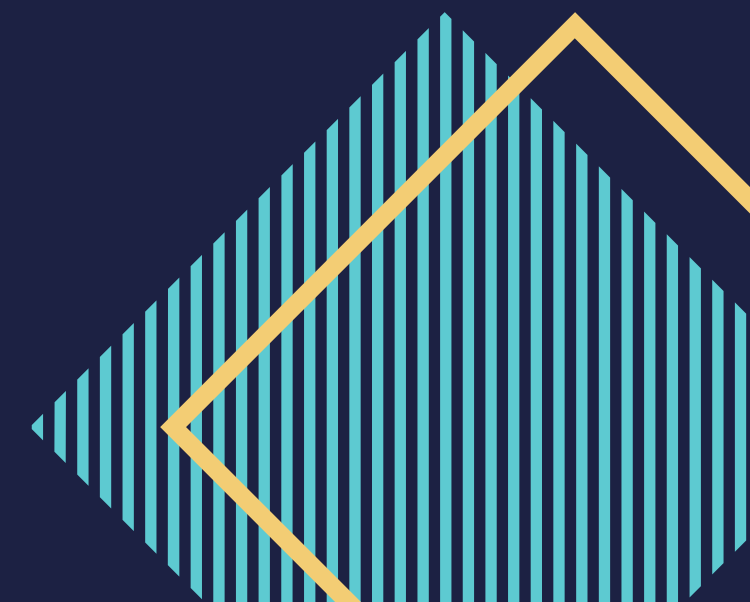




NYF OUTCOMES MEASUREMENT TOOLKIT

A guide to measuring youth developmental outcomes
for projects funded by the National Youth Fund



CONTENTS

Introduction

Background

Overview

Youth Outcomes

Steps to Using the Toolkit

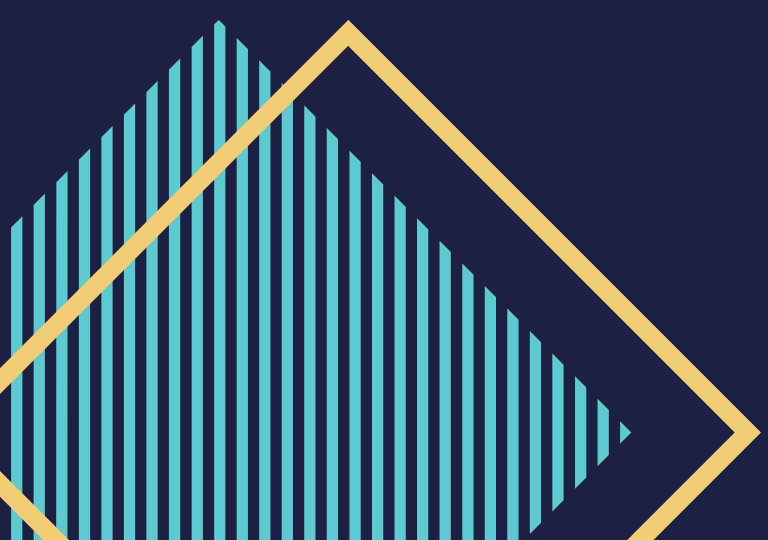
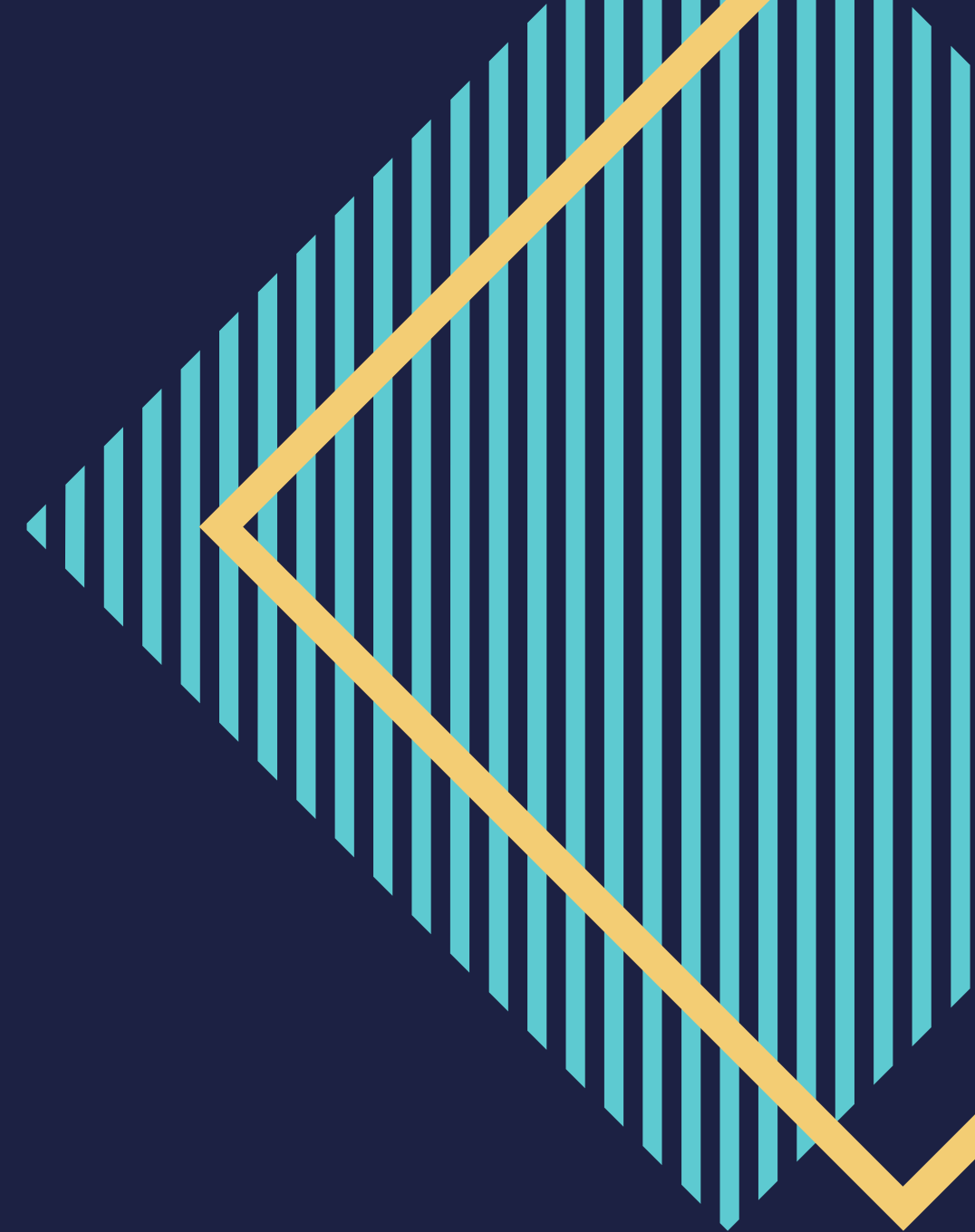
Annexes

Get In Touch

INTRODUCTION

This toolkit is a guide developed by the National Youth Council (NYC) to help grant recipients of the National Youth Fund (NYF) measure and report the outcomes of funded projects.

It is also hoped that this toolkit will provide a common language for youth development outcomes in Singapore, and be a helpful resource for youth sector organisations at large who are seeking to measure the effectiveness of their projects in achieving youth outcomes.

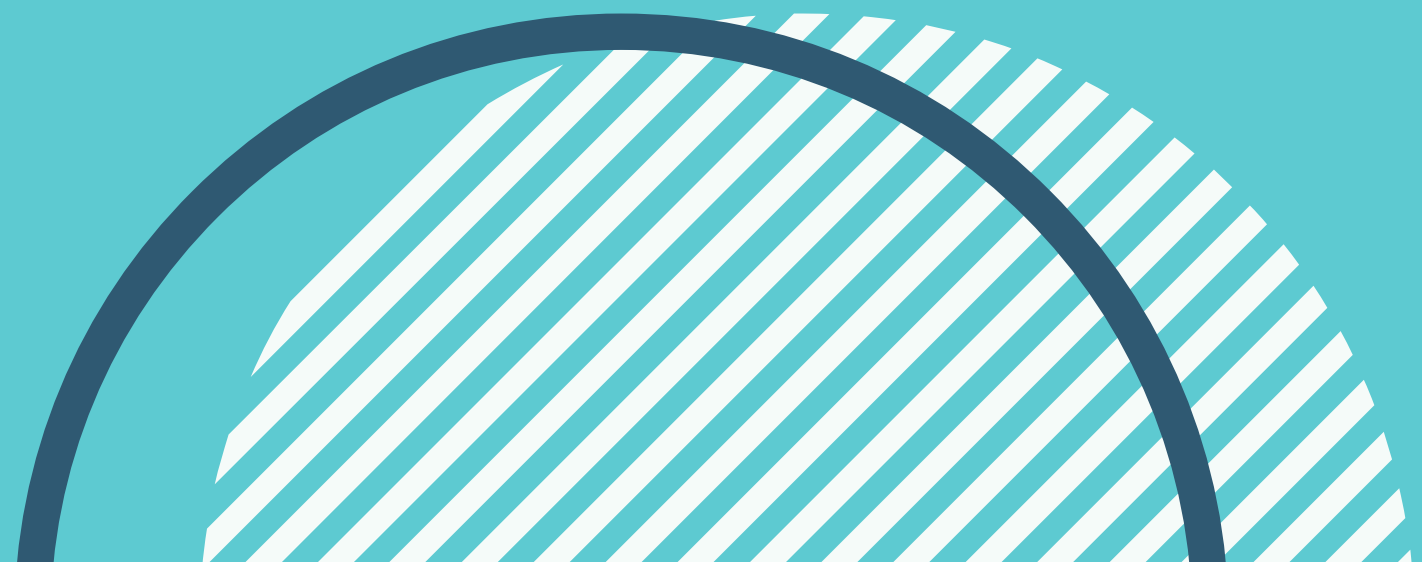




BACKGROUND

The youth outcomes measured in this toolkit were identified based on their **contribution towards our national vision of building youths who are future-ready and committed to Singapore**. The process of identifying the outcomes involved extensive research and inputs from Singaporean youth, youth sector organisations and employers.

