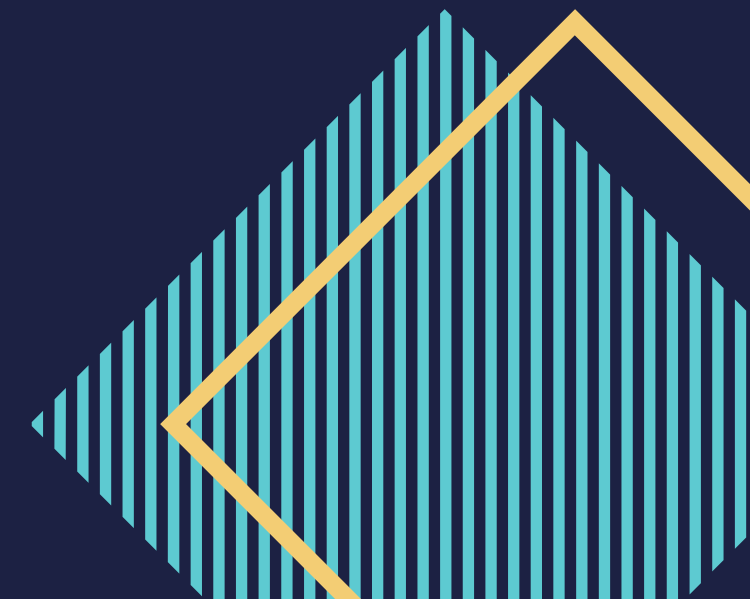




IMPACT ASSESSMENT TOOLKIT

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

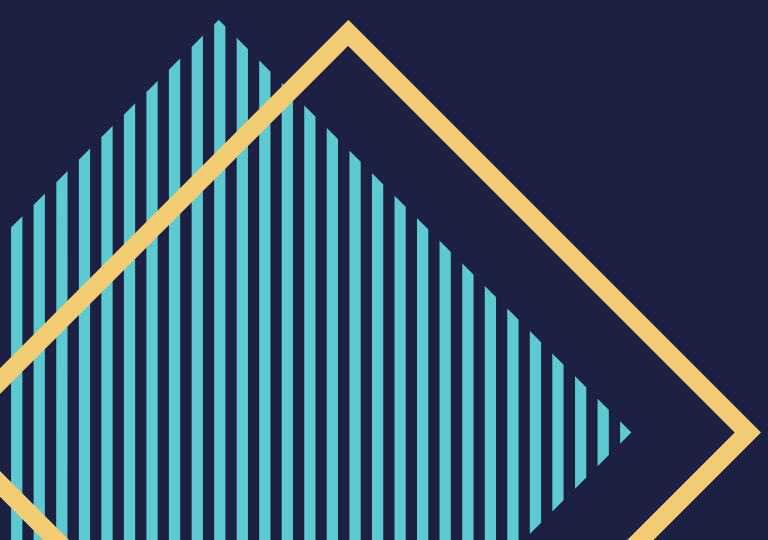
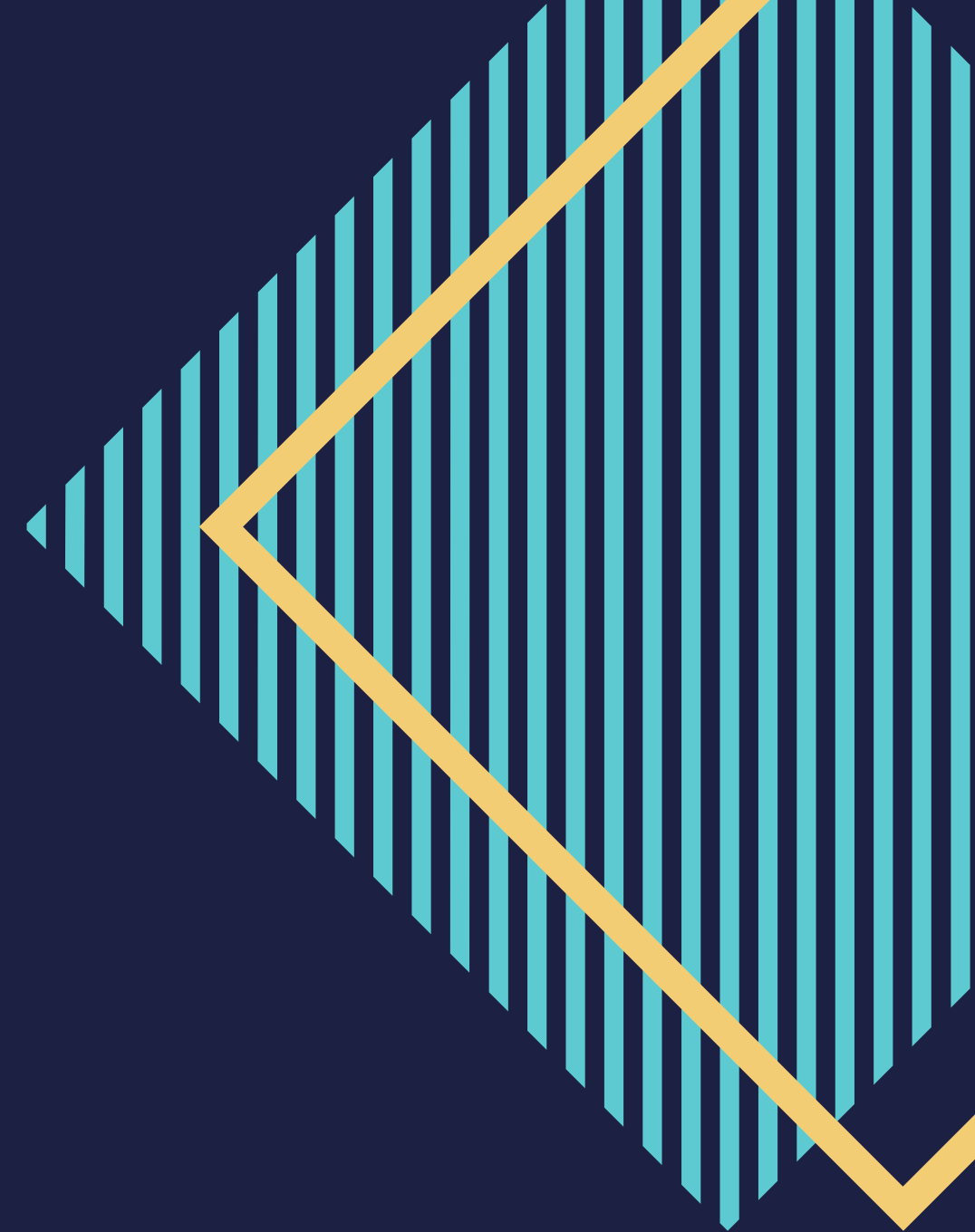
Sampling

