



# **SUBMISSION FOR THE FOURTH UNIVERSAL PERIODIC REVIEW (UPR) OF SINGAPORE**

**Prepared by the Disabled People's Association (DPA) Singapore  
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## **ABOUT**

The Disabled People's Association (DPA) is an independent cross-disability advocacy non-profit organisation in the Republic of Singapore. The following accounts our independent assessment of the state of the inclusion and rights of persons with disabilities in Singapore.

We DPA put forth this report as part of our participation as a civil society organisation (CSO) in the fourth cycle of the Universal Periodic Review (UPR) of Singapore.

DPA recognises and acknowledges the work of the Singapore government in attempting to foster a more inclusive Singapore. We thank members of the Singapore government and civil service in their efforts. The following is thus not to disparage such prior and current efforts of the Singapore government and civil service, but rather, with the aims of the UPR process, the following is to provide our independent assessment on several of the gaps that remain in pursuance of a Singapore that is truly inclusive to persons with disabilities in accordance with important standards such as that found in the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) – which Singapore ratified in 2013. In doing so, and as requested by the UPR process, we put forth our recommendations towards this regard. We are appreciative that we have been able to share several of such recommendations with the government, and hope such perspectives may lead to a truly inclusive Singapore.

**\*\* The UPR sets for CSO stakeholder submissions a word limit of 2815 words excluding cover page, endnotes, and annexes. Excluding this cover page, and the endnotes, this submission is at 2798 words. Following the UPR stakeholder submission guidelines, paragraphs in this report have been numbered, and endnotes have been used instead of footnotes.**



In this report, we outline issues pertaining to five areas:<sup>i</sup>

## I. DEFINITION OF DISABILITY

1. The government defines persons with disabilities as follows: “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.”<sup>ii</sup> This is the definition used as the basis for social policies, laws, and government financial supports involving disability in Singapore.
2. However, the definition is limited and needs to be improved to meet principles of the UNCRPD in the following ways:
3. Firstly, the definition used by the government excludes psychosocial disabilities. The government categorises psychosocial disabilities under mental health which it treats as a separate issue from disability despite the UNCRPD noting that disability is inclusive of “mental” conditions.<sup>iii</sup>
4. Secondly, the definition used by the government categorises disability into four groups: physical disability, intellectual disability, sensory disability, and autism. These are the four categories that the government uses in means-testing for government financial supports, and laws involving disability in Singapore defines disability as someone with one or more of these four disability types.<sup>iv</sup>
5. However, many disabilities do not fit well into the four categories listed. For example, the definition only mentions autism and excludes other forms of neurodivergence such as ADHD. Additionally, people with rare disabilities often have conditions that do not fit well into such categories. It is not uncommon to come across accounts from persons with disabilities who have experienced difficulty attaining particular supports due to their disabilities being unrecognised/not falling into one of the four categories.
6. Thirdly, the important emphasis by the UNCRPD of disability involving not only the impairment but how the impairment interacts with various social and environmental barriers is absent from Singapore’s definition. In fact, the Singapore definition seems to suggest that it is solely or mainly the person’s impairment or individual condition that substantially reduces one’s “prospects of securing, retaining places and advancing in education and training institutions, employment and recreation as equal members of the community” – which is antithetical to the social model found in the UNCRPD. This limits the potential of raising awareness around a more dignified view of disability.
7. **Recommendation(s):**  
Update the definition of disability used by the government to be inclusive of the full range of disability experiences – including psychosocial disabilities, and align the definition with the social model found in the UNCRPD, and to utilise such an updated definition as the basis for government’s policies and legislation involving disability

