



## YOUTH LEADERSHIP DEVELOPMENT GRANT (YLDG) APPLICATION FOR TRAINING PROVIDERS CERTIFICATION

Please read the YLDG Assessment Criteria for training providers and trainers at Annex and satisfy your eligibility before completing this form. Forward the completed application form together with a full set of the course materials that will be used for training under the YLDG to: Resource Development Section, National Youth Council, 490, Lorong 6 Toa Payoh, #06-10, Singapore 310490, at least eight weeks before start of the training programme.

### PART 1 PURPOSE

<input type="checkbox"/> New application for training provider certification
<input type="checkbox"/> Renewal of training provider certification

### PART 2 PARTICULARS OF APPLICANT

Name of Training Provider		Fax
Business/Society Registration Number	Address	
Name of Authorised Official	Telephone	Email
Name of Training Manager (or equivalent)	Telephone	Email

### PART 3 OVERVIEW OF TRAINING PROGRAMMES

<b>Modules and topics which will be offered to schools and organisations under YLDG</b>	
<input type="checkbox"/> Leadership ( <i>please state sub-topics</i> )	
<input type="checkbox"/> Service-Learning ( <i>please state sub-topics</i> )	
<input type="checkbox"/> Community project management ( <i>please state sub-topics</i> )	
<input type="checkbox"/> Mentoring ( <i>please state sub-topics</i> )	
<input type="checkbox"/> Others ( <i>please state topics</i> )	
<b>Documents submitted (NYC may request for other documents, if necessary)</b>	
1. List of schools/organisations and number of students trained <input type="checkbox"/>	4. Copy of training feedback form <input type="checkbox"/>
2. Copy of all training materials <input type="checkbox"/>	5. CV of all trainers for YLDG <input type="checkbox"/>
3. Short description of activities and procedures <input type="checkbox"/>	6. Others <input type="checkbox"/>

**PART 4      DETAILS OF TRAINING PROGRAMMES #**

<b>Programme Title 1 (please specify)</b>
<b>Profile of Target Group</b> <input type="checkbox"/> Secondary Students <input type="checkbox"/> Post-Secondary Students (Centralised Institute, Junior Colleges, ITEs) <input type="checkbox"/> Institutes of Higher Learning (Polytechnics, Universities) <input type="checkbox"/> Organisations with youth wings
<b>Mode of Training</b> <input type="checkbox"/> Workshops <input type="checkbox"/> Seminars <input type="checkbox"/> Camps <input type="checkbox"/> Experiential Activity <input type="checkbox"/> Others (please state)
<b>Training Materials Submitted</b> <b>Compulsory:</b> <input type="checkbox"/> Programme Overview <input type="checkbox"/> Trainer's Guide <input type="checkbox"/> Teaching Materials <input type="checkbox"/> Trainees' Handouts
<b>Others: (Please state):</b>

<b>Programme Title 2 (please specify)</b>
<b>Profile of Target Group</b> <input type="checkbox"/> Secondary Students <input type="checkbox"/> Post-Secondary Students (Centralised Institute, Junior Colleges, ITEs) <input type="checkbox"/> Institutes of Higher Learning (Polytechnics, Universities) <input type="checkbox"/> Organisations with youth wings
<b>Mode of Training</b> <input type="checkbox"/> Workshops <input type="checkbox"/> Seminars <input type="checkbox"/> Camps <input type="checkbox"/> Experiential Activity <input type="checkbox"/> Others (please state)
<b>Training Materials Submitted</b> <b>Compulsory:</b> <input type="checkbox"/> Programme Overview <input type="checkbox"/> Trainer's Guide <input type="checkbox"/> Teaching Materials <input type="checkbox"/> Trainees' Handouts
<b>Others: (Please state):</b>

<b>Programme Title 3 (please specify)</b>
<b>Profile of Target Group</b> <input type="checkbox"/> Secondary Students <input type="checkbox"/> Post-Secondary Students (Centralised Institute, Junior Colleges, ITEs) <input type="checkbox"/> Institutes of Higher Learning (Polytechnics, Universities) <input type="checkbox"/> Organisations with youth wings
<b>Mode of Training</b> <input type="checkbox"/> Workshops <input type="checkbox"/> Seminars <input type="checkbox"/> Camps <input type="checkbox"/> Experiential Activity <input type="checkbox"/> Others (please state)
<b>Training Materials Submitted</b> <b>Compulsory:</b> <input type="checkbox"/> Programme Overview <input type="checkbox"/> Trainer's Guide <input type="checkbox"/> Teaching Materials <input type="checkbox"/> Trainees' Handouts
<b>Others: (Please state):</b>