Outcome indicators were subsequently developed and **validated** through a rigorous process of **literature review, cognitive interviews, and data analyses** on a sample of 2,000 youth (15-34 years old) in Singapore. Reference was also taken from **established scales**, with indicators **contextualised** for our local context.



OVERVIEW

The toolkit provides question sets to measure 9 different youth outcomes within 5 constructs:

- a) Driven & Resilient
- b) Competent & Collaborative
- c) Thriving & Healthy
- d) Global & Informed
- e) Rooted & Caring

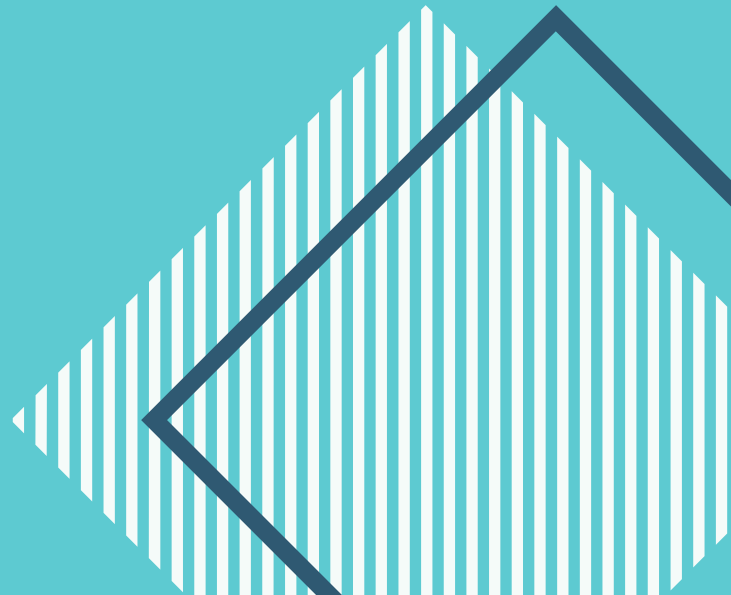
Each question set comprises compulsory and optional statements describing the outcome at the awareness, attitudinal and/or behavioural level (e.g. Tenacity: "I am able to persevere in the face of challenges"). The youth is to rate the extent to which he/she agrees with each statement before and after the programme.



OVERVIEW

Additional question sets to measure the quality of programme delivery (i.e. process indicators) are also included.

The toolkit provides a starting point for youth organisations to measure impact. The indicators are **non-exhaustive** and should be **built upon** with additional project-specific indicators beyond those in the toolkit.



OVERVIEW

The National Youth Fund (NYF) Youth Programmes and Capability Development (YPCD) has transitioned to a thematic grant call basis, where projects are aligned with national focus areas such as Jobs and Future of Work, Mentoring, Youth Mental Wellbeing, Support for Vulnerable Groups, Social Cohesion and Social Capital.

For specific NYF grant themes, grantees will be required to adopt a standardised set of outcomes and process indicators.

Please refer to the grant call factsheet and Annex A2 for more information.

YOUTH OUTCOMES



FUTURE-READY

Our youths are ready for the future. They are thriving and have a positive sense of well-being, guided by good values.

COMMITTED TO SINGAPORE

Our youths feel a sense of belonging to Singapore, and believe that they have a role to play in shaping Singapore's future.

OUTCOME DOMAINS



DRIVEN & RESILIENT

Our youths are confident and show grit to achieve their goals and overcome challenges.



COMPETENT & COLLABORATIVE

Our youths have the skills needed to thrive in life.



THRIVING & HEALTHY

Our youths are well-adjusted physically and emotionally.



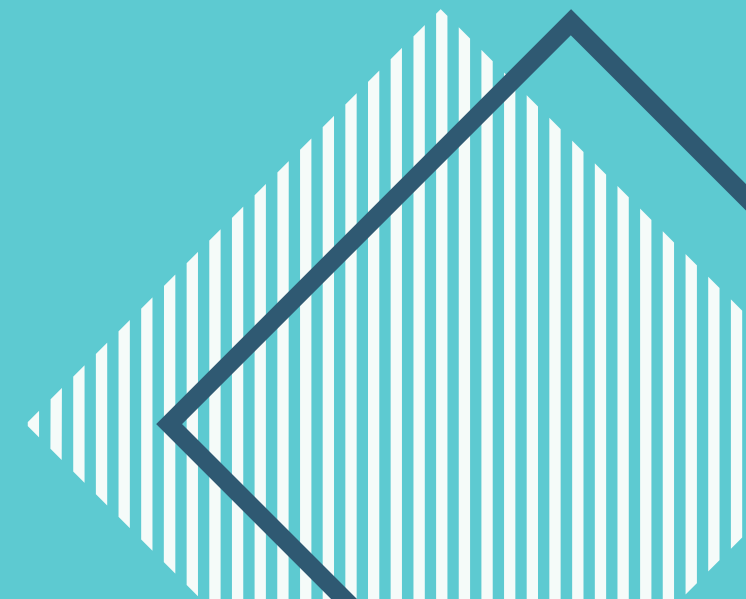
GLOBAL & INFORMED

Our youths have a good understanding of local and global issues to enable them to thrive in a diverse interconnected world.



ROOTED & CARING

Our youths have a deep connection with Singapore and want to contribute back to the nation.



OUTCOMES

DRIVEN

Tenacity
Confidence

RESILIENT

Proactiveness
Growth Mindset
Emotional Awareness*
Emotional Management*
Emotional Support*
Social Support Networks**

COMPETENT

Critical Thinking
Problem Solving
Innovative
Financial Literacy
Project Management
Career Preparedness

COLLABORATIVE

Teamwork
Stakeholder Management

* Applies to Resilient and Thriving & Healthy

** Applies to Resilient and Rooted

OUTCOMES

THRIVING & HEALTHY

Physical Health
Emotional Awareness*
Emotional Management*
Emotional Support*

GLOBAL

Cultural Awareness
Global Perspectives

INFORMED

National Perspectives
Public Policy Awareness

** Applies to Resilient and Thriving & Healthy*

OUTCOMES

ROOTED

National Pride

Social Support Networks**

Open to Diversity

CARING

National Pride

Ability to Effect Change

- Community
- Government

Civic Engagement

- Community
- Environment

** Applies to Resilient and Rooted

OUTCOMES MEASUREMENT PLAN

Projects requesting for a grant of >\$5,000 are required to submit your evaluation plan together with the project proposal.

1. DECIDE ON EVALUATION DESIGN

Consider implementing a pre-and-post programme survey if possible.

3. SELECT INDICATORS

Select relevant indicators from the list provided.

2. IDENTIFY TARGET YOUTH OUTCOMES

Select theme(s) and targeted outcomes.
Select no more than 3 additional youth development outcome sub-constructs that apply to your programme.

4. GENERATE A COPY OF THE SURVEY FOR NYF APPLICATION SUBMISSION

Please refer to the NYF website for the links specific to the grant call.

OUTCOMES DATA COLLECTION AND REPORTING

5. SET UP PRE AND/ OR POST-OUTCOMES SURVEYS FOR YOUTHS

Upon grant approval, generate survey(s) using templates in the Letter of Award (LOA).

6. DATA COLLECTION

Ensure that youths complete pre-post/ post-only surveys. Include process indicators and other indicators relevant to measuring project success.

7. DATA REPORTING

Export the collected data to Excel, clean and merge results. Submit results to NYC Grant Officer, via OSG.

(a) For NYF projects awarded **grants of up to \$50k***, submit cleaned dataset (pre-post/ post-only) in Excel format.

(b) For NYF projects awarded **grants of over \$50k***, submit cleaned dataset in Excel format. In addition, please match, aggregate results, and analyse findings in final report.

*Changes will take effect from 1 April 2024

1. DECIDE ON EVALUATION DESIGN

2. IDENTIFY TARGET YOUTH OUTCOMES

3. SELECT INDICATORS

4. NYF SUBMISSION (FOR NYF APPLICATION)

5-7. DATA COLLECTION AND REPORTING

USING NYF OUTCOMES MEASUREMENT TOOLKIT

NATURE OF THE EVALUATION
What question are you trying to answer?

PRACTICAL CONSTRAINTS
What are some considerations for youth organisations?

PRE-POST DESIGN

- To assess the perceived impact of the programme on each youth, matched for each outcome
 - Degree of change in youths' perception of their awareness, attitudes or behaviour over time
- Controls for participants' prior knowledge, attitudes and skills
- Supplements testimonials/ qualitative feedback

PRACTICAL CONSTRAINTS

- Strongly recommended approach for NYF-funded projects (> \$5,000)
- Provides better evidence of programme effectiveness than a post-only design
- Requires project owners to match dataset

POST-ONLY DESIGN

- To assess the perceived impact of the programme, based on self-reflection
 - Extent to which youths *think* there is a change in their awareness, attitudes or behavior as a result of the programme
- Valuable for capturing youths' views regarding their growth
- Supplements testimonials/ qualitative feedback

PRACTICAL CONSTRAINTS

- Good practice for NYF-funded pilot projects (≤ \$5,000)
- Brief interactions with youths, e.g. projects take place within a short time frame (≤1 day)
- Easier to implement as it is less time intensive