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 impact of funded programmes.

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 programmes in achieving youth outcomes.

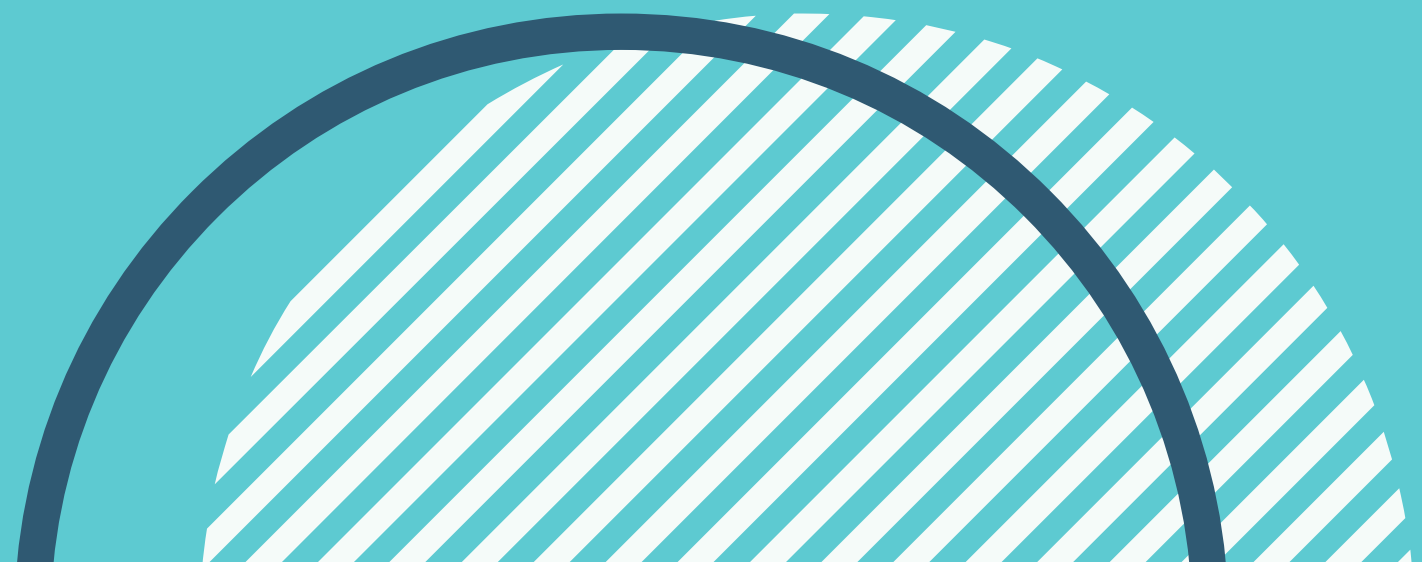




BACKGROUND

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** to the local context.



OVERVIEW

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

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

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 and participant profile are also included.

The toolkit is **not intended to be prescriptive**. It provides a starting point for youth organisations to measure impact. The indicators are also **not exhaustive** and should be **built upon** with additional programme-specific indicators beyond those in the toolkit.



YOUTH OUTCOMES



FUTURE-READY

Our youths are 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.

OUTCOME DOMAINS



DRIVEN & RESILIENT

Our youths are confident and show grit and resolve in working towards their goals.



COMPETENT & COLLABORATIVE

Our youths have the hard and soft skills needed to succeed.



THRIVING & HEALTHY

Our youths are well-adjusted physically and emotionally.



