Singapore

The Enabling Masterplan 2030 (EMP2030) envisions a Singapore where inclusion is the norm by 2030. The Enabling Masterplan has been developed by, for, and with persons with disabilities and their network of support, to guide efforts in shaping the desired disability landscape. The three strategic themes are:

- 1 Strengthen support for lifelong learning in a fast-changing economy;
- 2 Enable persons with disabilities to live independently;
- 3 Create inclusive physical and social environments that are inclusive to persons with disabilities



Much effort has been made over the years to enhance the disability sector. In the Special Education (SPED) schools, the Ministry of Education has developed new Teaching and Learning Syllabi to guide learning for students below 18 years old.

There have also been initiatives to build the capabilities of professionals in the social service sector, as well as organisations who are looking to employ and support persons with disabilities.

Aligned with this vision, the Enabling Skills and Competencies Framework identifies the essential skills required by key stakeholders in the disability sector and maps out the skills for persons with disabilities beyond the age of 18 to support them in their lifelong learning journey.

How can the Enabling Skills and Competencies Framework Contribute to an Inclusive Singapore?

1

Enabling Skills and Competencies Framework (Persons with Disabilities)

helps persons with disabilities to plan their learning and development. It also guides social service agencies, employers, and training partners to develop training programmes for them.

2

Enabling Skills and Competencies Framework (Caregivers)

equips caregivers with the essential skills to best support their loved one and guides training partners to develop training programmes for caregivers.

3

Enabling Skills and Competencies Framework (Employers)

helps to bridge the skills gaps of employers in their efforts to integrate persons with disabilities into an inclusive community and workforce and guides training partners to develop training programmes for employers.

4

Enabling Skills and Competencies Framework (Disability Sector Professionals)

equips disability sector professionals with the essential skills needed to enhance the support provided to persons with disabilities, while guiding training partners to develop training programmes.



How will an Inclusive Society Benefit Persons with Disabilities and their Network of Support?

In an inclusive society, every individual is valued and recognised for their unique contributions.

For persons with disabilities, this means opening doors to opportunities, allowing them to engage fully in all aspects of life and to reach their potential.

For caregivers, inclusion means receiving the support and recognition they deserve, as well as access to resources to care for their loved one and themselves.



Employers gain from a diverse workforce that contributes to organisational and community goals, creating a positive and empathetic society.

Disability sector professionals benefit from a collaborative environment that values their expertise and amplifies their impact in making a difference in the lives of persons with disabilities.

Training partners play a crucial role in promoting an inclusive society by developing programmes that cater to stakeholders' needs and fostering a culture of continuous learning and adaptation.

Together, we create a vibrant fabric of an inclusive society, where every role is acknowledged and celebrated.

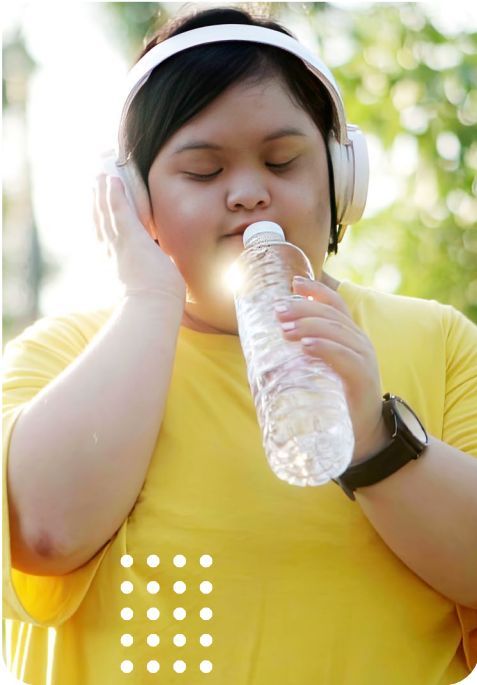


3

What Skills and Competencies do Persons with Disabilities Need to be More Independent?



A Glimpse into the World of Persons with Disabilities



Many of us may take for granted everyday tasks like brushing our teeth, dressing, commuting and processing of information which seem natural to us. However, some individuals need help and support to complete these tasks.

Disabilities may manifest in a variety of ways bringing about challenges to persons with disabilities. Everyone deserves to live meaningful and independent lives to realise their potential.

Meet Sara



Sara is a person with a disability, full of enthusiasm to lead a fulfilling life and strives to positively impact her community.

Let's explore how the Enabling Skills and Competencies Framework (Persons with Disabilities) can support Sara and other individuals with disabilities on their learning journey!

How can Persons with Disabilities be Equipped with the Relevant Skills to be More Independent?



Sara desires to manage her daily activities such as buying groceries. However, she needs some guidance on what to look out for when making purchases online.

Sara can refer to the Enabling Skills and Competencies Framework (Persons with Disabilities) to explore the competency domains that are relevant for this task.