1. DECIDE ON EVALUATION DESIGN

2. IDENTIFY TARGET YOUTH OUTCOMES

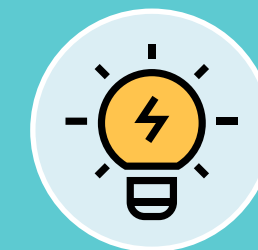
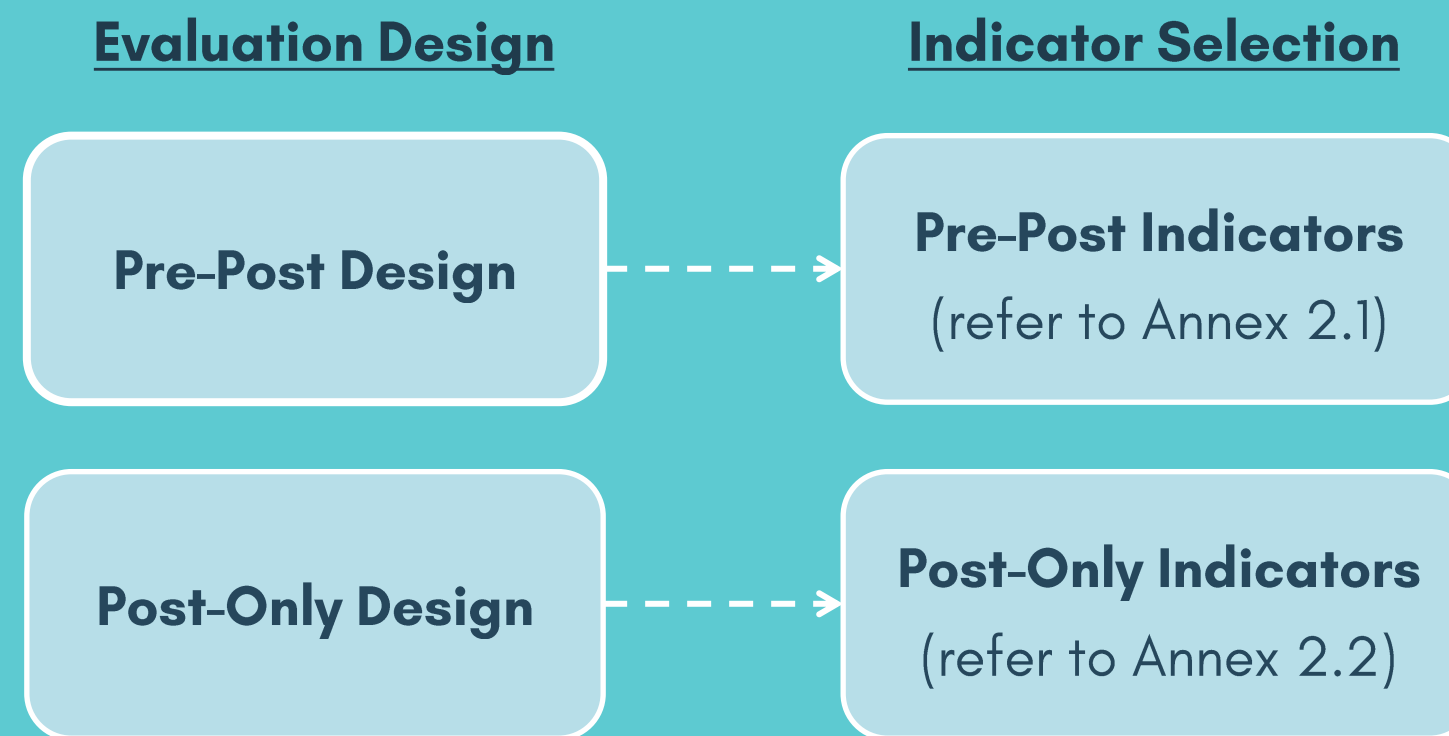
3. SELECT INDICATORS

4. NYF SUBMISSION (FOR NYF APPLICATION)

5-7. DATA COLLECTION AND REPORTING

USING NYF OUTCOMES MEASUREMENT TOOLKIT

- Based on the project's objectives and evaluation design, select relevant indicators for each outcomes identified.
- Select up to **5 outcomes** that apply to your programme.
- Focus on **primary outcomes** that the programme is designed to achieve instead of secondary by-product outcomes.



*Include compulsory indicators marked with **

Try to use as many of the indicators as possible to obtain a more accurate measure.

- Submit evaluation plan, and supplementary documents (e.g. logic model for projects with requested grant of >\$50,000, project-specific monitoring and outcomes indicators), as part of NYF grant application.

USING NYF OUTCOMES SURVEY TEMPLATE

1. DECIDE ON EVALUATION DESIGN

2. IDENTIFY PROGRAMME OUTCOMES

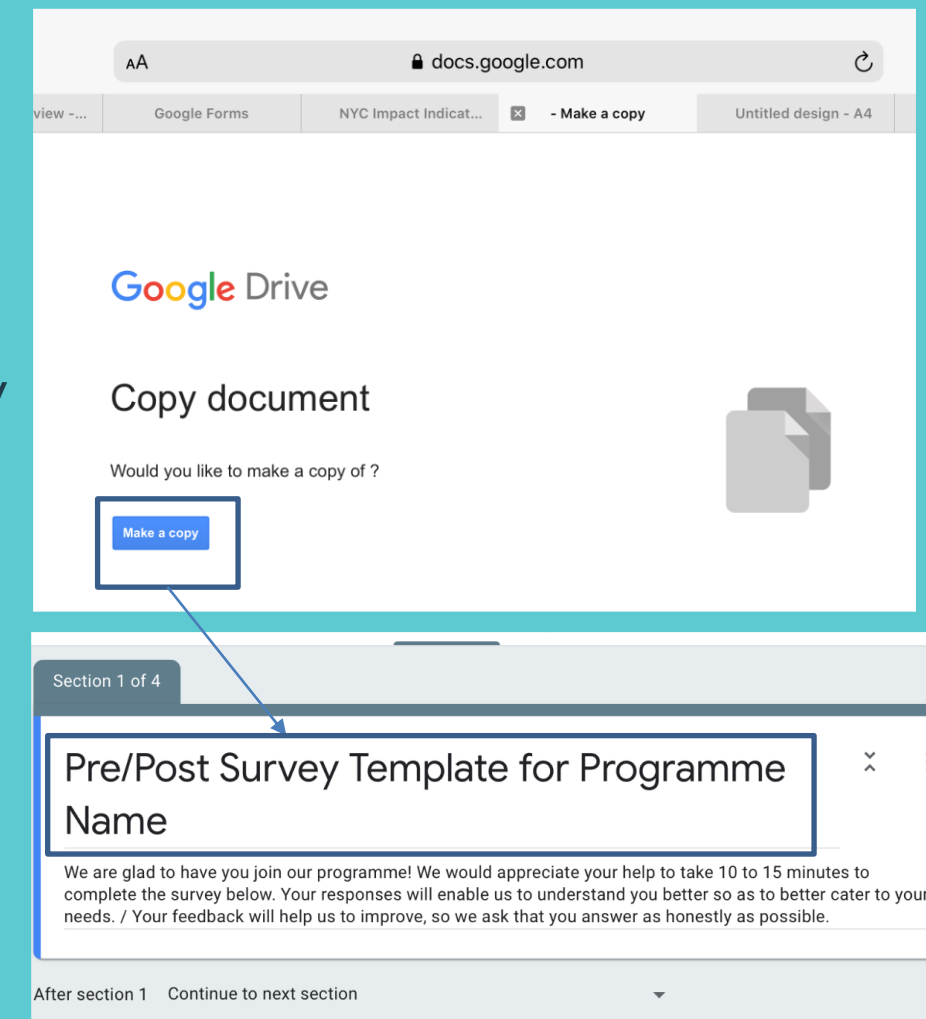
3. SELECT INDICATORS

4. NYF SUBMISSION (FOR NYF APPLICATION)

5-7. DATA COLLECTION AND REPORTING

DATA COLLECTION

- Upon grant approval, your organisation will be issued a Letter of Award (LOA). It will include links to templates for project owners to generate survey(s) for outcomes evaluation.
- Generate your customised survey using the Google Form template provided, or create a similar survey using your organisation's survey software.
 - Rename the form to indicate your Project Title/ Programme Name.
 - Edit the form to only include statements relevant to your project. Please follow the agreed process and outcomes indicators in the LOA.
 - Please do not alter the substantial meaning and phrasing of the questions, without prior consultation with your assigned Grant Officer.
 - You may add additional questions that are specific to your project.



USING NYF OUTCOMES SURVEY TEMPLATE

1. DECIDE ON EVALUATION DESIGN

2. IDENTIFY PROGRAMME OUTCOMES

3. SELECT INDICATORS

4. NYF SUBMISSION (FOR NYF APPLICATION)

5-7. DATA COLLECTION AND REPORTING

DATA EXPORT AND CLEANING

- Upon completion of your project, please export the collected data to an Excel file.
- Recode responses to numerical values, using 'Find and Replace' Excel function or other data analyses tools (e.g. Power BI).

The image shows a Google Sheets interface with two main actions highlighted. On the left, the 'File' menu is open, and the 'Download' option is selected, with a sub-menu showing 'Microsoft Excel (.xlsx)' as the chosen format. On the right, the 'Find and Replace' dialog box is open, with the 'Replace' tab selected. The 'Find what' field contains 'Agree', and the 'Replace with' field contains '4'. The 'Match entire cell contents' checkbox is checked. A lightbulb icon is positioned above the 'Find and Replace' dialog box.

Identifier	I am able to persevere in the face of challenges.	I do not give up even after experiencing failure.	I feel that I have a number of good qualities.
1			
2	4834G	Agree	Strongly Agree
3	2854J	Agree	Agree
4	5384F	Neither Agree or Disagree	Agree
5	3609K	Agree	Neither Agree or Disagree

Please ensure that reported values are in this format:

- Strongly Disagree – 1
- Disagree – 2
- Neutral – 3
- Agree – 4
- Strongly Agree – 5

Tip: Check "Match entire cell contents"

USING NYF OUTCOMES SURVEY TEMPLATE

1. DECIDE ON EVALUATION DESIGN

2. IDENTIFY PROGRAMME OUTCOMES

3. SELECT INDICATORS

4. NYF SUBMISSION (FOR NYF APPLICATION)

5-7. DATA COLLECTION AND REPORTING

DATA REPORTING

For NYF projects awarded grants of \$5k to \$50k*,

- Submit cleaned dataset (pre-post/ post-only) in Excel, on OSG Grants Portal, at closure

	Participant Name	I am aware of the skills that will help me to succeed in my career in future.	I am aware of the potential career pathways that I can take to achieve my goals.	I believe I will be able to adapt to changes that affect my job opportunities.	I believe I can achieve my career goals.	Difficult times are an opportunity for me to learn and grow as a person.	I know of ways to come up with new ideas.
(Raw data)	John	Agree	Agree	Disagree	Agree	Strongly agree	Agree
(Cleaned data)	John	4	4	2	4	5	4



For NYF projects awarded grants of >\$50k*,

1. Match data from pre and post-programme surveys
2. Aggregate results by each survey question (e.g. 80% of youths reported that they were better able to solve problems that they face, as a result of programme). Analyse findings in final report and supplement with other programme evaluation measures/ process indicators
3. Submit cleaned dataset with final report on OSG Grants Portal, at closure

1


Participant Name	Pre-Course	Post-Course	Change
John	4	5	1
Kelvin	3	4	1
Jane	5	5	0

2

Question	Pre-Course (Average)	Post-Course (Average)	Change
I know of ways to come up with new ideas	4.0	4.7	17.5%

Question	Youths with positive changes	Total number of youths	% Delta
I know of ways to come up with new ideas	2	3	66.7%

Please refer to the attached template for sample data returns.