## II. EMPLOYMENT

### II.1 Employment Discrimination

8. Since the Third UPR of Singapore in 2021, the government has taken a first step in introducing the Workplace Fairness Act (WFA) – Singapore’s very first workplace anti-discrimination legislation codified in Parliament in January 2025.<sup>v</sup> The WFA prohibits direct discrimination in employment on the basis of several protected characteristics – including disability.
9. While an important first step, the WFA lacks several necessary and even vital provisions that are in many cases indispensable in addressing discrimination in all its forms in the workplace.
10. For example, the WFA makes no mention of reasonable accommodation and does not recognise the denial of reasonable accommodation as a prohibited form of discrimination – contrary to the clear calls of the CRPD General Comments on Employment and Equality and Non-Discrimination. While we are heartened that the Ministry of Manpower (MOM) is working on a Tripartite advisory on reasonable accommodations, a Tripartite advisory (in the Singapore context) is non-binding. The approach of a Tripartite advisory is thus one of an encouragement approach – and will thus not achieve the same efficacy as that of legislation in addressing the denial of reasonable accommodations especially by more errant employers.
11. The WFA only recognises direct discrimination, and thus in addition to the denial of reasonable accommodation, the WFA also does not recognise indirect discrimination as a form of prohibited discrimination.

#### 12. Recommendation(s):

- (a) Establish a timeline to upgrade the Tripartite Advisory on Reasonable Accommodations to Tripartite Guidelines and eventually into amendments in the WFA to prohibit the denial of reasonable accommodations in the workplace
- (b) Establish a timeline to amend the definition of discrimination in the WFA to cover all forms of discrimination outlined by the UNCRPD General comments on Employment and Equality and Non-Discrimination

### II.2 Indicators of Gainful Employment

13. Since the Third UPR of Singapore, the government launched the Enabling Masterplan 2030 – charting the government’s plans on disability from 2022–2030.<sup>vi</sup> Under the section of employment, the government has set an objective of 40% employment rate of persons with disabilities by 2030 up from the current 33.6%.<sup>vii</sup> This is an important objective. However, there are other indicators of gainful employment that need to be addressed in fostering an inclusive employment landscape. Two areas in particular that need more attention in terms of data to monitor progress are under-employment and employment retention.<sup>viii</sup>

#### 14. Recommendation(s):

Monitor factors such as under-employment and employment retention (in addition to employment rates) in assessing gainful employment of persons with disabilities

### III. EDUCATION

#### III.1 Need for an inclusive vocational education landscape

15. The government has been investing heavily in SkillsFuture – a national system that facilitates vocational education and lifelong learning opportunities for all Singaporeans. Investments include generous financial incentives and subsidies for Singaporeans to take up such vocational education and lifelong learning opportunities.
16. While important, specifics on how the government plans to ensure SkillsFuture is accessible and inclusive to disabled learners remains unclear if not limited. For example, there are currently no laws or legal regulations to ensure that persons with disabilities receive reasonable accommodations when participating in SkillsFuture courses or programmes. Due to the lack of such important laws or regulations, persons with disabilities have shared that participation in SkillsFuture courses and programmes is arduous and in some cases not possible - dependent on whether a training provider is willing to provide reasonable accommodations.<sup>x</sup>
17. While SkillsFuture SG (SSG) has taken some initial steps by publishing resources on reasonable accommodations, including important grants should the reasonable accommodation require financing, the utilisation of such resources are optional.<sup>x</sup>
18. One of the government's main approaches to providing vocational education and lifelong learning opportunities to persons with disabilities is through the Enabling Academy – a separate life-long learning hub solely designed for learners with disabilities. Since its establishment in 2022, the Enabling Academy has curated several hundred courses for learners with disabilities.<sup>xi</sup>
19. The Enabling Academy is important especially in the short-term in providing lifelong learning options to learners with disabilities. Additionally, learners with disabilities with higher support needs will benefit from some of the curated options at the Enabling Academy. However, our concern is that in the long term, a focus on the Enabling Academy as a means to provide equitable lifelong learning opportunities to persons with disabilities in Singapore may not be a sustainable approach nor is it necessarily aligned with best principles and standards of vocational education outlined in the UNCRPD.
20. For example, to reiterate, the several hundred courses curated at the Enabling Academy is an important effort. However, this is a small fraction (less than 5%) of the total number of courses available through the overall SkillsFuture system which has over 29 thousand courses and growing.<sup>xii</sup> Thus, if the goal of an inclusive lifelong learning landscape is to optimally foster equitable opportunities between learners with and without disabilities, then the Enabling Academy should not be the only or main approach. Persons with disabilities should not feel restricted to just the courses offered at the Enabling Academy, but rather have access to as many courses offered through the wider SkillsFuture system as possible. The government should thus also focus on strengthening accessibility and inclusivity within SkillsFuture itself and provide updates on such efforts when providing updates on the development of initiatives and workings of the SkillsFuture system.
21. Courses through the Enabling Academy are also only available to persons with disabilities. Working to optimise accessibility and inclusivity within the wider SkillsFuture system will thus better assist efforts in promoting social inclusion and integration within Singapore society between persons with and without disabilities.