Domain 12: Digital Literacy

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	<ul style="list-style-type: none"> a. Make a shopping list of items to buy b. Identify and distinguish between needs and wants (i.e., know and decide what to buy) 	<ul style="list-style-type: none"> a. Know when and how to receive purchased items b. Check that items received are correct c. Identify different modes of cashless transactions (i.e., NETS, PayNow, debit or credit cards) d. Use bank services to check transactions (i.e., using ATM, online banking services) 	<ul style="list-style-type: none"> a. Access relevant websites or applications to purchase goods/services online b. Navigate online shopping site(s) to select items and make payment c. Make purchases within a budget d. Know when and how to request for refunds/make exchanges (online) e. Report fraudulent sales and seek assistance

Upon browsing the framework, Sara notices the **Digital Literacy** domain and identifies the relevant competencies such as those on **making online purchases (i.e., meals, groceries, services, etc.) and receiving orders safely**. By looking at the various proficiency level descriptions, she understands what she already knows and starts her journey of developing this competency further. Her caregiver may also help her in this.



Now that Sara has developed the competency and able to make online purchases, she is interested to further develop other competencies under the Digital Literacy domain.

Note: The scenarios depicted are for illustrative purposes only and do not encompass the full range of situations and challenges experienced by persons with disabilities.

What Relevant Skills can Enable Persons with Disabilities to be More Independent?

We acknowledge the diverse range of interests and abilities of persons with disabilities. The Enabling Skills and Competencies Framework (Persons with Disabilities) encompasses 50 competency areas across 12 domains to guide the learning and development needs of persons with disabilities.



It is important to recognise that not every domain or competency will be relevant to every individual or needs to be acquired. Persons with disabilities are encouraged to use the framework as a guide to discover and engage in areas vis-à-vis their abilities, personal interests and aspirations.

4



How can we Support Persons with Disabilities in Developing their Careers?



What Support is Available for Persons with Disabilities Looking for Employment?

Seeking employment may be one of the goals of persons with disabilities. The framework identifies some of these employment-related skills for different job roles across a variety of sectors.

After enhancing her digital literacy skills, Sara discovers that she is interested in computers and digital technology. She would like to further develop digital skills and potentially try out jobs in the relevant sectors.



There is a variety of resources available for persons with disabilities looking for employment...

Enabling Skills and Competencies Framework (Persons with Disabilities)

Identifies essential skills and competencies needed for employability

Career Exploration Guide

Identifies the essential soft skills of job roles in different sectors that align with career interests of persons with disabilities

Consultation with Job Coach

A job coach may assess the individual's work readiness and advise the relevant jobs and preparation needed for work.



In the following pages, we will explore how Sara may use these resources to support her in her journey of seeking employment.

How can the Framework Support Persons with Disabilities Looking for Employment?

Enabling Skills and Competencies Framework (Persons with Disabilities)

Sara refers to the Career Preparation and Development domain in the Enabling Skills and Competencies Framework (Persons with Disabilities) to better understand the competencies needed.



Domain 9: Career Preparation and Development

Competency	Sub-Competency	Level 1	Level 2	Level 3
3. Explore Career Pathway	Initiate Career Exploration	<ul style="list-style-type: none"> a. Recognise the various important factors when deciding on a job b. Identify where to seek career guidance c. Understand oneself in terms of one's ability, skill sets, interests, motivating factors, organisational fit, values and aspirations 	<ul style="list-style-type: none"> a. Understand and is able to articulate one's unique value proposition and what one can bring to an organisation b. Gain and apply essential interview skills - confidently communicate in interviews and answer questions with clarity and conciseness 	<ul style="list-style-type: none"> a. Effectively communicate one's brand through resume and online profiles such as LinkedIn b. Know the potential skills gaps and competencies and develop them to be work ready
	Pursue Career Progression	<ul style="list-style-type: none"> a. Recognise what career progression is and what it entails b. Recognise the importance of positive and constructive feedback c. Recognise upskilling programmes applicable to oneself and the avenues to get certified 	<ul style="list-style-type: none"> a. Engage in discussions with supervisors to set goals b. Demonstrate confidence when engaging in difficult conversations with supervisors and colleagues, including when gathering feedback c. Understand how to navigate through difficult conversations with supervisors and colleagues 	<ul style="list-style-type: none"> a. Cultivate professional etiquette, conveying a professional image and acquire essential business etiquette b. Confidence and knowledge on how to hold career development conversations with supervisors
4. Demonstrate Leadership Skills	Demonstrate Leadership Skills	<ul style="list-style-type: none"> a. Recognise how different behaviours affect work situations b. Know the traits of a good leader and how they help one be a better leader c. Understand the various leadership styles 	<ul style="list-style-type: none"> a. Apply effective communication techniques to support team effectiveness b. Integrate leadership traits into interaction with other colleagues c. Practise different leadership styles to determine what is the most suitable for oneself 	<ul style="list-style-type: none"> a. "Walk-the-talk" and demonstrate good leadership traits to other colleagues in the workplace

As she is in the initial stage of exploring different options, she refers to the competency "Explore Career Pathway" to assess her current proficiencies and identify what she needs to do next, such as identifying where to seek career guidance.

How can the Framework Support Persons with Disabilities Looking for Employment?

Career Exploration Guide

Sara browses the resources on the SG Enable website and found the **Career Exploration Guide** for 35 sectors.



Infocomm Technology

- a. Cyber Security
- b. Operations and Support
- c. Infrastructure
- d. Data and Artificial Intelligence
- e. Strategy and Governance
- f. Software and Applications
- g. Sales and Marketing
- h. Product Development

Functional Track: Sales and Marketing

The Sales and Marketing track focuses on sales targets, markets and product offering, revenue target setting accountability, sales strategy and career development of others, operational strategy, sales initiatives and sales functions. This also includes customer satisfaction and business strategy.