 Microsoft Excel Worksheet

*Changes will take effect from 1 April 2024

ANNEXES

- A1 – Youth Development Outcome Framework
- A2 – Mandatory Indicators for Proposals responding to NYF Grant Call Themes
- A3 – Pre-Post Outcome Indicators
- A4 – Post-only Outcome Indicators
- A5 – Process Indicators
- A6 – Developing a Programme Logic Model

YOUTH DEVELOPMENT OUTCOME

OUTCOMES

FUTURE-READY YOUTH

Our youths are ready for the future. They are thriving and have a positive sense of well-being, guided by good values.

COMMITTED TO SG

Our youths feel a sense of belonging to Singapore, and believe that they have a role to play in shaping Singapore's future.

CONSTRUCTS

DRIVEN & RESILIENT

Our youths possess the confidence and grit to achieve their goals and overcome challenges.

COMPETENT & COLLABORATIVE

Our youths have the skills needed to thrive in life.

THRIVING & HEALTHY

Our youths are well-adjusted physically and emotionally.

GLOBAL & INFORMED

Our youths have a good understanding of global and local issues to enable them to thrive in a diverse interconnected world

ROOTED & CARING

Our youths have a deep connection with Singapore and want to contribute back to the nation

SUB-CONSTRUCTS

CONFIDENCE	TENACITY	CRITICAL THINKING	STAKEHOLDER MANAGEMENT	PHYSICAL HEALTH	CULTURAL AWARENESS	NATIONAL PERSPECTIVES	NATIONAL PRIDE	EMPATHY
PROACTIVENESS	GROWTH MINDSET	PROBLEM SOLVING	TEAMWORK	MENTAL WELLBEING - Emotional Awareness - Emotional Management - Emotional Support	GLOBAL PERSPECTIVES	PUBLIC POLICY AWARENESS	TRUST IN GOVERNMENT	ABILITY TO EFFECT CHANGE -Community -Government
		INNOVATIVE	PROJECT MANAGEMENT		SOCIAL SUPPORT NETWORKS			
		FINANCIAL LITERACY	CAREER PREPAREDNESS		OPEN TO DIVERSITY		CIVIC ENGAGEMENT - Community - Environment	

Please note:
 Statements marked with *
 are compulsory statements
 for surveys

NYF GRANT CALL INDICATORS

Please measure these outcomes if your projects are related to:

Jobs and Future of Work – Career Pathways

CP1	Overall, I am satisfied with the programme to help me learn more about potential education and career pathways.*	Post-programme Survey	REACTION
CP2	I am aware of the potential pathways that I can take to achieve my career goals.*	Pre-Post	LEARNING (Career Preparedness)
CP3	I am confident I can make informed decisions about my education and career pathways.*	Pre-Post	ATTITUDES & BEHAVIOUR (Confidence)
FRY2	I am confident about my future as a whole.*	Pre-Post	ATTITUDES & BEHAVIOUR (Confidence)

Please note:
Statements marked with *
are compulsory statements
for surveys

NYF GRANT CALL INDICATORS

Please measure these outcomes if your projects are related to:

Jobs and Future of Work – Mentoring (For Mentors)

1	Overall, I am satisfied with the mentoring experience.*	Post-programme Survey	Programme Feedback - Mentoring Experience
2	I value the relationship with my mentee.*	Post-programme Survey	Programme Feedback - Mentoring Experience
3	I felt that I made a difference being in this mentoring relationship.*	Post-programme Survey	Programme Feedback - Mentoring Experience
4	I think my mentee and I are well-matched.*	Post-programme Survey	Programme Feedback - Relationship Quality
5	I felt confident handling the challenges of being a mentor.*	Post-programme Survey	Programme Feedback - Effectiveness of Programme Support
6	I put myself in the shoes of others to understand how they feel.*	Pre-Post	Outcomes Evaluation – Empathy

Jobs and Future of Work – Mentoring (For Mentees)

1	Overall, I find the mentoring experience useful.*	Post-programme Survey	Programme Feedback - Mentoring Experience
2	I value the relationship with my mentor.*	Post-programme Survey	Programme Feedback - Mentoring Experience
3	I think my mentor and I are well-matched.*	Post-programme Survey	Programme Feedback - Mentoring Experience
4	My mentor provided useful perspectives.*	Post-programme Survey	Programme Feedback - Perceived Effectiveness of Mentor
5	My mentor was able to facilitate learning through reflections and asking critical questions.*	Post-programme Survey	Programme Feedback - Perceived Effectiveness of Mentor
6	I have people whom I can turn to for support.*	Pre-Post	Outcomes Evaluation - Social Support Network
7	I believe I have the ability to succeed in the things I want to do.	Pre-Post	Outcomes Evaluation - Confidence
8	I am aware of the skills that will help me to succeed in my career in future.	Pre-Post	Outcomes Evaluation - Career Preparedness
9	I believe I will be able to adapt to changes that affect my job opportunities.	Pre-Post	Outcomes Evaluation - Career Preparedness

Please note:
Statements marked with *
are compulsory statements
for surveys

NYF GRANT CALL INDICATORS

Please measure these outcomes if your projects are related to:

Social Cohesion – Inter-Generational Bonding

SC1	I had more opportunities to connect with other youths and expand my social network.	Post-programme Survey	Programme feedback – Social support network
SC2	I had a deeper connection with other youths/ generations/ the local community and Singapore.	Post-programme Survey	Programme feedback – Social bonds
R&C6	I have people whom I can turn to for support.	Pre-Post	Outcomes Evaluation - Social Support Networks
R&C8	I respect the values and beliefs of people who are of a different background from me (e.g. race, culture, nationality, socioeconomic status).	Pre-Post	Outcomes Evaluation - Open to Diversity
R&C9	I respect the opinions of others, even if I do not agree with it.	Pre-Post	Outcomes Evaluation - Open to Diversity

Social Cohesion – Support for Vulnerable Groups

D&R8	I am able to persevere in the face of challenges.	Pre-Post	Outcomes Evaluation - Tenacity
D&R9	I do not give up even after experiencing failure.	Pre-Post	Outcomes Evaluation - Tenacity
D&R10	Difficult times are an opportunity for me to learn and grow as a person.	Pre-Post	Outcomes Evaluation – Growth Mindset
R&C6	I have people whom I can turn to for support.	Pre-Post	Outcomes Evaluation - Social Support Networks
R&C14	I am aware of the needs in the community.	Pre-Post	Outcomes Evaluation – Civic Engagement (Community)
R&C15	I understand the ways that I can contribute to the community.	Pre-Post	Outcomes Evaluation – Civic Engagement (Community)
R&C16	I believe I have a role to play in improving the community.	Pre-Post	Outcomes Evaluation – Civic Engagement (Community)
R&C17	I actively participate in efforts that help to improve the community.	Pre-Post	Outcomes Evaluation – Civic Engagement (Community)

Please note:
Statements marked with *
are compulsory statements
for surveys

NYF GRANT CALL INDICATORS

Please measure these outcomes if your projects are related to:

Social Capital – Increase Opportunities for Bonding between Youths

R&C10	I put myself in the shoes of others to understand how they feel.*	Pre-Post	Outcomes Evaluation - Empathy
R&C8	I respect the values and beliefs of people who are of a different background from me (e.g. race, culture, nationality, socioeconomic status).*	Pre-Post	Outcomes Evaluation - Open to Diversity
R&C9	I respect the opinions of others, even if I do not agree with it.*	Pre-Post	Outcomes Evaluation - Open to Diversity
R&C6	I have people whom I can turn to for support.	Pre-Post	Outcomes Evaluation - Social Support Networks
R&C7	I have people that I can talk with about my problems.	Pre-Post	Outcomes Evaluation - Social Support Networks

Social Capital – Enhance Bridging to Valuable Networks

SB1	The programme enabled me to connect with professionals who can aid me in reaching my aspirations.*	Post-programme Survey	Programme Feedback – Professional Connection to Networks
SB2	The programme has made me more confident that I can access opportunities in industries that match my aspirations.*	Post-programme Survey	Programme Feedback – Professional Connection to Networks
FRY2	I am confident about my future as a whole.*	Pre-Post	Outcomes Evaluation – Future-Ready Youth
SB3	I have information on opportunities available to me that match my aspirations.	Pre-Post	Programme Feedback – Access to Career Opportunities
SB4	I am able to recognise opportunities in industries that match my aspirations.	Pre-Post	Programme Feedback – Awareness of Career Opportunities
D&R6	I take initiative instead of waiting for things to happen.	Pre-Post	Outcomes Evaluation - Proactiveness
D&R7	I seize the opportunity whenever I see one.	Pre-Post	Outcomes Evaluation - Proactiveness
D&R10	Difficult times are an opportunity for me to learn and grow as a person.	Pre-Post	Outcomes Evaluation – Growth Mindset
D&R11	I believe it is important to challenge myself to grow.	Pre-Post	Outcomes Evaluation – Growth Mindset
D&R1	I believe I have the ability to succeed in the things I want to do.	Pre-Post	Outcomes Evaluation - Confidence

FUTURE-READY YOUTH

Our youths are ready for the future.