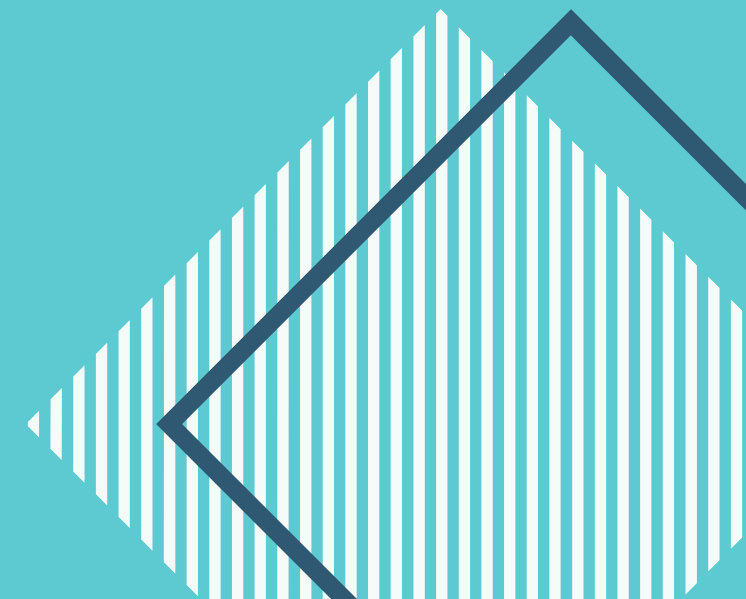
GLOBAL & INFORMED

Our youths have a good understanding of local and global issues.



ROOTED & CARING

Our youths care for and contribute to Singapore.



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

Empathy
Ability to Effect Change
Civic Engagement

** Applies to Resilient and Rooted

STEPS TO USING THE TOOLKIT

1. IDENTIFY TARGET YOUTH OUTCOMES

Select no more than 5 outcomes that apply to your programme. Focus on the primary outcomes that the programme is designed to achieve instead of secondary by-product outcomes.

3. DECIDE ON EVALUATION DESIGN

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

2. SELECT INDICATORS

Select relevant indicators from the list provided. Try to use as many of the indicators as possible to obtain a more accurate measure.

4. NYF SUBMISSION (FOR NYF APPLICANTS ONLY)

NYF grant applicants are required to submit the impact assessment plan (selected outcomes and indicators) together with the project proposal. Projects with grants of >\$50,000 will also be required to submit a logic model (refer to guide on "Developing a Programme Logic Model").

STEPS TO USING THE TOOLKIT

5. GENERATE PRE & POST SURVEY

Upon grant approval and finalisation of the outcomes and indicators to track, use the linked Google form template on the LOA to generate your programme survey. The template offers optional programme feedback questions that can be included.

7. DATA CLEANING & CODING

Refer to "Cleaning your Data" on Slides 18-20.

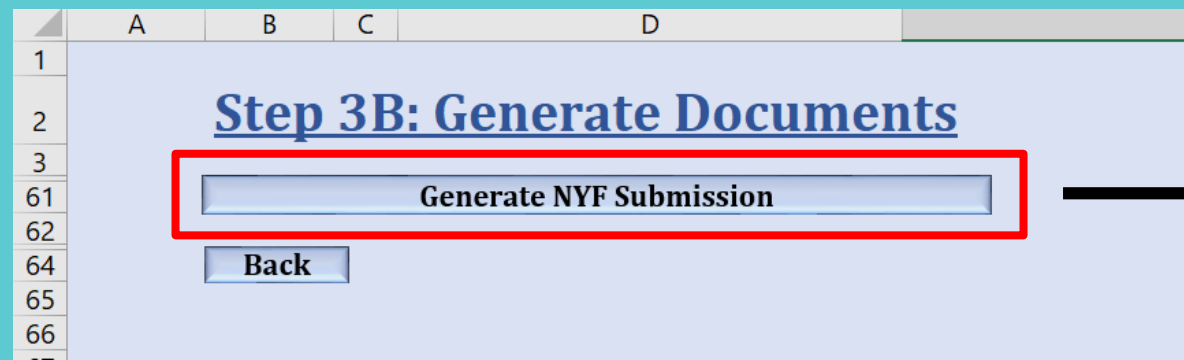
6. DATA COLLECTION

The amended Google form will be used to collect the data.