Job Level: Entry ★

[Return to summary of sectors](#)

• Sales Executive

• Marketing Executive

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Physical, Mental and Emotional Health	Manage Emotions	a. Use appropriate regulation or self-management strategies to address triggers of uncomfortable emotions encountered on a daily basis or within the work environment
	Relate with Others	a. Observe appropriate social boundaries at different settings (e.g., interacting with friends, co-workers, customers)
	Work and Collaborate in Teams	a. Generate solutions to challenges faced in the team b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, Whatsapp)
	Demonstrate Service Orientation	a. Provide service in a polite and friendly manner b. Show good product/service knowledge to meet others' needs and expectations
Communication and Self-Advocacy	Manage Conflicts	a. Apply conflict resolution techniques b. Apply effective communication techniques in a conflict c. Manage one's emotions in a conflict
	Communicate One's Needs	a. Express one's requests (e.g., needs and wants) and views (e.g., thoughts and feelings) appropriately at different settings b. Understand the difference between healthy communication and unhealthy communication
	Build Conversation Skills	a. 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 b. Use a variety of communication tools/channels appropriately at different activities (i.e., verbal, email, Whatsapp)
Career Preparation and Development	Demonstrate Appropriate Behaviour and Conduct	a. Explore areas of strengths and growth based on the feedback received to further improve behaviour b. Self-reflect and self-correct one's behaviour at different settings

After identifying her interest in **Infocomm Technology**, Sara delved into different functional tracks and was drawn to the Sales and Marketing track, with a keen interest in becoming a Marketing Executive one day. She noted that **Work and Collaborate in Teams** is one of the essential soft skills for this role and consulted her job coach, Mr Lee, on how she could develop herself in this skill and the preparation needed for employment.

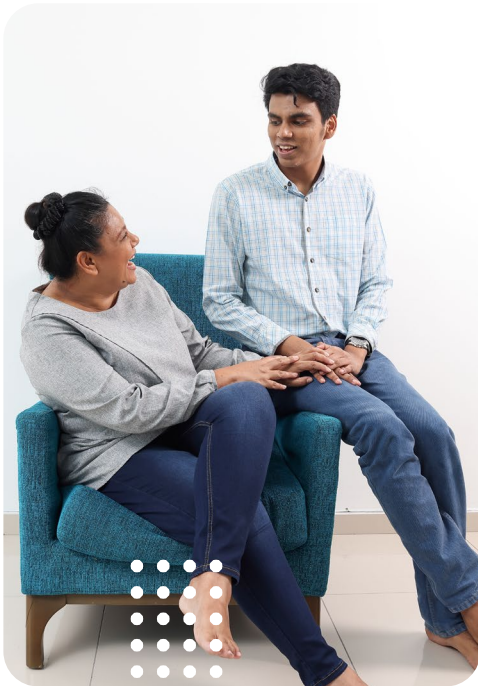
5



What Skills and Competencies do Caregivers Need to Better Support their Loved One to Live a Fulfilling Life?



Inside the Heart of Caregiving



Caring for persons with disabilities can be complex and challenging. It can place significant emotional and physical burdens on caregivers, who require a comprehensive set of knowledge and skills to provide care for their loved one and look after their self-care to prevent burnout and maintain their well-being.

Balancing the needs of a loved one with managing their own lives, caregivers navigate a role filled with complex emotions. They experience the joy of witnessing progress and achievements but may also feel guilt and helplessness when faced with setbacks and persistent fatigue from the demands of caregiving.

Often, caregivers prioritise their loved one's needs over their own, which can lead to burnout and long-term emotional strain.

Meet Auntie Siti



Auntie Siti is Sara's mother, who tirelessly takes care of and supports her daughter, often putting her own needs aside.

Let's explore how the Enabling Skills and Competencies Framework (Caregivers) can support Auntie Siti and fellow caregivers on their caregiving journeys!

How can the Framework Support Caregivers in their Caregiving Journeys?



For 16 years, Auntie Siti has diligently helped Sara with daily activities, ensuring she stays engaged and active. Recently, she has been experiencing feelings of burnout and is uncertain about how to address these feelings.

Auntie Siti may refer to the Enabling Skills and Competencies Framework (Caregivers) and the Caregiver Learning Roadmap to explore competency domains and resources that can support her in the role of a caregiver.

3.2 | Managing Your Caregiving Role (1/2)

Domain	Competency	Sub-Competency
Managing Your Caregiving Role	3. Accepting & Understanding the Role of a Caregiver	Understand the stages of grief upon the diagnosis a. Understand the stages of grief (e.g. 5 stages of grief) b. Acknowledge and address the negative emotions
		Seeking professional help a. Identify the signs and symptoms of depression (e.g. feelings of sadness, frustration, changes in sleeping patterns and/or appetites) b. Understand when to seek professional help
	4. Prioritising Self-Care	Preparing to be a caregiver a. Learn the different ways you can equip yourself as a caregiver and relevant resources available b. Start future care planning early (e.g. writing a will, opening a trust)
		Becoming a part of a support network a. Understand the importance of having a support network b. Consider the available resources and how to access care network of support

4. Prioritising Self-Care

Prioritising self-care

- Understand the importance of self-care
- Understand the signs of burnout and chronic stress (e.g. physical, mental and/or emotional exhaustion, empathic distress)

Practising self-care

- Arrange for alternative care (e.g. professional home-care services, community-based facilities)
- Practise and apply self-care strategies (e.g. be kind to yourself)

Avenues to seek help

- Consider the resource and support available and when to reach out for help.