They are thriving and have a positive sense of well-being, guided by good values.

FRY1 I believe that I have what it takes to do well in life.

FRY2 I am confident about my future as a whole.

FRY3 I am ready for the future.

COMMITTED TO SINGAPORE

Our youths feel a sense of belonging to Singapore, and believe that they have a role to play in shaping Singapore's future.

CSG1 I will do whatever I can to support Singapore in times of national crisis.

CSG2 I have a part to play in developing Singapore for the benefit of current and future generations.

CSG3 I feel a sense of belonging to Singapore.

Please note:

Statements marked with *
are compulsory statements
for outcome measurement
survey

Question type

- Awareness
- Attitude
- Behaviour
- State



DRIVEN & RESILIENT

Our youths possess the confidence and grit to achieve their goals and overcome challenges.

Please note:

Statements marked with *
are compulsory statements
for outcome measurement
survey

Question type

- Awareness
- Attitude
- Behaviour
- State

CONFIDENCE *(Our youths view themselves positively and believe they can succeed.)*

- D&R1 I believe I have the ability to succeed in the things I want to do.*
- D&R2 I feel that I have a number of good qualities.
- D&R3 I am able to do things as well as most other people.
- D&R4 I believe I can achieve my goals.
- D&R5 I am confident I can succeed when I try my best.

PROACTIVENESS *(Our youths take initiative.)*

- D&R6 I take initiative instead of waiting for things to happen.*
- D&R7 I seize the opportunity whenever I see one.

TENACITY *(Our youths persevere through difficulties to achieve their goals.)*

- D&R8 I am able to persevere in the face of challenges.*
- D&R9 I do not give up even after experiencing failure.

GROWTH MINDSET *(Our youths view challenges as opportunities for growth.)*

- D&R10 Difficult times are an opportunity for me to learn and grow as a person.*
- D&R11 I believe it is important to challenge myself to grow.



COMPETENT & COLLABORATIVE

Our youths have the skills needed to thrive in life.

Please note:

Statements marked with *
are compulsory statements
for outcome measurement
survey

Question type

- Awareness
- Attitude
- Behaviour
- State

CRITICAL THINKING *(Our youths are able to analyse issues objectively.)*

- C&C1 I analyse an issue thoroughly before coming to a conclusion.*
- C&C2 I am able to link different information together.
- C&C3 I think through issues from different angles.

PROBLEM SOLVING *(Our youths are able to identify the problem, and generate, evaluate and implement solutions.)*

- C&C4 I know how to identify and solve problems.*
- C&C5 I am able to solve problems that I face.*
- C&C6 After I have tried to solve a problem, I examine why it did or did not work.
- C&C7 When solving a problem, I compare the pros and cons of my solutions.
- C&C8 When faced with a problem, I try to find out the cause of the problem.

INNOVATIVE *(Our youths are able to come up with new ideas.)*

- C&C9 I know of ways to come up with new ideas.*

FINANCIAL LITERACY *(Our youths are able to make informed decisions with regard to their financial resources.)*

- C&C10 I know the steps that I can take to meet my financial goals.*

PROJECT MANAGEMENT *(Our youths are able to plan, coordinate and execute an event/project.)*

- C&C11 I understand the factors that are critical to the smooth running of an event or a project.*



COMPETENT & COLLABORATIVE

Our youths have the skills needed to thrive in life.

Please note:
Statements marked with *
are compulsory statements
for outcome measurement
survey

Question type

- Awareness
- Attitude
- Behaviour
- State

CAREER PREPAREDNESS *(Our youths understand what it takes to succeed in their career.)*

- C&C12 I am aware of the skills that will help me to succeed in my career in future.*
- C&C13 I believe I will be able to adapt to changes that affect my job opportunities.*
- C&C14 I am aware of the potential career pathways that I can take to achieve my goals.
- C&C15 I believe I can achieve my career goals.

STAKEHOLDER MANAGEMENT *(Our youths are able to work well with various parties involved in their projects.)*

- C&C16 I know how to work well with my stakeholders[#].*
- C&C17 I work well with my stakeholders.*
- C&C18 I seek to understand the needs of my stakeholders.
- C&C19 I am able to establish common understanding and build trust with my stakeholders.

[#]Stakeholders - people who can affect or be affected by the project e.g. donors, organisations that you work with, people that benefit from your project.

TEAMWORK *(Our youths are able to work well with others in a team.)*

- C&C20 I know how to work well in a team.*
- C&C21 I work well in a team.*
- C&C22 I support others in the team.
- C&C23 I communicate well with my team members.
- C&C24 I treat other members of my team as equal to myself.
- C&C25 I am able to work with people who have different working styles from me.



THRIVING & HEALTHY

Our youths are well-adjusted physically and emotionally.

Please note:

Statements marked with *
are compulsory statements
for outcome measurement
survey

Question type

- Awareness
- Attitude
- Behaviour
- State

PHYSICAL HEALTH *(Our youths maintain good physical health.)*

T&H1 I believe it is important to stay physically healthy.*

T&H2 I make a conscious effort to maintain a healthy lifestyle.*

MENTAL WELLBEING – EMOTIONAL AWARENESS *(Our youths know the symptoms of mental and emotional distress.)*

T&H3 I know how to identify symptoms of mental and emotional distress.*

MENTAL WELLBEING – EMOTIONAL MANAGEMENT *(Our youths are able to manage negative thoughts and feelings.)*

T&H4 I know how I can manage negative thoughts and emotions.*

T&H5 I know where to seek help when I have distressing thoughts and emotions beyond my control.

T&H6 If I have distressing thoughts and emotions beyond my control, I would seek help.

MENTAL WELLBEING – EMOTIONAL SUPPORT *(Our youths are able to support others who are struggling mentally and emotionally.)*

T&H7 I am able to support those struggling mentally and emotionally.*



GLOBAL & INFORMED

Our youths have a good understanding of local and global issues to enable them to thrive in a diverse interconnected world.

Please note:

Statements marked with *
are compulsory statements
for outcome measurement
survey

Question type

- Awareness
- Attitude
- Behaviour
- State

CULTURAL AWARENESS *(Our youths are aware of the differences between cultures.)*

G&I1 I am aware of differences between cultures (e.g. values, beliefs and social norms).*

GLOBAL PERSPECTIVES *(Our youths understand the issues affecting other countries, and the opportunities and challenges that other countries have.)*

G&I2 I am aware of issues affecting other countries.*

G&I3 I understand how changes around the world affect other countries.

G&I4 I understand the opportunities and challenges that other countries have.

G&I5 I understand the difficulties in trying to solve global issues.

G&I6 I have connections in other countries that I can work with.

NATIONAL PERSPECTIVES *(Our youths understand the issues affecting Singapore, and the opportunities and challenges that Singapore has.)*

G&I7 I am aware of issues affecting Singapore.*

G&I8 I understand how changes around the world affect Singapore and its future.

G&I9 I understand the opportunities and challenges that Singapore has.

G&I10 I understand the difficulties in trying to solve issues affecting Singapore's society.

PUBLIC POLICY AWARENESS *(Our youths are aware of the policies and programmes that tackle issues affecting Singapore's society.)*

G&I11 I am aware of policies and programmes that tackle issues affecting Singapore's society.*



ROOTED & CARING

Our youths have a deep connection with Singapore and want to contribute back to the nation.

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Question type

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NATIONAL PRIDE *(Our youths are proud to be Singaporeans.)*

R&C1 I am proud to be a Singaporean.*

SOCIAL SUPPORT NETWORKS *(Our youths have people that they can turn to for support.)*

R&C6 I have people whom I can turn to for support.*

R&C7 I have people that I can talk with about my problems.

OPEN TO DIVERSITY *(Our youths embrace diversity and maintain positive attitudes towards those from different social groups.)*

R&C8 I respect the values and beliefs of people who are of a different background from me (e.g. race, culture, nationality, socioeconomic status).*

R&C9 I respect the opinions of others, even if I do not agree with it.

EMPATHY *(Our youths are able to place themselves in the shoes of others.)*

R&C10 I put myself in the shoes of others to understand how they feel.*



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Question type

- Awareness
- Attitude
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- State

ABILITY TO EFFECT CHANGE – COMMUNITY *(Our youths feel that they can play a part in bringing about change in Singapore.)*

R&C11 I believe I can help to shape society.*

R&C12 I believe that I can make a difference in the community.

ABILITY TO EFFECT CHANGE – GOVERNMENT *Our youths feel that they can influence government decisions on issues.)*

R&C13 I believe that I can influence government decisions on issues.*

CIVIC ENGAGEMENT – COMMUNITY *(Our youths take an interest in the community and actively seek to improve the lives of others.)*

R&C14 I am aware of the needs in the community.*

R&C15 I understand the ways that I can contribute to the community.*

R&C16 I believe I have a role to play in improving the community.*

R&C17 I actively participate in efforts that help to improve the community.*

R&C18 I feel a strong conviction to give back to the community.

R&C19 I participate in discussions on national, community or social issues (e.g. online and/or offline forums, dialogues).

R&C20 I encourage my peers to participate in activities that help to improve the community.

CIVIC ENGAGEMENT – ENVIRONMENT *(Our youths care for the environment.)*

R&C21 I am aware of the effects of my actions on the environment.*

R&C22 I feel responsible towards the environment.*

R&C23 I actively participate in efforts to care for the environment.*

R&C24 I understand the ways that I can care for the environment.

R&C25 My efforts to care for the environment will make a difference.

R&C26 I encourage my peers to care for the environment.

FUTURE-READY YOUTH

Our youths are ready for the future.

They are thriving and have a positive sense of well-being, guided by good values.

As a result of the programme...

FRY1 I have a stronger belief that I have what it takes to do well in life.

FRY2 I am more confident about my future as a whole.

FRY3 I am more ready for the future.

COMMITTED TO SINGAPORE

Our youths feel a sense of belonging to Singapore, and believe that they have a role to play in shaping Singapore's future.

As a result of the programme...

CSG1 I am more willing to do whatever I can to support Singapore in times of national crisis.