22. Additionally, as alluded, a main focus on the Enabling Academy to provide lifelong learning opportunities to disabled learners is not aligned with best standards and principles of inclusive vocational education as found in the UNCRPD.
23. For example, the UN Committee on the Rights of Persons with Disabilities noted in their General Comment on Employment that realising effective access for persons with disabilities in vocational training needs to include services that promote “non-segregation”, and that state parties should “take measures to ensure the certification of capacities and attainments on an equal basis with others, the explicit inclusion of persons with disabilities in legislation dealing with vocational training”, and ensure “explicit references to persons with disabilities in general policies regulating vocational training”, and “the accessibility of premises, information and materials”.<sup>xiii</sup>
24. In addition to the Enabling Academy, the government launch the Enabling Skills Competencies Framework (ESCF) in 2024.<sup>xiv</sup> While having some potential to spread awareness on reasonable accommodation if implemented well, the ESCF is merely a voluntary guide and does not address discrimination nor is it designed to be a mechanism to ensure the assessment or provision of reasonable accommodation in lifelong learning.

**25. Recommendation(s):**

Develop protocols within the SkillsFuture system to ensure the fair and timely assessment and provision of reasonable accommodations in SkillsFuture courses and programmes.

This can include:

- (i) Developing a timeline to expand on existing frameworks in pursuance of eventual protocols to ensure the assessment and provision of reasonable accommodations within SkillsFuture courses and programmes
- (ii) Establishing an accessibility office within the SkillsFuture system itself to facilitate technical assistance to training providers on the assessment and provision of reasonable accommodations

### **III.2 Development of Inclusivity in Mainstream Schools**

26. The last several years have witnessed some improvements in investments for inclusivity within Singapore mainstream schools. For example, the total number of Special Educational Needs (SEN) officers – school staff who provide support to students with disabilities within mainstream school classrooms – have increase from a total of 450 in 2017 to 750 in 2024.<sup>xv</sup> The government has also launched the TRANSition in Support for Integration (TRANSIT) programme launched in 2021 – which aims to support schools in assisting Primary One students with SEN as they begin their primary school years. As of 2025, the TRANSIT programme is in 98% of all mainstream primary schools.<sup>xvi</sup> If implemented well, such investments have the potential to yield integration.
27. Yet, more can and needs to be done to optimise the accessibility and inclusivity of mainstream schools to increase equitable opportunities for students with disabilities as well as cultivate a more dignified view of disability amongst all students.
28. For example, to optimise integration and interactions between students with and without disabilities, overall class sizes can be reduced to facilitate greater attention to each student. Currently, the average class size of primary and secondary schools in Singapore is 34 and 33

respectively.<sup>xvii</sup> This is significantly higher than the OECD average of approximately 21 students.<sup>xviii</sup>