Home > Caregiver Learning Roadmap > View by Caregiving Area > Managing Your Caregiving Role

Managing Your Caregiving Role

Recognising that you are a caregiver is an important first step for your journey. Use the checklist below to identify whether you are a caregiver:

Are you looking after a loved one with **disability, illness or a mental health condition**?

Are you looking after a loved one's **health, well-being and safety**?

Are you helping a loved one with their **financial, legal and future needs**?

Are you assisting a loved one with **daily activities like bathing, feeding, grooming and walking**?

If you said **YES** to any of the questions above,
YOU ARE A CAREGIVER.
 Caregiver: a person who takes on the responsibility of looking after someone who is not able to fully care for themselves.

SG Enable Enabling Guide by SG Enable

Resources

We have found 269 new results

Understanding and Supporting Behaviours in Autism

Am I a Caregiver?

Manage Your Daily Caregiving with this L.I.S.T.

Navigating Caregiving

Upon browsing the framework, Auntie Siti resonates most with **Managing Your Caregiving Role** domain and delves into the competency **Prioritising Self-Care**. By looking at the details of the competency, she recognises different aspects of self-care that she can further understand to provide care to her daughter in a sustainable manner.

She may also check out the [Caregiver Learning Roadmap](#) to find out further information such as other tips on self-care.

* The Enabling Skills and Competencies Framework (Caregivers) is aligned with the Caregiver Learning Roadmap developed by SG Enable.

Note: The scenarios depicted are for illustrative purposes only and do not encompass the full range of situations and challenges experienced by caregivers of persons with disabilities.

What Skills and Competencies do Caregivers Need to Support their Loved One to Lead a Fulfilling Life?

Developed with the understanding of the diverse needs and challenges that caregivers may face across different transition stages of care for their loved one, the Enabling Skills and Competencies Framework (Caregivers) is a structured resource for caregivers.

It can be useful for current caregivers who are looking into additional areas to reinforce their quality of care for their loved one, and particularly useful for new caregivers as it offers guidance to help them ease into a new area, and to take on new responsibilities.

Featuring 24 competency areas across 5 domains, the Enabling Skills and Competencies Framework (Caregivers) provides guidance to training partners to develop programmes to equip caregivers with the necessary skills to deliver care to their loved one as well as to care for themselves.





6

How can Employers Foster a More Disability-Inclusive Workforce?



An Inclusive Workforce



Employers are key to unlocking the potential of an untapped talent pool – persons with disabilities. As we aim for the Enabling Masterplan 2030's goal of achieving a 40% employment rate for persons with disabilities, the shared responsibility between employers and persons with disabilities is critical. While persons with disabilities work to enhance their skills, employers play an instrumental role in fostering inclusive hiring practices and supporting employees' integration into the workforce. Employees with disabilities who are well-supported have been shown to contribute productively and meaningfully to their organisations. This is a win-win for both parties.

Meet Rajesh



Rajesh is a business owner committed to creating a diverse and inclusive workplace by welcoming prospective employees from all backgrounds.

Let's explore how the Enabling Skills and Competencies Framework (Employers) can support Rajesh and other employers to create an inclusive workplace!

How can Employers Foster an Inclusive Workforce?

Rajesh sees the untapped potential in persons with disabilities and wants to bring their unique talents to his company. However, he is not sure where to start.



Rajesh can refer to the Enabling Skills and Competencies Framework (Employers) to understand the different competency domains that could help him in fostering an inclusive workforce within his company.

3.1 | Education on Disability Profiles (1/2)