# Please make copies of this page if you have more than three programmes to offer.

**PART 5 UNDERTAKING AND DECLARATION**

1 I/We\* undertake to abide by all the terms and conditions stated in the Assessment Criteria for Training Providers which include the following:

- ensure the validity of the training programme(s) and integrity of the trainers at all times;
- ensure that the trainers employed have the requisite qualifications and are competent for their role in conducting training;
- ensure that review procedures are in place to improve the training programmes to suit the needs of the target group under YLDG;
- seek NYC's approval for changes to any training programmes delivered under YLDG;
- maintain the accuracy and confidentiality of the training records;
- subject to on-site reviews where NYC staff shall audit the training programmes and principal trainers to ascertain that YLDG objectives are met; and
- annual assessment and certification to maintain professional standards and the quality of the training programmes

2 I/We\* declare that all the particulars and documents provided in this application form are true and correct to the best of my/our knowledge. I/We\* have not withheld any materials facts. I/We\* agree to abide by the terms and conditions specified in NYC's Assessment Criteria of Training Providers for YLDG, otherwise, NYC has the right to terminate my/our\* certification.

\_\_\_\_\_ Name of applicant / Designation

\_\_\_\_\_ Signature / Date

\_\_\_\_\_ Name of authorized official / Designation

\_\_\_\_\_ Signature / Date

(\* Please delete accordingly)

**PART 6 FOR NYC USE**

Application received by:		
	Name of NYC Staff	Date
Application processed by:		
	Name of NYC Staff	Date



## **ASSESSMENT CRITERIA FOR TRAINING PROVIDERS UNDER YOUTH LEADERSHIP DEVELOPMENT GRANT (YLDG)**

The Youth Leadership Development Grant (YLDG) supports the development of leadership capabilities in youths, empowering them to serve and be actively engaged in their community. It aims to increase youths' sense of community involvement and ownership, by linking leadership development training for youths to hands-on service involvement in the community.

YLDG is open to youths aged 13-30 years old and provides training subsidy of up to 50% of the total training cost. Schools and organisations will approach an external training provider for a training proposal before applying for the grant.

Training providers shall be assessed and certified annually to maintain professional standards and the quality of the training programmes for youths. New training providers are welcome to apply for YLDG qualification throughout the year. Application for certification should reach NYC at least eight weeks before start of the training programme. (Note: For training programme which will be carried in May and June 2007, applications for certification should be submitted at least three weeks prior to the training.) Applicants will be informed of their application status three weeks after the receipt of the full set of documents.

Approved training providers for YLDG are required to adhere to NYC's terms and conditions as set out in the application form and their certification will be subject to review at the end of each financial year in March.

### **The assessment of new training providers comprises three broad areas:**

- (1) Training Topics;
- (2) Training Provider/Manager; and
- (3) Trainers.

### **(1) Training Topics: (Please refer to Annex for the list of sub-topics)**

The training programme shall aim to train and equip youths with competencies to lead community projects.

Core modules (shall be at least 50% of the training programme)

- (a) Leadership development; and
- (b) Community project management and/or Service-Learning application.

Optional module \*

- (a) Mentoring

All training programmes shall be no less than four hours and in the form of courses, workshops, seminars, experiential activities and camps, appropriate to the target group.

\* Training providers may suggest other optional modules.

## **(2) Training Provider/Manager**

The training provider/manager shall:

- (a) Have a minimum of 1 year experience in providing training in the topics listed in (1) to at least 200 youths aged 13-30 years old;
- (b) Submit the list of training programmes, their agendas and outlines, which shall be further customised where necessary;
- (c) Submit a short description of the activities and procedures used to conduct the training programmes;
- (d) Submit a copy of the training manual for each programme;
- (e) Submit a copy of the training feedback form(s);
- (f) Ensure the validity of the programme and integrity of the trainers at all times;
- (g) Submit half-yearly updates of current and new programmes;
- (h) Submit half-yearly updates of the list of trainers;
- (i) Ensure that review procedures are in place to improve the training programmes to suit the needs of the target group under YLDG;
- (j) Seek NYC's approval for any changes made to the training programmes delivered under YLDG;
- (k) Maintain the accuracy and confidentiality of the training records; and
- (l) Be subjected to an on-site review where NYC staff shall audit the training programmes and principal trainers to ascertain that YLDG objectives are met.