29. Additionally, it would be important for the government to continually invest in upgrading the physical accessibility of mainstream schools and for such investments to be incorporated and announced during government annual budget statements.<sup>xix</sup> We acknowledge that such upgrades will take time and long-term investments – but this is all the more important why each annual budget statement should report on the progress towards this long-term but important objective.
30. Moreover, while there is data on percentage of students with SEN in mainstream schools (80%), and while there is data on the number of students who had access arrangements (AA) for national examinations,<sup>xx</sup> more data can be collected and published to assess the state of Singapore mainstream schools in meeting principles of the UNCRPD such as reasonable accommodations, optimal equitable participation, and non-discrimination. [see recommendations for more]
31. Pertaining to fostering a dignified view of disability amongst children and youth, it is at best unclear on how the Character and Citizenship Education (CCE) curriculum is aligned with principles of the UNCRPD.<sup>xxi</sup> Government statements and publications on CCE curriculum does not specify this and at times even utilise language and depictions of disability such as portraying disability as “personal challenges” to “overcome” – portrayals that are antithetical to UNCRPD standards.<sup>xxii</sup>
- 32. Recommendation(s):**
  - (a) Develop a timeline to work towards lowering the average class size of mainstream schools to better meet OECD standards
  - (b) Incorporate investments to upgrade the accessibility of mainstream schools within annual budget statements and provide annual data on percentage of schools that meet physical barrier-free standards
  - (c) Collect and publish data to assess areas for improvement in current methods used to evaluate and provide reasonable accommodations for both examinations and everyday curricular and co-curricular participation for such methods to be optimally aligned with UNCRPD principles
  - (d) Collect and publish data on percentage of mainstream schools that are fully equipped with accessibilities for particular disability types to monitor the state of equitable opportunities for students with disabilities
  - (e) Ensure CCE curriculum in mainstream schools teaches the UNCRPD to students with and without disabilities especially on key concepts such as the assessment and provision of reasonable accommodation, equality, and non-discrimination

#### **IV. ACCESSIBILITY**

33. Pertaining to digital accessibility: the government has set the objective in EMP2030 of making all high-traffic government webpages accessible by 2030.<sup>xxiii</sup> While this is a notable objective, there remains no law or legal regulation in Singapore for non-government/private sector entities to make their digital services, websites, and mobile applications accessible.<sup>xxiv</sup> As a result, persons with disabilities, especially persons with sensory disabilities, share that accessing products, services, and content by such non-governmental/private sector entities

are inconsistent and at times very difficult. With no such regulations or law, there is no recourse persons with disabilities can take when facing such digital access barriers.

34. Smart Nation 2.0 – the government’s plan to foster Singapore’s digital infrastructure – does note that the government plans to work with the private sector to make digital services more accessible.<sup>xxv</sup> However, it does not specify such plans, nor does it mention if introduction of important regulations will be part of such plans.
35. Pertaining to access to information, Singapore Sign Language (SgSL) remains unrecognised by the government as an official language. There also remains no regulation for employment, healthcare, and education settings to provide SgSL interpretation. As a result, access to SgSL interpretation for D/deaf/hard-of-hearing people in Singapore remains at best significantly limited.
36. In terms of infrastructure/navigational accessibility, a concern involves the lack of clear regulation for accessibility during times of disruption such as during construction projects (i.e. ensuring construction sites do not pose as access barriers) or times of risk-management (such as during the height of the pandemic).<sup>xxvi</sup>
37. **Recommendation(s):**
  - (a) Establish legislation or legal regulations on digital accessibility of services, websites, mobile applications run by non-governmental/private sector entities beginning with entities that provide more essential amenities such as banks and food delivery and larger e-commerce platforms
  - (b) Recognise SgSL as an official language of Singapore and establish a timeline on expanding the education of SgSL and the provision of SGSL interpretation in everyday settings
  - (c) Develop and clarify accessibility requirements for times of disruption such as during times of construction and risk-management