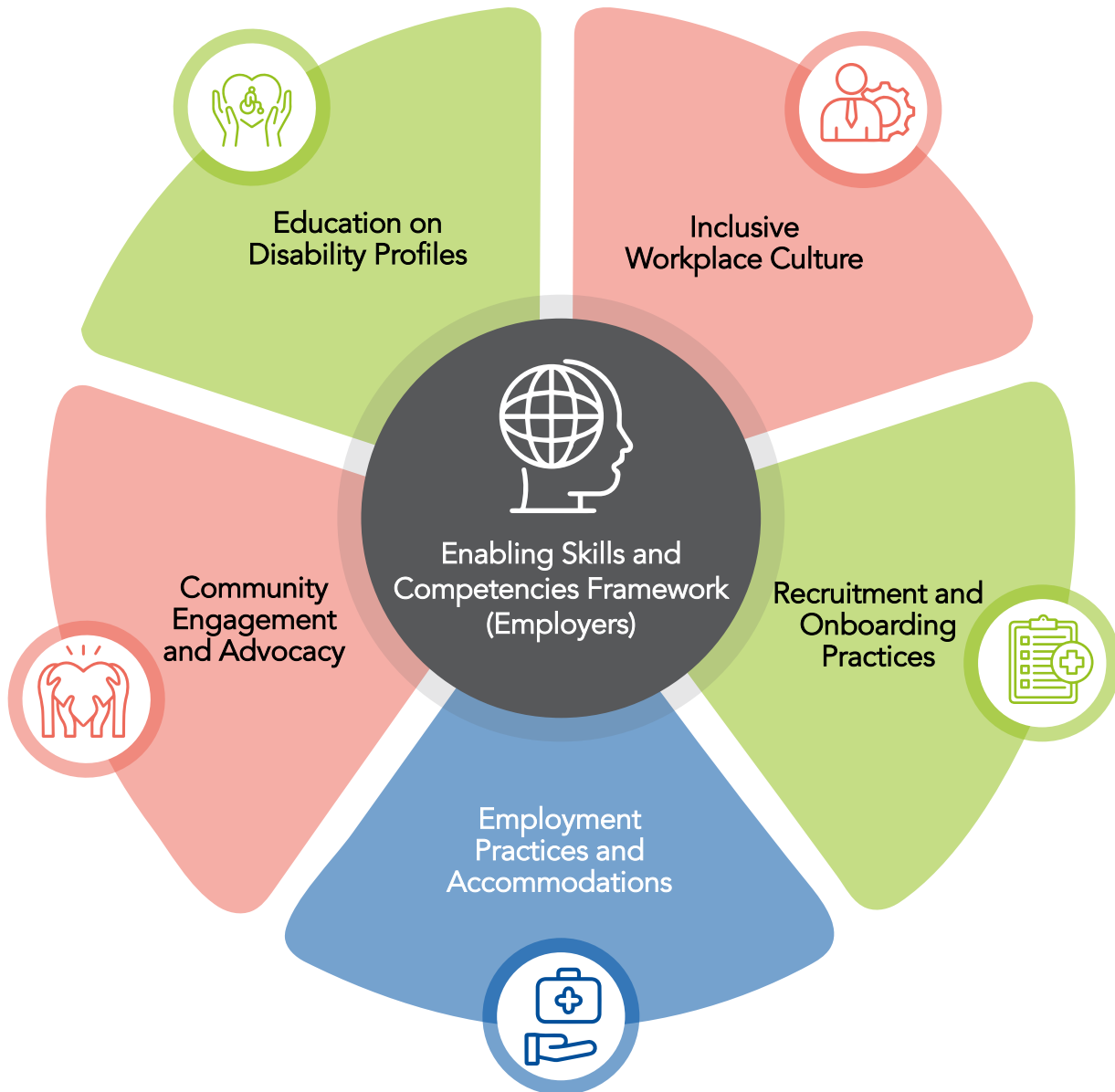
Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Understand Disability Profiles	Understand the different disability profiles	<ul style="list-style-type: none"> a) Identify and understand the different disability profiles (e.g. physical, sensory, autism, intellectual disability) and their needs b) Understand the rights of persons with disabilities c) Understand how a person's wellbeing and support needs may span across different disability profiles d) Understand the needs, challenges and concerns of persons with disabilities and their families at different life stages e) Understand how the skills or functional abilities of persons with disabilities may regress with age 	<ul style="list-style-type: none"> a) Guide other employers to adapt practices to be sensitive and safely respond to persons with disabilities b) Gather information to understand behaviours, strengths, challenges, interests, triggers, preferences, situations and contexts to best accommodate the support needs of persons with disabilities c) Work with persons with disabilities' network of support to best accommodate the support needs of persons with disabilities d) Demonstrate understanding of the concept of inclusiveness (e.g. universal design) e) Adapt practices, environments and systems to better support the needs of persons with disabilities 	<ul style="list-style-type: none"> a) Champion inclusive practices, environments and systems that create a supportive organisation for persons with disabilities' wellbeing b) Build, implement and review organisation policies that are sensitive to persons with disabilities' behaviours, strengths, challenges, interests, triggers, preferences, situation and context c) Encourage changes and improvements in organisational policies to respond to emerging trends in the field of disability d) Ensure best practices in organisation policies to empower persons with disabilities and facilitate inclusion

As Rajesh delves into the framework, he focuses on the competency of **Understand Disability Profiles** within the **Education on Disability Profiles** domain. With limited knowledge about disabilities, he aims to equip himself and his employees with the basic skills in **identifying and understanding various disability profiles**, including their **specific needs, challenges, and concerns** across different life stages.

Once Rajesh has identified the competency areas for his organisation, he may refer to the SG Enable website for relevant training courses and resources.

How can Employers Foster an Inclusive Workforce?

Building an inclusive workforce involves a range of diverse skills and competencies and the collective effort of everyone in the organisation. The Enabling Skills and Competencies Framework (Employers) comprises 13 competency areas across 5 domains to provide guidance to employers in their inclusive efforts.



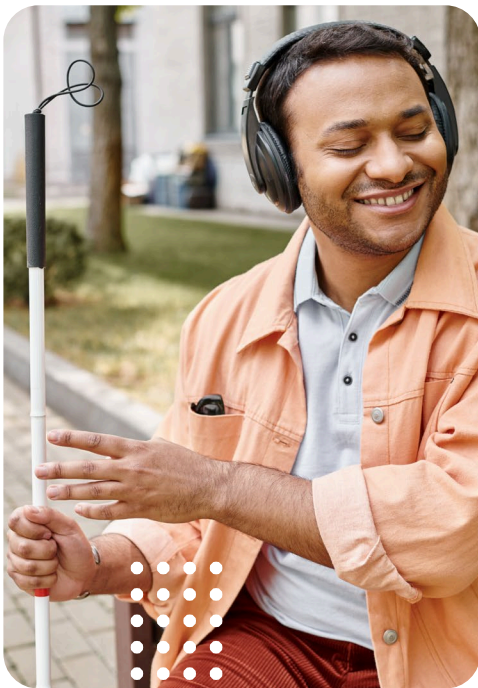


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How can Disability Sector Professionals be Better Equipped to Guide and Support Persons with Disabilities?