8. REPORT DATA

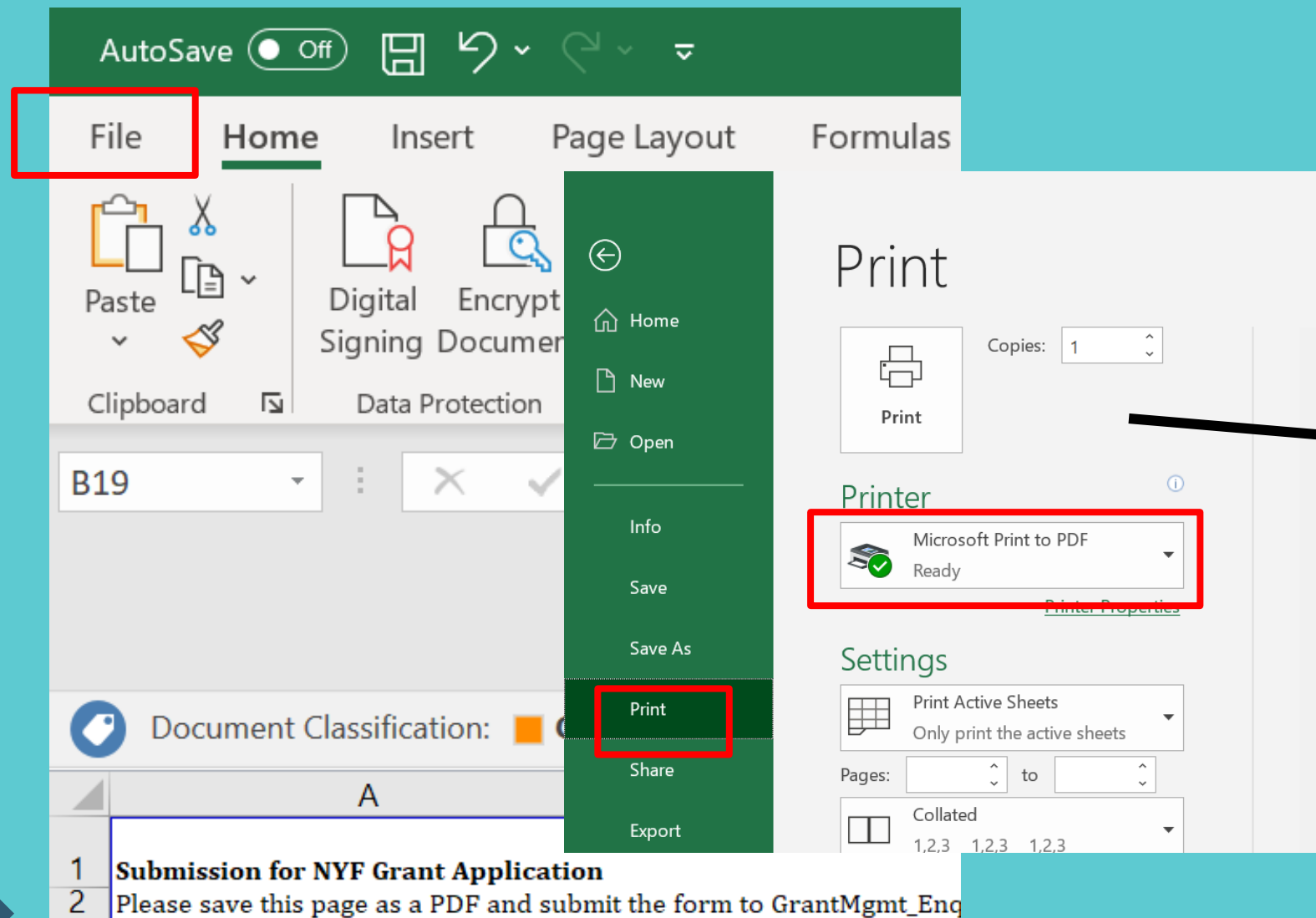
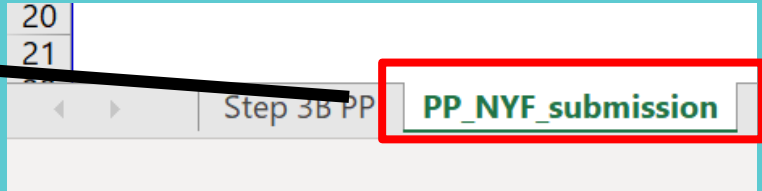
Submit the merged (if applicable) and coded pre and/or post results for each indicator to NYC.

GENERATING THE NYF SUBMISSION



a) Click here to generate the NYF Submission document.

b) Click on this tab once it appears.



c) To save the NYF Submission document, click on File > Print > Print to PDF before printing it.

*Please attach the PDF copy of the NYF Submission as part of your NYF application.