## V. LIBERTY/SECURITY OF THE PERSON AND LEGAL CAPACITY

38. Singapore’s Mental Health Care and Treatment Act (MHCTA) first codified in 2008 does not align with principles of Article 14 of the UNCRPD. For example, under Section 7, the MHCTA authorises law enforcement to apprehend someone on the basis of a perceived impairment and who may be in danger to themselves or others.<sup>xxvii</sup> However, as noted by the guidelines on Article 14 by the Committee on the Rights of Persons with Disabilities, this practice is “incompatible with article 14 as interpreted by the jurisprudence of the CRPD committee. It is discriminatory in nature and amounts to arbitrary deprivation of liberty”.<sup>xxviii</sup>
39. Despite this, MHCTA was amended in 2024 to give further powers to law enforcement in ways which again does not align with Article 14 of the UNCRPD. Under the new amendments, perceived danger due to perceived impairment does not need to be imminent but only “reasonably likely” – with no clear specifications on what constitutes as “reasonably likely”.<sup>xxixxxx</sup>
40. Pertaining to legal capacity, laws such as the Mental Capacity Act (MCA) and the Vulnerable Adults Act, also constitutes as substitute decision making which is not aligned with Article 12 of the UNCRPD. Singapore also maintains its reservation on Article 12(4) of the UNCRPD.

#### 41. **Recommendation(s):**

- (a) Amend MHCTA, the MCA, and the Vulnerable Adults Act, and other related laws and policies, to be aligned with Articles 12, 14, and other areas of the UNCRPD
- (b) Remove the government's reservation on Article 12(4) of the UNCRPD

## ENDNOTES

<sup>i</sup> Due to the word limit set by the UPR process, there were a number of issues we could not fit into this report. When preparing this submission, DPA consulted with a diverse range of stakeholders. Our determination of which issues to raise in this report was based on a number of factors. One such factor was determining what issues are likely already going to be raised by other civil society submissions and/or representatives on the UPR working group during the review of Singapore in 2026, and once determined, avoiding mention or commentary of such issues in our submission so as to hopefully optimise as much as possible the number of issues pertinent to the disability community during the Fourth UPR of Singapore. The absence of mention of particular important issues pertaining to other areas of disability inclusion and rights in this report thus by no means signifies DPA's lack of concern on them.

<sup>ii</sup> SGEEnable, "Information on Disability in Singapore" SGEEnable. <https://www.sgenable.sg/about-us/our-impact/disability-in-singapore>

<sup>iii</sup> United Nations, "Article 1 | Convention on the Rights of Persons with Disabilities" United Nations. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-1-purpose.html>

<sup>iv</sup> For examples of government supports that uses the four disability types in means-testing: SupportGoWhere, "Disability Support" SupportGoWhere.gov.sg. <https://supportgowhere.life.gov.sg/categories/disability>; An example of a law that utilizes the four disability types when defining disability in the law is the Workplace Fairness Act (WFA): Singapore Statutes Online, "Workplace Fairness Act 2025" Singapore Statutes Online.

<https://sso.agc.gov.sg/Act/WFA2025/Uncommenced/20250304073414?DocDate=20250213>

<sup>v</sup> Singapore Statutes Online, "Workplace Fairness Act 2025"

<sup>vi</sup> Ministry of Social and Family Development (MSF), 2022, "Enabling Masterplan 2030" MSF.gov.sg. [https://www.msf.gov.sg/docs/default-source/enabling-masterplan/emp2030-report-\(final2\).pdf?sfvrsn=8032eb4d\\_3](https://www.msf.gov.sg/docs/default-source/enabling-masterplan/emp2030-report-(final2).pdf?sfvrsn=8032eb4d_3)

<sup>vii</sup> Ibid; Ministry of Manpower (MOM, 27 January 2025, "Labour Force in Singapore 2024" MOM.gov.sg.