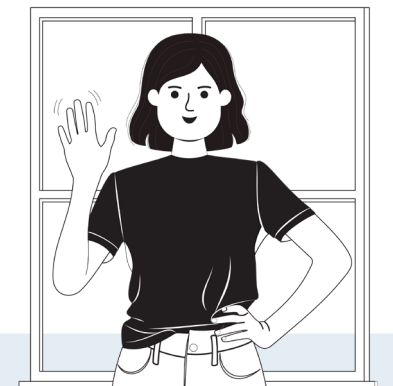
Enhanced Support for Disability Sector Professionals



Disability sector professionals play a pivotal role in guiding and supporting persons with disabilities on their path to personal and professional growth. As part of the collective effort to achieve the Enabling Masterplan 2030's vision, disability sector professionals need the right tools and training to effectively assist persons with disabilities in unlocking their potential.

By equipping themselves with a comprehensive understanding of disability and the specific challenges faced by persons with disabilities, disability sector professionals can tailor their support to each individual's needs. This personalised approach can help persons with disabilities better navigate different situations and seize opportunities for meaningful contributions within their communities and workplaces.

Meet Anna

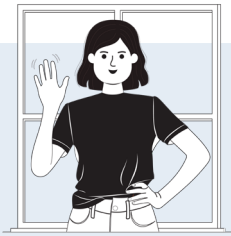


Anna is a social worker in the disability sector, committed to empowering individuals and advocating for their inclusive participation in society.

Let's explore how the Enabling Skills and Competencies Framework (Disability Sector Professionals) can support Anna and other disability sector professionals!

How can the Framework Support Disability Sector Professionals in Helping Persons with Disabilities?

After managing a client with employment related plans, Anna decides to enhance her skillset on topics related to employment legislation to better serve her clients.



Anna may refer to the Enabling Skills and Competencies Framework (Disability Sector Professionals) to explore the different competency domains for upskilling.

3.4 | Overview of Domains and Competencies for Social Worker

Jobs include, but are not limited to:

- Social Service Assistant
- Social Service Associate
- Administrators in Social Service Agencies

Domain	Competency area	Sub-competency area
Domain 1: Educate on the disability profiles	Understand disability profiles	Understand disability profiles
	Diversity awareness and management of persons with disabilities	Behavioural management techniques
		Manage perceptions of persons with disabilities
Domain 2: Educate on risk, legislation and safeguards for persons with disabilities	Safeguard persons with disabilities	Promote independence and informed choice
		Safeguard persons with disabilities' safety
Domain 3: Provide individualised care for persons with disabilities	Plan for person-centred care	Support persons with disabilities with mental health conditions
		Understand and implement assistive technology (AT)
		Goal-setting with persons with disabilities
	Employment support for persons with disabilities	Holistic intervention planning for persons with disabilities
		Relationships, sexuality and sexual health
	Communicate with persons with disabilities and families	Coach persons with disabilities
		Effective communication with persons with disabilities
Promote participation and inclusion	Engagement with support networks of persons with disabilities	
		Support for inclusion and community participation

Domain 2: Educate on risk, legislation and safeguards for persons with disabilities

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Competency area	Basic	Intermediate	Advanced
Safeguard persons with disabilities	<p>Promote independence and informed choice</p> <ol style="list-style-type: none"> Understand how individual experiences of disability can influence the support persons with disabilities may need to make informed choice Understand the role of support in decision making Understand the range of formal decision-making arrangements involved in working with persons with disabilities and complex support needs Seek guidance when determining what decision-making arrangement is appropriate Understand the socio-political background and context of various disability services, including the development of approaches Understand the theory and principles that underpin person-centred thinking and planning in care and support for persons with disabilities Understand the value of person-centred care and support in therapeutic relationships and communications 	<p>Promote independence and informed choice</p> <ol style="list-style-type: none"> Support persons with disabilities where possible to make their own decisions Engage supports in decision making Navigate legal and ethical frameworks to support decision making Determine what decision-making arrangement is appropriate Provide advice to others (e.g. Persons with disabilities & fellow sector professionals) to support their decision-making processes Ensure persons with disabilities can exercise their right to make choices, including getting the right support where needed 	<p>Promote independence and informed choice</p> <ol style="list-style-type: none"> Lead processes in a service to support promoting persons with disabilities' independence and informed choice Build knowledge on independence choice with persons with disabilities, sector professionals and community Develop service-wide strategies to facilitate persons with disabilities' participation in decision making Develop service information that clearly communicates options to persons with disabilities Build processes and systems that make service information accessible and responsive to persons with disabilities

While reviewing the framework, Anna realises her knowledge of the competencies in the domain of **Education on Risk, Legislation, and Safeguards for Persons with Disabilities** is limited. She chooses to enhance her expertise in the competency of **Safeguard Persons with Disabilities**, aiming to better support their independence and informed decision-making.

Once Anna has identified the specific competency, she may refer to the SG Enable website for relevant training courses and resources available.

How can Disability Sector Professionals be Better Equipped to Guide and Support Persons with Disabilities?