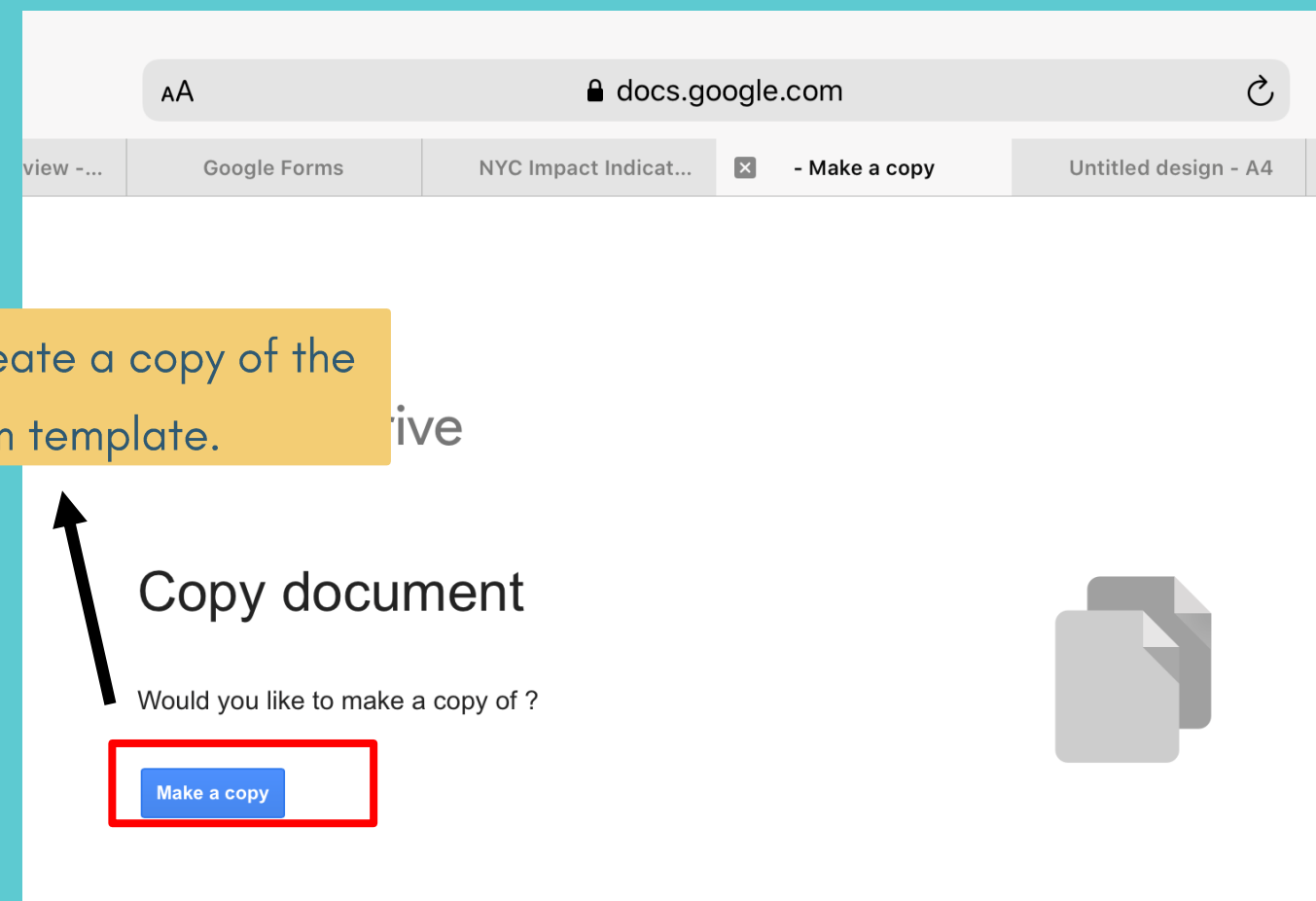
EDITING THE SURVEY TEMPLATE

1. Generate Survey Template

The survey template can be accessed at <https://docs.google.com/forms/d/1OZquRIQ5gvOzVurAj6Cc7cg6bgwxS5BZd5Zb-vHpbW0/copy>.

a) Follow the link on the Letter of Award (LOA) to open the Google form template. The linked template will differ based on your chosen evaluation design.

b) Click here to create a copy of the Google form template.



EDITING THE SURVEY TEMPLATE

2. Edit the Template

a) Rename the form to e.g. Pre-survey for Programme Name.

Copy of NYC Impact Indicators' Pre/Post Survey Template

Questions Responses

Section 1 of 4

Pre/Post Survey Template for Programme Name

We are glad to have you join our programme! We would appreciate your help to take 10 to 15 minutes to complete the survey below. Your responses will enable us to understand you better so as to better cater to your needs. / Your feedback will help us to improve, so we ask that you answer as honestly as possible.

After section 1 Continue to next section

Section 2 of 4

Learning Outcomes

Description (optional)

b) Edit the form to **only** include the finalized outcomes and indicators you want to track. You may delete the outcomes and indicators that are not applicable to your programme. Please follow the agreed outcome indicators in the LOA. You may also add additional questions that are specific to your programme.

EDITING THE SURVEY TEMPLATE

3. Duplicate the Template (Applicable only to the Pre/Post Evaluation Design)

NYC Impact Indicators' Pre/Post Survey Template

Section 1 of 4

Pre-Survey for Programme Name

We are glad to have you join our programme! We would appreciate your help to take 10 to 15 minutes to complete the survey below. Your responses will enable us to understand you better so as to better cater to your needs. / Your feedback will help us to improve, so we ask that you answer as honestly as possible.

After section 1 Continue to next section

Section 2 of 4

Learning Outcomes

Description (optional)