<https://stats.mom.gov.sg/Pages/Labour-Force-In-Singapore-2024.aspx>

<sup>viii</sup> For more on our commentary pertaining to monitoring indicators of gainful employment in Singapore, see Part II of our 2024 report on employment outlining our recommendations based on conversations with persons with disabilities: Disabled People's Association (DPA) Singapore, March 2024, "Achieving Fairness in Employment for Persons with Disabilities in Singapore" DPA.org.sg. <https://dpa.org.sg/wp-content/uploads/2024/04/Achieving-Fairness-in-Employment-for-Persons-with-Disabilities-in-Singapore.pdf>

<sup>ix</sup> Disabled People's Association (DPA) Singapore, October 2024, "DPA Position Paper on SkillsFuture Accessibility and Inclusion" DPA.org.sg. <https://dpa.org.sg/wp-content/uploads/2024/11/SkillsFuture-Accessibility-and-Inclusion.pdf>

<sup>x</sup> Ibid.

<sup>xi</sup> Ibid.

<sup>xii</sup> The Straits Times, 23 November 2024, "Stricter measures by 2026 to raise quality of courses funded by SkillsFuture Singapore" The Straits Times. <https://www.straitstimes.com/singapore/stricter-measures-in-place-by-2026-to-raise-quality-of-courses-funded-by-skillsfuture-singapore>

<sup>xiii</sup> United Nations Committee on the Rights of Persons with Disabilities, 2022, "CRPD/C/GC/8" United Nations. <https://undocs.org/Home/Mobile?FinalSymbol=CRPD%2FC%2FGC%2F8&Language=E&DeviceType=Desktop&LangRequested=False>

<sup>xiv</sup> The ESCF is a guide that aims to assist persons with disabilities, as well as training providers and employers, in identifying skills gaps and potential accommodation processes.

<sup>xv</sup> Ministry of Education (MOE), 6 March 2025, "MOE FY2025 Committee of Supply Debate Response by Second Minister for Education Dr Maliki Osman" MOE.gov.sg. <https://www.moe.gov.sg/news/speeches/20250306-moe-fy2025-committee-of-supply-debate-response-by-second-minister-for-education-dr-maliki-osman>

<sup>xvi</sup> Ibid.

<sup>xvii</sup> Ministry of Education (MOE), 15, November 2024, "Education Statistics Digest (ESD)" MOE.gov.sg. <https://www.moe.gov.sg/about-us/publications/education-statistics-digest>

<sup>xviii</sup> Organisation for Economic Co-operation and Development (OECD), 9 September 2025, "Education at a Glance" OECD.org. [https://www.oecd.org/en/publications/education-at-a-glance-2025\\_1c0d9c79-en/full-report/how-do-student-teacher-ratios-and-class-sizes-vary-across-education-levels-up-to-upper-secondary-education\\_76b87b21.html?utm](https://www.oecd.org/en/publications/education-at-a-glance-2025_1c0d9c79-en/full-report/how-do-student-teacher-ratios-and-class-sizes-vary-across-education-levels-up-to-upper-secondary-education_76b87b21.html?utm)

<sup>xix</sup> Announcements during the last several annual budget statements have not specified particularly on government efforts on upgrading accessibilities of mainstream schools, and the last available data on barrier-free schools is from 2021, which (after calculations) show that most (approximately 65 – 75%) of primary schools, secondary schools, and centralized institutes/junior colleges are not barrier free for students with physical disabilities. MOE has a lift installation programme. While this is very important to provide better accessibility, the presence of lifts does not necessarily equate to barrier-free even for students with physical disabilities and more data would be needed to monitor the progress of barrier-free schools in Singapore. Disabled People's Association (DPA) Singapore, July 2022, "DPA 2022 Parallel Report," DPA.org.sg. <https://dpa.org.sg/wp-content/uploads/2022/11/DPA-2022-Parallel-Report.pdf>

<sup>xx</sup> Ministry of Education (MOE), 8 May 2023, "Support for students with special educational needs in mainstream schools who are not found suitable for government-funded SPED or cannot afford private education" MOE.gov.sg. <https://www.moe.gov.sg/news/parliamentary-replies/20230509-support-for-students-with-special-educational-needs-in-mainstream-schools-who-are-not-found-suitable-for-government-funded-sped-or-cannot-afford-private-education>; Stacey Ngiam, 29 June 2025, "Levelling the playing field: More students with special needs granted accommodations for exams" The Straits Times. <https://www.straitstimes.com/singapore/levelling-the-playing-field-more-students-with-needs-granted-special-arrangements-for-exams>

