

Task Force 5: Dyslexia

Executive Summary

Dyslexia is a permanent, developmental learning difference. An estimated 4% to 10% of the global population has dyslexia severe enough to warrant intervention. Although the figure is around 4% in Singapore, adequate support is not extended to most students with dyslexia (SWDs) here. These support gaps, in turn, have implications on Singapore's human capital development and advancement of inclusive education in line with its global mandate. Noting the structural conditions and key policy gaps, four classes of policy recommendations geared towards fostering a community-based system of support are proposed. These recommendations feature three key stakeholders: the Dyslexic Association of Singapore (DAS), the Ministry of

Education (MOE) and the mainstream schools under its jurisdiction, and parents.

Detailed in Section 5, the first recommendation seeks to increase overall awareness and reduce the prevailing stigma against individuals with dyslexia. This involves tapping on the platforms of social media and schools to run awareness campaigns and activities. Section 6 discusses increasing financial support for DAS' programmes via the outsourcing of research and accumulation of expertise. To this end, we have identified a potential external partner that can be commissioned for two of DAS' research needs. Section 7 focuses on promoting a supportive school culture through the creation of Peer Support Buddy and implementing trainings for school

management, in special needs education. In addition, schoolwide recommendations also strive to optimise manpower within schools. Capacity-building measures and policies to improve coordination with external partners are thus proposed. Finally, to support parents of students with dyslexia, Section 8 recommends equipping parents with the necessary expertise, informational resources and community resources to support their children.

Overall, the recommendations above are scalable, harness existing resources, involve multiple stakeholders and take into account the short- and long-term time horizons. They will collectively generate the momentum for long-term support for, and inclusion of, individuals with dyslexia in Singapore.