Confidence

Make a copy

Move to bin

Get pre-filled link

Print

Add collaborators

Share

Add collaborators

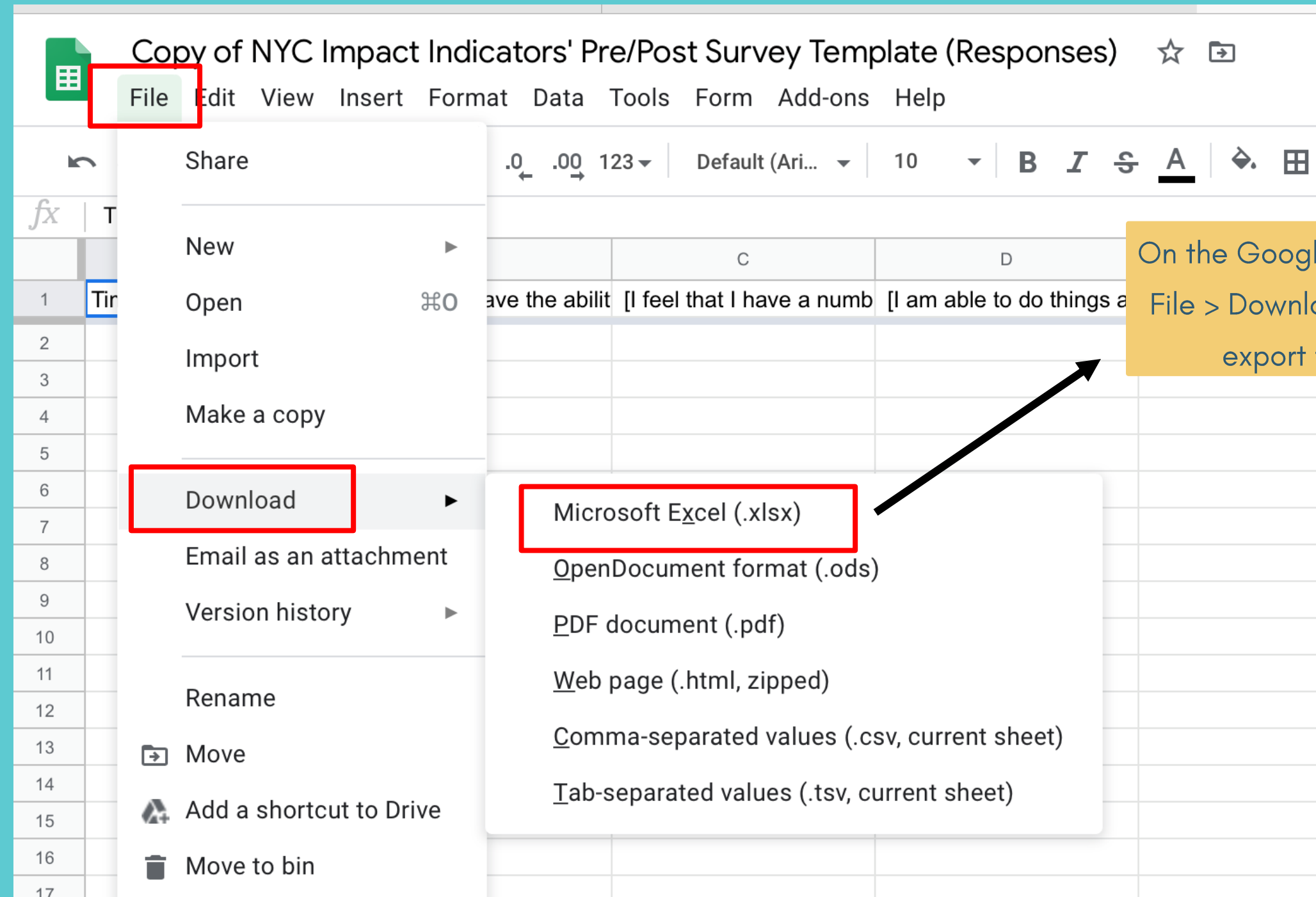
Preferences

b) Rename the form to e.g. Post-survey for Programme Name.

a) Go to Options > Make a copy to duplicate the amended form to create your post-programme survey.

CLEANING YOUR DATA

1. Export the Collected Data to Excel



The screenshot shows a Google Sheets spreadsheet titled "Copy of NYC Impact Indicators' Pre/Post Survey Template (Responses)". The "File" menu is open, and the "Download" option is highlighted. The "Download" submenu is also open, showing various export formats. The "Microsoft Excel (.xlsx)" option is highlighted in the submenu. A yellow callout box with an arrow points to the "Microsoft Excel (.xlsx)" option.

File Edit View Insert Format Data Tools Form Add-ons Help

Share

New

Open

Import

Make a copy

Download

Email as an attachment

Version history

Rename

Move

Add a shortcut to Drive

Move to bin

Microsoft Excel (.xlsx)

OpenDocument format (.ods)

PDF document (.pdf)

Web page (.html, zipped)