<sup>xxi</sup> For example, in a response to a 2023 Parliamentary question specifically on how CCE is aligned or unaligned with the social model found in the UNCRPD, the government did not provide specifics. In fact, the government's response raises more questions as in their response, they note that Singapore's approach to disability inclusion is "substantively aligned" with the UNCRPD – this coming less than a year after the CRPD's 2022 Concluding Observations to Singapore noting need for significant improvement including in CCE curriculum to be aligned with UNCRPD standards: "Ministry of Education (MOE), 8 May 2023, "Social Disability Model and CCE Curriculum" MOE.gov.sg. <https://www.moe.gov.sg/news/parliamentary-replies/20230509-social-disability-model-and-cce-curriculum>; United Nations Committee on the Rights of Persons with Disabilities, 9 September 2022, "Concluding observations on the initial report of Singapore" United Nations. [https://tbinternet.ohchr.org/\\_layouts/15/treatybodyexternal/Download.aspx?symbolNo=CRPD%2fC%2fSGP%2fCO%2f1&Lang=en](https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolNo=CRPD%2fC%2fSGP%2fCO%2f1&Lang=en)

<sup>xxii</sup> Ministry of Education (MOE), 11 February 2022, "Strengthening Disability Awareness and Understanding Requires Whole-Of-Society Approach" MOE.gov.sg. <https://www.moe.gov.sg/news/forum-letter-replies/20220211-strengthening-disability-awareness-and-understanding-requires-whole-of-society-approach>

<sup>xxiii</sup> Ministry of Social and Family Development (MSF), 2022, "Enabling Masterplan 2030"

<sup>xxiv</sup> Disabled People's Association (DPA) Singapore, 25 January 2024, "Ensuring Digital Inclusion for Persons with Disabilities in Singapore" DPA.org.sg. <https://dpa.org.sg/ensuring-digital-inclusion-for-persons-with-disabilities-in-singapore/>

<sup>xxv</sup> Smart Nation, 1 April 2025, "Smart Nation 2.0" SmartNation.gov.sg. <https://www.smartnation.gov.sg/about/our-vision/sn2?utm>

<sup>xxvi</sup> Disabled People's Association (DPA) Singapore, July 2022, "DPA 2022 Parallel Report"

<sup>xxvii</sup> Singapore Statutes Online, "Mental Health (Care and Treatment) Act 2008" Singapore Statutes Online. <https://sso.agc.gov.sg/Act/MHCTA2008?ProvIds=P12-#pr7->

<sup>xxviii</sup> United Nations Committee on the Rights of Persons with Disabilities, "Guidelines on Article 14 of the Convention on the Rights of Persons with Disabilities" (United Nations, September 2015).

<sup>xxix</sup> Under the new amendments, the police may exercise their arrest power more liberally on the basis that danger to life or personal safety is only reasonably likely to occur, and such danger need not be imminent nor is actual harm required. This is a much lower threshold, compared to the previous standard that the person must be dangerous to themselves or other persons, and increases the risk that persons with psychosocial disabilities are subject to the unnecessary use of force. Singapore Statutes Online, "Mental Health (Care and Treatment) Act 2008"

<sup>xxx</sup> In addition to such laws, cases since the Third UPR of Singapore - such as the case of Mr. Nagaenthran Dharmalingam and others - point to the need for change in terms of policies in Singapore in order to achieve the standards of not only Article 14, but also other important areas of the UNCRPD. For more, see our 2022 Parallel report to the Committee on the Rights of Persons with Disabilities: Disabled People's Association (DPA) Singapore, July 2022, "DPA 2022 Parallel Report," DPA.org.sg. <https://dpa.org.sg/wp-content/uploads/2022/11/DPA-2022-Parallel-Report.pdf>