CSG2 I have a stronger belief that I have a part to play in developing Singapore for the benefit of current and future generations.

CSG3 I feel a greater sense of belonging to Singapore.

Please note:

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for outcome measurement
survey

Question type

-  Awareness
-  Attitude
-  Behaviour
-  State



DRIVEN & RESILIENT

Our youths possess the confidence and grit to achieve their goals and overcome challenges.

As a result of the programme...

CONFIDENCE *(Our youths view themselves positively and believe they can succeed.)*

- D&R1 I have a stronger belief in my ability to succeed in the things I want to do.*
- D&R2 I have a stronger belief that I have a number of good qualities.
- D&R3 I am more confident that I am able to do things as well as most other people.
- D&R4 I feel more confident that I can achieve my goals.
- D&R5 I am more confident I can succeed when I try my best.

PROACTIVENESS *(Our youths take initiative.)*

- D&R6 I am more likely to take initiative instead of waiting for things to happen.*
- D&R7 I am more likely to seize the opportunity whenever I see one.

TENACITY *(Our youths persevere through difficulties to achieve their goals.)*

- D&R8 I am better able to persevere in the face of challenges.*
- D&R9 I am less likely to give up even after experiencing failure.

GROWTH MINDSET *(Our youths view challenges as opportunities for growth.)*

- D&R10 I can better appreciate that difficult times are an opportunity for me to learn and grow as a person.*
- D&R11 I have a stronger belief that it is important to challenge myself to grow.

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Question type

- Awareness
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- Behaviour
- State



COMPETENT & COLLABORATIVE

Our youths have the skills needed to thrive in life.

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Question type

- Awareness
- Attitude
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- State

As a result of the programme...

CRITICAL THINKING *(Our youths are able to analyse issues objectively.)*

- C&C1 I am better equipped to analyse an issue thoroughly before coming to a conclusion.*
- C&C2 I am better able to link different information together.
- C&C3 I am better equipped to think through issues from different angles.

PROBLEM SOLVING *(Our youths are able to identify the problem, and generate, evaluate and implement solutions.)*

- C&C4 I am more knowledgeable about how to identify and solve problems.*
- C&C5 I am better able to solve problems that I face.*
- C&C6 I am better able to examine why a solution I tried did or did not work.
- C&C7 I am better equipped to compare the pros and cons of my solutions.
- C&C8 I am better equipped to find out the cause of problems that I face.

INNOVATIVE *(Our youths are able to come up with new ideas.)*

- C&C9 I am more knowledgeable about ways to come up with new ideas.*

FINANCIAL LITERACY *(Our youths are able to make informed decisions with regard to their financial resources.)*

- C&C10 I am more knowledgeable about the steps that I can take to meet my financial goals.*

PROJECT MANAGEMENT *(Our youths are able to plan, coordinate and execute an event/project.)*

- C&C11 I am more knowledgeable about the factors that are critical to the smooth running of an event or a project.*



COMPETENT & COLLABORATIVE

Our youths have the skills needed to thrive in life.

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survey

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- Behaviour
- State

As a result of the programme...

CAREER PREPAREDNESS *(Our youths understand what it takes to succeed in their career.)*

- C&C12 I am more aware of the skills that will help me to succeed in my career in future.*
- C&C13 I have a stronger belief that I will be able to adapt to changes that affect my job opportunities.*
- C&C14 I am more aware of the potential career pathways that I can take to achieve my goals.
- C&C15 I have a stronger belief that I can achieve my career goals.

STAKEHOLDER MANAGEMENT *(Our youths are able to work well with various parties involved in their projects.)*

- C&C16 I am more knowledgeable about how to work well with my stakeholders#.*
- C&C17 I am better able to work with my stakeholders.*
- C&C18 I seek to better understand the needs of my stakeholders.
- C&C19 I am better able to establish common understanding and build trust with my stakeholders.

#Stakeholders - people who can affect or be affected by the project e.g. donors, organisations that you work with, people that benefit from your project.

TEAMWORK *(Our youths are able to work well with others in a team.)*

- C&C20 I am more knowledgeable about how to work well in a team.*
- C&C21 I am better able to work well in a team.*
- C&C22 I am better able to support others in the team.
- C&C23 I am able to communicate better with my team members.
- C&C24 I am more likely to treat other members of my team as equal to myself.
- C&C25 I am better able to work with people who have different working styles from me.



THRIVING & HEALTHY

Our youths are well-adjusted physically and emotionally.

As a result of the programme...

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- Awareness
- Attitude
- Behaviour
- State

PHYSICAL HEALTH *(Our youths maintain good physical health.)*

T&H1 I have a stronger belief in the importance to stay physically healthy.*

T&H2 I am more likely to make a conscious effort to maintain a healthy lifestyle.*

MENTAL WELLBEING – EMOTIONAL AWARENESS *(Our youths know the symptoms of mental and emotional distress.)*

T&H3 I am more knowledgeable about how to identify symptoms of mental and emotional distress.*

MENTAL WELLBEING – EMOTIONAL MANAGEMENT *(Our youths are able to manage negative thoughts and feelings.)*

T&H4 I am more knowledgeable about how I can manage negative thoughts and emotions.*

T&H5 I am more knowledgeable about where to seek help when I have distressing thoughts and emotions beyond my control.

T&H6 If I have distressing thoughts and emotions beyond my control, I am more likely to seek help.

MENTAL WELLBEING – EMOTIONAL SUPPORT *(Our youths are able to support others who are struggling mentally and emotionally.)*

T&H7 I am better able to support those struggling mentally and emotionally.*



GLOBAL & INFORMED

Our youths have a good understanding of local and global issues to enable them to thrive in a diverse interconnected world.

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As a result of the programme...

CULTURAL AWARENESS *(Our youths are aware of the differences between cultures.)*

G&I1 I am more aware of differences between cultures (e.g. values, beliefs and social norms).*

GLOBAL PERSPECTIVES *(Our youths understand the issues affecting other countries, and the opportunities and challenges that other countries have.)*

G&I2 I am more aware of issues affecting other countries.*

G&I3 I better understand how changes around the world affect other countries.

G&I4 I better understand the opportunities and challenges that other countries have.

G&I5 I better understand the difficulties in trying to solve global issues.

G&I6 I have improved connections in other countries that I can work with (e.g. increased networks, deeper quality of interactions).

NATIONAL PERSPECTIVES *(Our youths understand the issues affecting Singapore, and the opportunities and challenges that Singapore has.)*

G&I7 I am more aware of issues affecting Singapore.*

G&I8 I better understand how changes around the world affect Singapore and its future.

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PUBLIC POLICY AWARENESS *(Our youths are aware of the policies and programmes that tackle issues affecting Singapore's society.)*

G&I11 I am more aware of policies and programmes that tackle issues affecting Singapore's society.*



ROOTED & CARING

Our youths have a deep connection with Singapore and want to contribute back to the nation.

As a result of the programme...

Please note:
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Question type

- Awareness
- Attitude
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- State

NATIONAL PRIDE *(Our youths are proud to be Singaporeans.)*

R&C1 I am more proud of being a Singaporean.*

SOCIAL SUPPORT NETWORKS *(Our youths have people that they can turn to for support.)*

R&C6 I feel I have people whom I can turn to for support.*

R&C7 I feel I have people that I can talk with about my problems.

OPEN TO DIVERSITY *(Our youths embrace diversity and maintain positive attitudes towards those from different social groups.)*

R&C8 I have greater respect for the values and beliefs of people who are of a different background from me (e.g. race, culture, nationality, socioeconomic status).*

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R&C12 I have a stronger belief that I can make a difference in the community.

ABILITY TO EFFECT CHANGE – GOVERNMENT *Our youths feel that they can influence government decisions on issues.)*

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CIVIC ENGAGEMENT – COMMUNITY *(Our youths take an interest in the community and actively seek to improve the lives of others.)*

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R&C17 I am more likely to participate more actively in efforts that help to improve the community.*

R&C18 I feel a stronger conviction to give back to the community.

R&C19 I am more likely to participate in discussions on national, community or social issues (e.g. online and/or offline forums, dialogues).

R&C20 I am more likely to encourage my peers to participate in activities that help to improve the community.

CIVIC ENGAGEMENT – ENVIRONMENT *(Our youths care for the environment.)*

R&C21 I am more aware of the effects of my actions on the environment.*

R&C22 I feel more responsible towards the environment.*

R&C23 I am more likely to participate more actively in efforts to care for the environment.*

R&C24 I better understand the ways that I can care for the environment.

R&C25 I have a stronger belief that my efforts to care for the environment will make a difference.

R&C26 I am more likely to encourage my peers to care for the environment.

PROCESS INDICATORS (additional resource)

Below question sets to measure the quality of programme delivery are non exhaustive and not intended to be prescriptive.