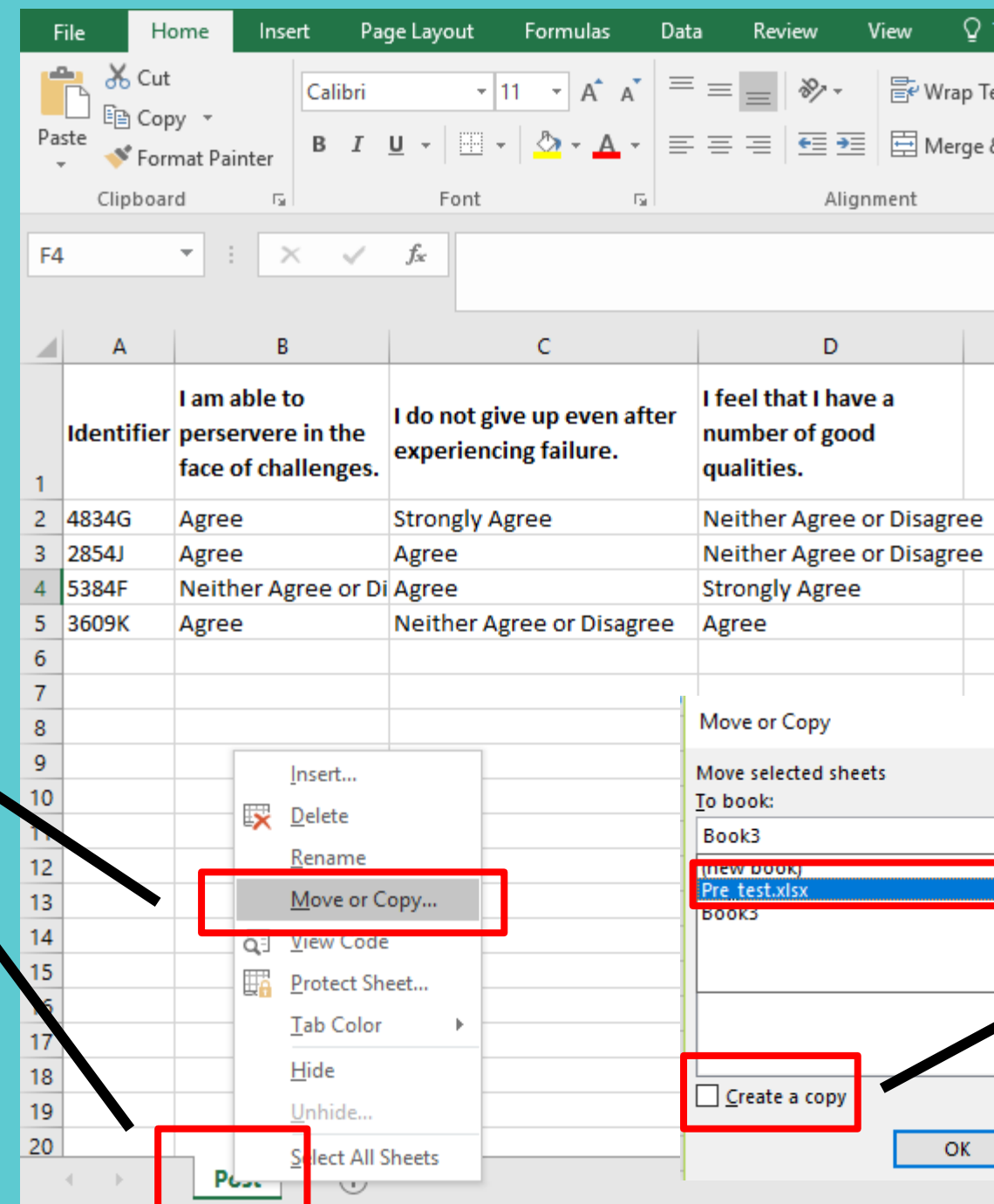
Comma-separated values (.csv, current sheet)

Tab-separated values (.tsv, current sheet)

On the Google form response sheet, click on File > Download > Microsoft Excel (.xlsx) to export the data to an Excel file.

CLEANING YOUR DATA

2. Merge Data from Pre & Post Programme Survey (if applicable) into one Excel Workbook



a) Right click the tab and select "Move or Copy".

b) If this is the post-survey data workbook, select your pre-survey data Excel file to move.

c) Check this to create a copy and retain your original file.

*It's good to rename your worksheets to prevent confusion over which is the pre and post data.

CLEANING & SUBMITTING YOUR DATA

3. Coding Qualitative Data

Identifier	I am able to perservere 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	Neither Agree or Disagree
3 2854J	Agree	Agree	Neither Agree or Disagree
4 5384F	Neither Agree or Di	Agree	Strongly Agree
5 3609K	Agree	Neither Agree or Disagree	Agree

Find and Replace dialog box settings:

- Find what: Agree
- Replace with: 4
- Within: Workbook
- Match case:
- Match entire cell contents:
- Look in: Formulas
- Buttons: Replace All, Replace, Find All, Find Next, Close

b) Select Workbook so that changes are applied to both sheets (if applicable).

d) Finally, click "Replace All".

*Please submit the excel file together with your Closure Report via the Our SG Grants Portal

a) Ctrl+H > Replace tab > Click on Options to expand if needed. Replace the qualitative responses with the following numerical values:

- Strongly Disagree - 1**
- Disagree - 2**
- Neither Agree or Disagree - 3**
- Agree - 4**
- Strongly Agree - 5**

c) Check "Match entire cell contents".

SAMPLING

Grant recipients who face difficulty in surveying all programme participants (e.g. large scale events such as roadshows or festivals) may survey a sample using the guidelines below. However, where possible, surveying all programme participants is preferred.