It is crucial for disability sector professionals to not only enhance their skills to effectively support persons with disabilities but also to have well-defined career paths to guide their career development.

A Career Map for Job Coaches has been developed, which outlines the potential career paths and key accountabilities to support job coaches' professional development.

Job Coach Career Map

Career Pathways for Job Coaches

Job Role Descriptors for Job Coaches

Key Accountabilities for Job Coaches

Mr. Lee cherishes his role as a job coach, finding joy in helping persons with disabilities transition into the workforce. He is eager to learn how he can progress further in his career as a job coach.



3.6 | Overview for Job Coach

Job Descriptions for Job Coaches

Job Coach	Senior Job Coach	Head Job Coach
<p>Job Coach works with persons with disabilities to facilitate their transition to work. He/She facilitates and implements support strategies to enable individuals with different disability profiles (e.g., intellectual disabilities, autism spectrum disorder, or multiple disabilities) to integrate into their workplaces and navigate any challenges that may arise.</p> <p>He/She works with employers to identify training and accommodations at the workplace required for persons with disabilities.</p> <p>Job Coach also works closely with other key stakeholders such as co-workers, caregivers, support networks (e.g., family, friends, etc.) to help persons with disabilities to secure and sustain employment.</p>	<p>Senior Job Coach works with persons with disabilities to facilitate their transition to work. He/She facilitates and implements support strategies, and empower individuals with different disability profiles (e.g., intellectual disabilities, autism spectrum disorder, or multiple disabilities) to successfully integrate into their workplaces.</p> <p>He/She works with employers to identify training and accommodations at the workplace required for persons with disabilities.</p> <p>Senior Job Coach takes on leadership and mentoring tasks. He/She provides expertise and guidance to Job Coaches, offering insights and best practices to effectively assisting in more challenging client cases.</p> <p>Senior Job Coach also collaborates closely with other key stakeholders such as co-workers, caregivers, and support networks to ensure comprehensive support for persons with disabilities seeking sustainable employment.</p>	<p>Head Job Coach plays a pivotal role in providing strategic direction and coordinating the team effort for successful transition of persons with disabilities to work. This includes taking on responsibilities such as work placement target setting, programme development and community outreach efforts.</p> <p>He/She demonstrates advanced expertise in engaging and implementing customised support strategies tailored to the specific needs and disability profiles of the clients for effective integration into the workplace.</p> <p>Collaborating closely with key stakeholders such as employers, co-workers, caregivers, and support networks, the Head Job Coach ensures effective communication and coordination for facilitate the successful integration of persons with disabilities into workplaces.</p> <p>Through leadership, he/she strives to enhance the overall quality and impact of support services, fostering an inclusive and supportive environment for persons with disabilities to thrive in the workforce.</p>

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3.6 | Overview for Job Coach

Summary of Key Accountabilities for Job Coaches

Individual Work Readiness Assessment	Employment Support	Stakeholder Management
<p>Evaluate if the clients are ready for their employment journey</p>	<p>Support clients' skills development and/or successful employment</p>	<p>Build relationships and communicate with various teams</p>
<p>Holistic Case Management</p>	<p>Curriculum Planning and Implementation</p>	<p>People Management</p>
<p>Apply holistic approaches in providing services to the clients</p>	<p>Plan school curriculum for better employability of students</p>	<p>Lead, guide, coordinate and develop a team effectively</p>
<p>Note: Curriculum Planning and Implementation would only be specific to Job Coaches in a school setting</p>		

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Mr Lee refers to the Job Coach Career Map to better understand the responsibilities of a Senior Job Coach, enabling himself to better prepare for progression to such a role.

3.6 | Overview for Job Coach

Key Accountabilities for Job Coaches

Category	Job Coach	Senior Job Coach	Head Job Coach
Individual Work Readiness Assessment	<ul style="list-style-type: none"> Assess job suitability (e.g., employment preferences or environmental risk assessments) for persons with disabilities with needs of different complexity (under guidance, where required), and ascertain their readiness for work Identify and source for suitable work experience/job opportunities for persons with disabilities with needs of different complexity (under guidance, where required), based on the goal setting exercise and the assessment outcomes (e.g., job matching) Analyse the job scope and responsibilities of persons with disabilities, and perform job shadowing of these responsibilities to support the transition 	<ul style="list-style-type: none"> Assess job suitability (e.g., employment preferences or environmental risk assessments) for persons with disabilities with needs of different complexity (independently), and ascertain their readiness for work Identify and source for suitable work experience/job opportunities for persons with disabilities with needs of different complexity (independently), based on the goal setting exercise and the assessment outcomes (e.g., job matching) 	<ul style="list-style-type: none"> Develop guidelines and provide advice on assessment methods to determine the work readiness of persons with disabilities
Employment Support	<ul style="list-style-type: none"> Coach persons with disabilities with needs of different complexity (under guidance, where required), and implement customised support strategies (e.g., job carving) to help navigate workplace challenges that may arise Provide and plan for long-term employment support (e.g., explore opportunities for job rotations across sectors) for persons with disabilities with needs of different complexity (under guidance, where required) 	<ul style="list-style-type: none"> Advise on ways to coach persons with disabilities with needs of different complexity (independently) and implement customised support plans (e.g., job carving) to help navigate workplace challenges that may arise Provide and plan for long-term employment support (e.g., explore opportunities for job rotations across sectors) for persons with disabilities with needs of different complexity (independently) 	<ul style="list-style-type: none"> Source for and promote greater work experience/job opportunities for persons with disabilities (e.g., networking with employers to form partnerships and spearheading community outreach) Share expertise to the team when brainstorming on solutions to navigate complex hurdles in challenging scenarios Develop guidelines and advise on providing long term employment support for persons with disabilities

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How can Disability Sector Professionals be Better Equipped to Guide and Support Persons with Disabilities?