Post-survey

Overall Programme Feedback

1. I have a positive experience in the programme. (5-point SD-SA scale)
2. The programme has allowed me to expand my networks. (5-point SD-SA scale)
3. What worked well? (Open-ended)
4. What could be improved? (Open-ended)
5. What else do you wish was covered during the programme? (Open-ended)
6. I would recommend the programme to others. (5-point SD-SA scale)
7. I would like to take part in other activities organised by National Youth Council/ Youth Corps Singapore/ Outward Bound Singapore. (5-point SD-SA scale)
8. I would like to take part in other activities organised by <youth sector organisation>. (5-point SD-SA scale)

PROCESS INDICATORS (additional resource)

Post-survey

Overall effectiveness (Course Facilitator/ instructor/ partner/mentor/ speaker)

1. How would you rate the facilitator as a whole. (5-point – Very poor, poor, fair, good, very good)

Teaching effectiveness of (Course Facilitator/ instructor/ partner/mentor/ speaker)

1. The *facilitator* provided sufficient guidance. (5-point SD-SA scale)
2. The *facilitator* provided useful insights. (5-point SD-SA scale)
3. The *facilitator* was able to facilitate learning through reflections and asking critical questions. (5-point SD-SA scale)
4. The *facilitator* provides useful feedback for my personal growth. (5-point SD-SA scale)
5. The *facilitator* has the necessary knowledge and skills for the role. (5-point SD-SA scale)
6. The *facilitator* was able to point me to useful resources (e.g. subject experts, reading materials and tools). (5-point SD-SA scale)

Ability to manage group dynamics (Course Facilitator/ instructor/ partner/mentor/ speaker)

1. The *facilitator* was able to communicate well with the group. (5-point SD-SA scale)
2. The *facilitator* was able to manage the group effectively (e.g. encourage healthy group dynamics, resolve conflicts, etc.) (5-point SD-SA scale)

PROCESS INDICATORS (additional resource)

Post-survey

Feedback on Programme Content

1. For each of the following modules/activities (list the activities) please indicate the extent to which you find them useful. For activities which you did not participate in, or which are not applicable, you may leave them blank. (5-point – Not at all, To a little extent, To some extent, To a great extent, To a very great extent)
2. What were your key takeaways? *(This may include new skills and knowledge, or achievements of personal goals)* (Open-ended)

Duration and Pace of Programme

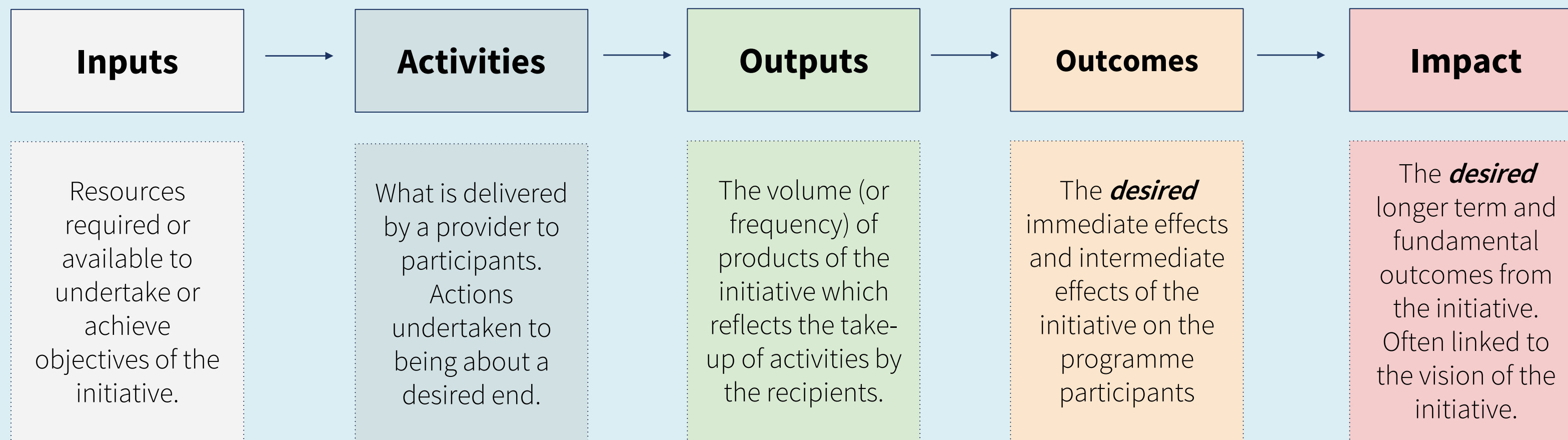
1. What do you think of the duration for the programme? (5-point Too Short, Short, Just Right, Long, Too Long)
2. I feel that the pace of the programme was... (5-point scale - Too Slow, Somewhat Slow, Just Right, Somewhat Fast, Too Fast)

Facilities and Logistics

1. The accommodation was of an acceptable standard. (5-point SD-SA scale)
2. The meals were of an acceptable standard. (5-point SD-SA scale)
3. The facilities were are of an acceptable standard. (5-point SD-SA scale)

LOGIC MODEL - DEFINITION

A programme logic model is a **picture of how your programme works** – the theory and assumptions underlying the programme. ...This model provides a **road map** of your programme, *highlighting how it is expected to work, what activities need to come before others, and how desired outcomes are achieved.* - Kellogg Foundation (1998)



VALUE OF LOGIC MODEL

The logic model is used as a:

- **Group Process.** A model developed by all stakeholders, to inform what should be measured.
- **Pictorial representation.** Requires systemic thinking and planning.
- **Strategic tool.** Facilitates monitoring, management, reporting of outcomes throughout programme development and implementation.
- **Documentation.** Documents clear and shared understanding of how a programme works.



The logic model is:

Able to visualise how invested resources can contribute to achieve your intended programme goals and can lead to programme improvements.

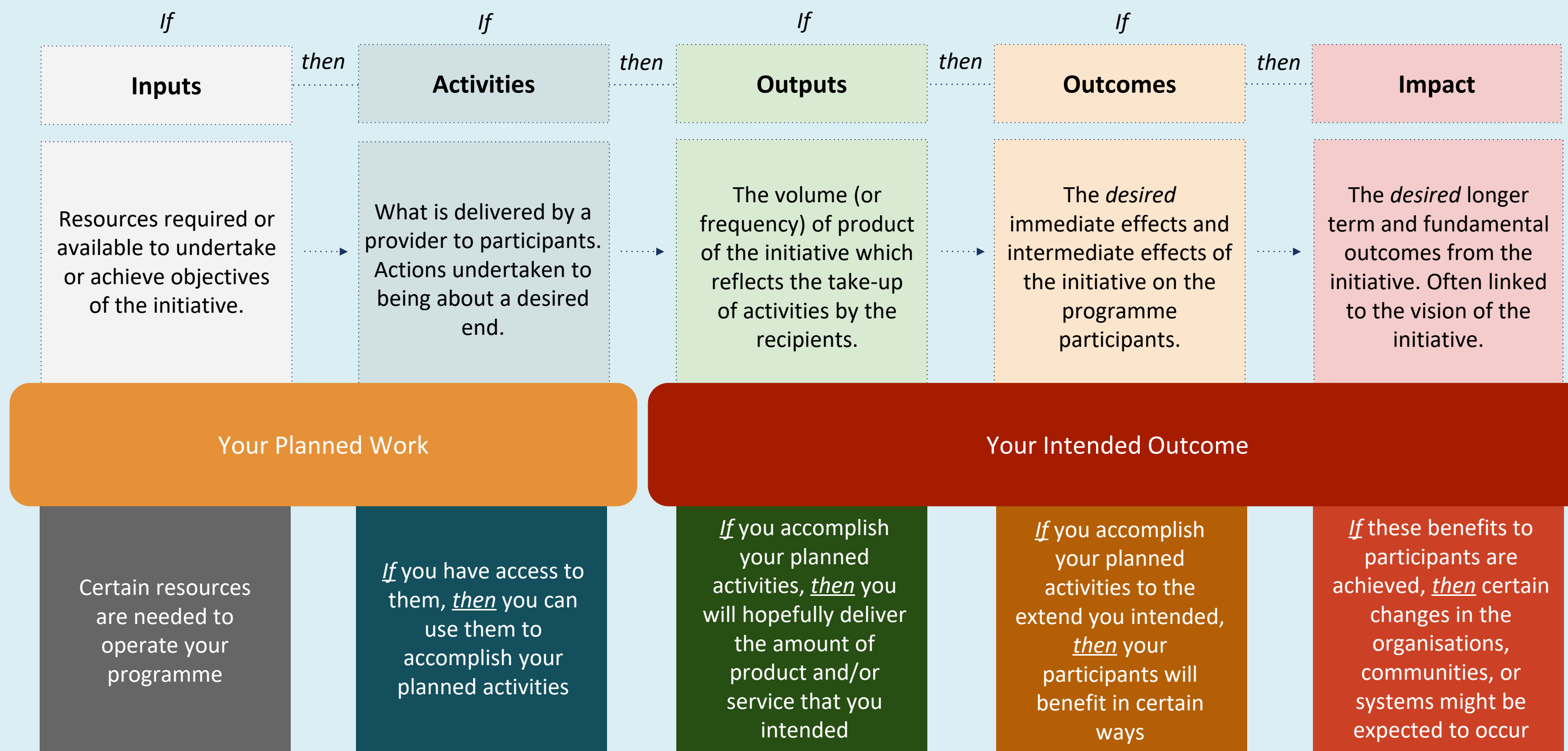
Used throughout the programme's life.

Iterative. Likely to change over time. Ongoing assessments allow for corrections and better programme design.

Analytical. Points out strengths and weaknesses.