Beneficiary Group Size	<u>Minimum</u> % of Group to Complete the Survey
<50	75%
50-100	50%
101-250	50%
251-500	25%
501-1000	25%
>1000	10%

SAMPLING METHODS

- 1. Simple Random Sampling:** Select at random, where each member has an equal probability of being chosen. E.g. using a random number generator to identify members in a list.
- 2. Stratified Sampling:** Split the population into homogenous groups and randomly sample members from every group. The number of members sampled from each group should be **proportional** to their relative sizes in the original population. E.g. if a population of 100,000 tertiary students are made up of 30% JC, 30% Uni, 15% poly and 15% ITE, survey 100 students by randomly selecting 30 JC students, 30 university student, 15 polytechnic students and 15 ITE students.
- 3. Cluster Sampling:** Randomly select a few clusters (naturally formed groups within the population) and include all individuals from the chosen clusters in the sample. This method is usually applied when there is diversity within each cluster, but is fairly similar between clusters. E.g. select 5 neighbourhoods and survey every participant from these 5 neighbourhoods.

SAMPLING METHODS

4. Systematic Sampling: Select a random starting point and set a constant interval to select individuals to be in the sample (e.g. every n^{th} participant). The sampling interval is calculated by dividing the population size by the desired sample size.

Note: If the population size is small, it is possible to survey everyone in the population and there is no need for sampling. E.g. A workshop for 40 participants.

Poor Ways to Sample:

- Sampling the first 50 participants at a festival
- “Man on the street” survey (asking whoever is in the area)
- Using a selected biased group to constitute the sample
- Sampling people attending a festival at a specific time (because the profile of attendees may be different at different times)

ANNEXES

- A1: Youth Development Outcome Framework
- A2: (i) Definitions of Sub-constructs
(ii) Indicators under each Outcome/Sub-construct
- A3: Process Indicators (additional resource)

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	SOCIAL SUPPORT NETWORKS	ABILITY TO EFFECT CHANGE -Community -Government
		INNOVATIVE	PROJECT MANAGEMENT				OPEN TO DIVERSITY	
		FINANCIAL LITERACY	CAREER PREPAREDNESS					CIVIC ENGAGEMENT - Community - Environment



DRIVEN & RESILIENT

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

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: When I start doing something I try to finish it.
- D&R10: I do not give up even after experiencing failure.

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

- D&R11: Difficult times are an opportunity for me to learn and grow as a person.*
- D&R12: I believe it is important to challenge myself to grow.

Please note:

*Statements marked with * are compulsory statements for outcome measurement survey*



COMPETENT & COLLABORATIVE

Our youths have the skills needed to thrive in life.

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. *

Please note:

Statements marked with * are compulsory statements for outcome measurement survey



COMPETENT & COLLABORATIVE

Our youths have the skills needed to thrive in life.

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.

Please note:

*Statements marked with * are compulsory statements for outcome measurement survey*



THRIVING & HEALTHY

Our youths are well-adjusted physically and emotionally.

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.*

Please note:

Statements marked with * are compulsory statements for outcome measurement survey



GLOBAL & INFORMED

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

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 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.*

Please note:

*Statements marked with * are compulsory statements for outcome measurement survey*



ROOTED & CARING

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

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.*

Please note:

Statements marked with * are compulsory statements for outcome measurement survey



ROOTED & CARING

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

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.

Please note:

*Statements marked with * are compulsory statements for outcome measurement survey*

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. Overall, I am satisfied with my *programme/course. (5-point SD-SA scale)
2. How would you rate *programme/course* as a whole? (5-point – Very poor, Poor, Fair, Good, Very good)
3. I would recommend *programme/course* to others. (5-point SD-SA scale)
4. I would like to take part in other activities organised by *programme/course*. (5-point SD-SA scale)
5. This *programme/course* has allowed me to expand my networks. (5-point SD-SA scale)
6. What worked well or could be improved? (Open-ended)
7. What else do you wish to be covered during *programme/course.* (Open-ended)

Programme Resonance

1. I have positive experience in the *programme/engagement (5-point SD-SA scale)
2. I would like to be re-engaged by NYC. (2-point scale Agree, Disagree)

PROCESS INDICATORS (additional resource)

Post-survey

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

1. The *mentor* provided sufficient guidance. (5-point SD-SA scale)
2. The *mentor* provided useful insights. (5-point SD-SA scale)
3. The *mentor* was able to facilitate learning through reflections and asking critical questions. (5-point SD-SA scale)
4. The *mentor* provides useful feedback for my personal growth. (5-point SD-SA scale)
5. The *mentor* has the necessary knowledge and skills for the role. (5-point SD-SA scale)
6. The *mentor* 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 *mentor* was able to communicates well with the group. (5-point SD-SA scale)
2. The *mentor* was manage the group effectively (e.g. encourage healthy group dynamics, resolve conflicts, etc.) (5-point SD-SA scale)

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

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

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.
 - Module/activity 1 (5-point – Not at all, To a little extent, To some extent, To a great extent, To a very great extent)
 - Module/activity 2 (5-point – Not at all, To a little extent, To some extent, To a great extent, To a very great extent)
 - Module/activity 3 (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 *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 are of acceptable standard. (5-point SD-SA scale)
2. The meal(s) are of acceptable standard. (5-point SD-SA scale)
3. The facilities are of acceptable standard. (5-point SD-SA scale)



GET IN TOUCH

FOR FEEDBACK & INQUIRIES:

Partnership_Enquiries@nyc.gov.sg