## **(3) Trainers:**

The training provider shall provide a brief CV of the trainers who are assigned to conduct the training under YLDG. The trainers shall have a minimum of one year's experience in providing training in one or more of the training topics to the target group.

*Disclaimer: The assessment criteria for new training providers are subject to change at any time at the discretion of NYC.*



## GUIDELINES FOR TRAINING PROGRAMMES

### A) Leadership Development

Essential leadership skills and competences for effective youth leadership on a personal, organisational or community level may include:

<p><u>Leadership</u></p> <ul style="list-style-type: none"> <li>▪ Role of the leader</li> <li>▪ Skills of an effective leader</li> <li>▪ Decision making</li> <li>▪ Planning and facilitating</li> <li>▪ Coaching and delegating</li> <li>▪ Different leadership style</li> <li>▪ Personal Leadership</li> <li>▪ Group Leadership</li> <li>▪ Shared Leadership</li> <li>▪ Cultivating future leaders</li> <li>▪ Mentoring</li> </ul>	<p><u>Interpersonal Skills</u></p> <ul style="list-style-type: none"> <li>▪ Interpersonal relationship techniques</li> <li>▪ Interpersonal communication skills</li> <li>▪ Listening to others</li> <li>▪ Conflict resolution</li> </ul>
<p><u>Teamwork and Group Dynamics</u></p> <ul style="list-style-type: none"> <li>▪ Importance of teamwork in achieving group goals</li> <li>▪ Working effectively in a team</li> <li>▪ Discovering group dynamics</li> <li>▪ Appreciating self and others</li> <li>▪ Motivating self and others</li> <li>▪ Achieving highly effective teams</li> <li>▪ Establishing group goals</li> <li>▪ Celebrating team success</li> </ul>	<p><u>Dealing with Challenges</u></p> <ul style="list-style-type: none"> <li>▪ Creative problem-solving skills</li> <li>▪ Developing resilience in overcoming challenges</li> <li>▪ Being proactive and confronting challenges</li> <li>▪ Thinking outside the box</li> <li>▪ Constant awareness and learning</li> <li>▪ Learning from mistakes</li> <li>▪ Learning from others</li> </ul>
<p><u>Personal Development</u></p> <ul style="list-style-type: none"> <li>▪ Goal setting</li> <li>▪ Identifying strengths and weaknesses</li> <li>▪ Developing self-confidence</li> <li>▪ Establishing core values</li> <li>▪ Maintaining a positive attitude</li> <li>▪ Finding your passion</li> <li>▪ Ensuring personal growth</li> <li>▪ Staying true to yourself</li> </ul>	<p><u>Adaptability</u></p> <ul style="list-style-type: none"> <li>▪ Change management</li> <li>▪ Adapting to new environments</li> <li>▪ Being culturally aware</li> <li>▪ Bridging differences</li> <li>▪ Learning to follow</li> <li>▪ Taking chances</li> <li>▪ Understanding yourself and your environment</li> </ul>

## **B) Community Project Management**

A methodical approach to planning and guiding project processes from start to finish. Community project management may include:

- Planning the project
- Setting clear objectives and goals
- Communicating project idea to relevant stakeholders
- Organising and managing resources
- Publicity and Promotion
- Logistics
- Budgeting and Accounting
- Sourcing for funding and sponsors
- Contingency plans
- Managing volunteers
- Liasing with resource persons
- Evaluation

## **C) Service-Learning Application**

Service-Learning stems from experiential education and is a learning and teaching approach whereby youths are developed through their experience of serving their community. As the youths are involved in meeting real community needs, experiential learning facilitation methods are used to draw out the learning points for them.

S-L places equal emphasis on service outcomes and learning goals, where learning enhances the service and in turn, the service enhances learning.

Service-Learning application may include:

- What is Service-Learning
- Why use the Service-Learning approach
- Community Needs Assessment/Survey
- Planning to address real community needs
- Setting service and learning objectives
- Planning the Service-Learning project
- Connecting the service to learning outcomes
- Preparing to serve
- Implement the service
- Evaluation of whether service and learning objectives were met
- Reflection to draw out learning points from the service experience through the project duration

## **D) Mentoring**

Mentoring may include:

- Elements of a mentoring relationship
- Characteristics of a mentor
- Setting goals and expectations
- Addressing the needs of your mentees
- Establishing and maintaining relationships with your mentees
- Identifying challenges and issues