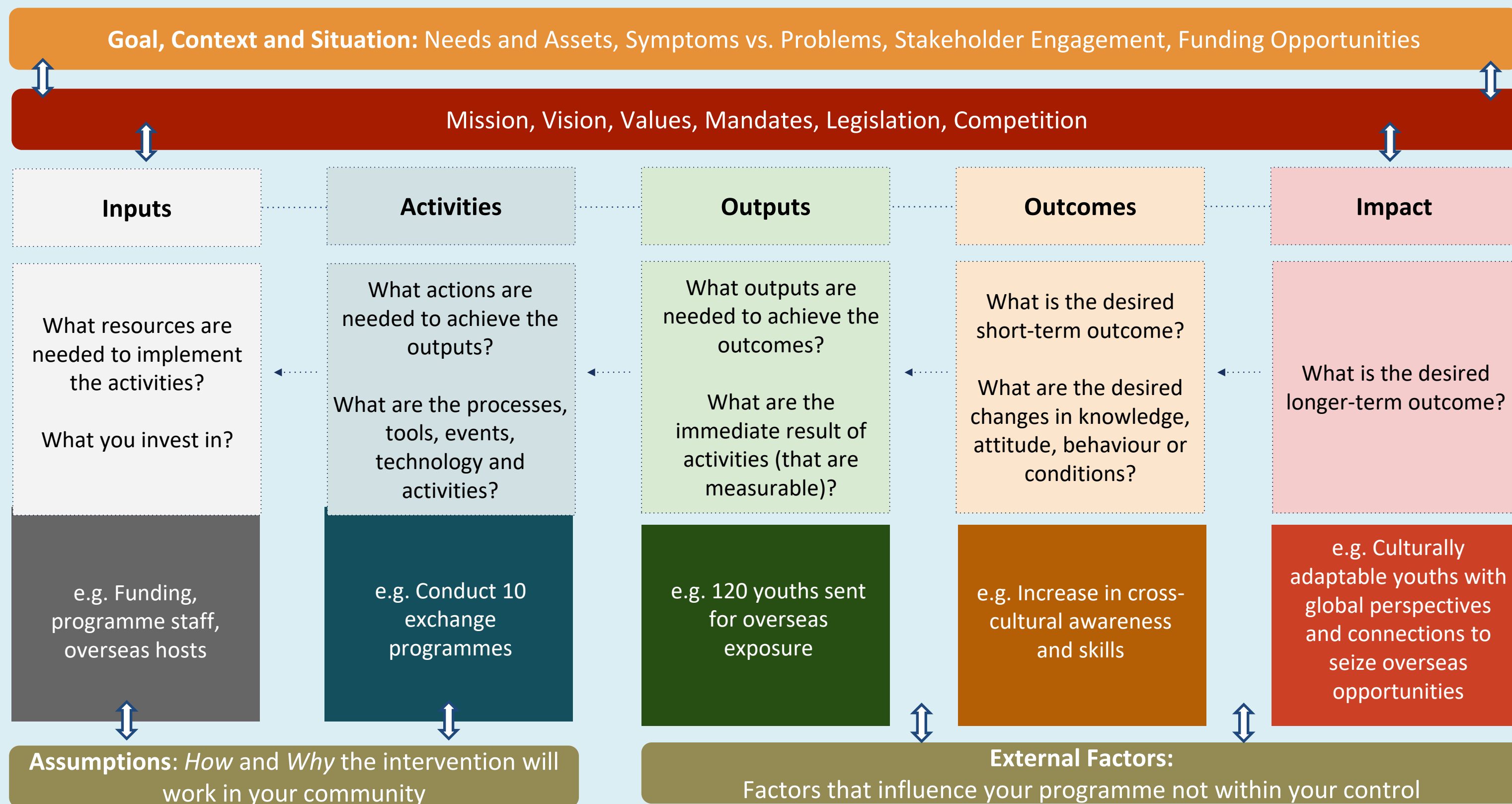
READING A LOGIC MODEL

A logic model should be read from left to right, starting with the inputs, by using “if-then” statements (i.e. Forward Logic).



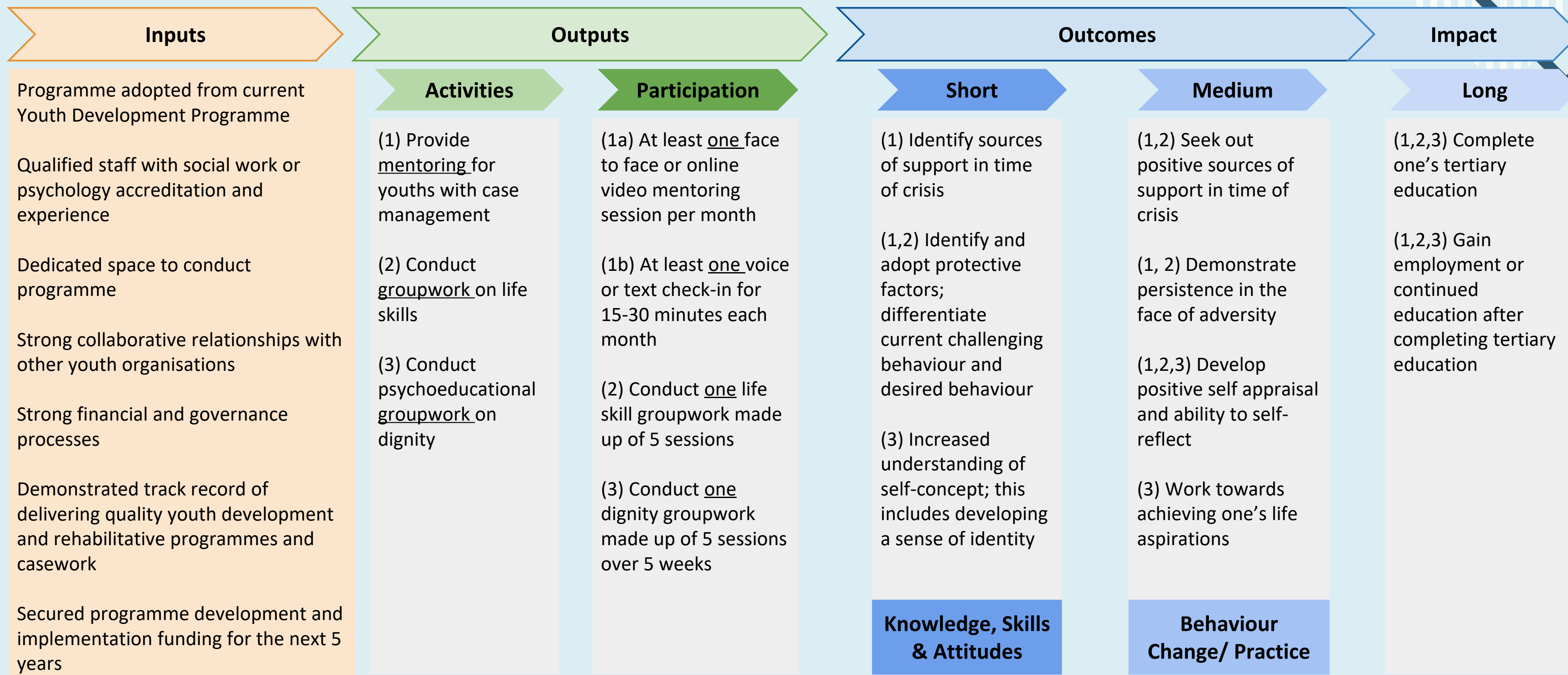
CREATING A LOGIC MODEL

However, when preparing the logic model, it is advisable to map it backwards, from right to left (i.e. Reverse Logic).

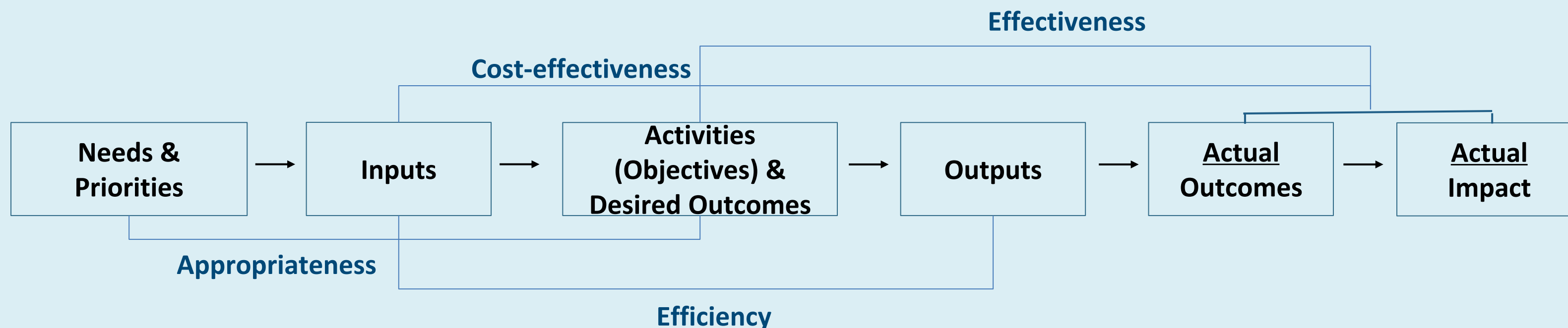


LOGIC MODEL - EXAMPLE

Logic Model: Youth Development Programme (conducted in a tertiary educational institution)



BEAUTY OF LOGIC MODEL AND EVALUATION



Appropriateness	The extent to which programme objectives/ desired outcomes align with organisation priorities, strategies and needs.
Effectiveness	The extent to which programme outcomes/ impact are achieving the programme objectives.
Cost-effectiveness	The relationship between inputs (resources) and outcomes/impact expressed in monetary value.
Efficiency	The extent to which programme inputs are maximised for a given level of policy outputs, or to which outputs are maximised for a given level of inputs.

Programme Logic Model Template

Projects requesting for a grant of >\$50,000 are required to submit a logic model.

This template is available for download at <https://go.gov.sg/logic-model-template>

Inputs	Activities	Outputs	Outcomes	Impact
Resources required or available to undertake or achieve objectives of the initiative.	What is delivered by a provider to participants. Actions undertaken to being about a desired end.	The volume (or frequency) of product of the initiative which reflects the take-up of activities by the recipients.	The <i>desired</i> immediate effects and intermediate effects of the initiative on the program participants	The <i>desired</i> longer term and fundamental outcomes from the initiative. Often linked to the vision of the initiative.

RESOURCES

Developing an Impact Measurement Framework

1. A short guide: Developing an impact Measurement Framework by Investment Impact Index: <https://investmentimpactindex.org/wp-content/uploads/2020/05/III-A-short-guide-How-to-develop-an-impact-measurement-framework-Digital.pdf>
2. Impact Measurement: An introductory guide for Irish social enterprises and charities on using LM, Theory of Change and Social Return on Investment to Measure Impact by Quality Matters (2013): <http://qualitymatters.ie/wp-content/uploads/2014/08/quality-matters-impact-measurement-guide.pdf>
3. Common Problems in Impact Assessment Research by US AID (2008): https://pdf.usaid.gov/pdf_docs/pnadm201.pdf

Building a Logic Model

1. JUSTCAUSE impact measurement resources with case studies from non-profits in Southeast Asia: <https://www.justcauseasia.org/impact-management-library>
2. Kellogg Foundation Logic Model Development Guide: www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook
3. “How to Develop a Program Logic Model” by Corporation for National & Community Service: www.nationalservice.gov/sites/default/files/upload.OpAC%20Logic%20Model%20draft%20in%20progress.pdf



GET IN TOUCH

FOR FEEDBACK & INQUIRIES:

Please contact the Grant Officer assigned to your application or send an email to

Partnership_Enquiries@nyc.gov.sg