Supporting persons with disabilities effectively requires disability sector professionals – from care staff and job coaches to programme coordinators, social entrepreneurs, SPED professionals, therapists, social workers, and vocational skills trainers – to leverage their unique expertise.

The Enabling Skills and Competencies Framework (Disability Sector Professionals) outlines 10 competency areas across 5 domains needed for these varied roles to deliver the best support to persons with disabilities.

While the framework serves as a guide for disability-specific skills and competencies, it supplements other existing industry competency frameworks developed for these professions.





8

How can Training Partners Play a Role in the Disability Sector?



How can Training Partners Play a Role in the Disability Sector?

Training partners play a crucial role in shaping an inclusive Singapore as they are responsible for curating resources and programmes to elevate the skills and competencies of those integral to building an inclusive Singapore.

The Enabling Skills and Competencies Framework serves as an essential resource for training partners, guiding them in the development of training programmes that are tailored to unique circumstances and the diverse needs of persons with disabilities, caregivers, employers and disability sector professionals



Scan below to find out more about the existing training courses offered by the Enabling Academy:



Enabling Academy
by SG Enable



9

Building an Inclusive Singapore and Enabling Lives

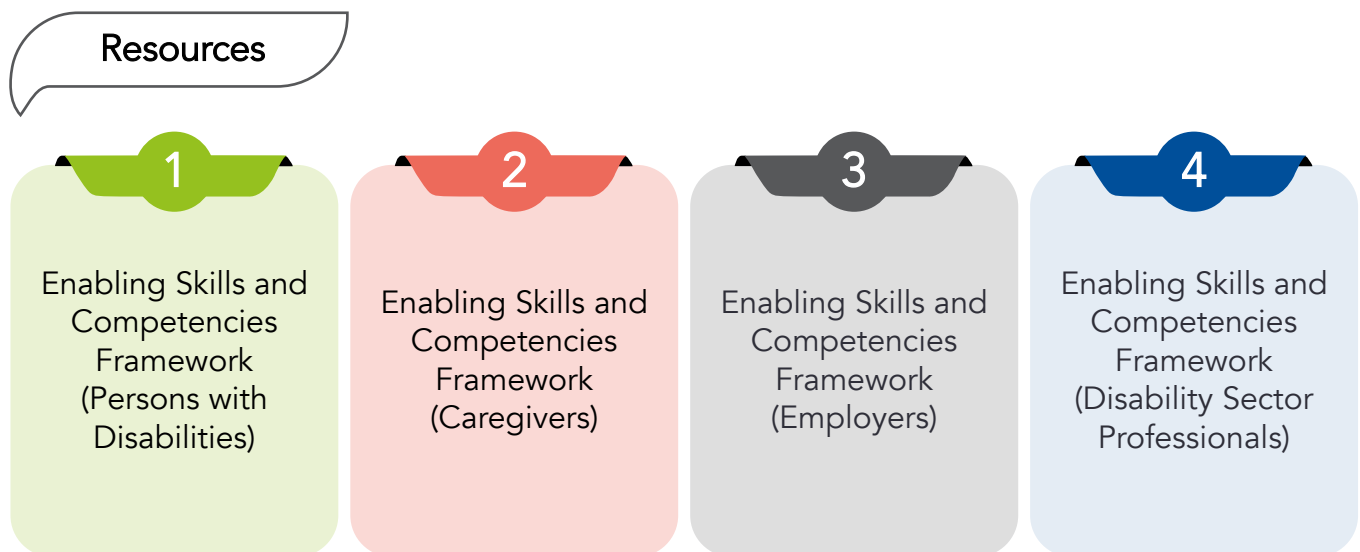


Building an Inclusive Singapore and Enabling Lives

We hope that the information shared in this publication inspires you to start your journey in building a society which not only embraces diversity across racial and ethnic groups but also to persons with disabilities.

Through individual and organisation-led initiatives and the collective effort by everyone, Singapore can build a culture that embraces persons with disabilities. While Singapore has made progress in building a culture of acceptance and inclusion, more can still be done to enable persons with disabilities to live, learn, work and play in our society.

We encourage everyone to participate in this inclusive journey together!



Visit the Enabling Skills and Competencies Framework website to find out more:

enablingacademy.sg/escf





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

Social Service Agencies and SPED Schools

Bizlink Centre Singapore Ltd
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CaringSG Limited
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Down Syndrome Association (Singapore)
Eden School
Extraordinary People Limited
Grace Orchard School
Guide Dogs Singapore Ltd
HWA (Formerly Handicaps Welfare Association)
iC2 PrepHouse Limited
Lighthouse School
Metta Welfare Association
Metta School
MINDS
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Other Organisations

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Amgen Singapore Manufacturing
Boeing Singapore Pte Ltd
C&W Services (S) Pte Ltd
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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
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OCBC
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Pan Pacific Hotels Group
Procter & Gamble
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